



# **20<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference (MAUPRC)**

**Saturday, April 7, 2001**

**Franklin College**

## **Conference Schedule**

8:00 – 8:45	Registration / Continental Breakfast
8:45 – 9:45	Session 1
9:45 – 10:00	Break
10:00 – 11:00	Session 2
11:00 – 11:15	Break
11:15 – 12:15	Session 3
12:15 – 1:00	Lunch
12:45 – 1:30	Welcome / Keynote Address: <ul style="list-style-type: none"><li>• Dr. Joe Palladino, University of Southern Indiana</li></ul>
1:30 – 1:45	Break
1:45 – 2:30	Session 4
2:00 – 3:00	Poster Session

**Sponsored by the Psychology Departments of**

Eastern Illinois University

Franklin College

Indiana University Purdue University Indianapolis

University of Indianapolis

University of Southern Indiana

Each paper presentation is identified in the program with a 3 character code.  
“4F3” refers to the 4<sup>th</sup> Session, in room F, the 3<sup>rd</sup> paper.

<b>Session Room Code</b>	<b>Room</b>
<b>A</b>	Alumni Lounge / Eli Lilly Center
<b>B</b>	Faculty Lounge / Eli Lilly Center
<b>C</b>	Student Lounge / Eli Lilly Center
<b>D</b>	Dining Room / Dietz Center
<b>E</b>	Lounge / Dietz Center
<b>F</b>	Seminar Room / Dietz Center
Posters ( <b>P</b> )	Franklin Room / Eli Lilly Center

The Friday evening reception is from 6:30 to 8:30 in the Eli Lilly Center

Note: Posters may be set up before lunch.

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# 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:

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

**Session 1A****Alumni Lounge, Eli Lilly Center****Moderator****William Addison****Eastern Illinois University**

8:45 AM – 9:00 AM

Will You Turn This In For Me?: An Attributional Analysis of Help-Giving. **Angela Thompson & Tiffany Schiffner**. Sponsored by Dr. Pam Propsom, DePauw University. See abstract [1A1]

9:00 AM – 9:15 AM

The Effects of Audition, Vision, and Olfaction on Perceived Attractiveness. **Lollye Martin, Heather Hays, Kristin Giddens, & Michelle Hay**. Sponsored by Dr. John Lakey, University of Evansville. See abstract [1A2]

9:15 AM – 9:30 AM

Comparing Levels of Creativity In Schizophrenic and Nonschizophrenic Individuals. **Kristi L. McGinnis**. Sponsored by Dr. William Addison, Eastern Illinois University. See abstract [1A3]

9:30 AM – 9:45 AM

Effects of Various Levels of Caffeine on Mood. **Jamie R. Browning & Edward J. Petruso**. Sponsored by Dr. Charles Meliska, University of Southern Indiana. See abstract [1A4]

**Session 1B****Faculty Lounge, Eli Lilly Center****Moderator****Charles Blaich****Wabash College**

8:45 AM – 9:00 AM

Lateralization in Zebra Finches. **Marcus S. Spillson & Joshua D. Stanton**. Sponsored by Dr. Charles Blaich, Wabash College. See abstract [1B1]

9:00 AM – 9:15 AM

Communalism, Gender, and Greek Affiliation. **Todd Brown & Brad Taphorn**. Sponsored by Dr. Charles Blaich, Wabash College. See abstract [1B2]

9:15 AM – 9:30 AM

Media Influence on Body Image Perception. **Megan J. Richardson**. Sponsored by Dr. Roger Thomas, Franklin College. See abstract [1B3]

9:30 AM – 9:45 AM

How the Fundamental Attribution Error is Affected by Perceived Attractiveness. **Dana M. Schiavo & Megan L. Smith**. Sponsored by Dr. Chi-en Hwang, Cedarville University. See abstract [1B4]

**Session 1C****Student Lounge, Eli Lilly Center****Moderator****Maria McLean****Thomas More University**

8:45 AM – 9:00 AM

The Effects of Caffeine in a Lexical Decision Task. **Lionel R. Phelps & Edward Petruso**. Sponsored by Dr. Charles Meliska, University of Southern Indiana. See abstract [1C1]

9:00 AM – 9:15 AM

Does Hope Spring Eternal? The Relation Between Hope Scale Scores and Other Characteristics in Retention of College Freshmen. **Christina A. Stamm & Kyle Behymer**. Sponsored by Dr. Maria McLean, Thomas More College. See abstract [1C2]

9:15 AM – 9:30 AM

The Effects of Attractiveness on Customer Service. **Amy Strang, Laura Ohl, & Jennifer Steely**. Sponsored by Dr. Chi-en Hwang, Cedarville University. See abstract [1C3]

9:30 AM – 9:45 AM

The Effects of Light on Aggression. **Joshua W. Shuman**. Sponsored by Dr. Roger Thomas, Franklin College. See abstract [1C4]

**Session 1D****Dining Room, Dietz Center****Moderator****Drew Appleby Indiana University Purdue University Indianapolis**

8:45 AM – 9:00 AM

Exercise Motivation in Men and Women: A Study of Earlham College Non-Athletes. **Catherine Driscoll, Justin Fong, Jessica Kraybill, Maki Terashima, & Zachary Warren**. Sponsored by Dr. Mary Schwendener-Holt, Earlham College. See abstract [1D1]

9:00 AM – 9:15 AM

Relationship Between Guilt and Risk in a Sample of Casino Gamblers. **John L. Stegner, Kara M. Jones, Sara Dross, & Darryl A. Turner**. Sponsored by Dr. Vytenis Damusis, Purdue University Calumet. See abstract [1D2]

9:15 AM – 9:30 AM

Predictors of Cultural Knowledge and Differences among College Students. **Kelly Jennings & Michele Gillette**. Sponsored by Dr. Caridad Brito, Eastern Illinois University. See abstract [1D3]

9:30 AM – 9:45 AM

Factors Related to Career Decidedness in Career Knowledgeable Psychology Majors. **Kelley R. Weisel & Ann K. Ransdell**. Sponsored by Dr. James Thomas, Northern Kentucky University. See abstract [1D4]**Session 1E****Lounge, Dietz Center****Moderator****Thomas Wilson****Bellarmino College**

8:45 AM – 9:00 AM

Relationships between Emotional Expression, Self Esteem, and Social Support. **Leigh Ann Thomas**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [1E1]

9:00 AM – 9:15 AM

Correlation Between Social Interest and Psychopathic Tendencies Among General Psychology Students. **Kiley Tillett, Cara Knight, Cassandra Watters, & Amanda Blum**. Sponsored by Dr. Douglas Daugherty, Indiana Wesleyan University. See abstract [1E2]

9:15 AM – 9:30 AM

Gender Effects in the Recall of Emotional Material. **David F. Perkins**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [1E3]

9:30 AM – 9:45 AM

The Relationship between Occupational Stress and Personality. **Melissa Seitzinger**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [1E4]**Session 1F****Seminar Room, Dietz Center****Moderator****Kathy Milar****Earlham College**

8:45 AM – 9:00 AM

The Effect of Olfactory Cues on Memory and Mood. **Jarod Kees & Bridgett Wright**. Sponsored by Dr. John Porter, Thomas More College. See abstract [1F1]

9:00 AM – 9:15 AM

Effects of Varying Person-centered Teaching on Sense of Coherence. **William T. Hankins**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [1F2]

9:15 AM – 9:30 AM

Explanation Based Decision-Making: How Jurors Make Decisions. **Amber C. Christ**. Sponsored by Dr. Kathy Milar, Earlham College. See abstract [1F3]

9:30 AM – 9:45 AM

Personality Factors that Predict First Time College Freshman Dropout Rates: An Assesment for Admission. **Ellen Jones, Christina Irvine, Jeremy Wilson, Nathan Quick, & Mark Burton**. Sponsored by Dr. Michael Boivin, Indiana Wesleyan University. See abstract [1F4]

**Session 2A**

**Alumni Lounge, Eli Lilly Center  
Franklin College**

**Moderator****Ray Bragiel**

- 10:00 AM – 10:15 AM Evoking Empathy Using First-Person and Third-Person Accounts in an Application of the Empathy-Altruism Hypothesis. **Joseph M. Sonenshein**. Sponsored by Dr. Kathy Milar, Earlham College. See abstract [2A1]
- 10:15 AM – 10:30 AM The Effect of Birth Order on Academic Achievement. **Meaghan Emond**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [2A2]
- 10:30 AM – 10:45 AM The Effect of the Presence of a Model in an Advertisement on the Purchase Motivation of College Students. **Christopher Shultz**. Sponsored by Dr. James O'Neill, Madonna University. See abstract [2A3]
- 10:45 AM – 11:00 AM The Effects of Pregnenolone on Neurodegenerative Disease in Rats. **Ryan Smith, Danielle DeLassus, Monaj Mohan, Maureen Sheikh, & Chris Bloom**. Sponsored by Dr. A. Michael Anch, St. Louis University. See abstract [2A4]

**Session 2B**

**Faculty Lounge, Eli Lilly Center  
Eastern Illinois University**

**Moderator****Cari Brito**

- 10:00 AM – 10:15 AM Personality Correlates of Career Decision-Making Self-Efficacy in College Students. **Shauna M. Hunt & Jennifer L. Burt**. Sponsored by Dr. Cyndi McDaniel, Northern Kentucky University. See abstract [2B1]
- 10:15 AM – 10:30 AM Attitudes Toward Euthanasia: A Cross-Cultural Study. **Kari L. Braden**. Sponsored by Dr. William Addison, Eastern Illinois University. See abstract [2B2]
- 10:30 AM – 10:45 AM Emotional Intelligence and Parenting Style. **Matthew T. Twehues**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [2B3]
- 10:45 AM – 11:00 AM The Effect of Time on Memory Reconstruction. **Rachael L. Parker**. Sponsored by Dr. James O'Neill, Madonna University. See abstract [2B4]

**Session 2C**

**Student Lounge, Eli Lilly Center  
Madonna University**

**Moderator****Edythe Woods**

- 10:00 AM – 10:15 AM The Destructive Effects of Noise on Learning. **Cristalle D. Maraman**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [2C1]
- 10:15 AM – 10:30 AM Using Drawings to Analyze the Effect of Violent Cartoons on Children. **Michelle Campbell**. Sponsored by Dr. Kathy Milar, Earlham College. See abstract [2C2]
- 10:30 AM – 10:45 AM The Influence of Personality and Hemisphere of Pictorial Presentation on the Detection of Emotions. **Matthew T. Haverstick**. Sponsored by Dr. Ted Jaeger, Westminster College. See abstract [2C3]
- 10:45 AM – 11:00 AM The Relationship between Amount of Exercise and Level of Self Esteem. **Mary Beth Atcher**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [2C4]

**Session 2D****Dining Room, Dietz Center****Moderator Drew Appleby Indiana University Purdue University Indianapolis**

- 10:00 AM – 10:15 AM Story Recall as a Function of Background Music. **Jessica K. Witham**. Sponsored by Dr. Roger Thomas, Franklin College. See abstract [2D1]
- 10:15 AM – 10:30 AM Influence of Subliminal Perception on a Simple Behavioral Choice. **Joshua P. Richey & Peter M. Speziale**. Sponsored by Dr. Charles Blaich, Wabash College. See abstract [2D2]
- 10:30 AM – 10:45 AM My Style, Your Interpretation: How Does Dress Affect First Impressions. **Danielle Sobkowiak**. Sponsored by Dr. Sid Hall, University of Southern Indiana. See abstract [2D3]
- 10:45 AM – 11:00 AM The Relationship Between School Type and Academic Preparedness. **Jonathan D. Frank, & Daren O. W. Norris**. Sponsored by Dr. Chi-en Hwang, Cedarville University. See abstract [2D4]

**Session 2E****Lounge, Dietz Center****Moderator Mary Pritchard University of Evansville**

- 10:00 AM – 10:15 AM Is This Seat Taken?. **Jessica Hubbard**. Sponsored by Dr. Sid Hall, University of Southern Indiana. See abstract [2E1]
- 10:15 AM – 10:30 AM Leadership As A Function of Sibling Relationships. **Tamara J. Stanley**. Sponsored by Dr. Roger Thomas, Franklin College. See abstract [2E2]
- 10:30 AM – 10:45 AM Personal and Social Characteristics of Isolated Adolescent Females. **Malissa M. Pettit, Dawn K. Emigh, Alice L. Mendoza, & Maria M. Diaz**. Sponsored by Dr. Vytenis Damusis, Purdue University Calumet. See abstract [2E3]
- 10:45 AM – 11:00 AM Children and Drug Therapy for Behavior and Mental Health Problems: Overmedicated or Undertreated?. **Katie Lowe, Naomi Frank, & Nicolette King**. Sponsored by Dr. Charles Dolph, Cedarville University. See abstract [2E4]

**Session 2F****Seminar Room, Dietz Center****Moderator Roger Ware Indiana University Purdue University Indianapolis**

- 10:00 AM – 10:15 AM Effect of Similarity in Tasks on Equal Priority Performance. **Andrew J. Krum**. Sponsored by Dr. Chi-en Hwang, Cedarville University. See abstract [2F1]
- 10:15 AM – 10:30 AM Moral Development: Adult Students vs. Traditional Students. **Abby O'Brien, Laura Nicholson, & Delena McCarty**. Sponsored by Dr. Michael Boivin, Indiana Wesleyan University. See abstract [2F2]
- 10:30 AM – 10:45 AM The Effects of Exercise-induced Arousal on Cognitive Abilities. **Brent M. Schmidt**. Sponsored by Dr. Roger Thomas, Franklin College. See abstract [2F3]
- 10:45 AM – 11:00 AM Making Friends in a New Place: A Study of College Formed Male Friendships. **Jason Scheiderer**. Sponsored by Dr. Charles Blaich, Wabash College. See abstract [2F4]

**Session 3A****Alumni Lounge, Eli Lilly Center****Moderator****Charles Meliska****University of Southern Indiana**

- 11:15 AM– 11:30 AM Helping Behavior Responses Toward Alternative and Normative Dress. **Emily Palaisa, Tracy L. Myers, Monica M. Wolking, & Ashley R. Canary.** Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [3A1]
- 11:30 AM– 11:45 AM The Effect of Stereotypes on Female Math Performance. **Susan Conley & Greg Pratt.** Sponsored by Dr. Lawrence Boehm, Thomas More College. See abstract [3A2]
- 11:45 AM– 12:00 PM The Effects of Physical Attractiveness on Juridic Judgment. **Christina A. Zimmerman.** Sponsored by Dr. Charles Meliska, University of Southern Indiana. See abstract [3A3]
- 12:00 PM– 12:15 PM A Study of the Influence of the Augmentation of Sensory Inputs on the Diastolic Blood Pressure Observed through a Video Game. **Bryson Renbarger, Josh Banks, Justin Dirig, & Kerrance Chandler.** Sponsored by Dr. Charles Blaich, Wabash College. See abstract [3A4]

**Session 3B****Faculty Lounge, Eli Lilly Center****Moderator****Vytenis Damusis****Purdue University Calumet**

- 11:15 AM– 11:30 AM Change in Early Adolescent Self-Appraisal; What a Difference a Year Makes. **Scott A. Oostman, Karen M. Jensen, & Regina R. Seren.** Sponsored by Dr. Vytenis Damusis, Purdue University Calumet. See abstract [3B1]
- 11:30 AM– 11:45 AM Examination of the Effect of Caffeine on Test Taking Performance. **Ashley R. Canary.** Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [3B2]
- 11:45 AM– 12:00 PM Tolerance of Diversity at a Homogeneously Populated University. **Melissa M. Szerletich.** Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [3B3]
- 12:00 PM– 12:15 PM The Effects of Victim Age and Crime Type on Eyewitness Confidence-Accuracy Relations. **Leslie M. Swanson.** Sponsored by Dr. Caridad Brito, Eastern Illinois University. See abstract [3B4]

**Session 3C****Student Lounge, Eli Lilly Center****Moderator****Sid Hall****University of Southern Indiana**

- 11:15 AM– 11:30 AM Motivational Factors Influencing Music Participation. **Michelle C. Croft.** Sponsored by Dr. Caridad Brito, Eastern Illinois University. See abstract [3C1]
- 11:30 AM– 11:45 AM Effects of Movies Scenes and Social Groups on Blood Pressure. **Marc D. Rowe, Timothy K. Buehner, & Charles Roberts.** Sponsored by Dr. Charles Blaich, Wabash College. See abstract [3C2]
- 11:45 AM– 12:00 PM Memory for Information: Familiar Voice vs. Unfamiliar Voice. **Katrina Gramelspacher.** Sponsored by Dr. Sid Hall, University of Southern Indiana. See abstract [3C3]
- 12:00 PM– 12:15 PM Gender Differences in Short-Term Memory. **Stefani A. Graves & Amber L. Goldsmith.** Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [3C4]

**Session 3D****Dining Room, Dietz Center****Moderator****Chi-en Hwang****Cedarville College**

- 11:15 AM– 11:30 AM Establishing the Validity of a Psychology Majors Career Information Quiz. **Melanie E. Grindle, Ann K. Ransdell, & Cyndi R. McDaniel**. Sponsored by Dr. Cyndi McDaniel, Northern Kentucky University. See abstract [3D1]
- 11:30 AM– 11:45 AM The Effect of Cross-Cultural Experience on Levels of Bias among College Students. **Katie B. Kepner & Rachel M. Heffield**. Sponsored by Dr. Chi-en Hwang, Cedarville University. See abstract [3D2]
- 11:45 AM– 12:00 PM The Role of the Visuo-Spatial Sketch Pad in Mental Arithmetic. **Jennifer A. Slezak**. Sponsored by Dr. Kathy Milar, Earlham College. See abstract [3D3]
- 12:00 PM– 12:15 PM Does Alcoholics Anonymous Work: A Comprehensive Review. **Alicia J. Marsh, Rebecca Schoonover, & Sarah Graham**. Sponsored by Dr. Charles Dolph, Cedarville University. See abstract [3D4]

**Session 3E****Lounge, Dietz Center****Moderator****Margaret Felton****University of Southern Indiana**

- 11:15 AM– 11:30 AM Differences in Explanatory Styles of Christians and Non-Christians. **April Watson & Leah Ziegenfuss**. Sponsored by Dr. Charles Dolph, Cedarville University. See abstract [3E1]
- 11:30 AM– 11:45 AM Phytoestrogen Effects on Development and Handedness in Rats. **Jessica Johnson, Josh Alexander, Tiffany Wood, & Abbey Hess**. Sponsored by Dr. John Lakey, University of Evansville. See abstract [3E2]
- 11:45 AM– 12:00 PM Epileptiform vs. Sleep Spindle Activity Using Clonazepam as a Vehicle. **Maureen Sheikh & Michael Morrisey**. Sponsored by Dr. A. Michael Anch, St. Louis University. See abstract [3E3]
- 12:00 PM– 12:15 PM Effect of Rhythmic Speed & Complexity on Perception of Time. **David Clapp, Nicole Mannis, & Elize Wessinger**. Sponsored by Dr. Ted Jaeger, Westminster College. See abstract [3E4]

**Session 3F****Seminar Room, Dietz Center****Moderator****David Jones****Westminster College**

- 11:15 AM– 11:30 AM How Much, How Often, How Many Does It Take? Perceptions and Behaviors Related to Binge Drinking of College Students. **Kimberly A. Muse, Maria N. Anderson, Shaun D. Howard & The Members of the TMC Experimental Design Class**. Sponsored by Dr. Maria McLean, Thomas More College. See abstract [3F1]
- 11:30 AM– 11:45 AM The Effects of Pregnenolone on Sleep in the Taiep Rat. **Danielle A. DeLassus, Nikki Bergmann, Wilsaan Joiner, & Maureen Sheikh**. Sponsored by Dr. A. Michael Anch, St. Louis University. See abstract [3F2]
- 11:45 AM– 12:00 PM Dispositional versus Environmental Causes of Shyness. **Nicholas Guenzel, Milia Islam, & Stephanie Shelton**. Sponsored by Dr. David Jones, Westminster College. See abstract [3F3]
- 12:00 PM– 12:15 PM Vocational Identity in Psychology Majors. **Ann K. Ransdell**. Sponsored by Dr. James Thomas & Dr. Cyndi McDaniel, Northern Kentucky University. See abstract [3F4]



**Session 4A****Alumni Lounge, Eli Lilly Center****Moderator****John Halpin****Eureka College**

1:45 PM – 2:00 PM

The Effect of Being Supervised on Honest Behavior. **Stacy Embry, Jessica Korte, Christine LaCognata, Valerie Panknin, & Leslie Rynearson**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [4A1]

2:00 PM – 2:15 PM

Accuracy in Prediction Among Short-Term and Long-Term Friends: A Comparative Study. **Jessica R. Rothstein**. Sponsored by Dr. Kathy Milar, Earlham College. See abstract [4A2]

2:15 PM – 2:30 PM

The Effect of Music on Test-taking Anxiety. **Rebecca A. Hoover**. Sponsored by Dr. Sid Hall, University of Southern Indiana. See abstract [4A3]

**Session 4B****Faculty Lounge, Eli Lilly Center****Moderator****Doug Daugherty****Indiana Wesleyan University**

1:45 PM – 2:00 PM

Effects of Caffeine Tolerance and Sensitization in Critical Flicker-Fusion Threshold. **Megan S. Banet, Edward J. Petruso**. Sponsored by Dr. Charles Meliska, University of Southern Indiana. See abstract [4B1]

2:00 PM – 2:15 PM

Relationship between Existential Anxiety and Intimacy Ability. **Rhonda M. Payne**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [4B2]

2:15 PM – 2:30 PM

Eating Attitudes and Competitiveness. **Theresa M. Granger**. Sponsored by Dr. James O'Neill, Madonna University. See abstract [4B3]

**Session 4C****Student Lounge, Eli Lilly Center****Moderator****Jim Thomas****Northern Kentucky University**

1:45 PM – 2:00 PM

Gender Role Differences in College Students from One- and Two-Parent Families. **Brandi L. Hamlyn**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [4C1]

2:00 PM – 2:15 PM

Vocabulary and its Relationship to Educational Motivation. **Beverly Galovich**. Sponsored by Dr. James O'Neill, Madonna University. See abstract [4C2]

2:15 PM – 2:30 PM

Differences in Career Preference with Age. **Matthew P. Borden & Stephanie M. Votrian**. Sponsored by Dr. Thomas Wilson, Bellarmine University. See abstract [4C3]

**Session 4D****Moderator****Cyndi McDaniel****Dining Room, Dietz Center****Northern Kentucky University**

1:45 PM – 2:00 PM

The Effects of Religiosity and Loneliness on Scenario Judgments. **Leanne M. Allman**. Sponsored by Dr. Roger Thomas, Franklin College. See abstract [4D1]

2:00 PM – 2:15 PM

Some Consequences of Domestic Violence; A Telephone Survey of Victims. **Christine M. Novak, Cindy R. Lenart, & Tiffany R. Bussie**. Sponsored by Dr. Vytenis Damusis, Purdue University Calumet. See abstract [4D2]

2:15 PM – 2:30 PM

Unilateral and Bilateral Brain Hemispheric Advantage on TPT and LVBST: Their Relationship to Styles of Religiosity. **Eun Kook Park & Shanon Roark**. Sponsored by Dr. Michael Boivin, Indiana Wesleyan University. See abstract [4D3]

**Session 4E****Moderator****Julie Evey****Lounge, Dietz Center****University of Southern Indiana**

1:45 PM – 2:00 PM

Religiosity in Relation to Unilateral and Bilateral Brain Hemispheric Advantage. **Jennifer Norman & Michael Gray**. Sponsored by Dr. Michael Boivin, Indiana Wesleyan University. See abstract [4E1]

2:00 PM – 2:15 PM

The Effects of Instructions on Recall of Objects and Pictures. **Aby L. Marcum**. Sponsored by Dr. Roger Thomas, Franklin College. See abstract [4E2]

2:15 PM – 2:30 PM

The Effects of Priming on Word-Stem/Word Fragment Completion. **David Kunberger, Mark Burek, Jacob Goldstein, Chris Knoll, & Jeremy Vanscoy**. Sponsored by Dr. Charles Blaich, Wabash College. See abstract [4E3]

**Session 4F****Moderator****Lawrence Boehm****Seminar Room, Dietz Center****Thomas More University**

1:45 PM – 2:00 PM

Framing Effects and Magnitude. **Gabriel E. Duarte, Aron P. Spreen, & Joseph Kolker**. Sponsored by Dr. Charles Blaich, Wabash College. See abstract [4F1]

2:00 PM – 2:15 PM

Subjective Well-Being and Death Anxiety Across Religions. **Kelly Schout, Michael Weber, & Brian Motz**. Sponsored by Dr. Kathie Langen, Thomas More College. See abstract [4F2]

**Session 5P****Moderator****William Addison****Franklin Room, Eli Lilly Center****Eastern Illinois University**

Affirming and Doubting Religious Introspection. **Anthony K. Reiner, Tasha N. Aper, Lisa A. Doelger, & Sean Engelkemeyer.** Sponsored by Dr. A. Michael Anch, St. Louis University. See abstract [5P01]

Fluoxetine Treatment for Anorexia Nervosa: Is It Effective or Not?. **Rebecca N. Bizon.** Sponsored by Dr. Edie Woods, Madonna University. See abstract [5P02]

Does American Cinema Portray Serial Killers With Symptoms of Obsessive Compulsive Disorder?. **Stephanie A. Banaszak.** Sponsored by Dr. Edie Woods, Madonna University. See abstract [5P03]

Comparing Body Image of Female Athletes and Non-Athletes. **Jamie L. Schaffer, Kristina Leon, & Sarah Freiburger.** Sponsored by Dr. Mary Pritchard, University of Evansville. See abstract [5P04]

The Impact of Stress on Physical Ailments and Coping Tactics in Relation to Gender. **Jamie L. Schaffer.** Sponsored by Dr. Mary Pritchard & Dr. Greg Wilson, University of Evansville. See abstract [5P05]

Coping Techniques, Locus of Control and Religiosity in Undergraduate Students. **Amanda H. Moreno & Jamie Schaffer.** Sponsored by Dr. Mary Pritchard & Dr. Gregory Wilson, University of Evansville. See abstract [5P06]

Analysis of the Relationship Between Commitment to Exercise, Personality Type, and Psychological Well-Being. **Ryan A. Day.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P07]

Impact of Attachment and Personality on Sense of Coherence. **Victoria Kheynis.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P08]

The Relationship Between Personality Types and Sense of Coherence on College Student Grades. **Peggy A. Johnson.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P09]

The Effects of Birth Order and Personality Type on Academic Self-Efficacy. **Karla A. Schroeder.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P10]

Relationships of Locus of Control, Sense of Coherence, Aggression, and Gender. **Emily Hartwell.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P11]

Relationship between Personality Type, Parental Style, and Narcissism. **Ceylan A. Ertem.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P12]

The Relation between Spiritual Maturity, Trauma, and Peak Experience. **Larry Gentry.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P13]

Relationships Between Personality Type and Stress on Test Anxiety. **Selam T. Seyoum.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P14]

[1A1] Will You Turn This In For Me?: An Attributional Analysis of Help-Giving. **Angela Thompson & Tiffany Schiffner**. Sponsored by Dr. Pam Proppom. DePauw University, Greencastle, IN 46135.

Will a person's likelihood to help be affected by the type of attribution he or she makes for another's need? An internal attribution is an inference that a person is acting a certain way because of his or her personal attitude or characteristics. An external attribution is an inference that a person is acting a certain way because of the situation he or she is in. This field experiment examined how different excuses influence helping. Participants were randomly given one of four excuses (two good/external and two bad/internal) and asked to hand in a paper to a particular psychology professor for another student. The good excuses were based on external attributions and included sickness and lateness for an interview session. The bad excuses were based on internal attributions and included a hangover and lack of academic effort due to skipping the class. We hypothesized that participants would be more helpful when presented with good, external excuses and less likely to help when presented with bad, internal excuses. We found evidence that people are more willing to help when presented with an excuse that serves as an external attribution.

[1A2] The Effects of Audition, Vision, and Olfaction on Perceived Attractiveness. **Lollye Martin, Heather Hays, Kristin Giddens, & Michelle Hay**. Sponsored by Dr. John Lakey. University of Evansville, Evansville, IN 47714.

This experiment examines the overall effect of audition, olfaction, and vision on perceived attractiveness. A group of male and female participants were rated on a scale from one to five by male and female subjects, in accordance with the three sense modalities. The scores were then analyzed using the appropriate statistical methods, to see if there were correlations between the three senses.

[1A3] Comparing Levels of Creativity In Schizophrenic and Nonschizophrenic Individuals. **Kristi L. McGinnis**. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

The results of past research suggest that drawings done by individuals diagnosed with mental illness are more creative than those done by individuals not suffering from any mental illness. By utilizing photography as an art form, I expect to find similar results for schizophrenic and non-schizophrenic individuals. The use of photography is expected to capture some insight into the mind of those individuals diagnosed with schizophrenia. In my study, participants were asked to take photographs of non-human or animal subjects; these photographs were then rated by art faculty on the following dimensions: creativity, bizarreness, and uniqueness. Preliminary results indicate that photographs taken by individuals diagnosed as schizophrenic were rated as more creative, more bizarre, and more unique than those taken by members of the comparison group.

[1A4] Effects of Various Levels of Caffeine on Mood. **Jamie R. Browning & Edward J. Petruso**. Sponsored by Dr. Charles Meliska. University of Southern Indiana, Evansville, IN 47712.

The present study evaluated the effects of four levels of caffeine on mood using a self-report questionnaire. Prior to the study participants were assigned to two groups and conditioned to receiving either low caffeine or high caffeine for one week. The Profile of Mood States (POMS) was administered to 16 participants (8 male, 8 female) who had abstained from caffeine for at least 2 hours prior to beginning of the session. Caffeine was administered in three beverages (spring water, Water Joe, Crystal Light) using a double blind, Latin Square design. Participants rated their moods on the six-scaled POMS 25 minutes after consuming the beverage. Male participants, to compensate for their greater body mass, were given higher levels of caffeine per eight ounces (0 mg, 16.875 mg, 48mg, 64.875 mg) than female participants (0 mg, 11.25 mg, 32 mg, 42.25 mg). Results show a significant main drug effect for the Confusion scale. Females (but not males) reported higher vigor scores after drinking the high caffeine (42.25 mg) beverage than after they drank the low caffeine (11.25 mg) beverage, or spring water.

[1B1] Lateralization in Zebra Finches. **Marcus S. Spillson & Joshua D. Stanton.** Sponsored by Dr. Charles Blaich. Wabash College, Crawfordsville, IN 47933.

There is evidence that lateralization occurs in a number of non-human animals. For example, chicks have right-left eye asymmetries in their ability to perceive small objects because of differential exposure of light to the right and left eye during prenatal development (Rogers & Adret, 1993). Similarly, Denenberg, Gall, Berrebi, & Yutzey (1984) demonstrated the existence of lateralized excitatory and inhibitory brain regions that controlled aggression in Purdue-Wistar rats. In zebra finches, there is some controversy about whether finches have a particular eye preference. Workman (1986) found that individual finches were more likely to use one eye during courtship. However, this finding was not replicated by ten Cate (1991). The purpose of our study is to attempt to replicate Workman's original finding. In our study, we approached free flying finches in an aviary and observed whether they used their right or left eye to watch us. The finch's behavior was recorded with a digital camera and analyzed in a frame-by-frame analysis. Initial results indicate that finches do have a tendency to observe potential predators with their left eye.

[1B2] Communalism, Gender, and Greek Affiliation. **Todd Brown & Brad Taphorn.** Sponsored by Dr. Charles Blaich. Wabash College, Crawfordsville, IN 47933.

Jagers & Mock (1995) defines communalism as, "acting in accordance with the notion that duty to one's social group is more important than that individuals rights and privileges." People who are communal are more likely to strive for intimacy, union, and solidarity with a social or spiritual entity, and communality would be partly reflected in frequent agreeable behaviors and infrequent quarrelsome behaviors (Wiggins, 1992). The purpose of this study is to explore the relationship between communalism, gender, and Greek affiliation. We hypothesize that individuals who belong to fraternities/sororities will have higher communalism levels than students who do not belong to these organizations because of the pledge rituals that create the brotherhood/sisterhood of the fraternity/sorority. Based on past research we hypothesize that women in sororities will have the highest communalism levels because communion is an inherent characteristic of women, Bakan (1966). We will test our hypothesis by giving students at Purdue University and DePauw University a survey based on the Communalism Scale, Boykins et al (1997). After the students complete the survey, the students will be asked to place the survey in an envelope and box for confidentiality. If our hypotheses are correct, then women in sororities will have the highest communalism levels, followed by fraternity men, independent women, and independent men.

[1B3] Media Influence on Body Image Perception. **Megan J. Richardson.** Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

This experiment explored how media representations can influence participants' perception of their body image. Male and female participants were separately assigned to view a series of eight magazine advertisements that depicted either slender or overweight individuals. Then all participants completed a body image perception questionnaire. Based on previous research, it is expected that the results will show that participants who viewed pictures of slender individuals will demonstrate more negative body image perceptions than participants who viewed pictures of overweight individuals.

[1B4] How the Fundamental Attribution Error is Affected by Perceived Attractiveness. **Dana M. Schiavo & Meagan L. Smith.** Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

The purpose of the study was to examine if perceived attractiveness had any effect on causal attribution of a negative action. One hundred and seventy students (75 males and 95 females, aged 18 - 23) from a liberal arts university in Midwest participated in the study. Stimulus materials were presented on PowerPoint slides. Half of the students viewed a story of a negative action with a picture of an attractive male or an attractive female on each slide. The other half viewed the same exact story with a picture of an unattractive male or an unattractive female attached to each slide. All the students were asked to determine whether the cause for such a negative action was attributed to situation (external attribution) or to the person's character (internal attribution). The results showed that those who viewed the pictures of the unattractive people tended to be fair in their judgments (the average responses were half internal attributions and half external attributions). Females who viewed the pictures of attractive people tended to attribute the negative action of the female to internal characteristics and attribute the negative actions of the male to external circumstances. Males who viewed the pictures of attractive people tended to attribute the negative action of the male to internal characteristics and attributed the negative actions of the female to external circumstances. The findings indicated that both the perceived attractiveness and gender of the target person affected the type of attribution.

[1C1] The Effects of Caffeine in a Lexical Decision Task. **Lionel R. Phelps & Edward Petruso**. Sponsored by Dr. Charles Meliska. University of Southern Indiana, Evansville, IN 47712.

Sixteen undergraduates (8 male & 8 female) were pre-treated twice per day for five days with either a low caffeine beverage (11.25 mg) or a high caffeine beverage (48 mg for females, 64.9 mg for males), dissolved in a Crystal Lite® drink. During the following week, participants were tested on a lexical decision task on four different occasions after drinking spring water, Water Joe®, the low-caffeine Crystal Lite® drink, and the high caffeine Crystal Lite® drink. Contrary to expectation, drinking the caffeine beverages produced no significant differences in reaction time relative to the placebo condition (spring water). Caffeine consumption also produced no significant differences in accuracy compared to the placebo condition. Results are discussed in terms of possible confounds arising from a ceiling effect for the test participants.

[1C2] Does Hope Spring Eternal? The Relation Between Hope Scale Scores and Other Characteristics in Retention of College Freshmen. **Christina A. Stamm & Kyle Behymer**. Sponsored by Dr. Maria McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this study was to evaluate characteristics of freshman retention at Thomas More College, a small liberal arts institution, using C.R. Snyder's Hope Scale (HS). Data was collected on mandatory testing days for 1999 and 2000 freshmen. Freshmen from the 1999 sample (n = 163) who scored higher on the HS agency scores (which reflect a student's belief that they will be able to achieve their goals) were more likely to return in Fall 2000. Freshmen who returned in the spring and fall of the ensuing year had higher GPAs than those who did not return. Returning students in the spring from the 2000 freshman sample (n = 232) again had significantly higher GPAs than those who did not return. The GPAs of freshmen who participated in a pilot TMC Freshmen Seminar were significantly higher than the GPAs of those who did not. GPA and agency scores were positively correlated in both of the samples, consistent with the findings that higher GPA and agency scores relate to fall-to-fall retention. As hypothesized, Hope Scale scores are related to retention, as the returning students had significantly higher scores on the agency portion of the Hope Scale than those who did not return.

[1C3] The Effects of Attractiveness on Customer Service. **Amy Strang, Laura Ohl, & Jennifer Steely**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

The effect of physical appearance on customer service was investigated. Two experimenters (20-year-old female university students) presented as customers went to the jewelry and shoe departments in four local department stores with one person dressed up and the other dressed down, and approached the counter browsing and waiting for a clerk to approach them. The two customers alternated their roles so that the same person was dressed-up for half of the time and dressed-down for the other half of the time. A third experimenter served as the observer and recorded the waiting time before service and the attitude of the clerk in each of the instances. Although there were individual differences among the clerks, the observed behavior of certain clerks seemed to be effected by the customer's physical appearance. Well-dressed customers in general received services quicker and were approached with more enthusiasm from the clerks. The results suggest that although there may be some clerks who are not biased in the service they offer their customers, there are significant amounts of others that change their mode of service with the physical appearance of the customer.

[1C4] The Effects of Light on Aggression. **Joshua W. Shuman**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The effect of differing levels of light on aggression was examined. The study employed a 2 (low light vs. high light) x 2 (aggressive video vs. no video) between-subjects design. Participants were randomly assigned to the four conditions. Participants who watched the aggressive video completed the Buss & Perry Aggression Questionnaire immediately afterward. Participants in the no video condition simply completed the questionnaire in their assigned lighting condition. Results are expected to show the highest aggression scores in the high light/aggressive video condition, supporting the conclusions of previous research.

[1D1] Exercise Motivation in Men and Women: A Study of Earlham College Non-Athletes. **Catherine Driscoll, Justin Fong, Jessica Kraybill, Maki Terashima, & Zachary Warren**. Sponsored by Dr. Mary Schwendener-Holt. Earlham College, Richmond, IN 47374.

The purpose of this study was to investigate the motivational factors that caused male and female non-athlete college students to exercise. The authors designed an apparatus of evaluation that consisted of three short answer questions. Results demonstrated that men and women had similar motives for engaging in physical activity. Participant responses indicated the following motivating factors for exercise: fitness and health, stress and mood management, appearance, enjoyment, socialization, self-esteem, and other reasons. There was no significant gender difference in frequency of exercise per week. Female participants were more motivated to exercise for self-esteem elevation than their male counterparts. Fitness and health reasons were the motivational factors cited with the most frequency by both gender groups.

[1D2] Relationship Between Guilt and Risk in a Sample of Casino Gamblers. **John L. Stegner, Kara M. Jones, Sara Dross, & Darryl A. Turner.** Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

Three hundred participants responding to an anonymous gambling survey also completed two personality tests: one designed to measure guilt, and the other risk-taking. Approximately two-thirds of the mixed sex survey sample consisted of casino-experienced gamblers. The statistically significant relationship between the gamblers' self-reported guilt feelings and risk-taking was curvilinear: a U-shaped function with high and low risk-takers reporting the greatest amounts of guilt. For non-gamblers the guilt-risk relationship was positive and linear. McClelland's (1961) earlier observations and theory on the differences between the moderate risk taking of high need achievers and the high and low levels of risk taken by low need achievers was considered as a partial explanation for the obtained results. Study outcome clarifies guilt's role as a motivational factor in determining the level of risk casino-experienced gamblers are willing to take

[1D3] Predictors of Cultural Knowledge and Differences among College Students. **Kelly Jennings & Michele Gillette.** Sponsored by Dr. Caridad Brito. Eastern Illinois University, Charleston, IL 61920.

The purpose of the present study is to examine the relationships among various demographic factors and college student's knowledge about people of various racial/ethnic backgrounds. Each participant was given a 50-item questionnaire to measure his or her cultural knowledge. Preliminary results indicate that upper and lower classmen did not differ significantly in their knowledge of other cultures. Although upperclassmen on average have taken slightly more general education courses intended to enhance their cultural understanding, these courses have not increased their knowledge. Furthermore, grade point average, previous diversity experience, and gender were not related to cultural knowledge. Data collection will be completed by the end of March.

[1D4] Factors Related to Career Decidedness in Career Knowledgeable Psychology Majors. **Kelley R. Weisel & Ann K. Ransdell.** Sponsored by Dr. James Thomas. Northern Kentucky University, Highland Heights, KY 41099.

Northern Kentucky University requires that all psychology majors complete a course entitled Career Planning for Psychology Majors (Psy 210-R). Previous research on the course has shown that it increases students' knowledge about career options for psychology majors. Thus, after completing the course, students have the information needed to make a career decision; nevertheless some remain undecided about a career path. This study compared former Psy 210-R students with high scores on the Career Decidedness Inventory to those whose scores were low. Analyses showed that these two groups did not differ ( $p > .05$ ) in career exploration or in either of two measures of career knowledge. Significant differences were found in self concept clarity ( $p < .001$ ), career decision making self efficacy ( $p < .001$ ), and several personality factors including dispositional and situational hope ( $p < .01$ ), conscientiousness ( $p < .01$ ), and neuroticism ( $p < .05$ ). These results suggest that certain personality factors may interfere with students' career decision making even when they have adequate career-related knowledge.

[1E1] Relationships between Emotional Expression, Self Esteem, and Social Support. **Leigh Ann Thomas.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

Emotional expression, the general behavior of sharing thoughts and emotions with others, was examined closely with measures of both self esteem and social support to obtain a better understanding of the varying degrees of this behavior. 30 subjects completed self-report surveys which yielded separate scores of self esteem and social support. Each subject also viewed a film containing emotionally disturbing content and was given the explicit permission to withdraw from the study at any time. Emotional expression was measured five days later when the subjects were contacted and asked to identify the number of people with whom they discussed their feelings regarding the film, if any. No significant relationships were found among the three measures.

[1E2] Correlation Between Social Interest and Psychopathic Tendencies Among General Psychology Students. **Kiley Tillett, Cara Knight, Cassandra Watters, & Amanda Blum.** Sponsored by Dr. Douglas Daugherty. Indiana Wesleyan University, Marion, IN 46953.

In this study we are examining the relationship between the concept of psychopathy and Alfred Adler's theory of social interest. Psychopathy can best be described as a lack of guilt or remorse, egocentric and grandiose, impulsive, poor behavioral controls and adult antisocial behavior (Hare, 1993). The construct of psychopathy may be conceptualized as existing on a continuum with the construct of social interest, with extremes of the two concepts representing opposite ends of the spectrum. Social interest can simply be described as an active interest in furthering mankind. We hypothesize that there will be an inverse relationship between these two components. The two measures that we administered were the Psychopathic Personality Inventory (PPI) and the Sulliman Scale of Social Interest (SSSI). These two measures were administered to 122 general psychology students attending Indiana Wesleyan University. Study results may have implications in regard to rehabilitation of criminal offenders.

[1E3] Gender Effects in the Recall of Emotional Material. **David F. Perkins.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The emotional memory of 10 men and 12 women was tested after a period of one week, measuring their recall of three short stories. Each participant was exposed to both emotionally charged and emotionally bland or neutral information in the form of a few short stories. A week later the participants used free recall to recount, word for word, as much information regarding the stories as possible. Each proposition reported by the participants was treated as a response, which was then noted as either emotional or neutral. Men and women were compared on the type of information remembered as an index of their emotional memory. A gender effect was expected favoring women in the amount of emotional information recalled and the use of emotional language in the free recall, while no gender effect was expected for accuracy of recall concerning events that took place in the stories. The results give support to the environmental explanation of emotion expression differences between the genders.

[1E4] The Relationship between Occupational Stress and Personality. **Melissa Seitzinger.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

Differences in occupational stress were investigated between various personality types. Personality type was measured using the Keirsey-Bates Personality Test developed according to theories based on Jung. Occupational stress was determined using a standardized instrument as well. Both tests were given to a group of employees at a large corporation in Louisville, KY, in varying levels of responsibility to ensure that certain groups are not biased. Specific personality traits tended to appear more stressed in their jobs than individuals with other types. These findings support the position that varying personalities vary with levels of occupational stress.

[1F1] The Effect of Olfactory Cues on Memory and Mood. **Jarod Kees & Bridgett Wright.** Sponsored by Dr. John Porter. Thomas More College, Crestview Hills, KY 41017.

Previous research in the realm of memory suggests a correlation between olfaction and memory and between mood and memory. This experiment examined the effectiveness of odor as a memory cue over a one-week period and explored the possibility that mood plays a role in odor enhanced recall. Forty-four Thomas More College students were randomly assigned to one of three experimental conditions and one control group. During the first experimental session, subjects viewed a video and were later asked to recall information about the video in questionnaire form. They were then asked to create thirty antonyms from a word list. Subjects were asked to recall the antonyms in session two of the experiment. Some subjects were exposed to the same odor in both sessions. Some subjects had two different pleasant odors, while the control group had no odor. It was hypothesized that pleasant odors would facilitate recall more than a neutral odor or no odor. It was also predicted that switching pleasant odors from the learning session to the recall session would result in poorer recall than using the same odor in both sessions.

[1F2] Effects of Varying Person-centered Teaching on Sense of Coherence. **William T. Hankins.** Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, Indiana.

Undergraduate students enrolled in Introductory Psychology and Humanistic Psychology classes at I.U.P.U.I. took a battery of three tests: the Myers-Briggs Type Indicator (MBTI), the Orientation to Life Questionnaire, and the Personal Orientation Inventory (POI). These tests were administered at both the beginning and end of the Fall 2000 semester. Our first hypothesis is that progressively person-centered class experience, as expressed by differences in two courses, will lead to greater changes in personality measures of time coherence. Secondly, we hypothesize that students in more advanced personality classes will tend to exhibit MBTI Feeling, Intuition, and Perceiving dimensions more so than students in more introductory classes.



[1F3] Explanation Based Decision-Making: How Jurors Make Decisions. **Amber C. Christ**. Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

The theory of explanation based decision-making states that when given a list of evidence, an individual will create a story to make a decision about the evidence and will be more likely to recognize statements that support that decision. With this theory in mind, the present study examined the effects of expert testimony on juror decision-making. Seventy-two college participants received a court case of 100 statements to read including expert or non-expert testimony with guilty and not-guilty statements and then were asked to select a verdict. They then completed a recognition test that included statements they had read in the case and new statements they had not seen before. It was hypothesized that participants would recognize old and new statements that supported their verdict more than old and new statements that did not support their verdict. It was also hypothesized that participants' verdicts would reflect the expert witness testimony and they would recognize the expert testimony statements more than the non-expert testimony statements. Expert testimony had no effect on verdict, but participants recognized old statements that supported their verdict more than old statements that did not support their verdict.

[1F4] Personality Factors that Predict First Time College Freshman Dropout Rates: An Assessment for Admission. **Ellen Jones, Christina Irvine, Jeremy Wilson, Nathan Quick, & Mark Burton**. Sponsored by Dr. Michael Boivin. Indiana Wesleyan University, Marion, IN 46953.

In the realm of Higher Education, there are specific criteria a student must complete in order to be eligible for admission. Most students must complete their SAT, ACT, or GRE in order to be accepted into any college or university. The student's GPA or other comparative scores (i.e., class rank) are considered before admission to college is granted. Within our research study, we question the validity of basing the admissions process solely on these quantitative measurements. Although these measurements (SAT, ACT, GRE...etc.) are indeed critical in assessing a student's admission to college, we argue that there are other enduring measurements that should be considered as well. These measurements include the following: The 16-PF, The College Student Inventory (CSI), The Spiritual Well-Being Scale, and The Hope Scale. Within our study we asked three basic research questions: 1. Do the global factors of the 16-PF reflect a pattern among "at risk" college freshmen? 2. What is the retention rate for these "at risk" students profiled by the 16-PF? 3. In what way can these measurements be implemented into the admissions process in order to develop a more efficient way of assessing prospect students? Our results have shown a significant relationship between the global factors of the 16-PF and the CSI scores that determine "at risk" students.

[2A1] Evoking Empathy Using First-Person and Third-Person Accounts in an Application of the Empathy-Altruism Hypothesis. **Joseph M. Sonenshein**. Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

The effects of a first-person account of distress versus a third-person account on empathy felt by the reader were investigated. Participants read either a first or a third-person account of a young adult whose parents had recently died. Accounts were presented with and without perspective taking directions. Participants who read a first-person account were expected to empathize more than those who read a third-person account. Participants reported empathy levels on a Likert-type scale. In a test of C.D. Batson's (1987, 1991) empathy-altruism hypothesis that posited that empathy evokes altruistic motivation to help, participants received the opportunity to volunteer to help the young adult. Participants who showed greater empathy were expected to help more. Neither hypothesis was supported, but results suggest that empathy evoked by first-person accounts rendered objective directions ineffective.

[2A2] The Effect of Birth Order on Academic Achievement. **Meaghan Emond**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The effect of birth order on the academic achievement of 30 first graders was examined by collecting each student's archived grades and where they fall in their family structure. Academic achievement is defined as the grade that the student received. The grades of students of different birth orders were then compared to determine if there is a relationship between these variables. The hypothesis that first-born students have the highest levels of academic achievement was given support in the data.

[2A3] The Effect of the Presence of a Model in an Advertisement on the Purchase Motivation of College Students.

**Christopher Shultz.** Sponsored by Dr. James O'Neill. Madonna University, Livonia, MI 48150.

Inspired by John Watson's application of behavioral psychology to marketing, researchers in the 1960s found that the presence of a model within a print advertisement will raise the perceived value of a product, as opposed to the exact same advertisement without the model present. However, in the time since the original study people have been exposed to this type of advertisement for almost every product that they have purchased at one time or another. The purpose of this study was to test the results of the original study to find if people have been desensitized to this type of advertising technique. Participants will be randomly assigned to two groups, each seeing identical advertisements other than the presence of a model. The participants will then complete a questionnaire that asks them to rate varying aspects of purchase motivation. Currently the data collection is being conducted, with completion of all aspects of the study expected to occur on March 30, 2001. It is expected that those who see the advertisement that includes the model will respond with a higher level of purchase motivation, compared to those who view the advertisement that has no model.

[2A4] The Effects of Pregnenolone on Neurodegenerative Disease in Rats. **Ryan Smith, Danielle DeLassus, Monaj Mohan, Maureen Sheikh, & Chris Bloom.** Sponsored by Dr. A. Michael Anch. St. Louis University, St. Louis, MO 63108.

Taiep (an acronym for tremor, ataxia, immobility, epilepsy, and paralysis) rats are a myelin mutant strain of Sprague Dawley rats that are unique in that they live nearly full term, making them useful for intensive long-term studies of their myelin mutation. Recently, a new measure known as the splay angle has been used to assess neurodegenerative disease in rats such as the taiep rat (Powell et al., 1999). Additionally, significant improvement of locomotor activity in the taiep rat has been observed in our lab following pregnenolone sulfate injections (Bloom et al., 2000). The current study used the splay angle to assess the effects of pregnenolone sulfate on neurological impairment in the taiep rat. Methods: Four female taiep rats were injected subcutaneously once a day following weaning for two months. Two rats were administered pregnenolone sulfate (1mg/kg) in a .1% ethanol vehicle, and the control group received saline in a .1% ethanol vehicle. Following one month of injections, animals were tested using the splay angle test. Animals were tested every 7 days following this initial splay angle test. Results: Individual trials per day were analyzed using a 2x3 factorial ANOVA. Our preliminary analysis found angle both and linear splay to be approaching significance when analyzed for week by condition ( $p = .055$  and  $.054$  respectively). We expect this trend to continue and to see significant results for angle both and linear splay, with angle both and linear splay larger in the saline control group as the animal age and their neurodegenerative disorder progresses further.

[2B1] Personality Correlates of Career Decision-Making Self-Efficacy in College Students. **Shauna M. Hunt & Jennifer L. Burt.** Sponsored by Dr. Cyndi McDaniel. Northern Kentucky University, Highland Heights, KY 41099.

The Career Decision-Making Self-Efficacy (CDMSE) Scale measures an individual's belief that he or she can successfully complete the tasks necessary to make career decisions. Numerous studies using this scale have shown that CDMSE is inversely related to career indecision, suggesting that one reason individuals may have difficulty making career choices is that they lack confidence in their ability to do so. Research has also indicated that CDMSE is related to global self-esteem, locus of control, trait anxiety, and fear of commitment. This paper describes research designed to examine the relationship between CDMSE and the "Big Five" personality factors of conscientiousness, agreeableness, neuroticism, openness, and extraversion. Analyses were performed on two data sets, one made up primarily of college freshman in introductory psychology courses and the other consisting of mainly junior and senior psychology majors enrolled in upper level psychology courses. CDMSE was related to all five personality factors in both data sets with the correlations generally stronger among the psychology majors. The correlations were positive for the personality traits of conscientiousness, agreeableness, openness, and extraversion and negative with neuroticism. In addition, CDMSE was found to be positively correlated with both situational and dispositional hope, but unrelated to GPA, hours earned, or ACT scores.

[2B2] Attitudes Toward Euthanasia: A Cross-Cultural Study. **Kari L. Braden.** Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Euthanasia comes from the Greek "eu" and "thanatos," meaning "the good death." Many people are trying to attain "the good death" with the help of their doctors and others. Although some studies have been conducted on attitudes toward euthanasia, there is a notable lack of research in this area. My study is designed to address this need; specifically, I will examine and compare attitudes toward euthanasia among American, Dutch, and Mexican college students. Results are expected to show that Dutch students have a relatively positive attitude toward euthanasia, Mexican students have a negative attitude, and American students have mixed views.

[2B3] Emotional Intelligence and Parenting Style. **Matthew T. Twehues**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The study analyzed the relationship between 50 subjects' emotional intelligence (EI) and the predominant parenting style with which they were raised. Subjects' ages were from 16 to 37 years. Both a parenting style survey and an EI test were administered. The EI test measured the five fundamental factors of emotional intelligence, including recognition of intrapersonal emotions, recognition of interpersonal emotions, adaptability, stress management, and general mood. Pearson's correlation was used to determine the relationship between subjects' emotional intelligence and parenting style. Subjects' EI score was found to have a strong positive correlation with the authoritative parenting and a strong negative correlation with the permissive-indulgent parenting style.

[2B4] The Effect of Time on Memory Reconstruction. **Rachael L. Parker**. Sponsored by Dr. James O'Neill. Madonna University, Livonia, MI 48150.

Reconstructed memories are invalid memories produced by a variety of factors, including the presence of invalid retrieval cues. Previous research has shown that memory decays over time without rehearsal, but it is not known if reconstructed memory persists over time. It was hypothesized that reconstructed memory will occur more over time. As part of a larger study on memory 95 college students were asked to memorize 14 words within a minute and recall the words on a blank sheet. To measure reconstructed memory the participants were asked to recognize the test words from a list containing the test words and 3 non-test words. The reconstruction test was re-administered one week later to measure change in reconstructed memory. Change in reconstructed memory will be tested statistically using the Wilcoxon test. Results will be completed by late March.

[2C1] The Destructive Effects of Noise on Learning. **Cristalle D. Maraman**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The effect of noise on learning and recognition was investigated with distracting hallway noise during a testing situation. Two groups of 15 students each were given a list of 50 obscure facts to review for a period of 15 minutes. Both groups were then given identical multiple-choice tests of 20 questions. The control group did not experience any applied noise and the classroom door was closed during their test taking. The experimental group, however, experienced loud, distracting noise in the hallway outside the classroom with the door was left open. The hypothesis that the experimental group would achieve lower scores on the test than the control group was supported with the control group's scores significantly higher than the experimental group's scores. Future studies may need to explore the harmful effects of noisy distractions and professors talking during test taking.

[2C2] Using Drawings to Analyze the Effect of Violent Cartoons on Children. **Michelle Campbell**. Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

This study investigated the effects of viewing an aggressive versus non-aggressive cartoon on 1st and 2nd graders by analyzing 1- and 2-person drawings. Ten boys and 10 girls, ranging in age from 6-8 years old, were assigned to either the aggressive cartoon group, which viewed an episode of Tom and Jerry or the non-aggressive cartoon group, which viewed an episode of Winnie the Pooh. Each participant then completed both drawings. Three judges scored each drawing for the presence of certain aggressiveness indicators. Participants in the aggressive group did have higher aggressiveness scores than participants in the non-aggressive group; however, this difference was not statistically significant. It was also found that boys had significantly higher aggressiveness scores than girls.

[2C3] The Influence of Personality and Hemisphere of Pictorial Presentation on the Detection of Emotions. **Matthew T. Haverstick**. Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

Twenty participants completed an introversion/extroversion scale and then observed emotionally laden pictures which were presented rapidly to either the left visual field or the right visual field via a computer monitor. Using a reaction time format, participants pressed (P) when the stimulus was positive and (N) when the stimulus was negative. A preliminary examination of the data suggests that negative emotions are detected more rapidly when the picture is in the left visual field and positive emotions are identified more rapidly when pictures are in the right visual field. It also appears that introverts identify negative pictures faster than positive pictures, and that extroverts identify positive pictures faster than negative pictures.

[2C4] The Relationship between Amount of Exercise and Level of Self Esteem. **Mary Beth Atcher**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

This study examined the relationship between amount of exercise in 30 adults and their level of self-esteem. Male and female subjects were given a survey to determine their level of self-esteem and the number of hours per week they spend actively exercising. Correlation analysis on these measures revealed a significant positive linear relationship between the subjects' level of self-esteem and amount of exercise. Implications of the relationship are discussed.

[2D1] Story Recall as a Function of Background Music. **Jessica K. Witham**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The effects of different types of background music on recall of a story were investigated. Participants read a passage about the dangers of using cell phones while driving while they listened either to heavy metal music, classical music, pre-recorded air time from a local radio station, or in silence. They were then asked to answer five questions about what they had read. Results are expected to show the highest recall scores for the silence group, followed by the classical music condition, the heavy metal condition, and the prerecorded radio air time, respectively. Results are expected to support previous research that suggests that listening to background music while studying is not beneficial to students.

[2D2] Influence of Subliminal Perception on a Simple Behavioral Choice. **Joshua P. Richey & Peter M. Speziale**. Sponsored by Dr. Charles Blaich. Wabash College, Crawfordsville, IN 47933.

The purpose of our study is to determine whether subliminal stimuli can influence the choices that participants make. There is evidence that subliminal stimuli can influence behavior. Abrams, Richard, & Greenwald (2000) found that subliminal stimuli can prime semantic recall. Abrams et al. primed participants by presenting them with series of words and nonsense syllables. The duration of the presentation was so short that participants could not identify the stimuli. In subsequent testing, Abrams et al. found that participants were more likely to recall both words and nonsense syllables that resembled the priming stimuli. In the present study we asked participants to fixate on a computer screen to read a set of instructions and then to concentrate on four different playing cards. While they fixated on the screen, either the word "pen," "pencil," or the nonsense syllable "lonk" was flashed on the screen for 1 msec. The stimuli was presented three times during the course of the experiment, at 5 sec intervals. Although participants were asked to choose a particular playing card, the dependent measure was whether they choose a pen or pencil to complete their survey. Our preliminary results indicate that there was no significant influence of the subliminal priming stimuli. .

[2D3] My Style, Your Interpretation: How Does Dress Affect First Impressions. **Danielle Sobkowiak**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

Clothing is viewed as an expression of feelings, an indicator of social position, and an outward result of someone's personality. Keeping this in mind, the purpose of this study was to determine the extent to which dress affects the way others perceive them. There were six dress styles used and seven characteristics associated or not associated with a target man and woman, each dressed in the six styles. Results indicate that the style of dress wasn't the only significant relationship between style and perception. There was a significant relationship between participant gender and perception and model gender and perception. The significance of the research and possible directions to take the research are discussed.

[2D4] The Relationship Between School Type and Academic Preparedness. **Jonathan D. Frank, & Daren O. W. Norris**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

The purpose of this study was to compare how different types of high schools prepared students for college. A survey was conducted on 205 undergraduate students at a small liberal arts university in the Mid-west. The survey was composed of questions regarding ethics, stress management, social/relational, and adjustment. Information regarding the students' academic performance was also collected. Results showed no significant difference in academic performance, measured by college GPA, between the school types. However, differences were found in two of the four social areas. Public school graduates scored significantly higher in the social/relational category while private/Christian school graduates scored higher in stress management.

[2E1] Is This Seat Taken?. **Jessica Hubbard**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

Forty-eight University of Southern Indiana students, ages 18-24, participated in a study designed to show the effect of gender on personal space. The students were haphazardly selected, and their personal space was violated. Their reactions were rated on a Likert Scale from 1 to 5, 5 being the most uncomfortable. The students were also asked to rate their comfort level on a scale from 1 to 3, 3 being the most uncomfortable. Results from this study rejected the research hypothesis that the reactions of males and females will differ when their personal space has been violated.

[2E2] Leadership As A Function of Sibling Relationships. **Tamara J. Stanley**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

This study investigated the possible correlation between leadership skills and sibling relationships. Participants completed a self-report leadership survey and a self-report sibling relationship survey. It is expected that the survey scores will be positively correlated, suggesting that people who have healthy relationships with their siblings are more likely to demonstrate positive leadership skills.

[2E3] Personal and Social Characteristics of Isolated Adolescent Females. **Malissa M. Pettit, Dawn K. Emigh, Alice L. Mendoza, & Maria M. Diaz**. Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

The personal and social characteristics of 288 high school age adolescent females varying in their degree of isolation from school peers were surveyed. There were marked differences between the young women who defined none or few school-based associations (isolates) and those who identified some or many (non-isolates). Isolates reported lower self-appraisal scale scores, less liking of classmates, more detentions, higher willingness to take risks, and lower evaluations of their physical appearance. No differences were noted between survey participants from single parent and dual parent households. The established differences between isolated and non-isolated adolescent women provide a basis for re-evaluating counseling approaches in school-settings and considering policies for encouraging greater involvement in school-based activities.

[2E4] Children and Drug Therapy for Behavior and Mental Health Problems: Overmedicated or Undertreated?. **Katie Lowe, Naomi Frank, & Nicolette King**. Sponsored by Dr. Charles Dolph. Cedarville University, Cedarville, OH 45314.

A multifaceted question is whether children with behavioral and mental health problems are being overmedicated or undertreated. In recent years, the medication of children with psychiatric disorders has become a controversy involving the whole country and to some extent the whole world. Some view that children are overprescribed medication while others view that children with behavioral disorders are not getting the treatment needed. Methods used to research this topic included a review of 100 professional journal articles/research pertaining to ADHD, depression, and other behavioral and mental disorders in children. Although no research has proven conclusive, there seems to be both over and undermedication for ADHD and other behavioral or mental disorders in children depending on the community. Medication seems to be the easiest option, though might not always be the most effective. Although medication is a temporary fix for these disorders, most drugs have not been thoroughly tested for children, yet they are frequently being prescribed. It is important that there is a combination of medical and other therapy treatments for children as many times there is more than one problem that the child is facing. To combat this inconsistency, better diagnoses and increased knowledge/utilization of treatment options are needed.

[2F1] Effect of Similarity in Tasks on Equal Priority Performance. **Andrew J. Krum**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

The complexity of attention models requires testing of specific components that lie within the model. Thirty male college students participated in a study of one such component. Structural similarity, an important mechanism within the multiple-resource theory, was tested by means of time-sharing performance on two types of dual-tasks of equal priority. The baseline for the tasks' resource demand was established by comparison to single-task performance. The task performance is likely to decrease from single-task to dual-task situation. This dual-task decrement changes as a function of structural similarity between the two tasks, i.e., the decrement is likely to increase from structurally dissimilar tasks to structurally similar tasks. Recommendations concerning utilization of time-shared tasks for tasks at various levels of structural similarity were made based upon results of the current study.

[2F2] Moral Development: Adult Students vs. Traditional Students. **Abby O'Brien, Laura Nicholson, & Delena McCarty.** Sponsored by Dr. Michael Boivin. Indiana Wesleyan University, Marion, IN 46953.

The moral development of adult students at Indiana Wesleyan University will be compared to two sub groups of traditional students at the same institution. A questionnaire constructed by Mark Patton, Associate professor of Business and Management at Indiana Wesleyan University will be used to evaluate the students. The questionnaire will be given to adults enrolled in the Adult and Professional Studies business program as well as traditional students enrolled in a General Psychology class and to traditional students with a declared Business major. The student's age, major and classification are anticipated to be important factors in the study and the expectation of the final results is that the adult students, because of their longer life and greater number of life experiences, will score higher on the moral development measure than will the traditional students.

[2F3] The Effects of Exercise-induced Arousal on Cognitive Abilities. **Brent M. Schmidt.** Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The effects of exercise-induced arousal on cognitive abilities was investigated. Participants were randomly assigned to perform jumpingjacks for 3 minutes or to sit quietly for 3 minutes. Then all participants completed a test consisting of 5 logic, 5 math, and 5 English questions. Results are expected to support previous research that demonstrated improved cognitive abilities (higher test scores) when participants were in a state of increased arousal.

[2F4] Making Friends in a New Place: A Study of College Formed Male Friendships. **Jason Scheiderer.** Sponsored by Dr. Charles Blaich. Wabash College, Crawfordsville, IN 47933.

According to Dywer (2000), there are six factors that predict how and to what extent people become friends. These factors are proximity, similarity, physical attraction, reciprocal liking, complementarity, and competence. The more of these factors that are present, the stronger a friendship is likely to be. Stereotypically speaking, male friendships are not seen as being very close. This is probably related to three interference conditions—fear of intimacy because of homophobia, overly intense competitiveness, and the reluctance to share feelings because masculine self-identity (Bank & Hansford, 2000). In an all male student college environment it seems that these conditions would be ameliorated to some extent because men who decide to attend all-male college must deal with and confront these interference conditions before they matriculate. Thus, I hypothesize that male friendships that are formed at a single sex college will be stronger and meet more of Dywer's (2000) criteria than male friendships that are formed at coed institutions. I interviewed 15 students from coeducational and single sex liberal arts institutions. During the interview, participants were asked a variety of questions about their beliefs, the openness of their friendships, and activities they share with friends, and then given the Friendship potential survey (Dawley, 1980). Three independent raters observers scored the interviews based on nine criteria—Dywer's six friendship factors and the three interference conditions. The friendship factors are expected to be higher at the all male college, while the interference conditions are expected to be higher at the coed institutions.

[3A1] Helping Behavior Responses Toward Alternative and Normative Dress. **Emily Palaisa, Tracy L. Myers, Monica M. Wolking, & Ashley R. Canary.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The helping behavior of 32 males and 28 females was investigated using manipulation of dress of researcher as the independent variable. Two styles of dress were used: Gothic and "All-American." Researchers stood by two different pay telephones on two different days in the activity center of a large public university and asked passers-by if they could borrow a quarter to make a phone call. A z-test for independent proportions demonstrated little difference between the number of individuals who gave a quarter under the two dress conditions. This result is discussed in relation to the difficulty of experimental control in such field research.

[3A2] The Effect of Stereotypes on Female Math Performance. **Susan Conley & Greg Pratt.** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

Previous studies have shown that stereotypes can be activated unconsciously. M. Inzlicht & T. Ben-Zeev (2000) tested female college students for math and verbal ability in a same sex group, or a mixed sex group. They found that the mere presence of a male was associated with lower math performance in female college students, whereas verbal ability was not affected. Our experiment replicated this study and investigated whether gender stereotypes could be activated for a test of visual spatial ability as well. Our hypothesis is that the presence of a male will inhibit math and visual spatial performance of female college students due to the activation of a negative stereotype.

[3A3] The Effects of Physical Attractiveness on Juridic Judgment. **Christina A. Zimmerman**. Sponsored by Dr. Charles Meliska. Univeristy of Southern Indiana, Evansville, IN, 47712.

Differences in physical attractiveness are obvious in everyday life. Whether these differences have an effect on our behaviors, especially involving judgments in judicial cases, is worth considering. To test the possibility of an attraction leniency effect in a jury's judgments, we studied criminology students' responses to pictures of either an attractive or unattractive female defendant charged with committing either a burglary or a swindle. We asked the participants to assign a term of imprisonment to the unattractive and attractive defendants. We found that men assigned significantly longer sentences to the unattractive defendants than to the attractive defendants. In contrast, women gave equally long sentences to unattractive and attractive defendants. Contrary to expectation, the attractive swindler did not receive a longer sentence than the other defendants.

[3A4] A Study of the Influence of the Augmentation of Sensory Inputs on the Diastolic Blood Pressure Observed through a Video Game. **Bryson Renbarger, Josh Banks, Justin Dirig, & Kerrance Chandler**. Sponsored by Dr. Charles Blaich. Wabash College, Crawfordsville, IN 47933.

Bongard et al. (1998) found that heart rate and blood pressure were elevated in participants who played video games. Our research also focuses on the influence of video games on blood pressure. We hypothesize that as we increase the number of different kinds sensory input, participants will become more involved in the game and therefore experience increasingly elevated cardiovascular responses. To test our hypothesis, participants were asked to play a first person shooter video game with three different levels of sensory feedback—visual only, visual and auditory, and visual, auditory, and tactile. We randomly order the presentation of sensory inputs for each participant, giving each one trial at each of the three levels of sensory feedback. If our hypothesis is correct we expect participants who receive a combination of visual, auditory and tactile feedback to exhibit the highest levels of blood pressure and the participants who received only visual feedback will have the lowest blood pressure levels.

[3B1] Change in Early Adolescent Self-Appraisal; What a Difference a Year Makes. **Scott A. Oostman, Karen M. Jensen, & Regina R. Seren**. Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

Approximately 150 male and female students from an ethnically diverse junior high school in a poor, small industrial mid-western city completed a brief, relatively comprehensive survey questionnaire as seventh and, one year later, as eighth graders. The participants, ranging in age from 12 to 15 years, also completed a Self-Appraisal Scale (S-AS) and a brief risk-taking inventory as part of the survey. Group differences related to grade level and gender obtained on the Self Appraisal Scale scores, willingness to engage in risk-taking and other indices of the adolescents' self-expression. The degree of self-described isolation from their school peers moderated the extent of these differences.

[3B2] Examination of the Effect of Caffeine on Test Taking Performance. **Ashley R. Canary**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The study examined the effect of caffeine on test taking in a school setting. Thirty subjects were asked to complete an exam consisting of Graduate Record Exam (GRE) study questions. In addition, subjects were given a diagnostic evaluation to determine the amount of caffeine they daily ingested. Participants were divided into two groups, high and low daily caffeine intake, and then they were randomly assigned to control group receiving no caffeine, a treatment group receiving moderate caffeine, and third treatment group receiving high caffeine. Analysis of variance was performed to test the hypothesis that large amounts of caffeine are detrimental to test taking performance.

[3B3] Tolerance of Diversity at a Homogeneously Populated University. **Melissa M. Szerletich**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

Twenty subjects participated in a quasi-experiment in which they were given half of a questionnaire as a pretest and the other half as a post-test to seeing a video about diversity on the campus of a small, private, liberal arts college in an urban environment. Tolerance of diversity was measured using the questionnaire and the scores were compared to test the hypothesis that introduction of diversity information can produce a change in individual's tolerance to minority groups, at least temporarily.

[3B4] The Effects of Victim Age and Crime Type on Eyewitness Confidence-Accuracy Relations. **Leslie M. Swanson**. Sponsored by Dr. Caridad Brito. Eastern Illinois University, Charleston, IL 61920.

The goal of the investigation was to determine whether a victim's age and the type of crime committed against that victim affect eyewitness accuracy and confidence judgements. Participants completed a questionnaire after viewing each of six video clips depicting six different scenes; each scene represented a condition: elderly victim/non-violent crime, elderly victim/violent crime, teenaged victim/violent crime, college-aged victim/non-violent crime, elderly target/everyday scene, college-aged target/everyday scene. The questionnaires measured the accuracy of participants' answers to questions similar to those used by the police when questioning eyewitnesses. Initial analyses indicate differences in responses to the young and elderly conditions.

[3C1] Motivational Factors Influencing Music Participation. **Michelle C. Croft**. Sponsored by Dr. Caridad Brito. Eastern Illinois University, Charleston, IL 61920.

The purpose of the study was to determine if there are differences in motivational factors between music majors and non-music majors, as well as between instrumentalists and vocalists. A fifty-item questionnaire was given to 225 undergraduate students who were participating in an academically credited ensemble. The survey contained items pertaining to motivational factors such as social, affective/aesthetic, creative, sensuous, and technical influences. There were significant differences between the music majors and the non-majors ( $p < .001$ ) for all factors except for the social influence. There were also significant differences between the instrumentalists and the vocalists ( $p < .001$ ) on the creative and social factors. The recruitment and the retention of non-music majors in music ensembles.

[3C2] Effects of Movies Scenes and Social Groups on Blood Pressure. **Marc D. Rowe, Timothy K. Buehner, & Charles Roberts**. Sponsored by Dr. Charles Blaich. Wabash College, Crawfordsville, IN 47933.

There is evidence that exposure to different kinds of movies can alter blood pressure (Exton, et al., 2000; Harrison, et al., 1999). There is also evidence that that the social context influences blood pressure (Gallo, Smith, & Kircher, 2000). Based on these studies, we hypothesize that placing subjects into a group setting will enhance the increases in blood pressure normally associated with viewing erotic or violent material. We used a 2 X 2 factorial design with movie content (erotic or violent) and social context (group or individual) as our two independent variables. The movie we used for our violent scene is a 12-minute clip from the movie Scarface. The movie we used for our erotic scene was a 12-minute clip from the movie Color of Night. For the group setting, the participants viewed the movie in the presence of two confederates in addition to the experimenter. In the alone condition, participants viewed the movie only in the presence of an experimenter who was outside of the participant's visual field. We measured blood pressure three times during the course of the experiment. The baseline measurement was made just after the participant had filled out an initial survey. We then measured blood pressure 5- and 10-minutes into the movie. If our hypothesis is correct, then participants who view the violent movie in the presence of experimental confederates should have the highest blood pressure.

[3C3] Memory for Information: Familiar Voice vs. Unfamiliar Voice. **Katrina Gramelspacher**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

This study posed the question whether information is better remembered if it comes from a familiar voice rather than an unfamiliar voice. Ps listened to two articles and took a test over each. The results indicated that the Ps did remember information better if a familiar voice rather than an unfamiliar voice spoke it.

[3C4] Gender Differences in Short-Term Memory. **Stefani A. Graves & Amber L. Goldsmith**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The short-term recall of 27 subjects (16 female, 11 male) was examined after presenting them with 15 objects on a sign-in table prior to test. Subjects were allowed to observe the objects for 25 sec. and then asked to list as many objects from the table as they could remember. Stimulus objects comprised three categories: Feminine items (e.g., tampon, lipstick), Masculine items (e.g., condom, bottle of beer), and Neutral items (e.g., keys, dollar bill). Analysis of overall recall and the recall of specific gender-related items revealed that females recalled a significantly higher number of objects than males and that both male and female subjects recalled more male-related items than female-related items.



[3D1] Establishing the Validity of a Psychology Majors Career Information Quiz. **Melanie E. Grindle, Ann K. Ransdell, & Cyndi R. McDaniel.** Sponsored by Dr. Cyndi McDaniel. Northern Kentucky University, Highland Heights, KY 41099.

This study attempts to establish the validity of a Psychology Majors Career Information Quiz (PMCIQ) designed to measure the level of career-related knowledge in psychology majors. This quiz could be used to evaluate departmental advising programs or courses in career planning in psychology. The PMCIQ has 15 items focusing on misconceptions commonly held by psychology majors concerning potential careers (e.g., Work experience in a clinical setting is more important than research experience when applying to clinical psych graduate programs.) Each item is rated on a five-point scale ranging from "confident it is false" to "confident it is true." To assess its validity, the PMCIQ was given to three groups of students: (a) psychology majors who had completed a career planning course in psychology, (b) psychology majors who had not had such a course, and (c) non-psychology majors. All the students were enrolled in upper level psychology courses. As expected, majors who had completed the career planning course in psychology ( $M = 41.8$ ) scored higher ( $p < .01$ ) than those who had not ( $M = 34.7$ ), while the scores of non-majors ( $M = 32.4$ ) were the lowest ( $p < .05$ ). To further assess its validity, PMCIQ scores were correlated with scores on the Psychology Majors Career Information Survey (PMCIS), an instrument that measures self-perceived career knowledge (e.g., I know how to go about preparing for, selecting, and getting admitted to graduate school.) As expected, scores on the PMCIQ and the PMCIS were correlated significantly ( $p < .05$ ) among psychology majors with and without the careers course ( $r = .39$  and  $.42$ ), but were unrelated among non-majors ( $r = .03$ ).

[3D2] The Effect of Cross-Cultural Experience on Levels of Bias among College Students. **Katie B. Kepner & Rachel M. Heffield.** Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 54314.

Racial and cultural bias are key social issues. They have been through history. This study aims to identify the effect of prolonged immersion in a foreign culture on the racial attitudes of Caucasian American university students. For this study Caucasian university students are randomly selected to complete a prejudice indicator, in the form of a survey. The results are then analyzed. This research endeavors to discover how cross-cultural experience compares with other methods of bias reduction, such as education about minority groups and integration. It also examines to what degree cross-cultural immersion experiences effect levels of racial bias. Results show that there is a correlation between the amount of time spent cross-culturally and the amount of racial bias indicated.

[3D3] The Role of the Visuo-Spatial Sketch Pad in Mental Arithmetic. **Jennifer A. Slezak.** Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

The present study investigated the role of the visuo-spatial sketch pad subsystem of working memory in performing mental arithmetic. Participants were 48 college students. Each participant completed 3 conditions: single-task, dual-task visual, and dual-task spatial. In the single-task condition, participants mentally summed 15 strings of two-digit numbers. In the dual-task visual condition, participants summed 15 strings of numbers while looking at a series of images on a television screen. In the dual-task spatial condition, participants mentally summed 15 strings of numbers while drawing geometric shapes on a piece of paper. A repeated measures ANOVA revealed significant results. Participants made more errors in the dual-task conditions than in the single-task condition, giving support for the involvement of the visuo-spatial sketch pad in mental arithmetic. Additionally, mean scores from the visual and the spatial conditions differed significantly, indicating that perhaps the visuo-spatial sketch pad is composed of two separate systems. Further research should be conducted to build support for the involvement of the visuo-spatial sketch pad in mental arithmetic and to investigate whether the visuo-spatial sketchpad is composed of two separate systems.

[3D4] Does Alcoholics Anonymous Work: A Comprehensive Review. **Alicia J. Marsh, Rebecca Schoonover, & Sarah Graham.** Sponsored by Dr. Charles Dolph. Cedarville University, Cedarville, OH 45314.

There are an estimated ten million alcoholics in the United States alone. When a person wishes or is ordered to break free from this addiction, what is their best choice in the wide variety of treatments available? Through a detailed study of 78 previously published articles concerning Alcoholics Anonymous, the authors investigated this method of treatment for effectiveness. It was determined that while Alcoholics Anonymous works for approximately half of those who enter, its effectiveness is largely due to the motivation of those individuals. For those who truly desire to quit and are willing to subscribe whole-heartedly to the beliefs of Alcoholics Anonymous, it is a highly successful program, but for those who have been court ordered into it or who do not embrace the beliefs, then it is less effective. Other factors contributing to the overall effectiveness of Alcoholics Anonymous were also studied.

[3E1] Differences in Explanatory Styles of Christians and Non-Christians. **April Watson & Leah Ziegenfuss**. Sponsored by Dr. Charles Dolph. Cedarville University, Cedarville, OH 45314.

The purpose of our study was to compare varying optimism/pessimism inventories. We administered three measures of optimism and pessimism, including Martin Seligman's Learned Optimism Scale (1998), the Life Orientation Test - Revised by Dr. Michael Scheier and Dr. Charles Carver (1994), and the Trait Meta-Mood Scale by Dr. Peter Salovey (1995), to fifty-three college age students from Cedarville University in Ohio. We hypothesized (based on previous self-testing) that the results of the optimism/pessimism measures would be inconsistent for each individual. Results correlated with expected findings, but also led to questions that need to be addressed by further research on this topic. Results yielded significant discrepancies on one subscale of Seligman's inventory with other above-mentioned measures of optimism/pessimism. This conclusion leads us to wonder if our subjects scored pessimistically based on their Christian affiliation. Future research includes conducting this research design at a secular university in order to determine if students' religious convictions confounded their degrees of evaluated optimism.

[3E2] Phytoestrogen Effects on Development and Handedness in Rats. **Jessica Johnson, Josh Alexander, Tiffany Wood, & Abbey Hess**. Sponsored by Dr. John Lakey. University of Evansville, Evansville, IN 47714.

Phytoestrogens, which act much like sex hormones, are plant derived estrogens primarily found in soy. Vegetarian diets rely on soy as a primary source of protein and in turn receive high amounts of phytoestrogens in their diet. Fetal exposure to high amounts of phytoestrogen may cause abnormalities in development, sexual development in particular. It has been shown that hand preference may be related to levels of sex hormones in the body, and may therefore be effected by high levels of estrogen during development. This study analyzed handedness of adult male and female Sprague-Dawley rats exposed to high levels of phytoestrogens during early development. The data was analyzed using a 2x2 factorial ANOVA with dam's diet and gender as independent variables.

[3E3] Epileptiform vs. Sleep Spindle Activity Using Clonazepam as a Vehicle. **Maureen Sheikh & Michael Morrissey**. Sponsored by Dr. A. Michael Anch. St. Louis University, St. Louis, MO 63108.

Recently, a body of literature has identified an additional stage of sleep in rats, cats, and mice. The majority of these studies focus on the identification of an Intermediate Stage (IS). IS has been defined as consisting of thalamo-cortical spindle oscillation in the 5-15 Hertz (HZ) range with a low frequency hippocampal theta rhythm. The purpose of this study was to differentiate between normal thalamocortical sleep spindles (SS) and seizure activity in rat sleep. There are inconsistencies in the sleep literature in defining what constitutes SS in rat sleep, and our hypothesis was that the amount of SS activity can be grossly overestimated if the distinction between SS and seizure spindles is not made. This distinction is important as much of the literature identifying IS used seizure prone rats. The current study used taiep rats, a seizure prone myelin mutant strain of Sprague Dawley rats that are unique in that they live nearly full term, making them useful for intensive long-term studies of their myelin mutation. In this study, taiep rats were administered clonazepam, a benzodiazapine which should promote IS while decreasing seizures. Methods: In this study, 10 male taiep rats (6-12 months old) serving as their own controls were given a one-time .9 mg/kg dose of clonazepam via oral gavage one hour prior to the 24 hour recording period. Rats were given a one-week wash-out period and then administered a one time 25% ethanol dose via oral gavage one hour prior to recording. Each 24 hour sleep record was then scored visually and digitally. Results: The results of this study revealed that SS activity was significantly increased in the clonazepam condition vs. vehicle control ( $t= 2.573, p=0.012$ ). ES was significantly decreased in the clonazepam condition vs. vehicle control ( $t=3.269, p=0.002$ ). Discussion: This data supports the notion that there are differences between ES and SS activity in the rodent sleep/wake cycle. The results of this preliminary analysis may help to clarify inconsistencies in defining what constitutes a sleep spindle in rat sleep. This may also impact rat sleep stage scoring and computer programs currently designed to score rat sleep.

[3E4] Effect of Rhythmic Speed & Complexity on Perception of Time. **David Clapp, Nicole Mannis, & Elize Wessinger**. Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

Participants listened to fast and slow tempos created by metronome ticks or popular music. Before, during and after the ticks / music they estimated 10-second time intervals. A preliminary examination of the data suggest that while slow tempos were played, estimates of 10-second intervals were shortened. The data also suggest that upon the cessation of fast music, the perceived duration of 10-second intervals was lengthened, while the cessation of slow music shortened the perceived duration of subsequent 10-second intervals.

[3F1] How Much, How Often, How Many Does It Take? Perceptions and Behaviors Related to Binge Drinking of College Students. **Kimberly A. Muse, Maria N. Anderson, Shaun D. Howard & The Members of the TMC Experimental Design Class.** Sponsored by Dr. Maria McLean. Thomas More College, Crestview Hills, KY 41017.

In 1993, 1997 and 1999 the Harvard School of Public Health College Alcohol Study surveyed 14,000 students at 119 representative colleges in 39 states to assess drinking habits and attitudes. The present study compared Thomas More College students' drinking attitudes and practices to those schools in the Harvard survey. The current research also compared students' personal definition of binge drinking to the nationwide definition of binge drinking that has been adopted by the CDC, the AMA and the Harvard School of Public Health. Based on the literature, the researchers hypothesized that there would be a greater frequency of binge drinking among athletes than non-athletes, that there would be a greater frequency of binge drinking among those living in residence halls than among commuters, and that those having a stronger bond with their parents would have a higher frequency of binge drinking. It was also hypothesized that greater student involvement and more work outside school would be related to less binge drinking. Results of the survey are discussed in light of the hypotheses above.

[3F2] The Effects of Pregnenolone on Sleep in the Taiep Rat. **Danielle A. DeLassus, Nikki Bergmann, Wilsaan Joiner, & Maureen Sheikh.** Sponsored by Dr. A. Michael Anch. St. Louis University, St. Louis, MO 63108.

The taiep rat is a myelin mutant unique in that it lives to full term, allowing extensive study of its microtubular defect. In these animals there is both an initial developmental defect in myelination and a prolonged loss of myelin in the central nervous system (CNS), resulting in five neurological symptoms: tremor, ataxia, immobility, epilepsy, and paralysis. The demyelination affects the brainstem, an important area in the control of sleep. There are three stages of rat sleep, plus a wake stage. The three sleep stages are: low voltage sleep (LS), high voltage sleep (HS), and paradoxical sleep (PS). Because the systems most directly responsible for wakefulness and sleep are part of the CNS, it is reasonable to assume the taiep disease affects the sleep of the affected animals, for it is an affliction of the CNS. It has been found that taiep rats, in comparison to normals, display a significantly lower PS percentage and a significantly higher LS percentage (Anch & Laposky, 2000). It is hypothesized that pregnenolone, found in the CNS, will normalize the sleep of the rat, for there is evidence that this steroid hormone may play a role in the regulation of sleep. Methods: In the present study, two male taiep rats were injected subcutaneously (1 mg/kg) following weaning (around postnatal day 21) for 50 days with either a saline control or pregnenolone sulfate. At about 60 days of age, the taiep mutants underwent surgery in order to implant epidurally six stainless steel electrodes for the bioelectric recording of sleep. Results: Twenty-four hours of light period activity were visually scored from each 48-hour sleep record. The results of this study are expected to show a larger percentage of paradoxical sleep in the rats injected with pregnenolone.

[3F3] Dispositional versus Environmental Causes of Shyness. **Nicholas Guenzel, Milia Islam, & Stephanie Shelton.** Sponsored by Dr. David Jones. Westminster College, Fulton, MO 65251.

This study examined the origins of shyness, which has been defined as a reserved attitude and a hesitation to interact with others (Beidel and Turner, 1998). Shyness is important to study because it has been shown to have a major impact on mental and physical health, social interactions, and general contentment. The current project investigated environmental determinants of shyness. Based on earlier studies, it was anticipated that environment would have a significant impact on shyness. Sixteen male and 16 female mid-Missouri international students between the ages of 18 and 23 were surveyed using an adaptation of Berent's sociability questionnaire to obtain measures of shyness. The results show that the students have significantly more shyness in the U.S. than in their home country, indicating that the environment has a significant effect on shyness. In addition, no significant differences were found based on gender, length of time in the U.S., or country of origin.

[3F4] Vocational Identity in Psychology Majors. **Ann K. Ransdell**. Sponsored by Dr. James Thomas & Dr. Cyndi McDaniel. Northern Kentucky University, Highland Heights, KY 41099.

Career development involves two aspects: exploring career possibilities and deciding on a career path. In order to measure career development, we created the Career Exploration and Decidedness Inventory (CEDI), an instrument consisting of four items measuring career exploration and four items measuring career decidedness. The items are rated on a five-point scale ranging from strongly agree to strongly disagree. Using this instrument, it is possible to group students into the following four vocational identity statuses: Achievement, Moratorium, Foreclosure, and Diffusion. Individuals in the Achievement status are high in both exploration and decidedness, while those in the Moratorium status are high in exploration but low in career decidedness. Those in the Foreclosure status are high in career decidedness but low in exploration, while those in the Diffusion status are low in both career decidedness and in exploration. The purpose of this research was to establish the viability of this view of career development and the validity of the CEDI by comparing students in the four categories on a variety of variables. Psychology majors (n = 93) were grouped into the four identity statuses based on their CEDI scores and also completed questionnaires measuring career information, self concept clarity, career decision making self efficacy, and the "Big Five" personality factors. Students in the Achievement and Foreclosure statuses, both high in career decidedness, differed in terms of their career exploration, career information, self concept clarity, career decision making self efficacy, conscientiousness, and agreeableness. Those in the Moratorium and Diffusion statuses, both low in decidedness, differed in their levels of career exploration, career information, career decision making self efficacy, conscientiousness, and openness. In addition, students in the two statuses that are high in exploration, Achievement and Moratorium, differed in important ways. While both of these groups were high in career information, students in the Achievement status were higher in self concept clarity, career decision making self efficacy, and lower in neuroticism. These results support the viability of the identity status view of career development.

[4A1] The Effect of Being Supervised on Honest Behavior. **Stacy Embry, Jessica Korte, Christine LaCognata, Valerie Panknin, & Leslie Rynearson**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The honest behavior of 46 subjects was examined under three experimental conditions. Each subject completed an essay question after selecting a pen from a variety supplied. The three conditions under which essays were written were (1) experimenter present in the room, (2) experimenter outside of the room, and (3) experimenter not present. Results showed dishonest behavior under the third, experimenter not present, condition. This finding is discussed as well as improvements to better explore the relationship between supervision and honest behavior.

[4A2] Accuracy in Prediction Among Short-Term and Long-Term Friends: A Comparative Study. **Jessica R. Rothstein**. Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

The present experiment, conducted at Earlham College, examined the differences between same sex short-term and long-term friends. Using a questionnaire format, the subject's knowledge of their friend was measured. Stranger pairs were used as a control group. The questionnaire contained 25 questions: 5 factual, 10 attitudinal and 10 scenarios and tested prediction accuracy in all three categories. False consensus effect, or projections, as well as similarities between friends were also measured. Long-term friends were the most accurate in their predictions, however projected less often than short-term friends. No statistical significance was found between groups in the number of similarities. The implications of this study may lead to a greater understanding of the complexity of friendship.

[4A3] The Effect of Music on Test-taking Anxiety. **Rebecca A. Hoover**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

Thirty-six college students, 9 male and 27 female, participated in the study. The study was designed to determine if hip-hop, classical, or no music affected a student's test-taking anxiety within the hour prior to his/her test. The students were assigned to groups based on their answers on a questionnaire, which was compiled by the experimenter. In determining the effect of music on test-taking anxiety, participants completed the same relaxation rating scale, also compiled by the experimenter, both before and after listening to music. The results did not confirm the hypothesis. On the other hand, there were significant results found in two other statistical aspects. First, it was found that participants in the classical music group decreased significantly more in overall anxiety as compared to the hip-hop music group, which actually increased in anxiety. Secondly, it was found that the classical music group resulted in a significantly lower amount of test-taking anxiety on the second administration of the relaxation rating scale as compared to the no music group.

[4B1] Effects of Caffeine Tolerance and Sensitization in Critical Flicker-Fusion Threshold. **Megan S. Banet, Edward J. Petruso.** Sponsored by Dr. Charles Meliska. University of Southern Indiana, Evansville, IN 47712.

The present study was to determine the effect of tolerance and sensitization to chronic caffeine use, using critical flicker-fusion threshold as a measure of cortical arousal. Sixteen undergraduates (8 males, 8 females) recruited from the University of Southern Indiana were randomly assigned to either a low-caffeine conditioning group or a high-caffeine conditioning for five days prior to testing. Each group drank a Crystal Light Raspberry® flavored drink containing either a low dose (11.25 mg) or a high dose (48 mg for females, 64.875 mg for males) of caffeine. Participants were later tested to determine critical flicker-fusion threshold on four separate occasions after drinking spring water, Waterjoe®, the low caffeine dose Crystal Light Raspberry® drink or the high caffeine dose Crystal Light Raspberry® drink. CFF threshold was not affected by dose of caffeine ingested on the test days. Furthermore, contrary to expectation, no significant differences in CFF threshold were found between the low-caffeine and the high-caffeine conditioning groups, suggesting that tolerance to caffeine's stimulant effects had occurred -- but sensitization had not.

[4B2] Relationship between Existential Anxiety and Intimacy Ability. **Rhonda M. Payne.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The relationship between existential anxiety and intimacy ability of 75 participants was investigated. The Existential Anxiety Scale by Good and Good (1974) measured existential anxiety and the Intimacy Attitude Scale-Revised by Kumar and Treadwell (1983) measured the participant's ability to be intimate with another individual. Scores on the two variables were entered into a correlation analysis and support for the inverse relationship between existential anxiety and intimacy ability was revealed. Thus, there appears to be a relationship between existential anxiety and intimacy ability, but further research is called for to understand the relationship more fully.

[4B3] Eating Attitudes and Competitiveness. **Theresa M. Granger.** Sponsored by Dr. James O'Neill. Madonna University, Livonia, MI 48150.

Previous research has shown that unhealthy eating attitudes among college students are correlated with a variety of personality dimensions, including perfectionism and control. The purpose of this study is to test the relationship between eating attitudes and competitiveness because the researcher felt that competitive individuals, like perfectionists, seem to focus a lot on slimness. As part of a larger project on eating attitudes, a sample of subjects will be recruited from Madonna University Psychology classes and asked to complete a self-report questionnaire on eating attitudes and competitiveness. It is hypothesized that negative eating attitudes are correlated with high levels of competitiveness. Currently, data collection is in process, and the project is expected to complete by the end of March 2001.

[4C1] Gender Role Differences in College Students from One- and Two-Parent Families. **Brandi L. Hamlyn.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

Forty students from a small liberal arts university participated in a study of gender-role differences. Male and female college students from one- and two-parent families completed a questionnaire about their family structure and a modified version of the Bem Sex-Role Inventory. Scores of the relative androgyny of subjects were derived. An a priori hypothesis was that there would be a difference in personal gender roles between students from single parent and dual parent family types.

[4C2] Vocabulary and its Relationship to Educational Motivation. **Beverly Galovich.** Sponsored by Dr. James O'Neill. Madonna University, Livonia, MI 48150.

Much research has been done on the many factors influencing educational motivation. One aspect that seems to have been neglected is whether academic abilities, or lack thereof, influence educational motivation. Many students today are pushed through the educational system based only on their chronological age, with little regard for how well they have mastered the material. As students progress through the system they are faced with ever increasing challenges that may substantially outpace their abilities. Without the proper tools, these students will soon become frustrated and lose motivation. Using vocabulary as a measure of ability, this study attempts to show a relationship between vocabulary and educational motivation. A 37-item vocabulary test and self-report motivation questionnaire will be administered to 80 college students from a private university in the metro Detroit area. It is hypothesized that high vocabulary performance is correlated with high educational motivation.

[4C3] Differences in Career Preference with Age. **Matthew P. Borden & Stephanie M. Votrian**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

First and second career preference of two age groups were investigated. One group constituted 30 undergraduate students between the ages of 18 and 22. They received, completed, and returned a survey via email. The second group constituted 59 elementary school students between the ages of 8 to 10. They received, completed, and then returned their surveys to their teacher. Using the Chi-square statistic, support for a significant association between the age and first career preference was revealed; however, support for an association between age and second career preference was not. These results are discussed with respect to the need for further study to achieve greater generalizability of the differences between first and second career preferences among these age groups.

[4D1] The Effects of Religiosity and Loneliness on Scenario Judgments. **Leanne M. Allman**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

This experiment tested the predictions that religiosity and loneliness will be negatively correlated and that religiosity and loneliness would influence participants' judgments about a scenario depicting a church member either rejected or accepted by his congregation. Participants completed the Religious Orientation Scale and the Loneliness Scale, then read either the acceptance or rejection scenario, then completed a questionnaire related to the scenario. Results are expected to show that the Religious Orientation Scale scores and the Loneliness Scale scores are negatively correlated. Results are also expected to show that highly religious participants will assess the rejection scenario negatively and the acceptance scenario positively, while the opposite judgments will be made by less religious participants.

[4D2] Some Consequences of Domestic Violence; A Telephone Survey of Victims. **Christine M. Novak, Cindy R. Lenart, & Tiffany R. Bussie**. Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

A telephone survey conducted with over 200 clients recently served by a domestic violence advocacy unit produced results suggesting the benefits of post-abuse intervention and counseling. Despite survey follow-up, only sixty-two (62) victims could be contacted who responded to a 15-minute survey describing their experiences and the changes in their relationship with the abuser since the incident that brought them to the attention of civil authorities. Counseled victim-respondents reported an improvement in their relationship with the abuser compared to the non-counseled. Abusers who agreed to participate in counseling were more likely to remain in the relationship with their victims. Beyond the substantive findings, the study had to confront the methodological limitations of current-day telecommunication systems on conduct of surveys designed to address a sensitive topic. Call waiting, \* 69, and caller identification technology impeded making direct contact with many cases in the survey sample.

[4D3] Unilateral and Bilateral Brain Hemispheric Advantage on TPT and LVBST: Their Relationship to Styles of Religiosity. **Eun Kook Park & Shanon Roark**. Sponsored by Dr. Michael Boivin. Indiana Wesleyan University, Marion, IN 46953.

The TPT (Tactual Performance Test) and LVBST (Limited Vision Block Sorting Test) were administered to thirty-five undergraduate students. The purpose of the TPT was to determine the brain laterality of the participants while the LVBST was tested to measure cognitive abilities. In addition to these tests, the Boan's measurement of religiosity was also administered to reveal the religiosity styles of the participants: intellectual or affectual. An analysis was done to examine whether unilaterality was correlated with intellectual style of religiosity or bilaterality with affectual style of religiosity. (Taking into account that women are more likely to be affectual because they are more bilateral and men more intellectual because they are more unilateral.) Then, the results of the TPT and the Boan's measurement were correlated with the results of the LVBST; whether an intellectual style of religiosity meant that the participant had more advanced cognitive abilities.

[4E1] Religiosity in Relation to Unilateral and Bilateral Brain Hemispheric Advantage. **Jennifer Norman & Michael Gray**. Sponsored by Dr. Michael Boivin. Indiana Wesleyan University, Marion, IN 46953.

Undergraduate students at a Christian liberal arts university were tested for the presence of bilateral and unilateral hemispheric advantages using two tools that studied visual processing. Boan's Religious Expression Survey was also administered, resulting in three orientation groups: intellectual/doctrinal, affective/experiential, and a combination of these two styles. Sets were then compared to examine the relationship between styles of religiosity and hemispheric advantage. A predominately affective/experiential religious approach inferred a bilateral field advantage, whereas a unilateral field advantage suggested an intellectual/doctrinal style of religious expression, especially with the presence of a dominant left hemisphere. Religiosity is independent of cognitive ability, as shown through the comparable results of two measures of visual field processing.

[4E2] The Effects of Instructions on Recall of Objects and Pictures. **Aby L. Marcum**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The effects of incidental vs. intentional instructions on the recall of objects and pictures and their locations were investigated. Undergraduate students were randomly assigned to incidental or intentional instruction conditions. Equal numbers of males and females were placed in a room with a desk that had common objects and pictures located on it. Incidental instructions asked participants simply to wait in the room, while intentional instructions directed participants to memorize the pictures and objects, and their locations. Results suggest that intentional instructions increased the recall of pictures/objects and their locations among both men and women. Results also suggest that picture recall was significantly higher than object recall for all participants.

[4E3] The Effects of Priming on Word-Stem/Word Fragment Completion. **David Kunberger, Mark Burek, Jacob Goldstein, Chris Knoll, & Jeremy Vanscoy**. Sponsored by Dr. Charles Blaich. Wabash College, Crawfordsville, IN 47933.

Priming occurs when a brief exposure to a stimulus influence subsequent recall. The effects of priming have been observed to have lasted for long periods of time, up to 48 weeks or more (Cave, 1997). The purpose of our research is to test the effects of very brief priming exposure using two different kinds of recall tests. Participants were exposed to 80 compound words for one second per word. (The interval between words was less than one second.) They returned one week later and were given either a word fragment test or a stem completion test that contained the priming stimuli. The tests were graded on accuracy and the time taken to complete the entire test. We also administered tests to participants who did not view the priming stimuli. We hypothesize that there will still be an effect of priming on recall despite the brief exposure of the priming stimuli. Additionally, we hypothesize that priming will have a greater effect on word stem completion than fragment completion because word stems provide a better recall cue than the word fragments.

[4F1] Framing Effects and Magnitude. **Gabriel E. Duarte, Aron P. Spreen, & Joseph Kolker**. Sponsored by Dr. Charles Blaich. Wabash College, Crawfordsville, IN 47933.

Tversky & Kahneman (1979) found that many subjects could be persuaded to make a particular decision by a phenomena called the framing effect. This effect is defined as "the tendency for people to make different choices among the numerically identical alternatives, depending on the statement of the alternative (Anderson, 2000)." Tversky & Kahneman found that placing an emphasis on the word "saved" rather than the word "died" in two numerically identical alternatives led 75% of participants to chose the former alternative. We decided to conduct a follow-up of Tversky & Kahnemen's work which focused on the influence of magnitude on the framing effect. We asked participants the same basic questions that Tversky & Kahnemen used, but we increased the raw magnitude of the numbers in the alternatives. The percentages of the outcomes remained identical, both to one another and to the percentages in Tversky & Kahnemen's original study. Our prediction is that increasing the magnitude will increase the potency of the framing effect by increasing the potential of the participant's decision, and therefore create a larger effect than the one that Tversky & Kahnemen observed.

[4F2] Subjective Well-Being and Death Anxiety Across Religions. **Kelly Schout, Michael Weber, & Brian Motz**. Sponsored by Dr. Kathie Langen. Thomas More College, Crestview Hills, KY 41017.

Does one's attitude toward death have an effect on one's subjective well-being or feelings of "happiness"? Specifically, do people with lower levels of death anxiety have higher levels of subjective well-being? Previous studies indicate that a positive correlation exists between religiosity variables and one's subjective well-being. This may be due to the fact that religious individuals use their interpretations of death to provide meanings to their lives. An analysis of these studies shows that selected demographics, when correlated with one's subjective well-being, revealed weak, though statistically significant results. We speculate that Catholics, Buddhists, and Baptists have differing views with respect to the meaning of death in their pursuit of happy and meaningful lives. We hypothesize that there will be a correlation between death anxiety and subjective well-being for all three religious groups. Furthermore, we also hypothesize that Buddhists will show the highest level of subjective well-being and the lowest level of death anxiety. In addition, we hypothesize that females will have lower levels of death anxiety than males, and that older people will exhibit lower death anxiety than younger people. Data were collected using the Deiner Satisfaction with Life Scale, and the Revised Collett-Lester Death Anxiety Scale.

[5P01] Affirming and Doubting Religious Introspection. **Anthony K. Reiner, Tasha N. Aper, Lisa A. Doelger, & Sean Engelkemeyer.** Sponsored by Dr. A. Michael Anch. St. Louis University, St. Louis, MO 63108.

Sixty undergraduate students at a private university in the Midwest were administered a vignette involving doubting, affirming, or neutral religiosity. They were asked to rate their affect at that moment, which contained 16 adjectives of positive and negative emotions. The Personal Religiosity Inventory (PRI) served as the basis for the participants' level of religiosity. The purpose of the present study was to examine how religiosity relates to an individual's momentary happiness. Overall, the researchers hypothesized that participants who engage in affirming religious introspection will have a more positive affect than the participants who engage in the doubting religious introspection.

[5P02] Fluoxetine Treatment for Anorexia Nervosa: Is It Effective or Not?. **Rebecca N. Bizon.** Sponsored by Dr. Edie Woods. Madonna University, Livonia, MI 48150.

Many new treatment methods have been developed in an effort to help patients diagnosed with anorexia nervosa, the most recent being the use of medications such as fluoxetine. There is, however, much debate surrounding this: many researchers claim that medication can be helpful to patients, while others say that drug therapy adds little benefit to treatment. A review of this literature suggests that drug therapy can indeed be helpful if administered at the appropriate point in the recovery process. Additional questions addressed include reasons why medication may not be helpful to all patients, as well as evidence that it should be used in conjunction with other treatment approaches for maximum effectiveness.

[5P03] Does American Cinema Portray Serial Killers With Symptoms of Obsessive Compulsive Disorder?. **Stephanie A. Banaszak.** Sponsored by Dr. Edie Woods. Madonna University, Livonia, MI 48150.

People generally prefer to believe that serial killers choose to perpetrate their crimes because of a character deficit or evil disposition; society has been less willing to entertain the idea that this behavior could result from a mental disorder. However, a review and synthesis of the relevant research literature suggests that the ritualistic compulsive behavior of serial killers may be a form of obsessive compulsive disorder (OCD). If this is true, why does the public continue to deny it? The answer to this question lies in an analysis of what Americans learn from the media--the source of the average layperson's knowledge about mental disorders. Nine films about serial killers were analyzed using the Yale-Brown Obsessive Compulsive Scale (Y-BOCS). Results indicated that serial killers were portrayed with OCD symptoms. Therefore, it is unlikely that society's persistence in attributing serial killers' behavior to character or disposition can be blamed on the media. This remains an unanswered question, with implications for both the perpetrators and society. Limiting conditions and ideas for further research are suggested.

[5P04] Comparing Body Image of Female Athletes and Non-Athletes. **Jamie L. Schaffer, Kristina Leon, & Sarah Freiburger.** Sponsored by Dr. Mary Pritchard. University of Evansville, Evansville, IN 47714.

Recent studies have indicated that high performance athletes are among a group of individuals at high risk for developing eating disorders (Stoutjesdyk, 1993). We hypothesized that of the female athletes; cheerleaders would be the most concerned with body image. The study consisted of 40-60 females attending the University of Evansville. We discovered a significant difference in the way the females viewed their bodies  $F(2, 35) = 7.69, p < 0.05$ . There was also a difference in the way athletes ( $M=3.15, SD=0.87$ ) and non-athletes ( $M=2.37, SD=0.88$ ) viewed their bodies  $t(50) = 2.96, p < 0.05$ . We also found a significant difference in the way athletes ( $M=2.53, SD=0.90$ ) and non-athletes ( $M=1.97, SD=0.64$ ) thought others wanted them to look  $t(30.83) = 0.23, p < 0.05$ . We concluded, there was no significant difference in the body images of female athletes participating in tennis, cheerleading, and soccer.

[5P05] The Impact of Stress on Physical Ailments and Coping Tactics in Relation to Gender. **Jamie L. Schaffer.** Sponsored by Dr. Mary Pritchard & Dr. Greg Wilson. University of Evansville, Evansville, IN 47714.

Previous studies have found a relationship between psychological stress and psychosomatic health in adolescents and adults (Natvig & Albrektsen, 1999). Few studies focus on stress in relation to a collection of physical ailments at once. The purpose of this research was to examine relationships among stress, physical illness, coping, and gender. We surveyed 220 students at a mid-western university. Stress was correlated to psychosomatic ( $r = 0.24, p < 0.05$ ) and gastrointestinal ailments ( $r = 0.34, p < 0.00$ ). Stress was also correlated to a number of coping tactics (e.g., criticizing myself or expressing my negative feelings). Males used alcohol and other drugs to cope significantly more ( $M = 1.587, SD = 0.90$ ) than females ( $M = 1.33, SD = 0.55$ )  $t(139.69) = 2.39, p < 0.05$ . I found that males used active coping strategies (e.g., developing a strategy to deal with the stress) whereas females depended on support systems (e.g., getting advice from others).



[5P06] Coping Techniques, Locus of Control and Religiosity in Undergraduate Students. **Amanda H. Moreno & Jamie Schaffer**. Sponsored by Dr. Mary Pritchard & Dr. Gregory Wilson. University of Evansville, Evansville, IN 47714.

This study examines the relationships among locus of control (LC), religiosity and coping mechanisms in undergraduate students (N=220). Results indicate students possessing an internal LC use more proactive measures (obtaining emotional support from others, taking action to alleviate the situation, and the use of prayer or meditation) in coping when compared to those with an external LC. Students who rate themselves as more religious tend to engage in more positive (look for good in what is happening, use of religious beliefs for comfort) and proactive (devising strategies to make the situation better, seeking advice and emotional support from others) coping behaviors. These students are also less likely to use maladaptive behaviors such as giving up their coping attempts, using alcohol or drugs to solve their problems, or resorting to self-criticism. Additionally, students who rate themselves at a higher level of religiosity tend to have an internal LC.

[5P07] Analysis of the Relationship Between Commitment to Exercise, Personality Type, and Psychological Well-Being. **Ryan A. Day**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of my research is to investigate the relationship between the level of commitment to exercise, personality type, and psychological well-being. The independent variables are the levels of commitment (strong, moderate, rare) and type of personality (16 levels). The dependent variable will be psychological well-being. Participants will be asked to complete three scales: The Ryan Day Commitment to Exercise Scale (RDCES), the Myers-Briggs Type Indicator (MBTI), and the Positive Affect Negative Affect Schedule (PANAS). Hypotheses are: Participants who have a stronger degree of commitment to exercise will report higher scores on psychological well-being than those who have lower commitment 2. Participants characterized as extroverted will report higher scores on psychological well-being than those with a lower commitment 3. Participants with a strong commitment to exercise and characterized as extroverted will report higher psychological well-being than those who have a low commitment and are introverted.

[5P08] Impact of Attachment and Personality on Sense of Coherence. **Victoria Kheynis**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine the relationship between attachment style, as measured by Shaver's Attachment Style Scale; psychoticism, as measured by Eysenck's Personality Questionnaire; and sense of coherence, as measured by Antonovsky's Orientation to Life Questionnaire, respectively. The independent variables are attachment (secure, avoidant, or ambivalent) and psychoticism (high, medium, or low). The dependent variable is the sense of coherence (comprehensibility, manageability, and meaningfulness). Approximately 100 volunteers will be asked to complete 3 questionnaires: Shaver's Attachment Style Scale, Eysenck Personality Questionnaire, and Antonovsky's Orientation to Life Questionnaire. Hypotheses are: 1. Participants who report secure attachment will report a high sense of coherence and those with insecure attachment will report a low sense of coherence. 2. Participants who report low psychoticism will report a high sense of coherence and those with a high sense of psychoticism will report a low sense of coherence. 3. Participants who report secure attachment and have a low sense of psychoticism will report a high sense of social coherence.

[5P09] The Relationship Between Personality Types and Sense of Coherence on College Student Grades. **Peggy A. Johnson**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine the relationship between personality type, measured by the Myers-Briggs Type Indicator (MBTI Form M); sense of coherence, measured by Antonovsky's Orientation to Life Questionnaire (OLQ); and their influence on academic performance in introductory psychology courses, measured by course grade. One hundred participants were asked to complete two questionnaires; the Myers-Briggs Type Indicator and the Orientation to Life Questionnaire. Hypotheses are: (1) Participants who are Extroverted and Thinking will report higher grades than their counterparts; (2) Participants with a high sense of coherence will report higher grades than their counterparts; and (3) Extroverted and Thinking participants who also have a high sense of coherence will report higher grades.

[5P10] The Effects of Birth Order and Personality Type on Academic Self-Efficacy. **Karla A. Schroeder**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research study is to investigate the effects of birth order and personality type on academic self-efficacy. The independent variables are the participants' personality type, being measured by the Myers-Briggs Type Indicator, and the birth order that will be given on a brief questionnaire. The dependent variable, academic self-efficacy, will be measured with a list of questions derived from a Wood and Locke (1987) article. The anticipated results contain the following hypotheses: a. Participants who are first born will report a higher academic self-efficacy and later born will report a lower academic self-efficacy; b. Those people who are more introverted will report a higher academic self-efficacy. People that are more extroverted will report a lower academic self-efficacy; c. First-born participants who are introverted will report a higher academic self-efficacy than later born participants who are extroverted.

[**SP11**] Relationships of Locus of Control, Sense of Coherence, Aggression, and Gender. **Emily Hartwell**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, Indiana.

The purpose of this research is to examine the relationship between gender; locus of control, as measured by Rotter's Locus of Control Scale; sense of coherence, as measured by the Orientation to Life Questionnaire; and aggression, as measured by Buss and Perry's Aggression Questionnaire. The independent variables are locus of control and gender. The dependent variables are sense of coherence and aggression. The four hypothesis are: 1) Participants who have an internal locus of control will be more likely to have higher aggression levels; 2) participants who have an internal locus of control will be more likely to have a strong sense of coherence.; 3) males will have higher levels of aggression than females; 4) females will be more likely to have a higher sense of coherence.

[**SP12**] Relationship between Personality Type, Parental Style, and Narcissism. **Ceylan A. Ertem**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine the relationship between Personality Type, Parental Type, and Narcissism. The independent variables are Parental style and personality type. The dependent variable is narcissism. The 100 participants will be asked to complete 3 questionnaires: the Myers-Briggs Type Indicator, the Parental Attitude scale, and the Narcissistic Personality Inventory. Hypotheses are: 1. Participants that prefer extroversion on Myers-Briggs will score higher on Narcissistic Personality Indicator. 2. Participants who report parents as negligence and inconsistency on the Parental Attitude Scale will report higher on the Narcissistic Personality Inventory. 3. Participants who prefer extroversion on the Myers-Briggs and report parents of negligence and inconsistency on the Parental Attitude scale will report higher on the Narcissistic Personality Inventory

[**SP13**] The Relation between Spiritual Maturity, Trauma, and Peak Experience. **Larry Gentry**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine the relationship between spiritual maturity, measured by the Spiritual Experience Index; trauma, measured by the Gentry Trauma Questionnaire; and peak experience, measured by Experience Questionnaire. The independent variables are spiritual maturity (high, medium, low) and trauma (high, medium, low). The dependent variable is peak experience. The participants will be asked to complete three questionnaires; the Spiritual Experience Index, the Gentry Trauma Questionnaire, and the Experience Questionnaire. The scales will be administered to approximately 100 volunteers using a convenience sampling method. Hypotheses are: 1. Participants who report high levels of spiritual maturity will report more peak experiences. 2. Participants who report high levels of traumatic events will report more peak experiences. 3. Participants who report high levels of spiritual maturity and high levels of trauma will report more peak experiences.

[**SP14**] Relationships Between Personality Type and Stress on Test Anxiety. **Selam T. Seyoum**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The Purpose of this research is to determine the relationship between personality types, measured by the Myers-Briggs Type Indicator (Form M); the presence of Stress; and test anxiety, measured by the Revised Test Anxiety. The independent variables are personality type and stress. The dependent variable is test anxiety. The participants will be asked to complete 3 questionnaires: the Myers-Briggs Type Indicator, the Revised Test Anxiety, and the stress quiz. The scales will be administered to approximately 150 volunteers using a convenience sampling method. Hypotheses are: 1. Participants who are Introverted and Feeling will report higher scores on the test anxiety scales than their counterparts. 2. Participants who score high on the stress scale will report test anxiety. 3. Introverted and Feeling participants who also report having stress will report high score on test anxiety.

## 2001 MAUPRC

[2A4]	A. M. Anch / Smith
[3E3]	A. M. Anch / Sheikh
[3F2]	A. M. Anch / DeLassus
[5P01]	A. M. Anch / Reiner
[1D3]	C. Brito / Jennings
[3B4]	C. Brito / Swanson
[3C1]	C. Brito / Croft
[1B1]	C. Blaich / Spillson
[1B2]	C. Blaich / Brown
[2D2]	C. Blaich / Richey
[2F4]	C. Blaich / Scheiderer
[3A4]	C. Blaich / Renbarger
[3C2]	C. Blaich / Rowe
[4E3]	C. Blaich / Kunberger
[4F1]	C. Blaich / Duarte
[2E4]	C. Dolph / Lowe
[3D4]	C. Dolph / Marsh
[3E1]	C. Dolph / Watson
[1A4]	C. Meliska / Browning
[1C1]	C. Meliska / Phelps
[3A3]	C. Meliska / Zimmerman
[4B1]	C. Meliska / Banet
[1B4]	C. Hwang / Schiavo
[1C3]	C. Hwang / Strang
[2D4]	C. Hwang / Frank
[2F1]	C. Hwang / Krum
[3D2]	C. Hwang / Kepner
[2B1]	C. McDaniel / Hunt
[3D1]	C. McDaniel / Grindle
[3F3]	D. Jones / Guenzel
[1E2]	D. Daugherty / Tillett
[5P02]	E. Woods / Bizon
[5P03]	E. Woods / Banaszak
[2A3]	J. O'Neill / Shultz
[2B4]	J. O'Neill / Parker
[4B3]	J. O'Neill / Granger

[4C2]	J. O'Neill / Galovich
[1D4]	J. Thomas / Weisel
[3F4]	J. Thomas & C. McDaniel / Ransdell
[1A2]	J. Lakey / Martin
[3E2]	J. Lakey / Johnson
[1F1]	J. Porter / Kees
[4F2]	K. Langen / Schout
[1F3]	K. Milar / Christ
[2A1]	K. Milar / Sonenshein
[2C2]	K. Milar / Campbell
[3D3]	K. Milar / Slezak
[4A2]	K. Milar / Rothstein
[3A2]	L. Boehm / Conley
[1C2]	M. McLean / Stamm
[3F1]	M. McLean / Muse
[5P04]	M. Pritchard / Schaffer
[5P05]	M. Pritchard & G. Wilson / Schaffer
[5P06]	M. Pritchard & G. Wilson / Moreno
[1D1]	M. Schwendener-Holt / Driscoll
[1F4]	M. Boiving / Jones
[2F2]	M. Boiving / O'Brien
[4D3]	M. Boiving / Park
[4E1]	M. Boiving / Norman
[1A1]	P. Proppom / Thompson
[1B3]	R. Thomas / Richardson
[1C4]	R. Thomas / Shuman
[2D1]	R. Thomas / Witham
[2E2]	R. Thomas / Stanley
[2F3]	R. Thomas / Schmidt
[4D1]	R. Thomas / Allman
[4E2]	R. Thomas / Marcum
[1F2]	R. Ware / Hankins
[5P07]	R. Ware / Day

## Sponsor Index

[5P08]	R. Ware / Kheynis
[5P09]	R. Ware / Johnson
[5P10]	R. Ware / Schroeder
[5P11]	R. Ware / Hartwell
[5P12]	R. Ware / Ertem
[5P13]	R. Ware / Gentry
[5P14]	R. Ware / Seyoum
[2D3]	S. Hall / Sobkowiak
[2E1]	S. Hall / Hubbard
[3C3]	S. Hall / Gramelpacher
[4A3]	S. Hall / Hoover
[2C3]	T. Jaeger / Haverstick
[3E4]	T. Jaeger / Clapp
[1E1]	T. Wilson / Thomas
[1E3]	T. Wilson / Perkins
[1E4]	T. Wilson / Seitzinger
[2A2]	T. Wilson / Emond
[2B3]	T. Wilson / Twehues
[2C1]	T. Wilson / Maraman
[2C4]	T. Wilson / Atcher
[3A1]	T. Wilson / Palaisa
[3B2]	T. Wilson / Canary
[3B3]	T. Wilson / Szerletich
[3C4]	T. Wilson / Graves
[4A1]	T. Wilson / Embry
[4B2]	T. Wilson / Payne
[4C1]	T. Wilson / Hamlyn
[4C3]	T. Wilson / Borden
[1D2]	V. Damusis / Stegner
[2E3]	V. Damusis / Pettit
[3B1]	V. Damusis / Oostman
[4D2]	V. Damusis / Novak
[1A3]	W. Addison / McGinnis
[2B2]	W. Addison / Braden