

Saturday, April 10, 1999

Eastern Illinois University
Charleston, Illinois

Keynote Speaker:

Dr. John B. Best

Eastern Illinois University

Sponsored by the Psychology Departments of:

Butler University

Eastern Illinois University

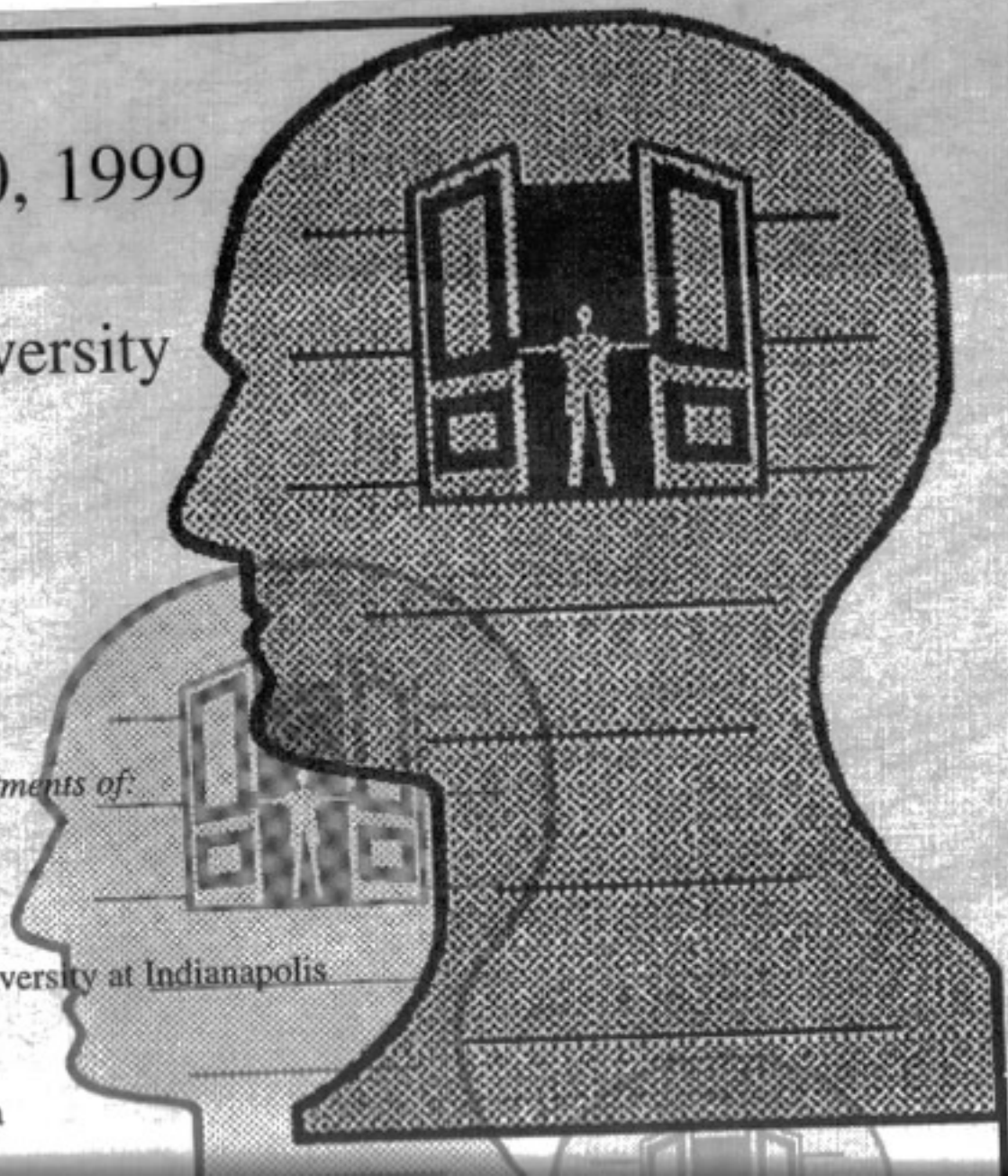
Franklin College

Indiana University-Purdue University at Indianapolis

Marian College

University of Indianapolis

University of Southern Indiana



encourage research by undergraduate psychology students. The program allows undergraduates to present their research and ideas in a convention format.

Types of presentations must be empirical, theoretical, or review. Each paper or poster must be sponsored by a faculty member.

Abstracts submitted for review must be typed according to the printed instruction and must be accompanied by a completed pre-registration form and registration fee. Copies of these forms have been sent to department chairpersons. Additional forms may be obtained by writing to the address at right, sending E-mail to uprc@butler.edu, or calling (317) 940-9266. You may also visit our website at <http://www.butler.edu/~woodruff/uprc/uprc.html>. Completed forms for presenters must be received on or before **March 5, 1999**. *Include a stamped, self-addressed envelope with each submission.*

Mail submissions to:

Mid-America UPRC
Psychology Department
Butler University
4600 Sunset Avenue
Indianapolis, Indiana 46208

18th Annual Mid-America Undergraduate Psychology Research Conference

Call for Papers

Saturday, April 10, 1999

Eastern Illinois University
Charleston, Illinois

Keynote Speaker:

Dr. John B. Best
Eastern Illinois University

Sponsored by the Psychology Departments of:

Butler University
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The purpose of the Mid-America UPRC is to recognize and encourage research by undergraduate psychology students. The program allows undergraduates to present their research and ideas in a convention format.

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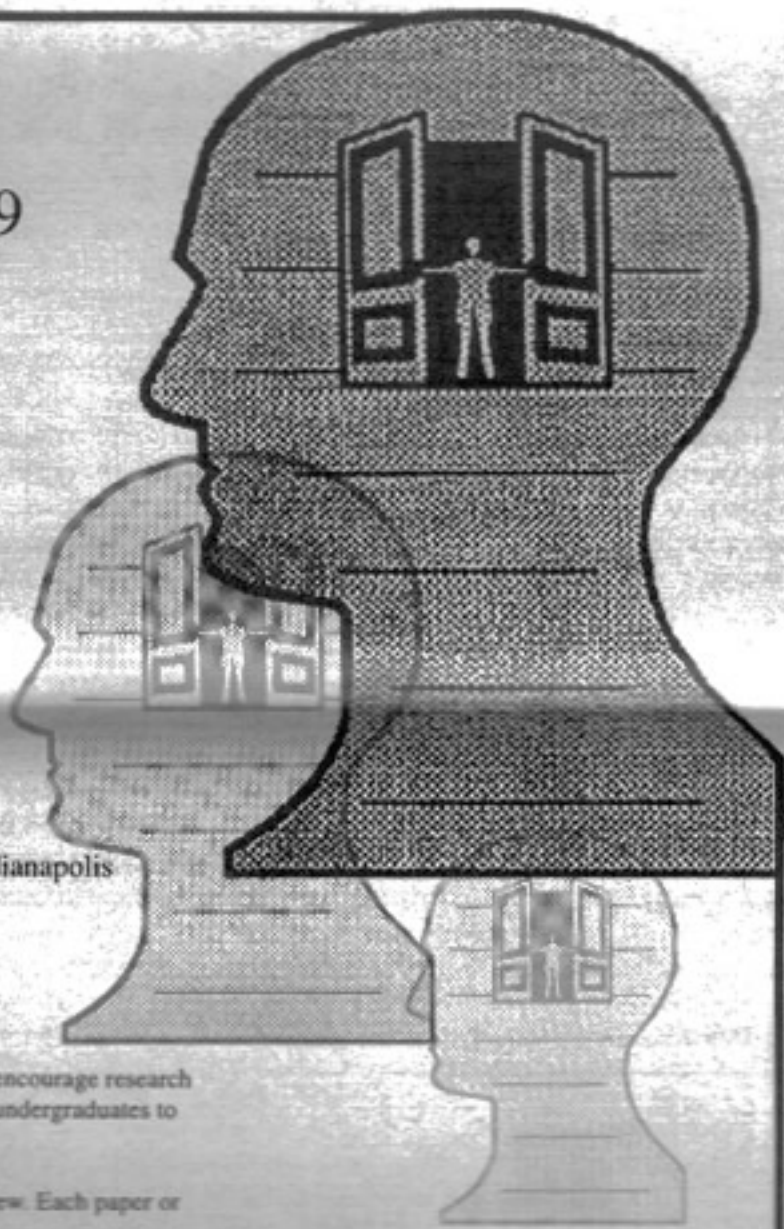
Abstracts submitted for review must be typed according to the printed instruction and must be accompanied by a completed pre-registration form and registration fee. Copies of these forms have been sent to department chairpersons. Additional forms may be obtained by writing to the address at right, sending E-mail to uprc@butler.edu, or calling (317) 940-9266. You may also visit our website at <http://www.butler.edu/~woodruff/uprc/uprc.html>. Completed forms for presenters must be received on or before March 5, 1999. Include a stamped, self-addressed envelope with each submission.

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Mid-America UPRC
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18th Annual Mid-America
Undergraduate Psychology
Research Conference

Call for Papers



INFORMATION

Purpose

The Mid-America UPRC exists to recognize and encourage research by undergraduate psychology students.

Program

Undergraduates will present their research and ideas in a convention format. Only empirical, theoretical, and review presentations are eligible for selection. Each paper or poster must be sponsored by a faculty member.

Submission

Abstracts submitted for review must be typed according to instructions located on page three of this announcement. *Abstracts must be received on or before March 5, 1999 (Feb. 26 for posters), and must be accompanied by a completed pre-registration form and registration fee. Submissions received after this date will be returned.*

When

Saturday, April 10, 1999. Registration begins at 8 a.m. and student presentations begin at 8:30 a.m. Coffee and donuts will be served during registration.

Reception

A reception will be held for conference participants who arrive in Charleston on Friday. The reception will take place in the 1895 Room in the Martin Luther King Jr. University Union on April 9, 1999 from 6:30 to 8:30 p.m.. *Registration can also be completed at the reception.*

Location

The conference is in the Martin Luther King Jr. University Union at Eastern Illinois University, Charleston, IL 61920.

Speaker

Dr. John B. Best, Eastern Illinois University
"Undergraduate Research: Finding the Sacred Fire"

Luncheon

Lunch will be provided to all registrants and will be in the University ballroom of University Union.

Accommodations

Worthington Inn: 920 W. Lincoln Avenue, Charleston, IL 61920 **Phone:** (217) 348-8161; **Fairfield Inn:** Route 16 East (Exit 190B of I-57), Mattoon, IL **Phone:** (217) 234-2355; **Super 8 Motel:** Route 16 East (Exit 190B of I-57), Mattoon, IL **Phone:** (217) 235-8888. Please mention the conference when making reservations before March 26.

Directions

From the north or south: take I-57 in Charleston exit 190A. From exit, go east on Route 16 about eight miles. Once in Charleston, the Worthington Inn is on the right at the first traffic light. To University Union, continue east on Lincoln Avenue (Route 16) and turn right onto Seventh Street just after passing Old Main ("The Castle") on the right. The Union is on the right about two and one-half blocks south of Lincoln Avenue.

From the west: take I-70 E to I-57 N and then follow previous directions.

From the east: take I-70 W to Greenup/Charleston exit 119. Take Route 130 N about 16 miles to Charleston. Turn left (west) at first Charleston traffic light onto Lincoln Avenue (Route 16) and left at Seventh Street to Union or continue west to Worthington Inn on the left.

Registration

The \$15 pre-registration fee and abstract *must be received by March 5, 1999 (Feb. 26 for posters). Non-presenters may pre-register until March 26, 1999, and are strongly urged to do so. Registration for non-presenters can be completed at the door the morning of the conference; however, the fee will be \$17.*

Local Information

William Addison, Psychology Department, Eastern Illinois University, Charleston, IL 61920. Phone: (217) 581-2127

General Information

Dr. Roger Thomas, Psychology Department, Franklin College, 501 E. Monroe Street, Franklin, IN 46131. Phone (317) 738-8281. E-mail: thomasr@franklincoll.edu. Also, E-mail for information to Registration Chairman at UPRC@Butler.edu or visit our website at <http://www.butler.edu/~woodruff/uprc/uprc.html>.

INSTRUCTIONS

Instructions

- Read all the instructions and see the sample abstract below.
- Your abstract must be received on or before **March 5, 1999**. (Deadline for poster abstracts is Feb. 26, 1999.)
- Type your abstract on clean, white 8 1/2 x 11 paper.
- Use a carbon ribbon or a new black ribbon to type your abstract.
- Begin abstract with author name(s) underlined. First author must be an undergraduate.
- Follow author name(s) with the name of the faculty sponsor, underlined. Place an (*) after the name of the faculty sponsor.
- Follow author and sponsor names with the name of the institution.
- Start the description of the research with a three-space indentation; subsequent paragraphs should also be indented three spaces.
- The entire abstract should be typed single-spaced. Do not double space between paragraphs.
- The abstract should include the following: (a) a brief introduction, (b) description of the subjects and methods, (c) summary of results (or expected results if analysis is not yet completed), and (d) statement indicating significance of findings.
- Maximum length for the body of the abstract is 250 words.

Sample Abstract

EFFECTS OF EXTRANEIOUS STIMULI ON RECALL AND RECOGNITION: AN APPLICATION TO EYEWITNESS TESTIMONY.

David L. Cohen, Dr. John Weston*

Indiana University Northeast

Thirty-six male college freshmen, divided into four groups, viewed a film of a pedestrian-automobile accident. Subjects were then questioned under situations which varied in quantity and intensity of external stimuli, in order to determine the effects of extraneous stimuli upon recall and recognition tasks. A combination of increased intensity and increased quantities of extraneous stimuli significantly reduced the subjects' ability to retrieve information during recognition. Yet, recall was adversely affected by increases in the quantity of extraneous stimuli only, and not by the intensity levels. These findings indicate that more information may be obtained from eyewitness testimony taken in a relaxed setting.

Presentation Information

(1) There is no limitation in the number of papers submitted from a particular institution, nor is there any limitation on the number of papers sponsored by a faculty member. (2) No student will be allowed to present more than one paper, although the student may be part of other multiple authored papers. (3) Submission of an abstract constitutes an understanding that the student or a substitute will submit the paper. All presenters must be prepaid registrants for the conference. (4) Presenters are expected to be undergraduate students, although they need not be psychology majors. Psi Chi membership is not required for participation. (5) Submissions must arrive on or before **March 5, 1999**. Include a stamped, self-addressed envelope with each submission. Presenters must also fill out the registration form on the back. We cannot honor requests to present at particular times.

Poster Session

A poster session will be held. Presenters will be responsible for constructing a free-standing poster (attached to tri-fold foamcore or cardboard) no larger than 38 inches wide and 28 inches deep. Students wishing to present a poster should indicate their preference on the pre-registration form. Acceptance is limited and will be made on a first come, first serve basis. After the poster session is filled, all submissions will be assigned to be presented as a paper. (Note: Submission deadline for posters is Feb. 26, 1999).

Checklist

(1) Did your faculty sponsor sign the pre-registration form? (2) Did you include a stamped, self-addressed envelope? (3) Did you include area codes for the telephone numbers presented? (4) Did you include E-mail addresses, if available? (5) Remember, the deadline to receive your abstract, completed registration form, and registration fee payment is **March 5, 1999**.

Mail to

Mid-America UPRC, Psychology Department, Butler University, 4600 Sunset Avenue, Indianapolis, Indiana 46208

PRE-REGISTRATION FORM

Please use this form if you intend to attend the 18th Annual Mid-America Undergraduate Psychology Research Conference. A separate registration form and fee is needed for each presenter and attendee, including faculty sponsors (*please copy this form as needed*). The pre-registration fee is \$15. If you wish to register at the door, however, your fee will be \$17. Please mail your registration form and a stamped, self-addressed envelope to: Mid-America UPRC, Psychology Department, Butler University, 4600 Sunset Avenue, Indianapolis, Indiana 46208. Enclose your check or money order with this form. Checks should be made payable to UPRC, Butler University. Pre-registration forms from non-presenters must be received by Friday, March 26, 1999.

For All Registrants

Name _____
Address _____
City _____ State _____ Zip _____
School _____
Telephone _____ E-mail _____
Circle one: Paper Poster Attending only Faculty sponsor

PAPER PRESENTERS should furnish this additional information:

Mark the audio/visual equipment you will use: ☐ Overhead ☐ Projector ☐ VCR/TV

Mark the topic best describing the subdiscipline of your submission:

☐ General Experimental ☐ Social/Personality ☐ Applied

Faculty sponsor: Name _____
 Signature _____
 Telephone _____
 E-mail _____

MAUPRC HISTORY

From a modest beginning on March 20, 1982, the Mid-America Undergraduate Psychology Research Conference (MAUPRC) is now one of the largest conferences of its kind in the United States. Under the leadership and direction of its founder, Dr. Joseph Palladino, the first meeting was held at Indiana State University at Evansville (now the University of Southern Indiana). Originally named the Tri-state UPRC, it was intended to attract participants from Indiana, Illinois, and Kentucky. But in fact the conference idea was so in tune with the Zeitgeist that participants came from a much wider area. In 1985, the 4th annual conference was renamed the Mid-America UPRC to reflect its growth. The location of the 9th conference, in 1990, was changed from Evansville to Franklin College in Franklin, Indiana. Since then, the conference has traveled between Franklin College, Eastern Illinois University, and the University of Southern Indiana, attracting participants from an eight state area.

With the continued growth of MAUPRC, the purpose and philosophy has remained unchanged, "... to recognize and encourage research by undergraduates psychology students." Providing students with a forum for presenting their original research remains the main focus of MAUPRC. Equally important is the opportunity provided for the professional development of students who are to become the professional psychologists of the future. These goals are always pursued in the spirit of camaraderie and support for students by peers and faculty alike. Therein lies the success of MAUPRC.

— Raymond M. Bragiel
Director Emeritus

UPRC

Mid-America
Undergraduate Psychology Research Conference

Dear Colleagues and Friends,

I hope you are looking forward to attending the 18th Annual Mid-America Undergraduate Psychology Research Conference to be held at Eastern Illinois University on April 10, 1999. Over the years, this conference has established a nationally-recognized tradition of excellence in providing valuable learning opportunities for undergraduate students. I cordially and sincerely invite all of you to join us for what is anticipated to be the best conference yet.

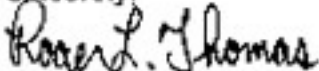
Registration entitles you to attend all presentations, the reception, continental breakfast, and luncheon. Note that attendance is not limited to students making presentations; all students and faculty can benefit from seeing the kinds of activities in which undergraduate students across Mid-America are involved. In addition, John Best from Eastern Illinois University will deliver the keynote address, "*Undergraduate Research: Finding the Sacred Fire*," which will be of special relevance and interest to all in attendance.

There will be an informal reception on Friday, April 9, from 6:30 to 8:30 pm in the University Center on the Eastern Illinois University campus. The reception provides a relaxed forum for casual conversation, making new acquaintances and renewing old friendships. You can also register and get a copy of the program so you can plan in advance the paper sessions you will attend on Saturday.

Finally, note that Psi Chi members who make presentations at the conference are eligible to receive the Psi Chi Certificate of Recognition for Scholarly Contributions. I will have application forms with me at the conference.

If you need further information, please contact me by phone, mail, or email. I look forward to seeing you at the conference!!

Sincerely,



Roger L. Thomas, Ph.D.
Psychology Department
Franklin College
Franklin, IN 46131
(317) 738-8281
thomasr@franklincoll.edu

Visit our web site at <http://www.butler.edu/~woodruff/uprc/uprc.html>

Sponsors

Eastern Illinois University • Eastern Illinois University • Franklin College • Indiana University • Indiana University at Indianapolis • Marian College • University of Indianapolis • University of Southern Indiana

Welcome to the
18th Annual Mid-America
Undergraduate Psychology
Research Conference
April 10, 1999

Eastern Illinois University

All activities occur in the Martin Luther King, Jr. University Union

Sponsored by the Psychology Departments of
Butler University - Eastern Illinois University - Franklin College
Indiana University-Purdue University at Indianapolis
Marian College - University of Indianapolis
University of Southern Indiana

Purpose:

"The Mid-America UPRC exists to recognize and encourage research by undergraduate Psychology students."

Conference Schedule

| | | | |
|-------|---|-------|--|
| 8:00 | - | 8:45 | Registration Continental Breakfast |
| 8:45 | - | 9:45 | Session 1 |
| 9:45 | - | 9:55 | Break |
| 9:55 | - | 10:55 | Session 2 |
| 10:55 | - | 11:05 | Break |
| 11:05 | - | 12:05 | Session 3 |
| 12:10 | - | 12:55 | Lunch |
| 12:55 | - | 1:55 | Welcome, Keynote Speaker: Dr. John Best Eastern Illinois University |
| 1:55 | - | 2:00 | Break |
| 2:15 | - | 3:15 | Session 4 |
| 2:00 | - | 3:15 | Poster Session |

Each Paper is identified in the program with a 3 character code
"403" is the 3rd paper in room 4 during the 4th Session.

| Session Room-Code | Room |
|----------------------|--------------|
| A | Kansas |
| B | Greenup |
| C | Arcola |
| D | Charleston |
| E | Mattoon |
| F | Tuscola |
| G | Loisy |
| Posters | Mortonsville |

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:

- Σ Please do not enter a paper session while a presentation is in progress. Wait until a break between individual presentations
- Σ Please keep unnecessary noise and conversation, both immediately outside and inside conference rooms to a minimum.
- Σ When presenting a paper, please keep within the time limits so that subsequent presenters and sessions can be maintained on schedule.
- Σ Do become involved in discussions, but please show courtesy to the presenter.
- Σ Please wear your name tag prominently so you can be readily identified as an official registrant, and for ease of communication.
- Σ Smoking policy—Please abide by the rules in effect at this host institution.

Session 1A

Kansas

Moderator

Dr. Angela Becker Indiana University--Kokomo

8:45 AM - 9:00 AM

THE EFFECTS OF NOISE-DISTRACTIONS ON COGNITION. Krissie Carr, Dr. Thomas L. Wilson* Bellarmine College. See abstract [1A1]

9:00 AM - 9:15 AM

THE EFFECT OF MAGNESIUM CHLORIDE ON BRAIN STIMULATION REWARD THRESHOLDS IN THE RAT. Nathanael G. Carmichael, Dr. Joseph E. G. Williams* Eastern Illinois University. See abstract [1A2]

9:15 AM - 9:30 AM

ATTACHMENT THEORY PAST, PRESENT AND FUTURE: REVIEW OF LITERATURE AND FUTURE AVENUES FOR GROWTH. Melissa M. Hack, Dr. Beth Ridge* Concordia University. See abstract [1A3]

9:30 AM - 9:45 AM

PERCEIVED IMPORTANCE IN FACTORS AMONG DATING AND MARRIED PARTNERS. Heidi McKelvey, Jasmine Robinson, Sandy Swales, Dr. Chi-en Hwang* Cedarville College. See abstract [1A4]

Session 1B

Greenup

Moderator

Dr. David Jones

Westminster College

8:45 AM - 9:00 AM

ATTITUDES AND BEHAVIORS OF HIGH VS. LOW ACHIEVING STUDENTS. Kristopher R. Kaun, Dr. Periolou Goddard*, Dr. James H. Thomas* Northern Kentucky University. See abstract [1B1]

9:00 AM - 9:15 AM

GENDER DIFFERENCES IN MEMORY RECALL OF SEX-TYPED IMAGES. Lindsay W. Combes, Dr. Thomas L. Wilson* Bellarmine College. See abstract [1B2]

9:15 AM - 9:30 AM

THE RELATIONSHIP BETWEEN PHYSICAL PUNISHMENT AND SUBSEQUENT AGGRESSION AND SELF-ESTEEM. Fonzie Geary, Dr. Richard J. Shuntich* Eastern Kentucky University. See abstract [1B3]

9:30 AM - 9:45 AM

SHORT-TERM MEMORY AND ACADEMIC Jeff Ferrand, Greg Schnarr, Dr. Charles Blaich* Wabash College. See abstract [1B4]

Session 1C

Arcola

Moderator

Dr. John Halpin

Eureka College

8:45 AM - 9:00 AM

REPRESSION, EXPRESSIVENESS, AND PERSONALITY TYPES. Melinda Siler, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis. See abstract [1C1]

9:00 AM - 9:15 AM

EFFECTIVENESS OF A CAREERS COURSE FOR PSYCHOLOGY MAJORS. Matthew S. Looney, Dr. James H. Thomas*, Dr. Cyndi McDaniel* Northern Kentucky University. See abstract [1C2]

9:15 AM - 9:30 AM

PHYSIOLOGICAL STRESS RESPONSES TO TEST-TAKING AT THE COLLEGE LEVEL. Heather Henkenmeier, Jill M. Bornhorn, Sheri T. Daniel, Dr. Thomas L. Wilson* Bellarmine College. See abstract [1C3]

9:30 AM - 9:45 AM

HOW DOES WAITING AND WAITING DURATION INFORMATION AFFECT A PERSON'S REACTION TO A BORING TASK? Ryan M. Greer, Dr. Sid A. Hall* University of Southern Indiana. See abstract [1C4]

Session 1D

Charleston

Moderator

Dr. Charles Meliska Univ. of Southern Indiana

8:45 AM - 9:00 AM

EFFECTS OF COMMERCIAL, ICONS AND MAGAZINE ADVERTISEMENTS ON RECOGNITION AND RECALL IN EARLY ELEMENTARY STUDENTS. Tommy Barth, Kristy Fritz, Dr. Maria McLean* Thomas More College. See abstract [101]

9:00 AM - 9:15 AM

DETERMINING THE RELIABILITY AND VALIDITY OF THE BRIEF EVALUATION OF VOCATIONAL IDENTITY STATUS Jamie R. Moellman, Nicole A. Girard, Dr. James Thomas*, Dr. Cyndi McDaniel* Northern Kentucky University. See abstract [102]

9:15 AM - 9:30 AM

EFFECTS OF PRESSURE AND EXPECTATIONS ON TEST ANXIETY AND PERFORMANCE. Edward Buell, Rick Gale, Dr. Charles Blalock* Wabash College. See abstract [103]

9:30 AM - 9:45 AM

A LOOK AT COLLEGE WIDTERNS AND INCIDENCE OF STUDENT SMOKING. Kevin A. Ford, Dr. Thomas L. Wilson* Bellarmine College. See abstract [104]

Session 1E

Mattoon

Moderator

Prof. Raymond Bragiel

Franklin College

8:45 AM - 9:00 AM

EFFECT OF BOREDOM ON NON-VERBAL COMMUNICATION. A. Alexander Beaujean, Dr. Chi-en Hwang* Cedarville College. See abstract [1E1]

9:00 AM - 9:15 AM

THE CHANGE IN AESTHETIC RATING AS A FUNCTION OF KNOWLEDGE ABOUT THE PRODUCTION OF ART. Scott R. McBride, Dr. Charles Blalock* Wabash College. See abstract [1E2]

9:15 AM - 9:30 AM

FACTORS INFLUENCING CAREER DECISION MAKING IN PSYCHOLOGY MAJORS Carol C. Perkins, Nicole A. Girard, Dr. James H. Thomas*, Dr. Cyndi McDaniel* Northern Kentucky University. See abstract [1E3]

9:30 AM - 9:45 AM

THE EFFECTS OF PERSONALITY TYPE AND EATING DISTURBANCE ON CODEPENDENCY. Ryoko Schaefer, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis. See abstract [1E4]

Session 1F

Tuscola

Moderator

Dr. Cyndi McDaniel Northern Kentucky University

8:45 AM - 9:00 AM

IDENTIFYING EFFECTIVE STRATEGIES TO REINTRODUCE FORMER FEMALE ATHLETES BACK INTO SPORTS. Ryan D. Harrington, Dr. Coridad F. Brito* Eastern Illinois University. See abstract [1F1]

9:00 AM - 9:15 AM

THE RELATIONSHIP BETWEEN PERSONALITY AND CHRONIC PAIN. Jennifer L. Lutz, Dr. Chi-en Hwang* Cedarville College. See abstract [1F2]

9:15 AM - 9:30 AM

DISTINGUISHING BETWEEN REACTIVE AND SUSPICIOUS JEALOUSY USING INSECURITY, DEPENDENCY, RELATIONSHIP SELF-ESTEEM, RELATIONSHIP PRE-OCCUPATION, AND RELATIONSHIP DEPRESSION. Robert J. Mydell, Dr. Robert Bringle* Indiana University-Purdue University at Indianapolis. See abstract [1F3]

9:30 AM - 9:45 AM

THE RELATIONSHIP BETWEEN PARENTAL DIVORCE AND COLLEGE ADJUSTMENT. Kevin Navratil, Dr. Catherine Clement* Eastern Kentucky University. See abstract [1F4]

Session 1G

Moderator

8:45 AM - 9:00 AM

Dr. Faye Plascak-Craig

Casey

Marian College

THE EFFECT OF DELAYED AND INSTANTANEOUS REWARD ON SHORT-TERM MEMORY Seth Goldstein, Patrick R. Rutekin, Dr. Charles Blalock* Wabash College. See abstract [161]

9:00 AM - 9:15 AM

THE IMPACT OF PERSONALITY TYPES ON FUTURE ANXIETY. Kimberly Lane, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis. See abstract [162]

9:15 AM - 9:30 AM

INTERPERSONAL ATTRACTIVENESS AS SEEN IN TWO DIFFERENT AGE GROUPS. Ryan Marks, Amanda Sage, Dr. Chi-en Hwang* Cedarville College. See abstract [163]

Session 2A

Moderator

9:55 AM - 10:10 AM

Dr. Larry Boehm

Kansas

Thomas More College

BYSTANDER EFFECT AND PERSONAL COST IN EMERGENCY INTERVENTIONS. Matthew T. Flanagan, Dr. Charles Blalock* Wabash College. See abstract [2A1]

10:10 AM - 10:25 AM

THE INFLUENCE OF PARENTING STYLE ON ACHIEVEMENT IN COLLEGE STUDENTS. Michelle Grebenord, Gina Kolks, Dr. Laurel Camp* Marian College. See abstract [2A2]

10:25 AM - 10:40 AM

EVOLUTIONS AND REVOLUTIONS ON MATTERS CONCERNING THE SOUL. Larry Reynolds, Dr. Pat Schoenrade* William Jewell College. See abstract [2A3]

10:40 AM - 10:55 AM

THE EFFECTS OF MEDIA EXPOSURE ON CHILDREN'S ATTITUDES TOWARD VIOLENCE. Beth Rakel, Dr. Thomas L. Wilson* Bellarmine College. See abstract [2A4]

Session 2B

Moderator

9:55 AM - 10:10 AM

Dr. Maria McLean

Greenup

Thomas More College

RELATION BETWEEN ATTRACTIVENESS OF THE SERVER AND RESTAURANT GRATUITY. Chad Sterling, Jamie Zehr, Amber Corbin, Dr. Chi-en Hwang* Cedarville College. See abstract [2B1]

10:10 AM - 10:25 AM

EFFECTS OF MINORITY INFLUENCE AND PERCEIVED MAJORITY OPINION David C. Greene, Andrew E. O'Neill, Dr. Charles Blalock* Wabash College. See abstract [2B2]

10:25 AM - 10:40 AM

THE RELATIONSHIP BETWEEN SHYNESS AND DATING TACTICS: FREQUENCY AND EFFECTIVENESS OF DATING TACTICS. Hyland L. Smith, Dr. Keith Wilson* Eastern Illinois University. See abstract [2B3]

10:40 AM - 10:55 AM

EFFECTS OF EXPOSURE TO VIOLENT LYRICS ON FREE ASSOCIATION. James A. Stanley, Dr. Roger Thomas* Franklin College. See abstract [2B4]

Session 2C

Arcola

Moderator Dr. Steve Scher Eastern Illinois University

9:55 AM - 10:10 AM SEX DIFFERENCES IN SHORT- VERSUS LONG-TERM MATING STRATEGIES: AN EVOLUTIONARY APPROACH Deneen D. Brackett, Dr. William Addison* Eastern Illinois University. See abstract [2C1]

10:10 AM - 10:25 AM CORPORAL PUNISHMENT: PSYCHOLOGICAL ABUSE OR CONDUCT ASSISTANCE? Jared L. Skillings, Dr. Chi-en Hwang* Cedarville College. See abstract [2C2]

10:25 AM - 10:40 AM THE EFFECTS OF DIVORCE ON THE TENDENCY TO STEREOTYPE OTHERS. Amber Marlon, Dr. Roger Thomas* Franklin College. See abstract [2C3]

10:40 AM - 10:55 AM TOLERANCE OF SEXUAL HARASSMENT: A COMPARISON OF HIGH SCHOOL, COLLEGE STUDENTS AND FACTORY WORKERS. Jill D. Compton, Brenda Russell* Maryville University. See abstract [2C4]

Session 2D

Charleston

Moderator Dr. Heidi Jensen Thomas More College

9:55 AM - 10:10 AM THE RELATIONSHIP BETWEEN EXPOSURE TO MEDIA PORTRAYALS OF ROMANCE AND IDEALISTIC BELIEFS ABOUT ROMANTIC RELATIONSHIPS. Abigail A. Coven, Dr. Diana Punzo* Earlham College. See abstract [2D1]

10:10 AM - 10:25 AM LEVELS OF CONGRUENCY AND VERBAL LEARNING: A REEXAMINATION OF THE STROOP EFFECT. Julie Sidwell, Amy Evans, Dr. William Addison* Eastern Illinois University. See abstract [2D2]

10:25 AM - 10:40 AM EFFECTS OF BACKGROUND TELEVISION ON THE CONCENTRATION AND RETENTION OF THREE COGNITIVE TASKS. Alexander N. Monker, Dr. Charles Blatch* Wabash College. See abstract [2D3]

Session 2E

Mattoon

Moderator Dr. Terri Bonebright Depauw University

9:55 AM - 10:10 AM ACADEMIC PROCRASTINATION AND TASK DISCOMFORT. Joann M. Lau, Dr. Thomas L. Wilson* Bellarmine College. See abstract [2E1]

10:10 AM - 10:25 AM EARLY LITERACY EFFECTS ON COLLEGE STUDENTS. Monica D. Coons, Dr. Roger Thomas* Franklin College. See abstract [2E2]

10:25 AM - 10:40 AM GENDER DIFFERENCES IN MATHEMATICS AND COMPUTER ANXIETY IN COLLEGE STUDENTS. Barbara A. Davis, Dr. William Addison* Eastern Illinois University. See abstract [2E3]

10:40 AM - 10:55 AM THE EFFECTS OF CAFFEINE IN A LEXICAL DECISION TASK. Ed Petruso, Mark V. Gentry, Dr. Charles Meliska* University of Southern Indiana. See abstract [2E4]

Session 2F

Tuscola

Moderator

Dr. Morton Heller Eastern Illinois University

9:55 AM - 10:10 AM

GENDER EFFECTS OF BDM THERAPY ON SELF-ESTEEM Jennifer Champion, Dr. Roger Thomas* Franklin College. See abstract [2F1]

10:10 AM - 10:25 AM

ON THE RELATIONSHIP BETWEEN INTROVERSION AND PUBLIC SPEAKING ANXIETY. Melissa A. Logan, Dr. Thomas L. Wilson* Bellarmine College. See abstract [2F2]

10:25 AM - 10:40 AM

JINGIAN MANDALA AND PERSONALITY. Sara Michael, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis. See abstract [2F3]

10:40 AM - 10:55 AM

DOES LEARNING STYLE COMPATIBILITY INFLUENCE PERFORMANCE IN STUDENT DYADS? Jason R. Mello, Dr. William Addison* Eastern Illinois University. See abstract [2F4]

Session 2G

Casey

Moderator

Dr. Ted Jaeger

Westminster College

9:55 AM - 10:10 AM

FLASHBULBS AND FAIRY TALES: MEMORIES FOR THE DEATH OF PRINCESS DIANA. Mark Warden, Dr. Angela Becker* Indiana University Kokomo. See abstract [2G1]

10:10 AM - 10:25 AM

THE EFFECT OF GENDER OF THE PERPETRATOR ON PERCEPTIONS OF SPOUSE ABUSE AND ABUSERS. Jessica L. Blankenship, Dr. Richard Shunkich* Eastern Kentucky University. See abstract [2G2]

10:25 AM - 10:40 AM

EXAMINATION OF THE EFFECTS OF PERSONALITY DESCRIPTION ON PERSONALITY PERCEPTION. Amy A. Orthober, Jennifer C. Stevens, Dr. Thomas L. Wilson* Bellarmine College. See abstract [2G3]

10:40 AM - 10:55 AM

TESTING THE RELIABILITY OF THE ANTECEDENTS-CONSEQUENCES MODEL OF PSYCHOLOGICAL MOMENTUM. Tynain Parks, Dr. Charles Blalich* Wabash College. See abstract [2G4]

Session 3A

Kansas

Moderator

Dr. Chi-en Hwang

Cedarville College

11:05 AM - 11:20 AM

THE EFFECTS OF IRREGULAR STAFFING ON SECLUSION RATES IN MENTALLY RETARDED PSYCHIATRIC PATIENTS. Mary Thompson, Dr. Thomas L. Wilson* Bellarmine College. See abstract [3A1]

11:20 AM - 11:35 AM

THE EFFECTS OF MENTORING ON LEVELS OF SELF-ESTEEM Sarah Marie Landwehr, Dr. David Jones* Westminster College. See abstract [3A2]

11:35 AM - 11:50 AM

EFFECT OF PROMPTS ON THE ACCURACY OF CHILDREN'S RESPONSES TO GENERAL QUESTIONS CONCERNING EYEWITNESS ACCOUNTS. Xely A. Sanders, Dr. Rolf M. Daniel* University of Saint Francis. See abstract [3A3]

11:50 AM - 12:05 PM

FIRST IMPRESSIONS: THE LASTING EFFECTS OF FIRST IMPRESSIONS ON EVALUATIONS. Alecia Beth Hampton, Dr. Catherine Clement* Eastern Kentucky University. See abstract [3A4]

Session 3B

Greenup

Moderator

Dr. Sharon Colhoun Indiana University--Kokomo

11:05 AM - 11:20 AM

EFFECTS OF A DICHOTIC LISTENING TASK ON VISUAL-SPATIAL TEST PERFORMANCE: AN INVESTIGATION INTO THE MOZART EFFECT. Matthew J. Neftner, Daniel J. G'Connell, Dr. Lawrence Boehm* Thomas More College. See abstract [381]

11:20 AM - 11:35 AM

THE EFFECTS OF GROUP VERSUS INDIVIDUAL CONFIDENCE LEVELS ON FALSE MEMORIES. Lisa J. Ringley, Dr. Rolf W. Daniel* University of Saint Francis. See abstract [382]

11:35 AM - 11:50 AM

JUST FOR THE HEALTH OF IT: ANALYSIS OF THE RELATIONSHIP BETWEEN HUMOR AND HEALTH. Ginger L. Talsma, Sarah Martin, Dr. Joseph J. Palladino* University of Southern Indiana. See abstract [383]

11:50 AM - 12:05 PM

THE RELATIONSHIP BETWEEN PET OWNERSHIP AND SELF-ESTEEM AND EMPATHY. K. Dawn Bruce, Dr. Richard Shuntich* Eastern Kentucky University. See abstract [384]

Session 3C

Arcola

Moderator

Dr. Charles Blaich

Wabash College

11:05 AM - 11:20 AM

EFFECTS OF MENTAL INSTRUCTION ON IMPROVING FREE THROW PERCENTAGE. Kimberly D. Hudson, Dr. Rolf Daniel* University of Saint Francis. See abstract [3C1]

11:20 AM - 11:35 AM

STEREOTYPING AND DISCRIMINATION DUE TO RACE AND CLOTHING. H. Françoise Hagen, Dr. Maria Roman* Rockford College. See abstract [3C2]

11:35 AM - 11:50 AM

SIBLING RIVALRY AND THEIR SOCIAL RELATIONSHIPS. Mike A. Molina, Dr. Heidi Jensen* Thomas More College. See abstract [3C3]

11:50 AM - 12:05 PM

OBSERVED GENDER ROLES, ANDROGYNY AND CONVENTIONAL ATTITUDES TOWARD MALE-FEMALE RELATIONSHIPS. Miranda Kohlach, Maureen Pickering, Theresa Russell, Dr. Vytenis Damusis* Purdue University Calumet. See abstract [3C4]

Session 3D

Charleston

Moderator

Dr. Richard Shuntich Eastern Kentucky University

11:05 AM - 11:20 AM

THE EFFECTS OF CAFFEINE IN A STERNBERG SHORT-TERM MEMORY TASK. Cynthia L. Rixius, Mark V. Gentry, Dr. Charles Melisko* University of Southern Indiana. See abstract [3D1]

11:20 AM - 11:35 AM

FRESHMAN STUDENTS AND THEIR ADJUSTMENT TO UNIVERSITY LIFE: WHAT IS THE RELATIONSHIP BETWEEN PERSONALITY AND SPIRITUAL WELL-BEING?

Kris Pence, Missi Beadle, Jason Denniston, Dr. Michael Bolvin* Indiana Wesleyan University. See abstract [3D2]

11:35 AM - 11:50 AM

SOCIAL ISOLATION, FRIENDSHIP PATTERNS AND FAMILY STRUCTURE AS FACTORS IN ADOLESCENT SELF-IMAGE. Angela Jez, Nichole Grzych, Mark Sudicky, Dr. Vytenis Damusis* Purdue University Calumet. See abstract [3D3]

11:50 AM - 12:05 PM

EFFECTS OF POST-CV DEPRESSION ON PHYSICAL REHABILITATION OUTCOMES. Maureen Widner, Dr. Rolf Daniel* University of Saint Francis. See abstract [3D4]

Session 3E

Mattoon

Moderator Dr. Roan Bernas Eastern Illinois University

11:05 AM - 11:20 AM IS GENDER REALLY A PREDICTOR OF JEALOUSY IN ROMANTIC RELATIONSHIPS?

Ebou R. Jett, Dr. Steven Scher* Eastern Illinois University. See abstract [3E1]

11:20 AM - 11:35 AM FITNESS CONSCIOUSNESS, NUTRITION AND PSYCHOLOGICAL WELL-BEING. Becky

Erenberg, John Mesham, Tara Mikhail, Carol Millikan, Dr. Vytenis B.

Damasis* Purdue University Calumet. See abstract [3E2]

11:35 AM - 11:50 AM THE EFFECTS OF CAFFEINE AND NICOTINE IN A LEXICAL DECISION TASK. Matthew

R. Leming, Mark V. Gentry, Jonathan A. Hammersley, Dr. Charles Melisko*

University of Southern Indiana. See abstract [3E3]

11:50 AM - 12:05 PM STEREOTYPE THREAT: THE EFFECTS ON GENDER DIFFERENCES IN VERBAL SKILLS.

Mary A. McCallister, Dr. Sid Hull* University of Southern Indiana. See

abstract [3E4]

Session 3F

Tuscola

Moderator Dr. Michael Firmin Cedarville College

11:05 AM - 11:20 AM USE OF NONLINEAR DYNAMICS IN EEG AS AN ADDITION TO PSYCHIATRIC

DIAGNOSTICS. Nicholas Hawkins, Dr. Vytenis Damasis* Purdue University

Calumet. See abstract [3F1]

11:20 AM - 11:35 AM ACHIEVEMENT-RELATED CONSTRUCTS IN THE FIVE-FACTOR MODEL. Marcus Karega

Rausch, Kelli Canada, Dr. Scott R. Ross* DePaul University. See abstract

[3F2]

11:35 AM - 11:50 AM TELEVISION COMMERCIALS IN CHILDREN'S VIOLENT PROGRAMMING: A LOOK AT

CONTENT AND TARGET. Amber Christ, Jenny Hershberger, Dr. Diana Punzo*

Lorihan College. See abstract [3F3]

11:50 AM - 12:05 PM THE ADJUSTMENT SCALES FOR CHILDREN AND ADOLESCENTS: SHORT-TERM STABILITY.

Amanda R. Perry, Dr. Gary Canivez* Eastern Illinois University. See

abstract [3F4]

Session 3G

Casey

Moderator Dr. Marie Roman Rockford College

11:05 AM - 11:20 AM SELF-RATINGS OF ATTRACTIVENESS AND INFLUENCED BY MOOD AND ATTRACTIVENESS

OF STIMULUS PERSONS. Curtis A. Wiseley, Dr. Matthew P. Winslow* Eastern

Kentucky University. See abstract [3G1]

11:20 AM - 11:35 AM THE EFFECTS OF CELLULAR PHONE USE AND ROAD DIFFICULTY ON DRIVING ABILITY.

Travis Slinnacker, Erin Brown, Dr. Robert A. Schuette* University of

Evansville. See abstract [3G2]

11:35 AM - 11:50 AM THE EFFECTS OF RESOURCE VALUE AND ANTICIPATED BEHAVIOR OF OTHERS ON

COOPERATIVE CHOICES IN A COMMONS DILEMMA Amy Kiger, Dr. Jeff Smith*

Northern Kentucky University. See abstract [3G3]

Session 4A

Kansas

Moderator

Dr. Tom Wilson

Bellarmine College

2:15 PM - 2:30 PM

WHEN YOUNG ADULTS DECIDE ON INFANT FEEDING METHOD Rachel E. Bye, Dr. Sharon Colhaan* Indiana University-Kokomo. See abstract [4A1]

2:30 PM - 2:45 PM

STRESS, HOPE, AND INFERTILITY. Renee J. Volz, Dr. Maria McLean*, Dr. Heidi Jensen* Thomas More College. See abstract [4A2]

2:45 PM - 3:00 PM

TELEVISION COMMERCIALS IN CHILDREN'S VIOLENT PROGRAMMING: A LOOK AT CONTENT AND TARGET. Amber Christ, Jenny Hershberg, Dr. Diana Punzo* Earlham College. See abstract [4A3]

3:00 PM - 3:15 PM

BROTHERS AND SISTERS: THEIR IMPACT ON EXPERIENCED DEPRESSION AND AFFILIATION. Karen Walstra, Marcus La Sota, Dr. Vytenis Domulis* Purdue University Columbus. See abstract [4A4]

Session 4B

Greenup

Moderator

Dr. Joe Williams Eastern Illinois University

2:15 PM - 2:30 PM

THE EFFECTS OF CAFFEINE AND ASPARTAME ON DIFFERENT TYPES OF SHORT-TERM MEMORY. Robert L. Summers, William J. Whetstone, Dr. Charles Blain* Wabash College. See abstract [4B1]

2:30 PM - 2:45 PM

THE ROLE OF CONTEXT IN GENDER DIFFERENCES OF NONVERBAL COMMUNICATION. Jeffrey Burch, Dr. Roger Thomas* Franklin College. See abstract [4B2]

2:45 PM - 3:00 PM

RELATIONSHIP BETWEEN SPIRITUAL WELL BEING, SUBSTANCE DEPENDENCE, AND SASSI-3 SCALES IN CHRISTIAN COLLEGE STUDENTS. Holly A. S. Branscombe, Laura M. Davis, Andrea P. Noble, Dr. Michael J. Bolvin*, Dr. Douglas Dougherty* Indiana Wesleyan University. See abstract [4B3]

3:00 PM - 3:15 PM

THE EFFECTS OF MUSIC ON RECALL AMONG ALZHEIMER'S PATIENTS. Rebecca L. Jackson, Dr. Theron Parsons* University of Wisconsin-Platteville. See abstract [4B4]

Session 4C

Arcola

Moderator

Dr. Laurel Camp

Marian College

2:15 PM - 2:30 PM

DEGREE OF ACQUAINTANCEHIP AS A FACTOR IN SOCIAL PERCEPTION Art C. Manin, Dr. William Addison* Eastern Illinois University. See abstract [4C1]

2:30 PM - 2:45 PM

PREDICTIVE VALIDITY OF THE IMPLICIT ASSOCIATION TEST. R. Matt Warner, Michael Kessinger, Dr. Charles Blain* Wabash College. See abstract [4C2]

2:45 PM - 3:00 PM

TEXT TYPES AND ENCODING TASKS AFFECT RECALL OF TARGET WORDING AND CONCEPTS. Stacey Buchanan, Dr. Paula Waddill* Murray State University. See abstract [4C3]

3:00 PM - 3:15 PM

AN INVESTIGATION OF CONSTRUCT VALIDITY: RELATIONS BETWEEN THE ADJUSTMENT SCALES FOR CHILDREN AND ADOLESCENTS AND THE PRESCHOOL AND KINDERGARTEN BEHAVIOR SCALES. Sarah E. Bordenkircher, Dr. Gary L. Canivez* Eastern Illinois University. See abstract [4C4]

Session 4D

Charleston

Moderator

Dr. Cari Brito Eastern Illinois University

2:15 PM - 2:30 PM

EFFECTS OF COUNSELING EDUCATION ON OPINIONS OF ATHLETIC TRAINERS.

Stephanie VanLieu, Dr. Roger Thomas* Franklin College. See abstract [401]

2:30 PM - 2:45 PM

EFFECTS OF TASK AMBIGUITY ON COLLEGE STUDENT PROCRASTINATION Kristine A. Rasmussen, Dr. William Addison* Eastern Illinois University. See abstract [402]

2:45 PM - 3:00 PM

EFFECTS OF LONG-TERM MARIJUANA USE ON NUMERIC STROOP PERFORMANCE Spencer Lamm, Lori Butner, Zac Imel, Dr. Ted Jaeger* Westminster College. See abstract [403]

3:00 PM - 3:15 PM

THE EFFECTS OF INTERVENTIONS ON THE EXPERIENCE OF ROAD RAGE. James Campbell, Dr. Richard J. Shuntich* Eastern Kentucky University. See abstract [404]

Session 4E

Mattoon

Moderator

Dr. Pam Proppom

DePaul University

2:15 PM - 2:30 PM

PROTOTYPICAL ATTRIBUTES OF BATTERED WOMEN: LEGAL AND RESEARCH

IMPLICATIONS. Gerriann M Brandt, Jo-Anne Hilliard, Ellie Poulis, Timothy Sullivan, Brenda Russell* Maryville University. See abstract [4E1]

2:30 PM - 2:45 PM

MACH ILLUSIONS WITH 3D OBJECTS IN THE REAL WORLD Jon Dempsey, Tyler Peyton, Andrew Schendle, Duje Tadin, Dr. Ted Jaeger* Westminster College. See abstract [4E2]

2:45 PM - 3:00 PM

THE RELATIONSHIP BETWEEN STYLE OF THINKING AND STAGE OF FAITH. Taryn R. Linton, Dr. Roger Thomas* Franklin College. See abstract [4E3]

3:00 PM - 3:15 PM

EFFECTS OF VIOLENT MEDIA IMAGES ON PUBLIC PERCEPTION OF THE MENTALLY ILL. Joshua E. Hayes, Dr. Genie O. Lenihan* Eastern Illinois University. See abstract [4E4]

Session 4F

Tuscola

Moderator

Dr. John Best

Eastern Illinois University

2:15 PM - 2:30 PM

RECOGNITION OF TARGETS AND LURES AS A FUNCTION OF MODE OF PRESENTATION.

Jebby F. Lacey, Dr. Ted Jaeger* Westminster College. See abstract [4F1]

2:30 PM - 2:45 PM

THE PREVALENCE OF EATING DISORDER SYMPTOMATOLOGY IN NON-CLINICAL

OBSESSIVES. John Paulson, Andy Crawford, Dr. Robert Schuckte* University of Evansville. See abstract [4F2]

2:45 PM - 3:00 PM

THE BIG FIVE AND ACADEMIC PERFORMANCE: USING PERSONALITY CONSTRUCTS AS A PREDICTOR OF GRADE POINT AVERAGE. Kari Nona Fryar, Dr. Victor Koop* Goshen College. See abstract [4F3]

3:00 PM - 3:15 PM

SOCIAL SHIFT: COMPARING GENDER STEREOTYPES OF THE 70'S TO THOSE OF TODAY Kevin T. Henze, Dr. Brenda Bankart* Wabash College. See abstract [4F4]

Session 5P

Poster Session

Martinsville

Moderator

Dr. Drew Appleby

Marian College

LEVEL OF PSYCHOLOGICAL DISTURBANCE AND ITS RELATIONSHIP TO DISCREPANCY BETWEEN IDEAL AND REAL SELF. Gina Thomas, Amanda Baleika, Sarah Sandberg, Dr. Robert Schuette* University of Evansville. See abstract [SP11]

EFFECTS OF EXPOSURE TO POSITIVE-INTERPERSONAL INTERACTIONS ON ASSESSMENTS TOWARD DOMESTIC VIOLENCE VICTIMS. Cara M. McCormick, Jennifer B. Rexel, Kristina Parker, Barbara Weiss, Dr. Kathleen Stetter* University of Wisconsin-Oshkosh. See abstract [SP12]

THE EFFECTS OF KNOWLEDGE LEVELS OF A SECOND LANGUAGE ON CONCEPTUAL AND LEXICAL DEVELOPMENT DEMONSTRATED BY THE STROOP EFFECT. Hilary DeLap, Yianna Efthymiou, Dr. Kathleen Stetter* University of Wisconsin-Oshkosh. See abstract [SP13]

SUPRA-POSTURAL LOOKING INFLUENCES VISUAL CONTROL OF STANCE Justin P. Schneider, Matthew C. Bierkan, Dr. Thomas A. Stoffregen* University of Cincinnati. See abstract [SP14]

MUSIC'S EFFECT ON CREATIVITY. Jason Larson, Robyn Kukoski, Dr. Michael Surrette* University of Wisconsin-Platteville. See abstract [SP15]

THE EFFECT OF ICEBREAKERS ON GROUP PERFORMANCE. Chandra L. McCarthy, Jamie M. Wills, Dr. Michael Surrette* University of Wisconsin-Platteville. See abstract [SP16]

THE EFFECT FAMILY STRUCTURE HAS ON ACADEMIC PERFORMANCE IN THE FIFTH GRADE. Heidi L. Tiescher, BreAnne E. Wiegell, Dr. Michael Surrette* University of Wisconsin-Platteville. See abstract [SP17]

EFFECTS OF PERSONALITY ON PERSPECTIVES OF TIME. Shane Collins, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis. See abstract [SP18]

PERSONALITY TYPE, HAPPINESS, AND RELATIONSHIPS. J. Todd Hart, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis. See abstract [SP19]

SHIFTS IN PERSONALITY TYPE OF MALE AND FEMALE COLLEGE STUDENTS FALLING IN LOVE. Sarah L. Kourany, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis. See abstract [SP20]

DEATH ANXIETY AS A FUNCTION OF SPIRITUAL MATURITY AND PERSONALITY TYPE. Troy S. Gasser, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis. See abstract [SP21]

COLLECTING, SELF-ESTEEM AND PERSONALITY TYPE. Osman M. Gurtunca, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis. See abstract [SP22]

Abstracts

[1A1] THE EFFECTS OF NOISE DISTRACTIONS ON COGNITION. Krissie Carr, Dr. Thomas L. Wilson* Bellarmine College.

The effect of noise concurring with a cognitive activity was studied in a true experiment. Participants were college students at a small private liberal arts college and the precision of their cognitive activity was measured by their performance on intermediate math skills, such as multiplication and long-division. Three treatment situations were manipulated: a noiseless environment, an environment with constant background noise, and an environment with sometimes sudden and unexpected noises. The results revealed a significantly greater number of mistakes made in the unexpected noise condition relative to the silent and constant noise environments. These results are discussed in connection with distracting noises in learning and examination situations in school environments.

[1A2] THE EFFECT OF MAGNESIUM CHLORIDE ON BRAIN STIMULATION REWARD THRESHOLDS IN THE RAT. Nathanael G. Carmichael, Dr. Joseph E. G. Williams* Eastern Illinois University.

Drugs associated with addiction and euphoria, lower reinforcing thresholds for intracranial self-stimulation (ICSS) of the rat brain. This threshold lowering reflects enhanced sensitivity of brain reward mechanisms. Researchers have hypothesized that the behavioral effects of magnesium chloride (MgCl₂), similar to the effects of cocaine and amphetamine, results from its action of glutamate receptors.

Previous research where MgCl₂ substituted for cocaine in self-administration and drug discrimination studies suggests that NMDA-associated ion channel blockers play a role. The possibility exists that MgCl₂ may influence, or enhance the addictive liability of abused drugs in drug users. What was not presently known however, was to what extent MgCl₂ would alter the threshold for ICSS to reward centers in the rat.

Based on the previous findings it was expected that ICSS thresholds would be lowered in this model of abuse liability, indicating that brain pathways mediating reward had been enhanced. This project determined the effect of MgCl₂ injection on ICSS thresholds in rats (n=4, male Sprague-Dawley). Drug test performance was converted to z-scores based on post-pre threshold differences seen on saline days.

Contrary to expectations, MgCl₂ raised the threshold for brain stimulation reward in a dose-dependent manner suggesting an attenuation of the reward efficacy. These results suggest that MgCl₂ may play a more complex role in the mediation of reinforced behavior. Further work will be necessary using agonists/antagonists for dopamine and NMDA glutamate receptors to identify the exact mechanisms of action of MgCl₂.

[1A3] ATTACHMENT THEORY PAST, PRESENT AND FUTURE: REVIEW OF LITERATURE AND FUTURE AVENUES FOR GROWTH. Melissa M. Hack, Dr. Beth Ridge* Concordia University.

Attachment theory was first postulated as a method by which infants gain protection from predators and gain/maintain proximity to an "attachment figure" (Bowlby, 1969, 2nd ed. 1982). The development of a method for evaluation and assessment of attachment in infants, through use of the Strange Situation (Ainsworth, Blehar, Waters & Wall, 1978) was the next step in examining the coalescing construct. Since these first excursions into the theory, many researchers have studied attachment; as an organizational construct (Sroufe & Waters, 1977), in relation to temperament (Belsky & Rovine, 1987) and physiological stress reactivity (Gunnar et al., 1996; Nachimas et al., 1996) as well as its progression into adolescence (Arnsden & Greenberg, 1987; Kenny, 1987; Kobak and Sceery, 1988).

While Bowlby stated that attachment was vital in the life of man "from cradle to grave" (Bowlby, 1982), Hazan and Shaver were among the first to propose how attachment might translate into adult relationships (1987, 1990). Their hypothesis of attachment as a correlate of romantic love has served as a springboard for various studies regarding other aspects and correlates of the affectional bond of attachment in adulthood.

and adult levels of aggression and self-esteem. Sixty-five college students were asked to respond to the Rosenberg Self-esteem Scale (Rosenberg, 1965) and a nine-item sample of the Buss-Perry Aggression Questionnaire (Buss & Perry, 1992). Participants were also asked to recount their personal experiences with physical punishment during specific time intervals starting at ages 6-8 and going up to ages 17-18. Physical punishment was divided into two categories, normal and severe. Severe punishment was operationally defined as punishment with the use of objects (e.g. belts, paddles, etc.) and normal punishment was without the use of objects. The normal punishment category was the main focus of the study. There were significant positive correlations found between frequency of normal physical punishment and levels of aggression.

The study also attempted to examine the possibility of gender differences. Among females who had experienced normal punishment, significant results were found between heightened aggression and levels of physical punishment in preadolescence. This relationship was also significant for males when one considered levels of physical punishment in adolescence and heightened aggression.

Finally, the reasons for receiving the punishment were explored as it was thought that physical punishment specifically for aggressive acts may lead to higher levels of aggression. This relationship, however, turned out to be statistically insignificant. Only one of the several correlations between physical punishment and self-esteem was significant. These results indicate a need for further investigation into physical punishment and its possible relationship with levels of aggression and its differences between the genders.

[1B1] SHORT-TERM MEMORY AND ACADEMIC Jeff Ferrand, Greg Scharr, Dr. Charles Blatch* Wobash College.

This study sets out to explore the relationship between academic performance and short-term memory. Sixty male undergraduate participants completed a series of three short-term memory tests, along with a post-test demographic survey. The three memory tests included the Sentence-word span test (Turner & Engle, 1989), the Operation-word span test (Turner & Engle, 1989), and the reverse digit span test (Terman & Merrill, 1960). The post-test survey consisted of demographic information pertaining to participants' academic performance (GPA), and areas of study. Based on the data collected, it was hypothesized that participants with higher levels of working memory will have better overall academic performance. In addition, participants with higher levels of working memory will perform better in courses that require higher levels of memorization.

[1C1] REPRESSION, EXPRESSIVENESS, AND PERSONALITY TYPES. Melinda Siler, Dr. Roger Ware* Indiana University-Purdue University at Indianapolis.

The expression of emotions is the main focus of this research project. People differ on how they express themselves, where, when, and in what circumstances. Studies indicate that the amount of repression and expression is important in regards to health issues. This study purports to show that personality and repression play a key role in the level of expression people demonstrate. Many IUPUI volunteers completed five questionnaires to determine this role. The questionnaires include: the Myers-Briggs Type Indicator, Emotional Expressivity Scale, Revised Manifest Anxiety Scale, Self-Deception Questionnaire, and the Marlowe-Crowne Social Desirability Scale. The personality types introversion, sensing, and judging with the repressive coping styles of highly defensive and anxious are expected to be self-deceivers who are low in emotional expressiveness. The personality types extraversion, intuitive, feeling, and perception (ENFP), and extraversion sensing (FS) should be high in expressiveness and least anxious. Other comparisons will be analyzed.

[1C2] EFFECTIVENESS OF A CAREERS COURSE FOR PSYCHOLOGY MAJORS. Matthew S. Looney, Dr. James H. Thomas*, Dr. Cyndi McDaniel* Northern Kentucky University.

Starting last fall, the psychology department at Northern Kentucky University instituted a new, one credit course in career planning, now required for all psychology majors. Objectives for the course include increasing students' (1) knowledge about various career

options for psychology majors, and (2) confidence in their ability to make appropriate career decisions based upon their interests, values, and skills. The effectiveness of the course in meeting these goals was evaluated by administering the Psychology Majors Career Information Survey (PMCIS) and the Career Decision Making Self Efficacy Scale (CDSES) at the beginning and end of the semester.

The PMCIS includes nine items (e.g., "If I decide to become a psychologist, I know just what steps I will have to take."/"I can identify a number of people-helping careers outside of psychology."). The CDSES contains 25 items that each begin with "How much confidence do you have that you could:" (e.g., "choose a career that will fit your preferred lifestyle."/"prepare a good resume.") On both questionnaires, statements are rated on a five point scale (strongly agree - strongly disagree).

Comparisons of pre and post course responses on the PMCIS showed significant differences on eight of the nine individual items and on a composite score including items 1-8 ($t=10.03$, $p<.001$). Differences in CDSES scores also were significant ($t=4.46$, $p<.001$). Results indicate that the course successfully met its objectives and suggest that similar courses may be beneficial to many psychology majors.

[1C3] PHYSIOLOGICAL STRESS RESPONSES TO TEST-TAKING AT THE COLLEGE LEVEL. Heather, Henkenmaier, Jill M. Barnhorn, Sheri T. Daniel, Dr. Thomas L. Wilson* Bellarmine College.

The blood pressure, pulse rate, and respiration of 16 undergraduate students were measured in a repeated measures study of the physiological responses to college testing. In the first session subjects were measured within 15 min. of taking a stressful anatomy exam (stress condition) and in the second session the same subjects were measured prior to an ordinary lecture class (non-stress condition). The stress condition revealed much higher levels of systolic blood pressure, pulse rate, and respiration rate relative to the non-stress condition. These findings support the position that psychophysiological responses are strong indicators of the anxiety related to college test taking.

[1C4] HOW DOES WAITING AND WAITING DURATION INFORMATION AFFECT A PERSON'S REACTION TO A BORING TASK? Ryan M. Greer, Dr. Sid A. Hall* University of Southern Indiana.

Hui and Zhou (1996) found that waiting before one performs a particular task has a negative impact on the service quality assessment of a custom designed course registration system. They also found that waiting duration information moderates the relationship between waiting and liking and suppresses the negative impact of waiting. The present research examined the effect that waiting and waiting duration information had on the liking of a boring task. Twenty-six university students were assigned to one of three groups: (1) no waiting, (2) waiting ten minutes with waiting duration information, and (3) waiting ten minutes without waiting duration information. The task chosen was writing the Presidents' names. Results indicated no significant difference among the three groups on the measure of liking. The results are inconsistent with previous studies, perhaps due to error in manipulation.

[1D1] EFFECTS OF COMMERCIAL ICONS AND MAGAZINE ADVERTISEMENTS ON RECOGNITION AND RECALL IN EARLY ELEMENTARY STUDENTS. Tommy Barth, Kristy Fritz, Dr. Maria McLean* Thomas More College.

Forty-nine male and female elementary students, ages five to eight, viewed clips of commercial icons, such as the Budweiser frogs, the Energizer bunny, and Ronald McDonald. Subjects were then questioned about recognition of these icons, and were asked to name the general and specific product associated with each icon. The effects of age and number of hours of television watched per day were examined. The findings were not congruent with the original hypothesis, that older children and children who viewed more hours of television would have higher rates of recognition. This suggests that commercial icons are an effective means of advertisement for all of the ages examined. In the second part of the experiment, the students viewed ten magazine advertisements. After a short interval, the students viewed a set of magazine advertisements that contained the original ten, as well as ten new advertisements. They were then asked to recall the advertisements that they had previously seen. The investigators were looking for qualities in the advertisements that children focused on and

groups; however, the overall results of the questionnaire indicated interesting individual differences in the attitudes of preteens that suggest further research would be of value.

[281] RELATION BETWEEN ATTRACTIVENESS OF THE SERVER AND RESTAURANT GRATUITY. Chad Sterling, Jamie Zehr, Amber Corbin, Dr. Chi-en Hwang* Cedarville College.

Eighteen waiters/waitresses were interviewed in five different (similar style and price) restaurants. Subjects were asked five questions pertaining to tips and experiences, and then had their pictures taken. Physical attractiveness of the individual subjects was also evaluated. We found some correlation between perceived attractiveness and tips received, but not as much as the researchers would have expected. Although there were some cases where attractiveness correlated strongly with gratuity, other factors such as personality and friendliness seemed to carry at least as much sway.

[282] EFFECTS OF MINORITY INFLUENCE AND PERCEIVED MAJORITY OPINION David C. Greene, Andrew E. O'Neill, Dr. Charles Blatch* Wabash College.

The purpose of our experiment is to evaluate the influence of minority views on majority opinion and self-esteem. Participants were given surveys to evaluate their views on two different issues: environmentalism and pornography on the internet. Following the survey, they completed the Feelings of Inadequacy Scale (Janis & Field, 1959). Participants who expressed extreme views on the environmental or pornographic survey were excused. The remaining participants were asked to engage in a discussion on one of the two issues. One of the participants was a confederate whose job was to express an extreme view on the issue at hand. Participants were led to believe that the extreme view was either consistent with the actual majority opinion at Wabash College or not.

Previous findings (Pool, 1958) lead us to hypothesize that participants who are led to believe their views are in the minority will suffer a short-term loss of self-esteem. Whereas participants who believe their views are consistent with the majority will neither gain nor suffer a loss of self-esteem. Finally, we believe that the influence of the confederate will be greater when his view is perceived as being consistent with the actual majority view.

[283] THE RELATIONSHIP BETWEEN SHYNESS AND DATING TACTICS: FREQUENCY AND EFFECTIVENESS OF DATING TACTICS. Hyland L. Smith, Dr. Keith Wilson* Eastern Illinois University.

College males and females will be rated on a shyness scale (Glass et al., 1982), dividing them into four groups; shy males, shy females, non-shy males, and non-shy females. Participants scores on a self-report survey of dating tactics (Buss, 1988) will then be evaluated and compared with regard to the four groups. Anticipated results include the finding that shyness will impact on dating tactics. Specifically, it is expected that shy subjects will use fewer dating tactics or less effective dating tactics (as defined by Buss). This could indicate that these deficits may also be seen in socially phobic individuals, and identification of these deficits would help to form treatment plans for people suffering from social phobia.

[284] EFFECTS OF EXPOSURE TO VIOLENT LYRICS ON FREE ASSOCIATION. James A. Stanley, Dr. Roger Thomas* Franklin College.

Previous research has demonstrated that exposure to violent videos increases the likelihood of making violent associations in a free association task. This study looks at how listening to songs with violent lyrics affects the number of violent associations made during free association. College freshman listened to either a violent or a non-violent song and then made free associations to a list of homonyms. It is expected that the results will support Bushman's (1998) theory that exposure to media violence has a priming effect on the ability to access violent constructs in memory.

[2C1] SEX DIFFERENCES IN SHORT- VERSUS LONG-TERM MATING STRATEGIES: AN EVOLUTIONARY APPROACH Deneen D. Brackett, Dr. William Addison* Eastern Illinois University.

Approximately 88 undergraduate college students (40 men, 40 women) will complete a

survey requiring them to evaluate four hypothetical, opposite-sex partners for desirability in both short- and long-term mating situations. In order to evaluate evolved predispositions toward certain factors, the hypothetical mates will vary on degree of attractiveness and potential for resource acquisition. A 2 (Sex of participant) X 2 (length of relationship) X 4 (type of hypothetical person) analysis of variance will be performed on the data. I expect to find that male participants will show a stronger preference for attractiveness in a short-term setting than will female participants. Additionally, I expect to find that female participants will show a smaller discrepancy in traits desired in a short or long-term mate, and that traits associated with resource acquisition will be emphasized over those associated with attractiveness. These results will support the tenets of evolutionary theory and indicate that evolved factors play an important role in human mate selection.

[2C2] CORPORAL PUNISHMENT: PSYCHOLOGICAL ABUSE OR CONDUCT ASSISTANCE? Jared L. Skillings, Dr. Chi-en Hwang* Cedarville College.

There is currently an influx of literature concerning the merits of corporal punishment across the nation. This debate has taken issue with the use of spanking in the school primarily, but this is simply an overflow from the many, many parenting books and articles that sing the woes of the once-believed "necessary" learning device. One of the main problems cited by the opponents is that psychological damage is caused in those who are exposed to physical punishment. It should be noted that an intermediate amount of distress has been proven to be effective in discipline tactics, but this should not be (in the case of proper discipline) a life-long issue. The hypothesis of this study is that despite early levels of perceived distress about spanking, as one grows older, this perceived distress lessens and eventually disappears. This will be studied using the survey method to question 10-11 year old students (n=100) and college age students (n=100) about their perceptions of the distress caused by corporal punishment. The data collection is currently in process, and the entire study is expected to be completed by the end of March, and the results will be presented at the Undergraduate Psychology Research Conference.

[2C3] THE EFFECTS OF DIVORCE ON THE TENDENCY TO STEREOTYPE OTHERS. Amber Marlon, Dr. Roger Thomas* Franklin College.

Divorce has many effects on the children involved. Among these effects is a reduced tendency to stereotype others. The present study tested the hypothesis that the same tendency would be found in young adults whose parents have divorced. Undergraduate students from intact and divorced families rated the likelihood of 22 stereotypical and non-stereotypical statements. It is expected that the results will support the hypothesis and will give a better understanding of the effect divorce has on the attitudes of adult children.

[2C4] TOLERANCE OF SEXUAL HARASSMENT: A COMPARISON OF HIGH SCHOOL, COLLEGE STUDENTS AND FACTORY WORKERS. Jill D. Compton, Brenda Russell* Maryville University.

Sexual harassment is a topic of increasing attention among researchers for its practical implications within sociosexual relationships, workplace and legal issues. Research on the topic of harassment has primarily comprised of college students. Fewer researchers have studied these issues in high school populations and compared results among various samples.

The purpose of this research is to compare high school, college and factory workers. One hundred and thirty-seven college students, 69 high school students and 43 factory workers completed the Sexual Harassment Attitude Scale (SHAS) which measures tolerance of sexually harassing attitudes and behaviors. A general factorial analysis revealed expected gender differences, wherein, overall, women were less tolerant of sexual harassment than men. However, significant differences were found within comparison groups. Females in high school and college were significantly less tolerant than men in tolerance of harassment. Female students were least tolerant of harassment in high school followed by an increase in tolerance in college and the factory work-place. In contrast, men were least tolerant of harassment in college, followed by an increase in tolerance in high school and factory employment. Each comparison group (high school, college, factory) was significantly different from each other in

tolerance of sexual harassment. However, no gender differences were found within the factory sample. Further analyses are currently being conducted on mediating factors of age and authority. Implications of this research will be discussed.

[201] THE RELATIONSHIP BETWEEN EXPOSURE TO MEDIA PORTRAYALS OF ROMANCE AND IDEALISTIC BELIEFS ABOUT ROMANTIC RELATIONSHIPS. Abigail A. Coven, Dr. Diana Punzo* Earlham College.

The purpose of the present study was to investigate the relationship between exposure to media portrayals of romance and idealistic beliefs about relationships. It was hypothesized that participants who were exposed to media stimulus with romantic content would have more idealistic beliefs about and less positive evaluations of relationships than participants who were exposed to media stimulus with non-romantic content. Eighty-two Earlham College women were used as participants. A 2 (magazine, movie) x 2 (romantic, non-romantic) between subjects, factorial design was used. Participants were assigned to one of four conditions: romantic movie, non-romantic movie, romantic magazine, non-romantic magazine. After either watching the movie or viewing a packet of magazine clippings, participants completed a questionnaire that addressed beliefs about relationships. There were several significant findings. The most important of these was that participants in the romance conditions were less satisfied with the quality of their relationships than the participants in the non-romantic conditions. Possible explanations for the lack of significant findings and implications for future research were discussed.

[202] LEVELS OF CONGRUENCY AND VERBAL LEARNING: A REEXAMINATION OF THE STROOP EFFECT. Julie Sidwell, Amy Evans, Dr. William Addison* Eastern Illinois University.

Twenty college students (2 men and 18 women) participated in a study of the Stroop effect in which four conditions were measured. The participants were shown four cards, each of which represented one of the following conditions: (1) 100% congruency, (i.e., ink color compatible with color name) (2) 50% congruency, (3) 0% congruency, and (4) a control condition. We presented participants with one stimulus card at a time and asked them to name the color of ink in which the item was printed. The number of correct responses was totaled for each participant for 30-second intervals for each condition. Based on the findings from Stroop's (1935) original study, we expect to find that the number of correct responses increases as the level of congruency increases. These results would support Stroop's theory of interference in verbal learning.

[203] EFFECTS OF BACKGROUND TELEVISION ON THE CONCENTRATION AND RETENTION OF THREE COGNITIVE TASKS. Alexander N. Manker, Dr. Charles Blaich* Wabash College.

The purpose of this experiment is to examine the effects of television as a secondary activity to learning and its effects on the performance of different cognitive tasks. Sixty-seven undergraduate male students were divided into two groups: the control and the experimental group. The experimental group was asked to enter a room where a music video of their choice was playing on a television. Then they were directed by the experimenter to complete three cognitive tasks that tested verbal, mathematical, and visual-spatial ability respectively. Specifically, their verbal task was to read through a paragraph and search for grammatical errors as well as retain the information presented in the paragraph. The mathematical task included a set of four story problems in which the participant was asked to solve as well as retain the information presented. Finally, the visual-spatial performance was measured using the Tower of Hanoi puzzle. Each task was timed. The control group performed the same tasks in the absence of the television. They were dependent on the presence or absence of the television. I hypothesize that the presence of the television will hinder the participant's ability to concentrate on, and perform the three cognitive tasks.

[2E1] ACADEMIC PROCRASTINATION AND TASK DISCOMFORT. Joann M. Lau, Dr. Thomas L. Wilson* Bellarmine College.

Differences in levels of procrastination and its relation to task discomfort were investigated among 3 different fields of study: biology, chemistry, and psychology. Subjects

were student majors in the three academic disciplines. Each group was given a survey to measure the level of self-reported procrastination and level of discomfort pertaining to such tasks as examinations, assignments, and laboratory work. The obtained differences in procrastination levels are suggestive of different modes of achievement and these results are discussed in relation to the need for further investigations to understand the full impact of procrastination behavior on academic tasks.

[2E2] EARLY LITERACY EFFECTS ON COLLEGE STUDENTS. Monica D. Loonis, Dr. Roger Thomas* Franklin College.

Introductory Psychology Class students, Social Psychology students, and Experimental Psychology students completed questionnaires regarding their current cumulative grade point standing in which they granted me permission to call their parents in regards to their early literacy behavior. The students' parents were then called and interviewed about whether or not they read to their child, etc. From this, the students were placed in low and high early literacy groups. Next, a practice version of the SAT was given to the students in which both verbal and math skills were measured. Data analysis has extended previous research which demonstrated that children who develop early literacy skills before they enter school have higher scores on both verbal and math tests, higher grade point averages, and an overall greater literacy ability.

[2F3] GENDER DIFFERENCES IN MATHEMATICS AND COMPUTER ANXIETY IN COLLEGE STUDENTS. Barbara A. Davis, Dr. William Addison* Eastern Illinois University.

Approximately 100 introductory psychology students completed three self-report questionnaires designed to assess mathematics and computer anxiety. Bandalos and Benson (1990) found that women have significantly higher levels of math anxiety than do men. Math anxiety, in turn, seems to be related to lower math achievement in female students (Alexander & Martray, 1989A; Loyd & Gressard, 1984; Wigfield & Meece, 1988). Researchers have also found that computer anxiety is significantly correlated with math anxiety (Maroulides, 1989). After conducting a median-split technique to place participants into high and low math anxiety groups, I will use a 2 (high vs. low math anxiety) x 2 (gender) analysis of variance to assess the effects of math anxiety, gender, and their interaction on computer anxiety. Given the relationship between math anxiety and computer anxiety, I expect to find that women with high math anxiety also experience higher levels of computer anxiety than do men. These findings would suggest that higher levels of computer anxiety are related to lower levels of computer achievement in women, which may affect their likelihood of success in an increasingly computer-dominated world.

[2E4] THE EFFECTS OF CAFFEINE IN A LEXICAL DECISION TASK. Ed Petruso, Mark V. Gentry, Dr. Charles Mellisa* University of Southern Indiana.

Eight undergraduates (4 male & female) were tested in a lexical decision task on four different occasions after drinking: Springwater, Caffeine-Free Diet Coke, Waterjoe, and Diet Coke. Contrary to expectation, drinking the caffeine beverages (Waterjoe, Diet Coke) increased reaction times relative to the placebo condition (Springwater, Caffeine-Free Diet Coke). Accuracy was unaffected by caffeine consumption. Results are discussed in terms of possible confounds arising from an insufficient time to achieve peak absorption of the caffeine.

[2F1] GENDER EFFECTS OF BIBLIOTHERAPY ON SELF-ESTEEM Jennifer Champion, Dr. Roger Thomas* Franklin College.

The effects of bibliotherapy on self-esteem were examined. Introductory psychology students completed a self-esteem inventory and read excerpts from a self-help book or a novel. After reading the assigned material, the students completed an alternate form of the self-esteem inventory. It is predicted that self-esteem scores will be higher in the self-help book group, and that this effect will be stronger for females.

[2+2] ON THE RELATIONSHIP BETWEEN INTROVERSION AND PUBLIC SPEAKING ANXIETY. Melissa A. Logan,

Dr. Thomas L. Wilson* Bellarmine College.

The relationship between introversion and public speaking anxiety was examined in 30 undergraduate students from an introduction to public speaking class. Subjects were freshmen college students at a small southern liberal arts college. Class members were administered a personality type sorter to measure their degree of introversion and then tested for their level of anxiety by assessing their heart rate before and after speaking in public. The statistical analysis used a Pearson's correlation coefficient to determine if a positive linear relationship exists between personality type and public speaking anxiety. The results leave more questions than answers and are discussed in terms of further research indicated.

[2F3] JUNGIAN MANDALA AND PERSONALITY. Sara Michael, Dr. Roger Wora* Indiana University-Purdue University at Indianapolis.

This investigation was interested in the relationship between the 16 personality types, as determined by the MBTI, and the construction of a mandala. The objective of this experiment was to determine the relationship between style of mandala construction, gender and personality type. A mandala is a physical (graphical) representation of a personality.

One hundred and seventy-five subjects volunteered to complete the MBTI in addition to constructing a mandala. For this study, construction was performed by means of cutting and pasting magazine articles and pictures (similar to a collage), drawing and/or writing with or without colors. Categories used to evaluate and group the mandalas into personality type classifications included: 1) construction within (implied) boundaries 2) construction outside (implied) boundaries 3) use of both pictures and words and 4) cognitive complexity. The results, construction style categories, included: 1) organized and orderly styles of mandala construction were done by SJ personality types 2) loose symbolic styles were done by NF personality types and 3) an over representation of SJs were found to have constructed inside the boundaries and 4) an over representation of NFs were found to have constructed outside the boundaries.

A significant relationship was found between the extrovert-perceptive (E-P) personality type(s) and the "out of bound" construction style and also between the under represented, introvert-judging (I-J) personality type(s) in that same category. Furthermore, a significant relationship can be seen between I-J personality type(s) and the "in bound" construction style, while again, a significant relationship between the under represented E-P personality type(s) was found in the same category. Comparisons between both groups, E-I and J-P personality types, were significant.

[2F4] DOES LEARNING STYLE COMPATIBILITY INFLUENCE PERFORMANCE IN STUDENT DYADS? Jason R. Mollo, Dr. William Addison* Eastern Illinois University.

My study was designed to examine the effect of learning style compatibility on student dyad performance. Students' learning styles will be determined by using David A. Kolb's Learning Style Inventory (LSI; 1985), which will be used to classify individuals into one of two learning styles: active experimentation or reflective observation. After the participants complete the LSI, their scores will be used to assign pairs of individuals to dyads representing three different combinations of learning styles: (1) Active/Active dyad, (2) Reflective/Reflective dyad or (3) Active/ Reflective dyad. Expected results from the one-factor analysis of variance are that participants in compatible learning style dyads will perform significantly better on an anagram-solving task than participants in incompatible learning style dyads. Post-hoc analyses should reveal that members of the Active/Active learning style dyad performed the best of the three groups. The applicability of the results to real-life group settings will be discussed.

[2G1] FLASHBULBS AND FAIRY TALES: MEMORIES FOR THE DEATH OF PRINCESS DIANA. Mark Warden, Dr. Angela Becker* Indiana University-Kokomo.

Flashbulb memories are intensely vivid, idiosyncratic recollections for an event. The current study focused on whether or not participants would create a flashbulb memory for the tragic death of Princess Diana and what effect the variables of personal importance, vividness,

shock, rehearsal, source, and gender would have on their memories. Twenty-nine undergraduates (28 women and 9 men) were surveyed with a flashback memory questionnaire approximately six weeks after the death of Princess Diana and were surveyed again with the same instrument approximately ten weeks later. The participants' responses on the two questionnaires were then compared. The results indicate that 34.5% of participants had inconsistent memories, 48.6% had lenient or "fuzzy" memories, and 14.1% had strict flashback memories. The variables of importance and vividness were significant for the creation of strict flashback memories in participants, $p=.044$ and $p=.014$, respectively. However, the source of information for the event (media versus person) was significant in creating inconsistent or lenient-type memories, $p=.010$. None of the other variables had an effect on participants' memories. The results indicate that flashback memories for the death of Princess Diana were more of a fairy tale than a fact.

[262] THE EFFECT OF GENDER OF THE PERPETRATOR ON PERCEPTIONS OF SPOUSE ABUSE AND ABUSERS. Jessica L. Blankenship, Dr. Richard Shuttich* Eastern Kentucky University.

The present research investigates reactions to a hypothetical scenario describing a domestic dispute that ended in violence. This study will examine whether perceptions of domestic violence differ depending on whether the perpetrator is male or female. College student volunteers will be asked to read a scenario in which either a wife or husband was the perpetrator of spouse abuse. Participants will rate questions about the scenario that assess perceptions of the violence, perception of the abuser, and the perceptions of consequences for children. I expect participants to have more negative perceptions of the husband perpetrator than the wife perpetrator. I also expect that participants will perceive the domestic violence as having a negative effect on children, especially when the husband is the perpetrator. Overall, I expect the results to show further support for the theory that husband perpetrators are judged more negatively than wife perpetrators.

[263] EXAMINATION OF THE EFFECTS OF PERSONALITY DESCRIPTION ON PERSONALITY PERCEPTION. Amy A. Orthober, Jennifer C. Stevens, Dr. Thomas L. Wilson* Bellarmine College.

This study extends the personality perception research Asch and Zukier (1984) by having 23 male and female undergraduate students read a brief set of personality characteristics about a fictitious person named Pat. Participants made judgments about the person's disposition using a subjective rating scale of various personality characteristics. All participants received the same listing of characteristics with the exception of one trait that was varied as the directly manipulated factor of the study. Analysis of the ratings revealed a significant difference for four of the six rated traits. These results suggest it may be advantageous to perform future studies on the relationship between how a person is described and how a person is perceived.

[264] TESTING THE RELIABILITY OF THE ANTECEDENTS-CONSEQUENCES MODEL OF PSYCHOLOGICAL MOMENTUM. Tynain Parks, Dr. Charles Blitch* Wabash College.

This study will test the external validity of Vallerand, Coievecchia, & Pelletier's (1988) antecedents-consequence model of psychological momentum. Undergraduate males, ranging in ages from 18 to 22, read and evaluated questionnaires containing two different sets of hypothetical stories in which different degrees of psychological momentum are expected to be perceived. One set contained two scenarios depicting a tennis match between two players whose scores were tied at 5 all. The other set contained two scenarios in which two students had similar grades prior to the final exam. The score configuration of both the tennis and grade scenarios was manipulated so that the momentum pattern was either absent or present. In addition, participants completed a questionnaire on other aspects of psychological momentum, providing some grounds of what affected perceptions of psychological momentum.

If the antecedents-consequence momentum model is reliable, then I expect psychological momentum perceptions to be enhanced in both the tennis and grade scenarios with the momentum pattern. In addition, participants with high stimulus familiarity (tennis experience and/or high GPA) are expected to be better perceivers of psychological momentum.

[3A1] THE EFFECTS OF IRREGULAR STAFFING ON SECLUSION RATES IN MENTALLY RETARDED PSYCHIATRIC PATIENTS. Mary Thompson, Dr. Thomas L. Wilson* Bellarmine College.

This study of treatment outcomes was designed to investigate the effects of irregular staffing on seclusion rates of patients in a mental retardation psychiatric unit housing 17 to 22 year olds in Kentucky. Irregular staffing is defined as incidents when the regular staff is temporarily placed on or pulled to other units where they do not normally work. This study examines staffing patterns for three consecutive calendar months. Shifts in which there was irregular staff were distinguished from regular staff shifts and the number of times patients became secluded was correlated with staffing. Data were gathered ex post facto using archival records of seclusion. Results indicated that staffing is related to patient behavior and treatment.

[3A2] THE EFFECTS OF MENTORING ON LEVELS OF SELF-ESTEEM Sarah Marie Landwehr, Dr. David Jones* Westminster College.

One hundred and forty-six male and female Westminster College freshmen, all between the ages of 17 and 19 were asked to complete a survey. The surveys were completed in the Westminster College Freshman Seminar classrooms. The survey consisted of questions regarding students' academic, social, and personal levels of self-esteem, in addition to questions regarding the freshman mentoring program that they were participating in. It is important to study the relationship between mentoring and levels of self-esteem to determine if there is a correlation between the two. Mentoring plays a vital role in many students' lives and it is therefore important to research to see if it produces positive results. Self-esteem is important because it is an evaluation of oneself and it can often be affected by external situations or events, such as mentoring. It was therefore hypothesized that mentoring programs, in particular the one at Westminster College, would have a positive impact on students' level of self-esteem. If this hypothesis is supported many schools and other organizations will come to realize the positive benefits of having a mentoring program.

[3A3] EFFECT OF PROMPTS ON THE ACCURACY OF CHILDREN'S RESPONSES TO GENERAL QUESTIONS CONCERNING EYEWITNESS ACCOUNTS. Kely A. Sanders, Dr. Rolf W. Daniel* University of Saint Francis.

The purpose of this study is to examine the effects of a prompt on the accuracy of children's responses to general questions. Children eight to eleven years of age watched a brief video of a robbery. Following the video, the children were split into two groups and asked general questions concerning the robbery. Group A received a prompt prior to the questioning. The prompt consisted of indicating that the observer was primarily concerned with the facts of only one of the three characters in the video. Group B had no prompt. It is hypothesized that the prompted children will give more accurate, but also more inaccurate information concerning the targeted character. Results are expected to demonstrate the importance of how a question is framed on the accuracy of children's reporting.

[3A4] FIRST IMPRESSIONS: THE LASTING EFFECTS OF FIRST IMPRESSIONS ON EVALUATIONS. Alicia Beth Hampton, Dr. Catherine Clement* Eastern Kentucky University.

A first impression of an individual seems to have a very strong lasting effect on how an individual is perceived by another. The present research explores the lasting effects of first impressions on the evaluations of another person. In a classroom setting college student volunteers will be asked to read a story about an individual and to then rate their impression of that individual on a questionnaire. The order of positive and negative information about the individual in the story will be manipulated, either positive information first then negative or negative information first, followed by positive information. I expect the results to indicate that participants who were given positive information about the individual first, will give a positive evaluation of the individual and the subjects who are given the negative information first will give a negative evaluation of the individual. Overall, I expect the results to show further support for the theory that first impressions have strong, lasting effects on how an individual is perceived.