



**27th Annual Mid-America
Undergraduate Psychology
Research Conference
(MAUPRC)**

Saturday, April 12, 2008

**Thomas More College
Crestview Hills, KY**

Sponsored by the Psychology Departments of

Eastern Illinois University

Franklin College

Indiana University Purdue University Indianapolis

Thomas More College

University of Indianapolis

University of Southern Indiana

Conference Schedule

- ☞ 7:30 – 8:30 Registration / Continental Breakfast
- ☞ **8:30 – 9:30 Session 1**
- ☞ 9:30 – 9:45 Break
- ☞ **9:45 – 10:45 Session 2**
- ☞ 10:45 – 11:00 Break
- ☞ **11:00 – 12:00 Session 3**
- ☞ 12:00 – 12:30 Lunch
- ☞ 12:30 – 1:15 Welcome / Keynote Address:
 - **Meg H. Zeller, Ph.D.**
 - an Associate Professor of Pediatrics at the University of Cincinnati College of Medicine and the Division of Behavioral Medicine and Clinical Psychology at Cincinnati Children’s Hospital Medical Center.
 - The title of her talk is, “A Future in Psychology: Where Research Can Take You.”
- ☞ 1:15 – 1:30 Break
- ☞ **1:30 – 2:00 Poster Session**
- ☞ **2:00 – 3:00 Session 4**
- ☞ 3:00 – 3:30 Wrap Up

General Information

- Each paper presentation is identified in the program with a 3 character code. “4C3” refers to the 4th Session, in room C, the 3rd paper.

Session Room Code	Room
A	Library #136
B	Library #137
C	Library #316
D	Science Lecture Hall
Posters (P)	Library-Theatre Corridor

- All presentations will be given in the Library Classrooms and Adjacent Science Wing.
- Registration, Breakfast, & Lunch will be held in the Holbrook Student Center.
- Posters may be set up starting at 1:15 PM.
- Wrap up will be in the Library-Theatre Corridor

Conference Etiquette

In order for the conference to maintain a professional atmosphere and efficient order, we urge all in attendance to adhere to a few simple guidelines:

- If you are a presenter, report to the room where your presentation is scheduled before your session and introduce yourself to your moderator so s/he knows you are there and how to pronounce your name during the introductions.
- Be sure to turn off your cell phone during paper sessions.
- Do not enter a session while a presentation is in progress and, if you must leave a session before it is over, wait until the break between presentations.
- Minimize unnecessary noise and conversation, both immediately outside and inside conference rooms.
- When presenting a paper, keep within the time limits so that subsequent presenters have sufficient time and sessions can be maintained on schedule.
- Engage in scholarly discussions, but show courtesy to the presenter.
- Wear your nametag prominently to facilitate communication and to identify you as an official registrant.
- Plan to stay for the entire conference (i.e., do not present your paper and then leave). Your presence as an audience member is a demonstration of support for your fellow presenters.
- Abide by the host institution's smoking policies.

Notes

Session 1A**Library 136****Moderator****Kathy Milar****Earlham College**

- 8:30 AM – 8:42 AM The Impact of Placebo in a Mock Therapeutic Session. **Zachary J. Thieneman**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 1A1]
- 8:45 AM – 8:57 AM Does Practice Make Perfect? A Look At Contributors to Academic Success. **Hailee E. Carter**. Sponsored by Dr. Diana Punzo, Earlham College. [See abstract 1A2]
- 9:00 AM – 9:12 AM Simon Says...Direction Compliance in College Students. **Philippa E. Lindwright**. Sponsored by Dr. Diana Punzo, Earlham College. [See abstract 1A3]
- 9:15 AM – 9:27 AM A Study of the Relationship of Adult Attachment and Romantic Satisfaction. **Lauren R. Wilson**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 1A4]

Session 1B**Library 137****Moderator****David Nalbhone****Purdue University Calumet**

- 8:30 AM – 8:42 AM SDIQ-R: Sleep and Dreams Information Questionnaire- Revised. **Lynda Sharrett**. Sponsored by Dr. Joseph Palladino, University of Southern Indiana. [See abstract 1B1]
- 8:45 AM – 8:57 AM Adolescent Sociability, School Friendships, and Depression. **Lindsey Richards, Julianne Boulware, & Robbie Haner**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 1B2]
- 9:00 AM – 9:12 AM The Advantage of Fear: Rapid Identification of Threatening Shapes. **Rachel C. Slevin & Megan Tuley**. Sponsored by Dr. Julie Evey, University of Southern Indiana. [See abstract 1B3]
- 9:15 AM – 9:27 AM Mood and the False Memory Effect. **Shannon Knight**. Sponsored by Dr. Aimee Mark, University of Southern Indiana. [See abstract 1B4]

Session 1C**Library 316****Moderator****Roger Thomas****Franklin College**

- 8:30 AM – 8:42 AM The Effects of Ego Identity on Task Performance. **Russia Johnson**. Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 1C1]
- 8:45 AM – 8:57 AM Is Music Really To Blame? The Relationship Between Music Preferences and Personality Traits. **Thomas A. Hansman**. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 1C2]
- 9:00 AM – 9:12 AM Attitudes Toward Homosexuality on a Religious Campus. **Laura E. Pedersen**. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 1C3]
- 9:15 AM – 9:27 AM The Effects of Dog Ownership on Levels of Compassion in People. **John Andrews**. Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 1C4]

Session 1D**Science Lecture Hall****Moderator****Bill Addison****Eastern Illinois University**

- 8:30 AM – 8:42 AM Short-Term Stability of the Homework Performance Questionnaire and the Learning Behavior Scales. **Jonathan M. Cavanaugh**. Sponsored by Dr. Gary Canivez, Eastern Illinois University. [See abstract 1D1]
- 8:45 AM – 8:57 AM Attractiveness versus Credentials and Perceived Success. **Stephanie J. Kibble & Kristen M. Russler**. Sponsored by Dr. W. Boyd Spencer, Eastern Illinois University. [See abstract 1D2]
- 9:00 AM – 9:12 AM Do People Vary in Their Perceptions of and Reactions to Prejudice? **Melissa Paschke**. Sponsored by Dr. Leslie Ashburn-Nardo, Indiana University-Purdue University Indianapolis. [See abstract 1D3]
- 9:15 AM – 9:27 AM Effects of Subliminal Auditory Priming. **Christopher Che Frederick**. Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 1D4]

Session 2A	Library 136	
Moderator	Heather Meggers	Birmingham-Southern College
9:45 AM – 9:57 AM	Personality Characteristics and Occupational Success in Relation to Physical Attractiveness. Melissa A. Swartz . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 2A1]	
10:00 AM – 10:12 AM	Validity of an Abbreviated Career Exploration and Decidedness Inventory (CEDI). Stephanie Jones . Sponsored by Dr. James H. Thomas & Dr. Cyndi R. McDaniel, Northern Kentucky University. [See abstract 2A2]	
10:15 AM – 10:27 AM	Is One Informant Enough to Understand Family Dynamics? Hilary N. Cambridge, Amanda J. Hozan, & Sarah B. Price . Sponsored by Dr. Victoria Hilkevitch Bedford, University of Indianapolis. [See abstract 2A3]	
10:30 AM – 10:42 AM	Moved by Emotion: The Relationship Between Affect and the Startle Response. Erin K. Leahy . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 2A4]	
Session 2B	Library 137	
Moderator	Tom Wilson	Bellarmino University
9:45 AM – 9:57 AM	Psychology Students, Cops and Social Needs: A Discriminant Function Analysis of EPPS Profiles. Justin Holland & Patrick Bannon . Sponsored by Dr. David Nalbome, Purdue University Calumet. [See abstract 2B1]	
10:00 AM – 10:12 AM	Differences in Emotional Functioning between Firstborns and Others. Ashley N. Tucker . Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 2B2]	
10:15 AM – 10:27 AM	The Effect of Aging on Openness to Sudden Unexpected Change to Routine. Kelly A. Morris . Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 2B3]	
10:30 AM – 10:42 AM	An Examination of Pseudo-stalking in the Absence of Threat. RyAnna Verbiest . Sponsored by Dr. David J. LaPorte, Indiana University of Pennsylvania. [See abstract 2B4]	
Session 2C	Library 316	
Moderator	Jeff Stowell	Eastern Illinois University
9:45 AM – 9:57 AM	The Relationship Between Academic Maturity and Academic Success. Ryan C. Pezold . Sponsored by Dr. William E. Addison, Eastern Illinois University. [See abstract 2C1]	
10:00 AM – 10:12 AM	The Relationship between Autotelic Personality and Alcohol Consumption, Negative Rumination, and Depression. Sara Silvers . Sponsored by Dr. Diana Punzo, Earlham College. [See abstract 2C2]	
10:15 AM – 10:27 AM	Trust, Communication, and Commitment in Long-Distance Relationships. Jillian McCance . Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 2C3]	
10:30 AM – 10:42 AM	The Relationship Between Self-Compassion and Academic Related Fears. Brandi N. Butler . Sponsored by Dr. Ronan Bernas, Eastern Illinois University. [See abstract 2C4]	
Session 2D	Science Lecture Hall	
Moderator	Sid Hall	University of Southern Indiana
9:45 AM – 9:57 AM	Comfortable Beauty: Private Sector Hiring Versus College Campus Hiring. Sarah Skinner . Sponsored by Dr. Sid Hall, University of Southern Indiana. [See abstract 2D1]	
10:00 AM – 10:12 AM	The Relationship between Eye Contact, "Talk Time," and Perceived Intelligence. Christina Young . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 2D2]	
10:15 AM – 10:27 AM	The Impact of Fragrance on Perceived Personality. Meghan Ballast . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 2D3]	
10:30 AM – 10:42 AM	The Effect of Context Color on the Recall of Paired-Associates. Laura M. Lamkin . Sponsored by Dr. Aimee Mark, University of Southern Indiana. [See abstract 2D4]	

Session 3A**Library 136****Moderator****Vytenis Damusis****Purdue University Calumet**

- 11:00 AM– 11:12 AM Eyewitnesses, Friends or Foe; the Comparison of Eyewitness Testimony and Circumstantial Evidence on the Perception of Guilt. **Samantha Malcomb**. Sponsored by Dr. Aimee Mark, University of Southern Indiana. [See abstract 3A1]
- 11:15 AM– 11:27 AM Racial Differences in Married Couple Gender Role Attitudes and Styles. **Rhonda Bolden-El-Amin, Devon Burtin, & Latisha Baker**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 3A2]
- 11:30 AM– 11:42 PM Perceptual Grouping of Facial Features in Visual Search Field Task. **Megan Tuley & Rachel Slevin**. Sponsored by Dr. Aimee Mark, University of Southern Indiana. [See abstract 3A3]
- 11:45 AM– 11:57 AM Music and Math: The Distraction of Background Music on Mathematical Performance. **Stephanie LaFree**. Sponsored by Dr. Sid Hall, University of Southern Indiana. [See abstract 3A4]

Session 3B**Library 137****Moderator****Caridad Brito****Eastern Illinois University**

- 11:00 AM– 11:12 AM Effects of Romantic Relationships on GPA. **Jonathan L. Jackson**. Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 3B1]
- 11:15 AM– 11:27 AM Personality and the Effects of Media Towards Body Image. **Marcy K. Robbins**. Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 3B2]
- 11:30 AM– 11:42 PM The Effects of Competition on Personal Satisfaction. **Tasha L. Davis**. Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 3B3]
- 11:45 AM– 11:57 AM The Relationship Between Academic Maturity and Critical Thinking Skills. **Ryan W. Althoff**. Sponsored by Dr. William E. Addison, Eastern Illinois University. [See abstract 3B4]

Session 3C**Library 316****Moderator****Drew Appleby****Indiana University Purdue University Indianapolis**

- 11:00 AM– 11:12 AM Love Styles and Men's Attraction to Women. **Michaela Gnauer**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 3C1]
- 11:15 AM– 11:27 AM Making Decisions: The Relationships among Moral Development, Emotional Intelligence, and Cognitive Appraisal. **Felicia Schultz**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 3C2]
- 11:30 AM– 11:42 PM Have You Ever Been Conned By a Mechanic? A Study of Sunk Cost and Financial Decisions. **Nicholas P. Carpinello**. Sponsored by Dr. Lawrence E. Boehm, Thomas More College. [See abstract 3C3]
- 11:45 AM– 11:57 AM Elementary Student Learning Styles and Achievement Scores. **Erica A. Enochs**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 3C4]

Session 3D**Science Lecture Hall****Moderator****Diana Punzo****Earlham College**

- 11:00 AM– 11:12 AM When Push Comes to Shove: How Stereotypically Ethnic Names Affect Person Perception in an Ambiguous Physical Situation. **Christian A. Gossett**. Sponsored by Dr. Diana Punzo, Earlham College. [See abstract 3D1]
- 11:15 AM– 11:27 AM Mental Health Problems and Sources of Support at Earlham College. **Stephanie Lyons**. Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 3D2]
- 11:30 AM– 11:42 PM “Real” Bodies: Body Esteem and Exposure to Reality Television. **Liza M. Pugliese & Kadie Ann Duren**. Sponsored by Dr. Heather J. Meggers, Birmingham-Southern College. [See abstract 3D3]
- 11:45 AM– 11:57 AM Perceiving and Responding to Emotive Faces. **Neal A. DeVorse**. Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 3D4]

Session 4A**Library 136****Moderator****Ronan Bernas****Eastern Illinois University**

- 2:00 PM – 2:12 PM Cognitive Traits and Adherence to Religious Beliefs and Activities. **Charles Coleman**. Sponsored by Dr. Ronan Bernas, Eastern Illinois University. [See abstract 4A1]
- 2:15 PM – 2:27 PM The effects of simple and complex music on the retrieval of autobiographical memories. **Jessica Trent & Sarah Long**. Sponsored by Dr. Jill Booker, University of Indianapolis. [See abstract 4A2]
- 2:30 PM – 2:42 PM The Children of Intact vs Divorced Families: Attitudes Toward Marriage and Religion. **Patricia D. Turner**. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 4A3]
- 2:45 PM – 2:57 PM 50 Cent to the Foo Fighters: Gender Role Stereotypes in Music Videos. **Loren E. Droege**. Sponsored by Dr. Lawrence E. Boehm, Thomas More College. [See abstract 4A4]

Session 4B**Library 137****Moderator****Kathy Milar****Earlham College**

- 2:00 PM – 2:12 PM The Effect of Noise on Task Performance. **Erica L. Hall**. Sponsored by Dr. Julie Evey, University of Southern Indiana. [See abstract 4B1]
- 2:15 PM – 2:27 PM Why Don't You Like the Male Nurse?: Implicit Attitudes Towards Individuals Who Fill Counter-Stereotypical Professional Roles. **Helen T. Emery**. Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 4B2]
- 2:30 PM – 2:42 PM "What' cha Gonna Do When They Come For You?: Attitudes of Psychology and Criminal Justice Majors toward Marijuana Laws". **Carolyn M. Sexton**. Sponsored by Dr. Perilou Goddard, Northern Kentucky University. [See abstract 4B3]
- 2:45 PM – 2:57 PM Effects of Different University Settings on Burnout in College Students. **Jenna Cox**. Sponsored by Dr. Sid Hall, University of Southern Indiana. [See abstract 4B4]

Session 4C**Library 316****Moderator****Roger Thomas****Franklin College**

- 2:00 PM – 2:12 PM Persuasibility as a Function of Self-Esteem and Type of Message. **Amanda R. Fletcher**. Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 4C1]
- 2:15 PM – 2:27 PM Changes, Challenges, Resources, and Transformations: An Assessment of College Freshman Student-Athletes.. **Jennifer Scorniaenchi**. Sponsored by Dr. Drew Appleby, Indiana University-Purdue University Indianapolis. [See abstract 4C2]
- 2:30 PM – 2:42 PM The Effect of Dominance Complementarity in Social Interactions. **Jennifer D. Garrison**. Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 4C3]
- 2:45 PM – 2:57 PM The Interaction of Message Framing and Advertisers Demeanor on Likelihood of Purchase. **George Mesologites**. Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 4C4]

Session 4D**Science Lecture Hall****Moderator****Tom Wilson****Bellarmino University**

- 2:00 PM – 2:12 PM Students' Awareness of Professors' In Class Unconscious Gestures. **Savannah Mattingly**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 4D1]
- 2:15 PM – 2:27 PM Ignorance is Bliss; Exposure to News Media and Depression. **Elizabeth Matheus & Nicole Murphy**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 4D2]
- 2:30 PM – 2:42 PM Preferred Music Genre and Vocational Choice. **Joshua D. Anna**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 4D3]
- 2:45 PM – 2:57 PM Addiction and its Relationship to Sensitivity to Reward and Punishment. **Rachel L. Lowman**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 4D4]

Session 5P

Library-Theatre Corridor

Moderator

Drew Appleby

Indiana University Purdue University Indianapolis

Integration of Chinese and American Culture in families of Children Adopted from China. **Megan Robinette & Rachael Schnepf**. Sponsored by Dr. Luke Tse, Cedarville University. [See abstract 5P1]

Gender Differences in Mate Selection. **Amanda Cox & Jessica Gallas**. Sponsored by Dr. Chi-en Hwang, Cedarville University. [See abstract 5P2]

The Measure and Sustainability of Learned Optimism. **Chris Weinkauff**. Sponsored by Dr. Shannon Rauch, Eastern Illinois University. [See abstract 5P3]

How Type of Relationship with God, Type of Prayer, and Religious Orientation Predicts One's Personal Experience of Meaning in Their Life and Happiness. **Kimberly Melvin**. Sponsored by Dr. Ronan Bernas, Eastern Illinois University. [See abstract 5P4]

The Effects of Outcome Expectations and Background Music on Time Perception. **Amanda J. Padgitt**. Sponsored by Dr. Caridad Brito, Eastern Illinois University. [See abstract 5P5]

[1A1] The Impact of Placebo in a Mock Therapeutic Session. **Zachary J. Thieneman**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The placebo effect takes place in many forms throughout psychological research. In this study, college student participants were asked to keep a dream journal for 14 days. After this baseline period in a classic AB design, students met with the researcher to receive an ostensible "psychoanalytical session" to point out major dream themes. After experimental treatment, participants kept their dream journal for another two weeks. This research helped provide evidence for the existence of the placebo phenomenon in a mock therapeutic setting, giving some insight into the nature of suggestion by authority.

[1A2] Does Practice Make Perfect? A Look At Contributors to Academic Success. **Hailee E. Carter**. Sponsored by Dr. Diana Punzo. Earlham College, Richmond, IN 47374.

The present study examined relationships between goal orientation (learning or performance goals), cognitive self-regulation (active learning), diligence (effort) and academic achievement (GPA). Fourteen men and 24 women, with ages ranging from 18 to 23 years, were employed in the study. Using the Motivated Strategies for Learning Questionnaire, the Achievement Goal Orientation questionnaire, and the Study Skills questionnaire, the researcher found that a combination of all components led to academic achievement and individually, the components were non significant predictors. Gender accounted for a significant portion of the variance, $F(3,34) = 5.52$, $p = .002$, Adjusted R square = .33. The present study indicates that high academic achievement is a combination of cognitive and behavioral processes: a learning goal orientation, cognitive self-regulation, and student diligence.

[1A3] Simon Says...Direction Compliance in College Students. **Philippa E. Lindwright**. Sponsored by Dr. Diana Punzo. Earlham College, Richmond, IN 47374.

The present study examined the effects of time pressure and oral reinforcement on direction adherence. Participants were 80 college students, ages 18-24, 24 males and 56 females. Participants were given a questionnaire which directed them to only complete the first of two sections. There were four experimental conditions. The participants were either told that the task was timed, to read the directions, both, or neither. A participant was classified as having followed the directions if the second part of the survey was not completed. Chi square analyses were run to decipher the data and no significant results were found. College students will not change their direction reading behavior based upon oral instruction.

[1A4] A Study of the Relationship of Adult Attachment and Romantic Satisfaction. **Lauren R. Wilson**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The relationship between adult attachment styles and romantic relationship satisfaction was investigated at a small private university. Participants volunteered from a variety of socio-economic backgrounds and ranged in age from 18 to 25 years. All participants in the study were currently involved in a romantic relationship and were invited to complete two questionnaires to determine the individual's adult attachment style and satisfaction of participants in their current relationship. Results from mean scores on both questionnaires suggest that adult attachment style does relate in specific ways to satisfaction in a romantic relationship.

[1B1] SDIQ-R: Sleep and Dreams Information Questionnaire- Revised. **Lynda Sharrett**. Sponsored by Dr. Joseph Palladino. University of Southern Indiana, Evansville, IN 47712.

In 1984, the Sleep and Dreams Information Questionnaire (SDIQ) was developed as a way to introduce the topics of sleep and dreams to students. The questionnaire was administered prior to lecture as a method of illuminating popular misconceptions on the topics. Since this time, non-profit organizations, professional societies, and government agencies have been developed with the goal of collecting and disseminating information pertaining to sleep to the public. The importance of this goal is underscored by the fact that sleep disorders, sleep deprivation, and sleepiness add approximately \$15.9 billion dollars to the national health bill each year. In an effort to evaluate current student knowledge concerning sleep topics and as an indirect measure of the success of these agencies, the SDIQ was administered to a student population. In addition, a revised edition of the SDIQ (SDIQ-R) was developed and administered.

[1B2] Adolescent Sociability, School Friendships, and Depression. **Lindsey Richards, Julianne Boulware, & Robbie Haner**. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

Research has consistently shown low self-evaluation by adolescents is associated with less adequate social skills (Olmstead, et al., 1991) and depression (Pillow, West, & Reich, 1991). Our survey allowed exploration and validation of the relationship between self-appraisal, the number of self-reported school-based friendships and depression. In a survey sample of 495 high school students of both sexes, self-concept was related to self-defined popularity indexed by estimated number of fellow classmates counted among the survey participant's friends. Responses to a numerical rating scale of commonly felt depression showed a strong negative relationship to perceived popularity as well. Low self-esteem and heightened depression were related to fewer in-school friendships, isolation and seemingly little joy from participation in high school-based activities.

[1B3] The Advantage of Fear: Rapid Identification of Threatening Shapes. **Rachel C. Slevin & Megan Tuley**. Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

Past research has been dedicated to understanding the facial representation of threat. The V-shape has been suggested to unconsciously remind a viewer of the shape of the corrugator muscle, which controls the eyebrows. Larson et al. (2007) recently reported that figures containing a downward-pointing V angle were detected more rapidly than other figures. This finding has been used to bolster arguments of the existence of phylogenetically relevant fear signaling stimuli, having an advantage in capturing attention. Using an image of an angry face from the IAPS that has been demonstrated to consistently elicit fear in a viewer, it was determined that the angle of the eyebrows in an aggression communicating face is approximately 40 degrees. In the current study, participants were exposed to a detection task intended to determine if V-shape angles most similar to those produced by the corrugator muscle during expression of aggression produced greater attention capturing properties.

[1B4] Mood and the False Memory Effect. Shannon Knight. Sponsored by Dr. Aimee Mark. University of Southern Indiana, Evansville, IN 47712.

The present study will examine the effect of mood on the false memory effect. The participants will write a paragraph about either their happiest moment or their most sad moment. Participants will then fill out a lifetime experiences questionnaire. They will be subjected to a false memory, and they will be asked to fill out the lifetime experiences questionnaire again. It is expected that people who are in a good mood will be more susceptible to the false memory effect than people who are in a bad mood.

[1C1] The Effects of Ego Identity on Task Performance. Russia Johnson. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The current study explored the effects of ego identity on task performance in stressful or non-stressful environments. Introductory Psychology students were given a task to complete either in a stressful or non-stressful environment. These participants were also given a questionnaire to determine ego identity. The researcher expected to show that those with low ego identity do as well on tasks they perform as those with high ego identity when the task is not performed under stressful conditions. The results of the current study were not significant which may be a result of confounding variables. Significant findings could have meant that if people are taught methods of coping with stressful situations, those with high ego identity tend to use coping skills, they will be able to excel on tasks given to them. This idea is especially important for institutions such as colleges.

[1C2] Is Music Really To Blame? The Relationship Between Music Preferences and Personality Traits. Thomas A. Hansman. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

Fifty Thomas More College students answered two questionnaires, one assessing preferences for musical genre and for specific artists, and one assessing aggression (Buss and Perry, 1992). It was hypothesized that those who prefer more hostile music would have higher scores on the aggression questionnaire. Twenty eight participants chose "hostile" music genres as their preferred music. Twenty one participants chose a "hostile" artist as their preferred artist. Those who chose hostile genres did not have significantly higher aggression scores. However, those who chose a hostile artist as preferred artist had significantly higher scores on the physical aggression subscale and on total aggression. Results are compared with research by Wanamaker and Reznikoff (2001), Weisskirch and Murphy (2004), and Batcho (2007).

[1C3] Attitudes Toward Homosexuality on a Religious Campus. Laura E. Pedersen. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

Sexual prejudice, specifically against homosexuality, has been an issue for years. Many people have devoted their time and effort to helping homosexuals gain respect. This study is aimed at investigating attitudes toward homosexuality on a private Catholic campus. Eighty undergraduate students completed questionnaires asking about their religiosity, their attitudes toward gay men and lesbians and their attitudes toward the causes of homosexuality. Hypotheses were supported in that significant positive correlations were found between strength of religiosity and sexual prejudice. A gender difference was found with men having more prejudiced attitudes towards gay men and lesbians than women. It was also found that positive relationships with a person who is homosexual impact positive feelings toward homosexuality. Results are discussed in light of previous research by Herek (2000) and Cirakoglu (2006).

[1C4] The Effects of Dog Ownership on Levels of Compassion in People. John Andrews. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

This study tested the hypothesis that dog owners have more compassion toward animals than non-dog owners. Participants were mainly from Freshman level psychology classes at Franklin College. Participants read a story that was about either human abuse or dog abuse, and then filled out two questionnaires. One of the questionnaires determined if they were a dog owner or not, and the other was used as a scale to measure their compassion for the victim of abuse. The results did not support the hypothesis that dog owners have more compassion for animals than non-dog owners.

[1D1] Short-Term Stability of the Homework Performance Questionnaire and the Learning Behavior Scales. Jonathan M. Cavanaugh. Sponsored by Dr. Gary Canivez. Eastern Illinois University, Charleston, IL 61920.

Homework has always been a major part of the educational process. Few people have questioned homework's effectiveness, and there was only one scale, The Homework Performance Checklist (HPC; Anesco, K. M., Schoiock, G., Ramirez, R., & Levine, F. M. (1987), to measure homework performance. A new scale, the Homework Performance Questionnaire (HPQ; Power, T. J., Dombrowski, S. C., Watkins, M. W., Mautone, J. A., & Eagle, J. W., 2007), was developed and includes a teacher edition, in addition to a parent version. This study consists of teachers twice rating their students on the HPQ based on their homework over the previous four weeks to examine the stability of the HPQ over a 30 day period. This study also examines teachers' ratings of the same students on the Learning Behavior Scale (LBS; McDermott, Green, Francis, & Scott, 1997) to assess the criterion-related validity of the HPQ scale. Data from two rural schools in Central Illinois will be reported.

[1D2] Attractiveness versus Credentials and Perceived Success. Stephanie J. Kibble & Kristen M. Russler. Sponsored by Dr. W. Boyd Spencer. Eastern Illinois University, Charleston, IL 61920.

The present experiment was performed in order to see whether attractiveness or credentials of a person weighed heavier on the evaluation of a person's success level. The experimenters were looking to find if high levels of attractiveness when paired with low levels of credentials yielded high success judgments, as compared to low levels of attractiveness when paired with high levels of credentials. There were two groups each containing 42 participants. One group was given positive characteristics paired together and negative characteristics paired together, while the second group was presented with stimuli with opposite characteristics paired together. The results show that when high attractiveness existed with high credentials, the overall judgments of success were high, but when low attractiveness existed with high credentials, the judgments of success were also high. This showed that credentials may weigh heavier than attractiveness in situations where success is being judged.

[1D3] Do People Vary in Their Perceptions of and Reactions to Prejudice? Melissa Paschke. Sponsored by Dr. Leslie Ashburn-Nardo. Indiana University-Purdue University Indianapolis, Indianapolis, IN 46202.

The Confronting Prejudiced Responses (CPR) Model (Goodwin, Ashburn-Nardo, & Morris, 2007) suggests there are five steps in which an observer determines whether or not to confront prejudice (cf. bystander intervention, Latané & Darley, 1970). 118 participants were asked to report details of a prejudice event that they experienced or witnessed. They then responded on 7-point Likert-type scales to items regarding perceptions of perpetrator intent, harm to victim, personal responsibility for responding, and costs vs. benefits of confronting. We expect that participants' responses at earlier steps in the model should predict responses at each subsequent step. For example, the more the event is perceived as an emergency the more the observer will report feeling responsible to act. Also, we expect to find differences between targets (minorities, females) and non-targets (Whites, males) at each step of the model. The study will give insight into the processes underlying decisions about prejudice confrontation.

[1D4] Effects of Subliminal Auditory Priming. Christopher Che Frederick. Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

The purpose of the study was to determine if subliminal auditory stimuli will affect conscious behavior. Participants viewed 4 films potentially containing both a subliminal auditory stimulus and a subliminal visual stimulus. The visual stimuli were outlines of animals. The auditory stimulus was simply the name of the animal occurring just a few seconds before it is shown in the film. The stimuli in the videos appeared in short clips of old cartoon shows. Data collection is ongoing at the time of submission.

[2A1] Personality Characteristics and Occupational Success in Relation to Physical Attractiveness. Melissa A. Swartz. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

Do people base their first impressions on physical attractiveness? The purpose of this study was to investigate the relationship between physical attractiveness, attributed personality characteristics, and perceived occupational success. Participants were fifty-nine undergraduate students at a small Catholic college. Each viewed four photographs and answered two questionnaires for each photograph, a twenty trait bipolar personality scale developed by Norman (1961) and an occupational success scale. Results indicated that there were significant differences between the attractive and unattractive male for perceived personality characteristics as well as occupational success. There were no significant differences between the attractive and unattractive female for either the overall personality characteristics or occupational success. However, significant differences were found among individual characteristics on both questionnaires. Significant differences were also found between genders for individual personality traits. These findings were similar to Newman (1980), Heilman and Stopeck (1985) and Willis and Todorov (2006).

[2A2] Validity of an Abbreviated Career Exploration and Decidedness Inventory (CEDI). Stephanie Jones. Sponsored by Dr. James H. Thomas & Dr. Cyndi R. McDaniel. Northern Kentucky University, Highland Heights, KY 41099.

To participate in a multi-institutional research project, NKU psychologists created abbreviated forms of several career development measures. This study demonstrated the validity of an abbreviated (6 item) CEDI. The CEDI measures two aspects of career development and groups students into vocational identity statuses (i.e., Achievement, Moratorium, Foreclosure, and Diffusion). We demonstrated the validity of the abbreviated measure in four ways. First, abbreviated exploration and decidedness scores correlated with scores on the original CEDI scales ($r = .90$). Second, abbreviated scores correlated with other career development measures such as career decision-making self-efficacy ($r = .67$ and $.59$, for exploration and decidedness, respectively) and career information ($r = .74$ and $.61$). Third, students completing a career planning course scored higher on both scales than those beginning one ($M=16.87$ vs. 12.60 for exploration; 7.53 vs. 5.75 for decidedness). Fourth, 71% of students placed into the same vocational identity status using both the original and abbreviated CEDI scales.

[2A3] Is One Informant Enough to Understand Family Dynamics? Hilary N. Cambridge, Amanda J. Hozan, & Sarah B. Price. Sponsored by Dr. Victoria Hilkevitch Bedford. University of Indianapolis, Indianapolis, IN 46227.

This study is part of an ongoing investigation to determine whether designing interventions for improved caregiving require input from more than one informant. We accomplished this goal by identifying important discrepancies in the caregiving information provided by family members. We asked between which family members these discrepancies were found and concerning which aspects of the caregiving situation. The data were drawn from an existing dataset which included interviews of three generations of adults in the same family including some siblings and spouses. We used a quantitative software program, NVivo7, to analyze the interviews. Important discrepancies were found in reports on the relatives' impairments, the obstacles to providing care, the care provided to the relative and by whom. The major sources of the discrepancies were within and between generations and the level of impairment of the care recipient. Other sources were gender, family cohesiveness, and geographical distance to relative.

[2A4] Moved by Emotion: The Relationship Between Affect and the Startle Response. Erin K. Leahy. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

This experiment focused on the effect an individual's emotions may have on the magnitude of their startle response. Participants ($N=25$, 56% female) listened to a recording of one of three literary passages (happy, fearful or neutral) while their pulse was monitored multiple times. Inserted into each reading was a sudden loud noise intended to trigger a startle response. Following the reading, they completed a demographics survey and answered questions about the passage they heard. The findings partially supported the hypothesis in that all participants showed significant changes in pulse rate and participants subjected to passages of a negative context tended to show a larger startle response to the stimulus, in accordance with previous research. The findings add further insight to the effect of emotion on an individual's perception and response to real world situations.

[2B1] Psychology Students, Cops and Social Needs: A Discriminant Function Analysis of EPPS Profiles. **Justin Holland & Patrick Bannon.** Sponsored by Dr. David Nalbone. Purdue University Calumet, Hammond, IN 46323.

The proposition that police officers are drawn to their professional role in part by a repertoire of personal motives that differ from non-public safety professionals has a long history of research and anecdotal support. The established differences in motives between police officers and other groups depend in part on the personality inventories used to measure them. We administered the Edwards Personal Preference Schedule (EPPS) to 65 police officers employed by a large metropolitan department who were enrolled in a Law Enforcement Administration master's degree program. We compared their responses to the 15 social needs measured by the EPPS to those obtained from a matched sample of 65 undergraduate psychology majors. A stepwise discriminant function analysis using the 15 needs as independent variables correctly classified 76% of EPPS respondents. Five EPPS-measured social needs--achievement, deference, autonomy, succorance, and dominance--combined to predict this accuracy in group membership classification.

[2B2] Differences in Emotional Functioning between Firstborns and Others. **Ashley N. Tucker.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The relationship between birth order and emotional functioning was studied. Undergraduate psychology students numbering 24 at a small, private university volunteered to complete the BarOn EQ-i assessment of emotional intelligence. Birth order groups of firstborns and non-firstborns were then formed based on information collected from the background sheet submitted at the end of the test session. EQ scale scores for composite traits (e.g., emotional self-awareness, adaptability, stress management) were analyzed to test the researcher's hypothesis that self-actualization and emotional self-awareness scores, in particular, would be higher for firstborns and all adaptability and stress management traits lower than non-firstborns. Mean scores in support of birth order differences are discussed along with their implications for predicted emotional functioning within the personality.

[2B3] The Effect of Aging on Openness to Sudden Unexpected Change to Routine. **Kelly A. Morris.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

A study was conducted on the effect of the aging process on a person's openness to sudden and unexpected change to their routine behaviors. Two participant groups were used: one comprised of 25 senior citizens the other of 25 college students. All subjects were invited to participate through convenience sampling. Each subject was administered two tests, the IPIP Openness to Experience and a set of scenarios dealing with sudden unexpected change to one's routine. It was hypothesized that if an individual scored high on the IPIP test they would also score high in comfort ability on the scenario questionnaire. A second hypothesis was that the senior citizen group would score markedly lower on the Openness scale than the college student group. Results supporting these hypotheses and their implications are reported.

[2B4] An Examination of Pseudo-stalking in the Absence of Threat. **RyAnna Verbiest.** Sponsored by Dr. David J. LaPorte. Indiana University Of Pennsylvania, Indiana, PA 15071.

Stalking is a serious phenomenon that has been legally recognized in the last two decades. However, all legal definitions of stalking require evidence of an implicit or explicit threat towards the victim. Unanswered is whether in the absence of threat, stalking behaviors themselves actually cause distress in victims. This issue has important implications for current stalking statutes. To examine this issue, this study had pseudo-stalkers "stalk" pseudo-stalkees without any threat. Threat was eliminated by randomly pairing up a pseudo-stalker with a pseudo-stalkee of the opposite gender and having them meet prior to any "stalking activity" occurring. This study also aimed to look at the ease or difficulty in which pseudo-stalkers could obtain information about another individual and gender differences in stalking. As predicted, pseudo-stalkees did not report any untoward distress as a result of being "stalked" by their pseudo-stalker. At most, some experienced anxiety or transient discomfort. This often occurred initially but most adjusted to the stalking. In post-study interviews participants reported "stalking" was difficult and time consuming. This addresses the degree of devotion to stalking by actual stalkers. Results demonstrate that without threat, stalking behaviors have minimal impact on knowing subjects. This suggests that current stalking laws appear to be appropriate.

[2C1] The Relationship Between Academic Maturity and Academic Success. **Ryan C. Pezold.** Sponsored by Dr. William E. Addison. Eastern Illinois University, Charleston, IL 61920.

Our study is designed to examine the relationship between academic success and academic maturity, defined as the tendency to motivate oneself to develop and apply effective strategies in time management, self-discipline, and organization in a college setting, and the ability to use these strategies in accordance with an understanding of one's academic strengths and limitations so as to maximize learning opportunities (Addison et al., 2007). Approximately 120 psychology students will complete the Academic Maturity Scale (AMS), including supplemental items designed to measure perceived academic success. Additionally, the faculty sponsor will access the students' academic records to identify their cumulative grade point average (GPA). We will use Pearson correlation coefficients to determine whether students who score high on the AMS perceive themselves as academically successful, and have higher GPAs than students with low AMS scores. We will also examine which of the four subscales of the AMS (motivation, cognition, organization, responsibility) are most closely related to academic success. The results should aid in the identification of specific behaviors and attitudes that will help students develop their academic maturity.

[2C2] The Relationship between Autotelic Personality and Alcohol Consumption, Negative Rumination, and Depression. **Sara Silvers.** Sponsored by Dr. Diana Punzo. Earlham College, Richmond, IN 47374.

Using the experience sampling method on college psychology students, the present study identified and correlated flow with T.V viewing, alcohol consumption, alcohol expectancy, rumination on sadness, and depression. Students experiencing more flow were predicted to watch less T.V., drink less alcohol, report lower alcohol expectancy, and report less rumination on sadness and depression. Overall, the hypothesis was not supported; however, correlations between alcohol consumption and the subscale showing alcohol to reduce tension, and between rumination on sadness and depression were in the predicted direction. Gender differences were found: males participants drank more, while female participants were reported more rumination on sadness. Implications include an enriched understanding of flow, reasons for alcohol use and the dangers of negative rumination.

[2C3] Trust, Communication, and Commitment in Long-Distance Relationships. **Jillian McCance**. Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

The present study focused on different types of long-distance relationships: relationships that began geographically close and those which began long-distance. Communication, trust, and commitment within long-distance relationships were measured for 113 college-aged participants. As predicted, participants who began their relationship long-distance had greater communication and overall trust than those who began their relationship close. Three aspects of trust were tested: predictability, faith, and dependability. Those who began their relationship long-distance reported greater predictability than those who began their relationship close. This may reveal a trend for those who began their relationship long-distance to have more rational feelings toward their partner than those that began close. Supporting this, there were no significant differences for dependability and faith, both of which are more emotionally driven aspects. The research did not find significant differences for commitment. Future research should explore whether participants in long-distance relationships idealize their partners or view them realistically.

[2C4] The Relationship Between Self-Compassion and Academic Related Fears. **Brandi N. Butler**. Sponsored by Dr. Ronan Bernas. Eastern Illinois University, Charleston, IL 61920.

The purpose of this study is to determine whether students' levels of self-compassion and sex predict their levels of academic-related fears. One hundred Eastern Illinois University students (male and female) responded to the Neff's Self-Compassion Scale, the Attitudes Towards College Scale (academic fears measure), and the Approach Avoidance Achievement Questionnaire (academic doubts measure). Female students are predicted to have higher levels of self-compassion. It is also predicted that students with higher levels of self-compassion will have lower fears of academic failure.

[2D1] Comfortable Beauty: Private Sector Hiring Versus College Campus Hiring. **Sarah Skinner**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

Previous research has indicated that physical appearance can be a critical variable in the hiring process. Physical appearance can also help promote an employee to a higher position in a company. The following study investigates whether cosmetics effect the hiring of a potential candidate. The hypothesis was tested in different locations in which a job may be offered, both in the private sector and on a university campus. Nine participants (four personnel managers and five administrative assistance) were asked to rate the likelihood of hiring a candidate based on a photograph and an application for employment. They were also asked general questions about the hiring process. Qualifications and time flexibility represented the only significant influences in the hiring process. Qualifications and time flexibility are favored more for a student worker position on campus. Make-up appeared to have no effect on the hiring process in either a private sector or on campus.

[2D2] The Relationship between Eye Contact, "Talk Time," and Perceived Intelligence. **Christina Young**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The effects of eye contact and "talk time" on perceived intelligence were tested in this study. In a 2-way between subjects design, thirty-six college students watched one of four videos and filled out a questionnaire, which asked them to make judgments in several areas, including intelligence, about the people on the video. The results are expected to show a significant effect of level of eye contact on perceived intelligence. In accordance with previous studies, there should also be an effect of the amount of "talk time" on perceived intelligence. It was predicted that people perceive shy individuals who display low levels of eye contact and "talk time" to be less intelligent than those non-shy individuals who display higher levels of eye contact and "talk time."

[2D3] The Impact of Fragrance on Perceived Personality. **Meghan Ballast**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

Undergraduate psychology students participated in an experiment designed to reveal how perfumes with different classifications affected their perceptions of personality. Two perfumes were used, one from the floral classification and the other from the oriental classification. Participants were exposed to one of the perfumes and asked to look at a photograph of a male and a photograph of a female and rate personality traits that each photograph subject might possess. The expectation was that subjects who performed the personality rating task under the floral condition would tend to rate the photograph subjects higher for more traditionally feminine traits and that subjects under the oriental condition would tend to give higher ratings to traditionally masculine traits and uninhibited traits. The study found no statistically significant differences.

[2D4] The Effect of Context Color on the Recall of Paired-Associates. **Laura M. Lamkin**. Sponsored by Dr. Aimee Mark. University of Southern Indiana, Evansville, IN 47712.

According to the theory of context-dependent memory, items can be more readily recalled when paired with a cue from the environment. This theory is often applied to the memorization of paired-associates. Past research has paired context cues with paired-associates to determine if certain cues would help participants recall items. In this study, color is used as a context cue. Participants will view word pairs on PowerPoint slides of either warm (red, yellow, etc.) or cool (blue, green, etc.) backgrounds. Participants will then view slides that show only one word from the word pair; the background color may be the same or different than during the memorization trial. Participants will attempt to recall the other term from the word pair. It is expected that participants who view the same warm colored slides during both the memorization and recall trials will recall the highest number of terms.

[3A1] Eyewitnesses, Friends or Foe; the Comparison of Eyewitness Testimony and Circumstantial Evidence on the Perception of Guilt. **Samantha Malcomb**. Sponsored by Dr. Aimee Mark. University of Southern Indiana, Evansville IN, 47712.

The present study involves examining the effect of eyewitness testimony and circumstantial evidence on conviction rates of suspects of a crime. Undergraduate participants were asked to read one of two scenarios either containing eyewitness testimony or circumstantial evidence, followed by a questionnaire allowing participants to determine whether or not a suspect is viewed as guilty. In addition, the length of the conviction sentence will also be evaluated to determine how guilty the participants believed the suspect to be. The study is currently ongoing but it is anticipated that differences, in the rates of conviction will be significantly different between participants reviewing cases with eyewitness testimonies, and circumstantial evidence.

[3A2] Racial Differences in Married Couple Gender Role Attitudes and Styles. **Rhonda Bolden-El-Amin, Devon Burtin, & Latisha Baker.** Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

We compared the association of surveyed individual responses of 72 married black couples and 72 matched white couples on the Bem Sex Role Inventory (BSRI) and an experimental Likert-type scale entitled the Masculine-Feminine Sex Role Survey (M-FSRS) designed to assess conventional attitudes toward gender roles. Distinct differences were noted in intra-couple agreement with proper gender roles for male and female partners between the two race-defined samples. The study uncovered a relatively low degree of agreement within the black couples sample of attitudes toward appropriate gender behaviors compared to the white couples, who endorsed more conventional roles. Association of the male partner's BSRI measured masculinity and female partner's BSRI femininity was stronger in the white than black couple sample. Sampling bias was considered as a possible confound in the comparison.

[3A3] Perceptual Grouping of Facial Features in Visual Search Field Task. **Megan Tuley & Rachel Slevin.** Sponsored by Dr. Aimee Mark. University of Southern Indiana, Evansville, IN 47712.

Previous studies have shown threatening faces pop out in crowds and angry faces were detected among neutral and friendly distracters with greater speed and accuracy than sad faces were detected among the same distracters. The current study explores Horstmann et al.'s (2006) suggestion that positive faces' repetition of the curvature of the lower part of the face could lead to perceptual grouping where-as the curvature of the mouth and in negative faces would not. We explore this by representing faces with specific features within ovals. Negative features are downward-facing "V"s; others are upside-down "V"s and straight lines, and positive are ovals.

[3A4] Music and Math: The Distraction of Background Music on Mathematical Performance. **Stephanie LaFree.** Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

The current study looked at the distraction of background music on the effect of correct answers on an algebra test. It was predicted that the participants in the control conditions would perform better than the participants in the music conditions. The music would be a distraction for the participants' concentration level causing them not to perform at their best ability. The results showed no significance difference. The small number of participants per conditions and other areas of the design could use improvement in order to get a more accurate finding. There is still potential for the design, and beneficial aspects that could be taken from this.

[3B1] Effects of Romantic Relationships on GPA. **Jonathan L. Jackson.** Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

The purpose of this study was to determine if romantic relationships have an impact on academic performance, namely GPA. To determine this, I used a correlational method which involved having 58 undergraduate students at EIU complete questionnaires that inquired about their relationship status and their GPA. Also included were questions from Sternberg's Triangular Love Scale to assess the quality of the relationship. The data will be assessed through SPSS to determine any correlation between relationship status and quality and academic performance. Data collection is ongoing at the time of submission; and therefore, results are pending.

[3B2] Personality and the Effects of Media Towards Body Image. **Marcy K. Robbins.** Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The media is influencing cultures, especially in the United States, guiding people on way to judge themselves and decisions they make towards health. In in this study, participants at Franklin College were given a questionnaire to determine their level of introversion and extraversion, shown advertisements depending on their gender, and then asked to complete a questionnaire on their feelings from the ads. Results were to investigate whether there is a relationship between personality type and persuasion of the media on body image.

[3B3] The Effects of Competition on Personal Satisfaction. **Tasha L. Davis.** Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

This experiment examined the effects of competition on personal satisfaction of work using a 2x2 between-subjects factorial design. Franklin College students made up as many words as they could out of the word "Halloween" in one minute and randomly received positive or negative feedback regarding their performance. Participants had also been randomly told that they were either part of a team working against another team for the highest score, or that they were part of a team working together for a single high score. It was hypothesized that those in the condition with competition would be more affected by the feedback received than those in the condition without competition. After a questionnaire was administered, the results showed that personal satisfaction was significantly higher with positive feedback for all participants, but that there was no significant difference between the condition with competition and the condition without competition.

[3B4] The Relationship Between Academic Maturity and Critical Thinking Skills. **Ryan W. Althoff.** Sponsored by Dr. William E. Addison. Eastern Illinois University, Charleston, IL 61920.

Cheung, Rudowicz, Yue, and Kwan (2002) defined critical thinking as a combination of cognitive skills, motivational dispositions, behavioral habits, and ideological beliefs. The Academic Maturity Scale (AMS), a 100-item instrument designed to identify the skills, strategies, and motivations that are shared among successful students, includes a cognitive subscale (Addison, et al., 2007). Our study was designed to assess the relationship between critical thinking and academic maturity. We will administer the AMS and the Watson-Glaser Critical Thinking Appraisal (WGCTA) to approximately 120 psychology students, and will use Pearson correlation coefficients to examine the relationships between the total critical thinking (TCT) score from the WGCTA and scores on the subscales of the AMS. Our hypothesis is that TCT scores are positively correlated with the scores on the cognition subscale of the AMS, and that TCT scores are unrelated to those on the other AMS subscales (motivation, responsibility and organization). The results will advance our understanding of academic maturity, and will help in refining the AMS.

[3C1] Love Styles and Men's Attraction to Women. **Michaela Gnauer**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

In order to examine the relationship of Hendricks' love-styles to the preferences a man has when rating a woman on attractiveness, 15 male students were asked to complete Hendricks' love-style test and to rate pictures of ten women. The two dimensions of attractiveness and sociability of women were both rated on a scale from 1 (low) to ten (high). Of the ten women, four were rated highly feminine in a pre-study with 26 students, four highly masculine, one highly pleasant and one very low on the pleasantness scale. The mean ratings were compared among the different love-styles for every woman with one-way ANOVA.

[3C2] Making Decisions: The Relationships among Moral Development, Emotional Intelligence, and Cognitive Appraisal. **Felicia Schultz**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The relationship between moral development, emotional intelligence, and cognitive appraisal of emotion was examined. Three groups read the Heinz dilemma, which had different emotional consequences for Heinz: guilt, depression, or anger after Heinz stole a drug for his dying wife. Emotional intelligence and cognitive appraisal were measured along standard scales and in accord with Smith and Ellsworth's six-dimension model. Emotional Intelligence was hypothesized to correlate with dominant appraisal dimensions, with emotional attributions, and with appraisal objects (drug or wife). Appraisal dimensions were correlated with dominant appraisal objects, and with attributions of emotions. Each specific emotion was also hypothesized to correlate with emotional attributions and appraisal objects. The implications of unifying these different areas of theory are discussed.

[3C3] Have You Ever Been Conned By a Mechanic? A Study of Sunk Cost and Financial Decisions. **Nicholas P. Carpinello**. Sponsored by Dr. Lawrence E. Boehm. Thomas More College, Crestview Hills, KY 41017.

This study examined sunk cost decision in a consumer choice task. Sunk cost is a tendency to continue a venture once an investment has been made (Arkes and Blumer, 1985). This notion suggests that a person with more time, money, and energy invested in a specific project is more likely to finish the project. Previous studies used scenarios that were not everyday occurrences for most people, such as a \$10 million investment. The goal of this study was to see if sunk cost occurred in a more common decision task, for instance an expensive automotive repair. The participants in this study were given one of two scenarios and were asked to rate the likelihood they would finish the project. It is predicted that the sunk cost effect will occur.

[3C4] Elementary Student Learning Styles and Achievement Scores. **Erica A. Enochs**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The differences among learning styles of elementary aged children and how these styles relate to scores on standardized achievement tests were investigated. The learning styles of approximately 30 students at a public elementary school in Indiana were determined by observing students perform a simple task and validated by teacher observation. Students were scored on two tests, a typical standardized test and a remolded standardized test, to fit with each student's learning style. Test scores were compared to test the hypothesis that the remolded test that fit the individual's learning style would produce higher test scores.

[3D1] When Push Comes to Shove: How Stereotypically Ethnic Names Affect Person Perception in an Ambiguous Physical Situation. **Christian A. Gossett**. Sponsored by Dr. Diana Punzo. Earlham College, Richmond, IN 47374.

This study examined how people interpret ambiguous physical situations and perceive person attributes differently depending on a person's name. Eighty-five participants from Earlham College read a vignette whose main character had a name that was stereotypically African-American, Arabic, Caucasian, or Hispanic. The vignette described an ambiguous physical situation (a push) which the participant evaluated on nine six-point semantic differential scales. It was hypothesized that the Caucasian name would receive the most positive ratings and that participants would demonstrate in-group/out-group bias according to their own ethnicity. The results revealed most negative ratings for the African-American name and most positive ratings for the Hispanic name. Due to the small minority sample size, the second hypothesis could not be examined. Overall, a change in ethnic name can affect consequent perception.

[3D2] Mental Health Problems and Sources of Support at Earlham College. **Stephanie Lyons**. Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

Concerns have been raised by researchers that the severity and prevalence of college mental health problems are on the rise. The present study surveyed students at a small Midwestern college to discover the nature of problems they experience, the impact of these problems on their ability to function, and sources of support they utilize. Results indicate that stress and anxiety are the most commonly experienced problems and that students commonly utilize friends rather than campus counseling services or off-campus counseling for support. Suggestions for improvement of campus services were gathered to assess directly students' concerns regarding current services.

[3D3] "Real" Bodies: Body Esteem and Exposure to Reality Television. **Liza M. Pugliese & Kadie Ann Duren**. Sponsored by Dr. Heather J. Meggers. Birmingham-Southern College, Birmingham, AL 35254.

This experiment tested the impact of exposure to reality television on women's body esteem. It was hypothesized that women exposed to reality television with "real" bodies would show higher body-esteem than those exposed to ideal bodies. Fifty-nine undergraduate women were randomly assigned to 1 of 3 reality television conditions: a no-body control, an ideal body condition, or an average body condition. Participants watched a 20-minute clip and completed the Body Esteem Scale (BES) and the Contour Drawing Rating Scale (CDRS). A one-way ANOVA testing exposure on body esteem revealed no main effect ($F(2,56) = .484, p > .05$) for the primary hypothesis. Post-hoc analyses revealed a significant negative correlation between the CDRS and BES ($r = -.388, p < .01$). Additional analyses and the implications of these findings will be discussed.

[3D4] Perceiving and Responding to Emotive Faces. Neal A. DeVorsej. Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

The expressions of the human face have been an area of intense focus for biologists and psychologists as far back as Charles Darwin's work on the topic in the 1870s. The phenomenon of spontaneous facial expressions, wherein a person involuntarily mimics emotional expressions, has drawn particular attention. The relationship between these responses and aptitude for rapidly identifying facial expressions was investigated. Using electromyography to measure the magnitude of the spontaneous facial expressions, it was found that activity in the corrugator supercilii, which is integral in the expression of anger, correlated positively with participants' ability to identify briefly displayed angry faces. This demonstrated a partial link between the cognitive process of expression decoding and the physiological phenomenon of spontaneous facial expressions.

[4A1] Cognitive Traits and Adherence to Religious Beliefs and Activities. Charles Coleman. Sponsored by Dr. Ronan Bernas. Eastern Illinois University, Charleston, IL 61920.

The study examined if people's dispositions towards effortful and complex thinking (need for cognition) and beliefs about the certainty of knowledge and how truth can be attained (epistemological beliefs) would predict religious doubt and commitment. Seventy American Christians responded to measures of need for cognition, epistemological beliefs, religious doubt, and religious commitment. When predicting religious commitment, a trend was observed showing that when their need for cognition is low, the evaluativists exhibited higher levels of religious commitment than the multiplists. However, when their need for cognition is high, evaluativists displayed more religious commitment than the multiplists. This interaction, however, was not statistically significant. When predicting religious doubt, a trend was observed indicating that evaluativists had higher degrees of religious doubt than multiplists. Likewise, those with higher need for cognition engaged in more religious doubt than those with lower need. These main effects, however, were also not statistically significant.

[4A2] The effects of simple and complex music on the retrieval of autobiographical memories. Jessica Trent & Sarah Long. Sponsored by Dr. Jill Booker. University of Indianapolis, Indianapolis, IN 46227.

Previous research has shown that music facilitates autobiographical recall. This study examined the effects of simple (classical quartet) music and the absence of music on autobiographical recall. Participants in both conditions were asked to think of a memory elicited by each of the following cue words: party, pride, candy, lake and flower. They then rated several aspects of the memories (for example, how strong emotions were at the time the event took place and how well visual details were remembered) on a scale of 1 to 5 (1 = not very well remembered; 5 = very well remembered). We hypothesized that participants in the simple music condition would recall memories more easily and in more vivid detail than participants in the no music condition.

[4A3] The Children of Intact vs Divorced Families: Attitudes Toward Marriage and Religion. Patricia D. Turner. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

Does parental divorce have an impact on children's attitudes toward marriage? Seventy-two college students from Thomas More College completed the Attitudes Toward Marriage and Attitudes Toward Religion Scales and a demographics questionnaire. It was hypothesized that those who come from a divorced family would have a more negative attitude toward marriage than those who do not come from a divorced family and that those who have a more positive attitude toward religion would have a more positive attitude toward marriage. No significant differences were found between those from divorce families and those from intact families on their overall attitudes toward marriage; subjects from divorced families were more likely to anticipate difficulty with personal freedom issues and difficulty with adjustment to marriage. Significant differences were also found between the groups on their attitudes toward religion.

[4A4] 50 Cent to the Foo Fighters: Gender Role Stereotypes in Music Videos. Loren E. Droege. Sponsored by Dr. Lawrence E. Boehm. Thomas More College, Crestview Hills, KY 41017.

This experiment was designed to test the hypothesis that the behaviors portrayed by popular young artists in their music videos have an influence on gender role stereotypes held by young adults. Two groups were tested, one of whom viewed four popular music videos portraying strong gender stereotypes while the other group viewed four popular music videos with weaker gender stereotypes. Results are anticipated to show that participants assigned to the experimental condition will endorse the gender stereotypes significantly more strongly than those assigned to the control group. Participants who identify more strongly with the viewed artists and who spend more time watching music videos are also expected to endorse the stereotypes more strongly.

[4B1] The Effect of Noise on Task Performance. Erica L. Hall. Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

This study evaluated the effects of cellphone noise on task performance. Participants were asked to perform easy math problems and brainteasers. Participants in the experimental group (13) received a noise stimulus, a cellphone ringing in a jacket pocket, while taking the test. Participants in the control group (13) received no stimulus. The participants were tested to determine if a cellphone ring affected participants' test scores. A p-value of .099 was attained, with the control group scoring a mean of 19.93 and the experimental group scoring a mean of 17.54. This demonstrates that a ringing cellphone will affect task performance.

[4B2] Why Don't You Like the Male Nurse?: Implicit Attitudes Towards Individuals Who Fill Counter-Stereotypical Professional Roles. Helen T. Emery. Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

Implicit attitudes towards men and women in gender stereotypical and counter-stereotypical jobs was compared across sex-roles as measured by the Bem Sex-Role Inventory (1981). Sex-typed individuals were predicted to have a different pattern of responding than non-sex-typed individuals. Participants (N=63; 46 women, 17 men) completed two Implicit Associations Tests (IAT), which varied whether male or female names were paired in a phrase with jobs stereotypic or counter-stereotypic to their gender. Results of mixed-model ANOVAs indicated that participants were faster at responding to trials in which their gender was positively associated. Female only data indicated an interaction between IAT stereotype and sex-role in degree of IAT effect. All effect sizes were small. Future studies using a similar methodology should investigate other factors that may differentiate implicit responses to people in counter-stereotypical professions.

[4B3] “What’cha Gonna Do When They Come For You?: Attitudes of Psychology and Criminal Justice Majors toward Marijuana Laws”. **Carolyn M. Sexton**. Sponsored by Dr. Perilou Goddard. Northern Kentucky University, Highland Heights, KY 41099.

America is divided with respect to marijuana policies. Most states have criminal penalties for virtually all marijuana offenses. In contrast, a few states and many industrialized countries have adopted civil penalties for small quantity possession offenses. Compared to the general public, law enforcement officials typically have more conservative attitudes toward drug policies. This study compares the attitudes toward marijuana policies of psychology and criminal justice majors at NKU. The main hypothesis is that psychology majors will favor civil sanctions, while the criminal justice majors (as future law enforcement officials) will favor criminal sanctions. Results show that there are big differences in the attitudes toward marijuana laws between these two groups.

[4B4] Effects of Different University Settings on Burnout in College Students. **Jenna Cox**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

Measures of factors related to psychological burnout in college students were compared across two university types. These factors included social support (Multidimensional Scale of Perceived Social Support), personality (General Temperament Survey), and workload, as well as the subscales of burnout (Maslach Burnout Inventory), which include emotional exhaustion, depersonalization, and personal accomplishment. Data from 42 undergraduate students at a small, private university were compared to data from 42 undergraduate students at a larger, public university. Results indicated that although there is no significant difference across university settings in students’ burnout levels, personalities, social support from friends or family, or subjective workloads, there are significant differences across university settings in students’ objective workloads and social support from significant others.

[4C1] Persuasibility as a Function of Self-Esteem and Type of Message. **Amanda R. Fletcher**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present study explored the hypothesis that if individuals with low self-esteem are viewing a help-self message, one that encourages them to give money in order to protect their own futures, followed by a help-others message, one that encourages them to give money in order to protect the lives of others, those individuals are going to be more persuaded by the help-self message; if individuals with high self-esteem are viewing a help-self message followed by a help-others message, those individuals are going to be more persuaded by the help-others message. 44 Introductory to Psychology students (25 Men, 19 women) participated for extra credit. As part of a two-way mixed-subjects design, participants judged which message they found most persuasive. The findings indicated that there were no statistically significant outcomes to support the original hypothesis.

[4C2] Changes, Challenges, Resources, and Transformations: An Assessment of College Freshman Student-Athletes.. **Jennifer Scorniaenchi**. Sponsored by Dr. Drew Appleby. Indiana University-Purdue University Indianapolis, Indianapolis, IN 46202.

There is a substantial amount of literature on the experiences of college students, particularly college/university student-athletes. The present study however, examines the unique changes and challenges student-athletes experiences as they transition into college/university. Three freshman student-athlete learning community classes are analyzed to reveal the most common changes they experience as they transition into college, the challenges they face as a result of these changes, the resources they use to overcome these challenges, and the transformations they make as they transition. The findings suggest that student-athletes face unique changes and challenges in addition to those common to all freshman students. It is important for professors, coaches, and advisors to understand the unique needs of their student-athletes in order to address and facilitate them effectively.

[4C3] The Effect of Dominance Complementarity in Social Interactions. **Jennifer D. Garrison**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present study explored the perceived successfulness of social interactions based on the amount of dominance complementarity that occurs in the interaction based on body, facial, and spoken language. It was hypothesized that the more often dominance complementarity occurred, the more successful an interaction would be perceived. Participants in the experiment included 39 college students (24 men and 15 women) from a private college in the Midwest. In a 1 x 3 between subjects design participants watched one of three videotaped interactions portraying varying levels of dominance complementarity and then, using a Likert Scale questionnaire, participants answered questions to determine how successful they felt the interaction was. Findings were not consistent with the hypothesis or previous research. Findings indicated that, overall, there was no statistically significant outcome to support the original hypothesis.

[4C4] The Interaction of Message Framing and Advertisers Demeanor on Likelihood of Purchase. **George Mesologites**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present study explored the effects of friendly and hostile demeanors of an advertiser along with framing of the words of the advertisement. Forty-one general psychology students from Franklin College (24 male and 17 female) watched advertisements for a glass of milk in either negative or positive frames and presented in a friendly or hostile way. As part of a 2-way between subjects experiment, the participants indicated on a four question survey as to their likelihood of buying a glass of milk presented in these ways, whether they would purchase a product presented in the certain way, attitude towards presenter, and their overall attitude towards the product. The results are expected to show that people were more likely to purchase a product from a friendly advertiser in a negative frame but the results showed no correlation at all.

[4D1] Students' Awareness of Professors' In Class Unconscious Gestures. Savannah Mattingly. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

This study examined learning from unconscious gestures of a male professor teaching an English spoken upper-level interdisciplinary course and a female professor teaching an advanced level psychology class in different standard classrooms. The experimenter invited 10 students (5 men and 5 women ages 19 to 23) from each course to complete a 20-item survey regarding the male or female professor's positive or negative opinions on a variety of subjects that were stated along with gestures in previous class meetings. Knowledge of the professor's opinions and an open ended question regarding the professors' in class gestures determined the students' awareness of the relationship between exhibited gestures and opinion of the professor.

[4D2] Ignorance is Bliss; Exposure to News Media and Depression. Elizabeth Matheus & Nicole Murphy. Sponsored by Dr. Vytanis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

One of the unintended byproducts of the all-news-all-the-time culture we live in is the news media's manufacturing of often deeply felt emotional reactions and hysteria. Regardless of its form, news media have always used emotional appeals as a way of attracting public interest. The extent of an individual's attentiveness to news media and its relationship to personally experienced anxiety and depression was the focus of the present survey of over 150 available respondents. We predicted respondents who more actively read newspapers or magazines, watched and listened to news programs were more likely to express deeper depression and higher anxiety than those who were less actively involved with news. Preliminarily state-trait anxiety and depression were directly related to the number of sources and time spent in viewing, reading about or listening to news stories.

[4D3] Preferred Music Genre and Vocational Choice. Joshua D. Anna. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The preference of genre of music among vocational selection was investigated. Several careers and undergraduate majors were analyzed to show any relationship between a person's preferences in music with their choice of vocation. The results indicate that participants with either undergraduate majors or careers in the natural and social sciences listen to general alternative rock music more as a whole than any other vocation selected for research. Other vocations showed similarities in preference for music but the variance among the undergraduate majors and career participants' preference of music was too high to be statistically significant for the sample surveyed. The findings are related to other studies of preference of music towards vocational outlook but data is limited to history of participants and the content of testing.

[4D4] Addiction and its Relationship to Sensitivity to Reward and Punishment. Rachel L. Lowman. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

Addiction and its relationship to one's sensitivity to reward and sensitivity to punishment (Carver & White, 1994) were investigated. Participants were 30 students at a small private university in Kentucky who completed BAS, sensitivity to reward, and BIS, sensitivity to punishment, measures. Participants were given a follow-up questionnaire, created from a preliminary survey on campus of commonly used drugs, to assess the consequences and benefits related to drug use. Based on previous studies that show a correlation between alcohol use and sensitivity to reward (e.g., Kambouropoulos & Staiger, 2001), this study sought to find a positive correlation between addiction and BAS scores and a negative correlation between addiction and BIS scores.

[5P1] Integration of Chinese and American Culture in families of Children Adopted from China. Megan Robinette & Rachael Schnepf. Sponsored by Dr. Luke Tse. Cedarville University, Cedarville, OH 45314.

China has become the country of choice for international adoption in the United States, and the rate of adoption is increasing. Sixteen families that have adopted at least one child from China were surveyed for this study. In part, the participants were queried the extent to which they have tried to retain any traditional culture of the children's birth country. The findings provided deeper understanding of adoption through the adoptive parents' perspectives as well as the challenges of integrating the Chinese culture into the daily activities of their households.

[5P2] Gender Differences in Mate Selection. Amanda Cox & Jessica Gallas. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

Our research project is on gender differences in mate selection. We will be surveying psychology and general education classes from Cedarville University in Cedarville, Ohio. The survey consists of 10 Likert scale questions and will be distributed in the University's classes. The questions will be divided up into two groups; one group describing personality qualities, the other describing physical qualities. Each student will determine how important each quality is to them ranging from strongly disagree to strongly agree. We will briefly explain the survey to the participants and collect them after they have finished. We hypothesize a difference between genders when considering mate selection. Results still being gathered.

[5P3] The Measure and Sustainability of Learned Optimism. Chris Weinkauff. Sponsored by Dr. Shannon Rauch. Eastern Illinois University, Charleston, IL 61920.

Previous research has found that optimism is a trait that can be learned. Journaling positive thoughts as well as journaling short and long-term goals have been shown to increase optimism. The present study sought to replicate these results and to observe if the combination of both exercises would lead to greater increases in optimism. Thirty-two participants were randomly assigned to one of four groups: control, journaling positive thoughts, journaling short and long term goals and a combination group (journaling positive thoughts and goals). Participants were given pre- and post-test measures for optimism, general happiness, and affect. Results showed that the combination group had significantly higher scores in two subscales of the optimism scale as compared to the control group.

[5P4] How Type of Relationship with God, Type of Prayer, and Religious Orientation Predicts One's Personal Experience of Meaning in Their Life and Happiness. **Kimberly Melvin**. Sponsored by Dr. Ronan Bernas. Eastern Illinois University, Charleston, IL 61920.

Previous research has shown that having religion in one's life is positively correlated with well-being. The purpose of my study is to examine which of three aspects of religiosity contribute to personal happiness: one's attachment style to God (secure, anxious, avoidant), what type of prayer one practices (adoration, thanksgiving, supplication, reception, confession, or obligation), and one's religious orientation (intrinsic, extrinsic, or quest). It is hypothesized that having a more secure relationship, practicing positive types of prayer and having an intrinsic or extrinsic orientation will be positively correlated with happiness. One hundred Christian college students were asked to complete the Attachment to God Inventory, Religious Life Inventory, Multidimensional Prayer Inventory, and Meaning in Life Questionnaire. Statistical analyses will be conducted to test if the three aspects of religiosity are correlated with subjective well-being as well as to determine which has a greater impact on personal happiness and meaning.

[5P5] The Effects of Outcome Expectations and Background Music on Time Perception. **Amanda J. Padgitt**. Sponsored by Dr. Caridad Brito. Eastern Illinois University, Charleston, IL 61920.

This research examined how performance expectations (i.e., stress to perform in a certain way on a task) and music might combine to affect time perception. The effect of music is examined by using songs that are either short or long. By combining the two independent variables (music – absent, more/shorter songs, fewer/longer songs; expectancy – high, low) it was hypothesized that those in the high expectancy condition with fewer/longer songs will think time is passing the fastest (i.e., give shorter estimates of time passage), because they will be expected to process more information with fewer songs to help segment the time. Furthermore, those in the 'no music' condition, regardless of expectation, will have more resources available to focus on time passing, which will make time pass the slowest (give longer estimates of time passage). However, the research has found that neither variable has any significant effect on the perception of time.

Notes

[1B4] <i>University of Southern Indiana</i> Dr. Aimee Mark / Knight
[2D4] <i>University of Southern Indiana</i> Dr. Aimee Mark / Lamkin
[3A1] <i>University of Southern Indiana</i> Dr. Aimee Mark / Malcomb
[3A3] <i>University of Southern Indiana</i> Dr. Aimee Mark / Tuley
[5P5] <i>Eastern Illinois University</i> Dr. Caridad Brito / Padgitt
[5P2] <i>Cedarville University</i> Dr. Chi-en Hwang / Cox
[2B4] <i>Indiana University of Pennsylvania</i> Dr. David J. LaPorte / Verbiest
[2B1] <i>Purdue University Calumet</i> Dr. David Nalbone / Holland
[1A2] <i>Earlham College</i> Dr. Diana Punzo / Carter
[1A3] <i>Earlham College</i> Dr. Diana Punzo / Lindwright
[2C2] <i>Earlham College</i> Dr. Diana Punzo / Silvers
[3D1] <i>Earlham College</i> Dr. Diana Punzo / Gossett
[4C2] <i>Indiana University-Purdue University Indianapolis</i> Dr. Drew Appleby / Scorniaenchi
[1D1] <i>Eastern Illinois University</i> Dr. Gary Canivez / Cavanaugh
[3D3] <i>Birmingham-Southern College</i> Dr. Heather J. Meggers / Pugliese
[2A2] <i>Northern Kentucky University</i> Dr. James H. Thomas & Dr. Cyndi R. McDaniel / Jones
[1D4] <i>Eastern Illinois University</i> Dr. Jeffrey Stowell / Frederick
[3B1] <i>Eastern Illinois University</i> Dr. Jeffrey Stowell / Jackson
[4A2] <i>University of Indianapolis</i> Dr. Jill Booker / Trent
[1B1] <i>University of Southern Indiana</i> Dr. Joseph Palladino / Sharrett
[1B3] <i>University of Southern Indiana</i> Dr. Julie Evey / Slevin
[4B1] <i>University of Southern Indiana</i> Dr. Julie Evey / Hall
[2C3] <i>Earlham College</i> Dr. Katharine Milar / McCance
[3D2] <i>Earlham College</i> Dr. Katharine Milar / Lyons

[3D4] <i>Earlham College</i> Dr. Katharine Milar / DeVorse
[4B2] <i>Earlham College</i> Dr. Katharine Milar / Emery
[3C3] <i>Thomas More College</i> Dr. Lawrence E. Boehm / Carpinello
[4A4] <i>Thomas More College</i> Dr. Lawrence E. Boehm / Droege
[1D3] <i>Indiana University-Purdue University Indianapolis</i> Dr. Leslie Ashburn-Nardo / Paschke
[5P1] <i>Cedarville University</i> Dr. Luke Tse / Robinette
[1C2] <i>Thomas More College</i> Dr. Maria S. McLean / Hansman
[1C3] <i>Thomas More College</i> Dr. Maria S. McLean / Pedersen
[2A1] <i>Thomas More College</i> Dr. Maria S. McLean / Swartz
[2A4] <i>Thomas More College</i> Dr. Maria S. McLean / Leahy
[4A3] <i>Thomas More College</i> Dr. Maria S. McLean / Turner
[4B3] <i>Northern Kentucky University</i> Dr. Perilou Goddard / Sexton
[1C1] <i>Franklin College</i> Dr. Roger Thomas / Johnson
[1C4] <i>Franklin College</i> Dr. Roger Thomas / Andrews
[2D2] <i>Franklin College</i> Dr. Roger Thomas / Young
[2D3] <i>Franklin College</i> Dr. Roger Thomas / Ballast
[3B2] <i>Franklin College</i> Dr. Roger Thomas / Robbins
[3B3] <i>Franklin College</i> Dr. Roger Thomas / Davis
[4C1] <i>Franklin College</i> Dr. Roger Thomas / Fletcher
[4C3] <i>Franklin College</i> Dr. Roger Thomas / Garrison
[4C4] <i>Franklin College</i> Dr. Roger Thomas / Mesologites
[2C4] <i>Eastern Illinois University</i> Dr. Ronan Bernas / Butler
[4A1] <i>Eastern Illinois University</i> Dr. Ronan Bernas / Coleman
[5P4] <i>Eastern Illinois University</i> Dr. Ronan Bernas / Melvin
[5P3] <i>Eastern Illinois University</i> Dr. Shannon Rauch / Weinkauff

[2D1] <i>University of Southern Indiana</i> Dr. Sid Hall / Skinner
[3A4] <i>University of Southern Indiana</i> Dr. Sid Hall / LaFree
[4B4] <i>University of Southern Indiana</i> Dr. Sid Hall / Cox
[1A1] <i>Bellarmino University</i> Dr. Thomas Wilson / Thieneman
[1A4] <i>Bellarmino University</i> Dr. Thomas Wilson / Wilson
[2B2] <i>Bellarmino University</i> Dr. Thomas Wilson / Tucker
[2B3] <i>Bellarmino University</i> Dr. Thomas Wilson / Morris
[3C1] <i>Bellarmino University</i> Dr. Thomas Wilson / Gnauer
[3C2] <i>Bellarmino University</i> Dr. Thomas Wilson / Schultz
[3C4] <i>Bellarmino University</i> Dr. Thomas Wilson / Enochs
[4D1] <i>Bellarmino University</i> Dr. Thomas Wilson / Mattingly
[4D3] <i>Bellarmino University</i> Dr. Thomas Wilson / Anna
[4D4] <i>Bellarmino University</i> Dr. Thomas Wilson / Lowman
[2A3] <i>University of Indianapolis</i> Dr. Victoria Hilkevitch Bedford / Cambridge
[1B2] <i>Purdue University Calumet</i> Dr. Vytenis B. Damusis / Richards
[3A2] <i>Purdue University Calumet</i> Dr. Vytenis B. Damusis / Bolden-El-Amin
[4D2] <i>Purdue University Calumet</i> Dr. Vytenis B. Damusis / Matheus
[1D2] <i>Eastern Illinois University</i> Dr. W. Boyd Spencer / Kibble
[2C1] <i>Eastern Illinois University</i> Dr. William E. Addison / Pezold
[3B4] <i>Eastern Illinois University</i> Dr. William E. Addison / Althoff