



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

**Saturday, April 13, 2013**

**Eastern Illinois University  
Charleston, IL**

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**Sponsored by the Psychology Departments of**

Earlham College  
Eastern Illinois University  
Franklin College  
Thomas More College  
University of Indianapolis  
University of Southern Indiana

**The 2013 MAUPRC is supported in part by the following groups:**  
Office of the Provost and Vice President for Academic Affairs, Eastern Illinois University  
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Psychology Department, Eastern Illinois University (Student Research Fund)

# Conference Etiquette

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

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

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# Conference Schedule

- ☞ 7:30 – 8:30 Registration / Continental Breakfast
  - ☞ **8:30 – 9:30** **Session 1**
  - ☞ 9:30 – 9:40 Break
  - ☞ **9:40 – 10:40** **Session 2**
  - ☞ 10:40 – 10:50 Break
  - ☞ **10:50 – 11:35** **Session 3**
  - ☞ 11:35 – 12:15 Lunch
  - ☞ 12:00 – 12:15 Welcome
  - ☞ 12:15 – 1:00 Keynote Address: Michael Tagler, Ph.D.  
Dr. Michael Tagler is a professor in the Department of Psychological Science at Ball State University. As an undergraduate at Eastern Illinois University, he presented a paper at MAUPRC in 1995.  
His talk is titled: “Stay on Message: Psychological Science is about Predicting and Changing Behavior”
  - ☞ 1:10 – 1:20 Break
  - ☞ **1:20 – 2:20** **Session 4**
  - ☞ **2:20 – 3:00** **Poster Session**
  - ☞ 3:00 – 3:30 Wrap Up
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## General Information

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

Session Room Code	Room
A	Charleston
B	Effingham
C	Greenup
D	Martinsville
Posters (P)	Arcola/Tuscola

- Friday Night Registration, Breakfast, & Snacks will be available in the 2<sup>nd</sup> floor Alumni Lounge (just outside the Grand Ballroom) of the Martin L. King (MLK) University Union.
- All presentations will be given in the Martin L. King (MLK) University Union, third floor rooms.
- Lunch will be held in the Grand Ballroom on the 2<sup>nd</sup> floor of the MLK University Union
- Posters should be set up between 1:10 and 1:20 PM.
- Wrap up will be in the Arcola/Tuscola Room.

# Notes

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**Session 1A**  
**Charleston**
**Moderator: Smith—St Catherine**

- 8:30 AM – 8:42 AM In-group Favoritism: The Impact of Group Size and Accountability on Behavior and Attitude. **Pedro L. Martinez**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 1A1]
- 8:45 AM – 8:57 AM Project Markes and Their Influence on Children's Verb Learning. **Conor Frame**. Sponsored by Dr. Eric Olofson, Wabash College. [See abstract 1A2]
- 9:00 AM – 9:12 AM Effects of Task Difficulty and Pressure on the Positive Affect of Gifted Students. **Callista M. Robertson**. Sponsored by Dr. Ted Jaeger, Westminster College. [See abstract 1A3]
- 9:15 AM – 9:27 AM The Effects of the Presence of Men on Women's Body Satisfaction in Response to Media Images. **Nicole L. Brand, Abigail L. Goss, & Sarah B. Hyde**. Sponsored by Dr. Amy Bracken, Franklin College. [See abstract 1A4]

**Session 1B**  
**Effingham**
**Moderator: Boehm—Thomas More**

- 8:30 AM – 8:42 AM Parenting Styles Affect on Children's Deferred Gratification and Self Control. **Courtney C. Ball**. Sponsored by Dr. Sid Hall, University of Southern Indiana. [See abstract 1B1]
- 8:45 AM – 8:57 AM Identifying Peoples' Perceptions on Incidences of Crimes. **Brittany Hambleton**. Sponsored by Dr. Joneen Schuster, University of Southern Indiana. [See abstract 1B2]
- 9:00 AM – 9:12 AM The Effect of Rape Myths on Bystander Attitudes. **K. Tolbert & G. Curry**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 1B3]
- 9:15 AM – 9:27 AM Imaginary Companions as an Online Means for Preschoolers to Regulate their Emotions. **Hung Duong**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 1B4]

**Session 1C**  
**Greenup**
**Moderator: Stowell—Eastern Illinois**

- 8:30 AM – 8:42 AM The Influence of Parental Involvement on Academic Motivation and Achievement in College Students. **Maggie Buoy**. Sponsored by Dr. William Addison, Eastern Illinois University. [See abstract 1C1]
- 8:45 AM – 8:57 AM Comparing PTC tasters, Non-Tasters, and Super-Tasters in a Cross-Modal Taste-Music Matching Task. **Austin J. Hall**. Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 1C2]
- 9:00 AM – 9:12 AM Relationship Between Spiritual Wellness and Self-Esteem. **Tybytha Ryan**. Sponsored by Dr. Brianna Scott, University of Indianapolis. [See abstract 1C3]
- 9:15 AM – 9:27 AM Alleviating the Fear of Spiders through an Information-Based Cognitive Behavior Therapy Approach. **David J. Shock**. Sponsored by Dr. Barbara Boothe, Liberty University. [See abstract 1C4]

**Session 1D**  
**Martinsville**
**Moderator: Bernas—Eastern Illinois**

- 8:30 AM – 8:42 AM Leading by Example: Exposure to Exemplars and Attitudes About Gender and Leadership. **Abby Rockefeller**. Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 1D1]
- 8:45 AM – 8:57 AM Effects of Doodling on Recall: Dual-Task Performance. **Emily G. Adams, Shelby Cary, & Janelle Cooper**. Sponsored by Dr. Amy Bracken, Franklin College. [See abstract 1D2]
- 9:00 AM – 9:12 AM Review of Treatments for Autism Spectrum Disorder. **Morgan B. Nesbitt & Taylor N. Sauerwein**. Sponsored by Dr. Margaret Floress, Eastern Illinois University. [See abstract 1D3]
- 9:15 AM – 9:27 AM How Tattoos Affect Sexual Attraction. **Daniel Delaney**. Sponsored by Dr. Steven Scher, Eastern Illinois University. [See abstract 1D4]

<b>Session 2A</b> <b>Charleston</b>	<b>Moderator: Buck—Jefferson</b>
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| 9:40 AM – 9:52 AM   | Perceptions with Little Information. <b>Brianna Whitmore</b> . Sponsored by Dr. Aimee Mark, University of Southern Indiana. [See abstract 2A1]   |
| 9:55 AM – 10:07 AM  | Let's Get Touchy-Feely: The Effect of Temperature and Texture on Haptic Memory. <b>Alexandra E. Smith</b> . Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 2A2]                        |
| 10:10 AM – 10:22 AM | Stereotype Threat Effects on Gender. <b>Kassandra Vandenberg, Kathryn Bularzik, Jenny Martin, &amp; Amber Nickol</b> . Sponsored by Dr. Joseph Williams, Eastern Illinois University. [See abstract 2A3] |
| 10:25 AM – 10:37 AM | Reliability and Validity of the Academic Maturity Scale. <b>Erin L. McElroy</b> . Sponsored by Dr. William Addison, Eastern Illinois University. [See abstract 2A4]                                      |

<b>Session 2B</b> <b>Effingham</b>	<b>Moderator: Jenkins—Eastern Illinois</b>
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| 9:40 AM – 9:52 AM   | Maladaptive Behaviors within the Context of Play. <b>Elizabeth L. Schroeder</b> . Sponsored by Dr. Margaret Floress, Eastern Illinois University. [See abstract 2B1]                 |
| 9:55 AM – 10:07 AM  | Explaining the Role Mindfulness Plays in Fostering Pro-Environmentalism. <b>Adam Ritchie</b> . Sponsored by Dr. Ronan Bernas, Eastern Illinois University. [See abstract 2B2]        |
| 10:10 AM – 10:22 AM | Relationship between Nutritional/Physical Wellness and Self-Esteem. <b>Ashley Stanford</b> . Sponsored by Dr. Brianna Scott, University of Indianapolis. [See abstract 2B3]          |
| 10:25 AM – 10:37 AM | Effects of Social Contagion & Emotionality of an Event on Formation of False Memories. <b>Amber Massa</b> . Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 2B4] |

<b>Session 2C</b> <b>Greenup</b>	<b>Moderator: Watterson—Greenville</b>
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| 9:40 AM – 9:52 AM   | Social Networking Site Usage and Self-Esteem: A Diary Study. <b>Nathan Walters</b> . Sponsored by Dr. Robert Horton, Wabash College. [See abstract 2C1]                    |
| 9:55 AM – 10:07 AM  | Set Size Facilitation in Visual Search with Noise. <b>Xumin Sun</b> . Sponsored by Dr. Karen Gunther, Wabash College. [See abstract 2C2]                                   |
| 10:10 AM – 10:22 AM | Effects of Wii Fit Rhythm Parade on the Timing of an Average Bowler. <b>Stephanie G Wilcheck</b> . Sponsored by Dr. Todd J Smith, St Catharine College. [See abstract 2C3] |
| 10:25 AM – 10:37 AM | Reading Comprehension in Simple and Complex Spelling. <b>Daniel K. Pemberton</b> . Sponsored by Dr. Aimee Mark, University of Southern Indiana. [See abstract 2C4]         |

<b>Session 2D</b> <b>Martinsville</b>	<b>Moderator: Bracken—Franklin</b>
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| 9:40 AM – 9:52 AM   | Relationships Between Marijuana Usage, Social Anxiety, and Depression in Young Adults.. <b>Jessica L. Elliott</b> . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 2D1]  |
| 9:55 AM – 10:07 AM  | Competition-Based Performance: The Influence of Monetary and Non-monetary Incentives When Competing Against Others. <b>Barbara A. Bertch, Jeremiah G. Robinson, Beth C. Sinkhorn, &amp; Emily L. Tucker</b> . Sponsored by Dr. Amy Bracken, Franklin College. [See abstract 2D2] |
| 10:10 AM – 10:22 AM | Relationships Between Patients and Physicians When Bad Outcomes Arise. <b>Jason O. Farbstein</b> . Sponsored by Dr. Preston Bost, Wabash College. [See abstract 2D3]   |
| 10:25 AM – 10:37 AM | Prosocial Behavior in response to Intention or Desire Recognition. <b>Garrett L. McCarthy</b> . Sponsored by Dr. Eric Olofson, Wabash College. [See abstract 2D4]  |

**Session 3A**  
**Charleston**
**Moderator: Kausler—Jefferson**

- 10:50 AM– 11:02 AM The Challenges of Autism and Their Impact on the Family. **Nicole R. Atterberry & Allison J. McCrocklin**. Sponsored by Ms. Hanft-Martone, Eastern Illinois University. [See abstract 3A1]
- 11:05 AM– 11:17 AM The Impact of Bullying and Extracurricular Activities. **Matthew R. Williams**. Sponsored by Dr. Lyndsay Jenkins, Eastern Illinois University. [See abstract 3A2]
- 11:20 AM– 11:32 PM Applying Vygotsky and Erickson’s Theories to a Service Project. **Mark Daly, Danica Hoyt, Daniell Mandry, Chase Adkins, Jesse Henson, Nick Marmaduke, Lena Ezell, & Rhonda Wantland**. Sponsored by Dr. Amy Kausler & Leslie Buck, Jefferson College. [See abstract 3A3]

**Session 3B**  
**Effingham**
**Moderator: Horton—Wabash**

- 10:50 AM– 11:02 AM Television Viewing. **Nathaniel Borden & Robert Hechinger**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 3B1]
- 11:05 AM– 11:17 AM The Effects of Levels of Processing on Haptic Memory. **Anna M. Plotkin-Swing, Alexandra E Smith, Elise B. Kines, Laura Nutty, & Sophia Rhem**. Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 3B2]
- 11:20 AM– 11:32 PM Persecutory Salienc and Conspiracy Belief. **Liam L. Smith**. Sponsored by Dr. Preston Bost, Wabash College. [See abstract 3B3]

**Session 3C**  
**Greenup**
**Moderator: Bromley—Franklin**

- 10:50 AM– 11:02 AM Food Color Effects on Preference in College Students. **Ratina Burkhead, N. Downs, L. Johnson, & A. Tuley**. Sponsored by Dr. Amy Bracken, Franklin College. [See abstract 3C1]
- 11:05 AM– 11:17 AM Effects of Feature Priming on Word Recognition. **John-Thomas Norris**. Sponsored by Dr. Joneen Schuster, University of Southern Indiana. [See abstract 3C2]
- 11:20 AM– 11:32 PM College Students' Preference for Professor Attributes Across Course Type. **Mitchell Reab**. Sponsored by Dr. William Addison, Eastern Illinois University. [See abstract 3C3]

**Session 3D**  
**Martinsville**
**Moderator: McLean—Thomas More**

- 10:50 AM– 11:02 AM The Effects of Intellectual/Occupational Wellness on Self-Esteem. **Heather Dolne**. Sponsored by Dr. Brianna Scott, University of Indianapolis. [See abstract 3D1]
- 11:05 AM– 11:17 AM The Effect of Moral Cuing on Obedience. **Timothy Taylor & Heather McGee**. Sponsored by Dr. Kathie Langen, Thomas More College. [See abstract 3D2]
- 11:20 AM– 11:32 PM The Effect of BMI on Delayed Gratification. **Amber L. Kelly**. Sponsored by Dr. Sidney Hall, University of Southern Indiana. [See abstract 3D3]

<b>Session 4A</b>		<b>Moderator: Flora—Franklin</b>	
<b>Charleston</b>			
1:20 PM – 1:32 PM	Music and its Effects on Emotion. <b>Kelsey L Barrett, Amber Covert, Havanna Nally, &amp; Amanda Owen.</b> Sponsored by Dr. Amy Bracken, Franklin College. [See abstract 4A1]		
1:35 PM – 1:47 PM	The Effects of Chewing Gum On Academic Performance. <b>Breanne Umphress, D'Aundrea Williams, &amp; Annie Tarkington.</b> Sponsored by Dr. Amy Bracken, Franklin College. [See abstract 4A2]		
1:50 PM – 2:02 PM	Interacting in a Virtual World. <b>Tyler C. Swaim.</b> Sponsored by Dr. Robert Horton, Wabash College. [See abstract 4A3]		
2:05 PM – 2:17 PM	Do Parents Use Project Markers When Teaching Their Child Novel Verbs. <b>Kyle J. Mener.</b> Sponsored by Dr. Eric Olofson, Wabash College. [See abstract 4A4]		
<b>Session 4B</b>		<b>Moderator: Evey—Southern Indiana</b>	
<b>Effingham</b>			
1:20 PM – 1:32 PM	Evolutionary vs. Sociocultural Perspectives on Human Mate Selection: The Role of Women's Intelligence on Their Needs for Financial Stability. <b>Natalie Stanish.</b> Sponsored by Dr. William Addison, Eastern Illinois University. [See abstract 4B1]		
1:35 PM – 1:47 PM	Assessing Adaptive Sleep Habits in Young Children. <b>Jessica Berlinghof.</b> Sponsored by Dr. Margaret Floress, Eastern Illinois University. [See abstract 4B2]		
1:50 PM – 2:02 PM	Heart Rate in Learning, Attention and Stress. <b>Joseph Acchiardo.</b> Sponsored by Dr. Tamra Cater, University of Southern Indiana. [See abstract 4B3]		
2:05 PM – 2:17 PM	Effects of Color, Shape and Separation on the Ebbinghaus Illusion. <b>David C. Newton &amp; Kyle J. Klahs.</b> Sponsored by Dr. Ted Jaeger, Westminster College. [See abstract 4B4]		
<b>Session 4C</b>		<b>Moderator: Boehm – Thomas More</b>	
<b>Greenup</b>			
1:20 PM – 1:32 PM	Belief in Conspiracy Theories and its connection to Schizotypy. <b>Nicholas B. Swintz.</b> Sponsored by Dr. Preston Bost, Wabash College. [See abstract 4C1]		
1:35 PM – 1:47 PM	Effect of Musical Environments on Reading Comprehension. <b>Christina C. Martin &amp; Veronica J. Murphy.</b> Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 4C2]		
1:50 PM – 2:02 PM	Attributions of Promiscuous Behavior in Response to Body Art. <b>Moriah Unique Corey.</b> Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 4C3]		
2:05 PM – 2:17 PM	An Analysis of Correlates and Comparisons of Risky Sexual Behavior and Sexual Aversion. <b>Courtney Wineland &amp; Erika Kelley.</b> Sponsored by Dr. Christine Gidycz, Ohio University. [See abstract 4C4]		
<b>Session 4D</b>		<b>Moderator: Thomas—Earlham</b>	
<b>Martinsville</b>			
1:20 PM – 1:32 PM	And You Thought it Was Over? A Cross Developmental Examination of Bullying in 5th and 6th Graders and College Students. <b>Laura J. Donohue.</b> Sponsored by Dr. Rachael Reavis, Earlham College. [See abstract 4D1]		
1:35 PM – 1:47 PM	Coping Strategies and the Transition to College: Exploring Differences across Gender and Sexual Orientation. <b>Tracey Riley &amp; Alexandra Kirsch.</b> Sponsored by Dr. Colleen Conley, Loyola University Chicago. [See abstract 4D2]		
1:50 PM – 2:02 PM	Gender Differences in Interrogative Suggestibility. <b>Leah E. Welker.</b> Sponsored by Dr. John Best, Eastern Illinois University. [See abstract 4D3]		
2:05 PM – 2:17 PM	Exploring the Construction and Interpretation of Identity: The Communication (or not) of Sexual Orientation. <b>Clinton L. Brown.</b> Sponsored by Dr. Shirley Bell, Eastern Illinois University. [See abstract 4D4]		



**Session 5P**  
**Arcola/Tuscola**
**Moderator: Addison – Eastern Illinois**

- The Effect of Facebook Use on the Self-Esteem of Undergraduate College Students. **Ashley L. Shereyk**. Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 5P01]
- Framing Effects on College Students' Perceptions of Marijuana. **Andrew G. Wilmes, Brent J. Emerson, & Karsen Z. Cronin**. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 5P02]
- Asian American Men's Body Image Issues. **Brianna Werner**. Sponsored by Dr. Frances Shen, University of Illinois Springfield. [See abstract 5P03]
- Individual and Collective Predictors of Religious and Conspiratorial Endorsement. **Jamen Suter-Donaldson**. Sponsored by Dr. Preston Bost, Wabash College. [See abstract 5P04]
- The Dangerous Passion: Conceptualizations of Love, Relationship Satisfaction and Jealousy Induction. **Christina D. Brackett, Courtney J. Clark, Sarah D. Healey, & Emilie C. Lanter**. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 5P05]
- My Hair Says I'm Gay but My Makeup May Tell Another Story. **Mike McDowell, Hannah Romoser, & Nydia Desantos**. Sponsored by Dr. Caridad F Brito, Eastern Illinois University. [See abstract 5P06]
- Racing the Clock: Examining Factors that Hinder the Ability to Search for Specific Information in Iconic Memory. **Jessica Sharp & Vincent Coppola**. Sponsored by Dr. Dale Klopfer, Bowling Green State University. [See abstract 5P07]
- The Role of Sexual Assault Perpetration History in the Labeling of Sexual Assault. **Alexander Bill & Tina Dardis**. Sponsored by Dr. Christine Gidycz, Ohio University. [See abstract 5P08]
- Sad Sick Puppies and Small Sith Lords: The Influence of Induced Moods on Stereotyping. **Danielle A. Adams, Jamie A. Hennies, Krista K. Lorenz, & Jenna L. Waymeyer**. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 5P09]
- Grief Reactions in Dementia Family Caregivers: Relationship Between Social Interactions and Acceptance of the Death. **David Hancock**. Sponsored by Dr. Ann Steffen, University of Missouri - St. Louis. [See abstract 5P10]
- Can Unicorns and Oak Trees Influence your Music Choice? Relationships between Task Sensation, Music Preferences, and Personality. **Jennifer L. Adkins, Brittany L. Elliott, & Daniel R. Merrill**. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 5P11]
- Reaction to Stressful Events. **Marini N. Pickering**. Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 5P12]
- Humor is Heard But Not Seen. **Reanna Weidner & Josh Dees**. Sponsored by Dr. Eric Watterson, Greenville College. [See abstract 5P13]
- The Effect of Categories on Memorization. **Veronica Murphy**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 5P14]
- What Students Look at to Judge the Aesthetics of Webpages. **Tanya Tepatti & Madeleine Grzybowski**. Sponsored by Dr. Harold Greene, University of Detroit Mercy. [See abstract 5P15]
- The Effects of Gender on Risk Taking Behavior in a Petting Zoo. **C. Schmidt**. Sponsored by Dr. Todd J Smith, St Catharine College. [See abstract 5P16]
- Testing the Impact of Melody and Music on Recall Memory. **Alawna McDaniel**. Sponsored by Dr. Eric Watterson, Greenville College. [See abstract 5P17]
- Body Image Ideals and Concerns Among the Asian American Female Population. **Brittany Sievers**. Sponsored by Dr. Frances Shen, University of Illinois Springfield. [See abstract 5P18]
- Equine Facilitated Learning: Its Impact on Post-9/11 Veterans. **Emma Campbell, Julie Debish, Katelyn Gosnell, Toria Poore, Kelsey Rosselli & Ariel Underwood**. Sponsored by Dr. Jackie Fischer, Saint Mary of-the-Woods College. [See abstract 5P19]

**[1A1] In-group Favoritism: The Impact of Group Size and Accountability on Behavior and Attitude. Pedro L. Martinez.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

In-group bias, the preference for one's own group over another, has been shown to be more prevalent in smaller groups than larger groups, but this bias is not expressed when one is accountable for one's actions. The current study investigates the influence that group size and accountability have on attitudes and behavior towards in-groups and out-groups. Participants were assigned randomly to be part of a majority or minority minimal group and were also assigned randomly to either be accountable or not to an out-group for points allocated to each group. Point allocations to in-group and out-group were recorded through Tajfel Matrices, and attitudes were recorded in judgments of the qualities of both groups. We expect to see more intense in-group biases from the minority group compared to the majority group. We also expect to find an interaction such that accountability leads to less in-group bias than non-accountability only from majority, but not for minority, group members.

**[1A2] Project Markes and Their Influence on Children's Verb Learning. Conor Frame.** Sponsored by Dr. Eric Olofson. Wabash College, Crawfordsville, IN 47933.

One essential ability in understanding language involves identifying the referent for a noun or verb, but verbs have proven more difficult for children to learn which is the focus of this research. Verbs are more difficult for children to learn because it is hard to determine when the action starts and when it ends. Bangerter and Clark 2003 investigated how people navigate through joint projects and found that people use project markers to signal the beginning and end of actions such as okay and alright. The current research investigates whether project markers help children learn new verbs by signaling the end of the verb action. The children were shown a novel verb action such as daxing, and the experimenter would ask the child to dax it to measure whether they learned the new verb or not. We hypothesized that the children exposed to the project marker would perform better than children who were not exposed to the project marker. Results are pending due to ongoing research.

**[1A3] Effects of Task Difficulty and Pressure on the Positive Affect of Gifted Students. Callista M. Robertson.** Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

This study explored the effects of pressure to perform and the difficulty of a task on the self-reported affect of gifted students, in comparison to their non-gifted age-peers. A significant difference in how gifted and non-gifted students' positive affect changed between the various task difficulties when under differing forms of instruction (or pressure) was found. This suggests that most anecdotal evidence is correct, in that gifted students respond differently to pressure and task difficulty than their non-gifted age-peers. Implications and suggestions for further study discussed.

**[1A4] The Effects of the Presence of Men on Women's Body Satisfaction in Response to Media Images. Nicole L. Brand, Abigail L. Goss, & Sarah B. Hyde.** Sponsored by Dr. Amy Bracken. Franklin, College, Franklin, IN 46131.

Previous research indicates that social media images can negatively affect the cognitive, emotional, and physical aspects of the self. Many studies have found that social media images may lead to greater internalization of the ideal body image, negative attitudes towards personal appearance, lower self-esteem, and overall body dissatisfaction in both men and women. The purpose of the current study is to determine whether the presence of men can influence the negative effects that women experience when exposed to social media images. The researchers hypothesized that women in the experimental group, who were subjected to social media images in the presence of men, would be more likely to experience a greater amount of negative body esteem effects than the women in the control group, who were shown the same images without males being present.

**[1B1] Parenting Styles Affect on Children's Deferred Gratification and Self Control. Courtney C. Ball.** Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

A questionnaire was given to 18 parents of preschoolers to determine their parenting style (authoritative, authoritarian, or permissive). Those parent's preschoolers are observed on their ability to delay gratification and refrain from consuming a stack of M&Ms for a short duration after the observer asks them not to eat the treat and wait for a greater treat. Comparisons were made between the child's behavior and parenting styles to determine whether parenting styles affect children's ability to defer gratification. Results concluded that Permissive styles have a significant effect on a child ability to delay gratification while Authoritarian styles have a marginally significant effect. Authoritative styles were shown to have no significant effect.

**[1B2] Identifying Peoples' Perceptions on Incidences of Crimes. Brittany Hambleton.** Sponsored by Dr. Joneen Schuster. University of Southern Indiana, Evansville, IN 47712.

The topic of this research was to find out if people have certain perceptions of crimes that they associate with a specific race, the gender of the participants was also looked at to identify if males or females associate crime and race differently. I conducted my study using the Crime Probability Scale, which has a list of twenty of the most frequently committed crimes in the United States. Crimes were grouped into four different categories such as Violent, Property, White Collar, and Drug. The results were calculated by conducting four one-way ANOVA's; along with four 2x3 factorial ANOVA's to identify gender significance. Results revealed violent crimes were more frequently associated with African Americans; property crimes showed no racial associations, white-collar crimes were associated with Caucasians and drug crimes were more frequently associated with African Americans and Mexican Americans. There were no gender difference found in the crime/race ratings of men and women.

**[1B3]** The Effect of Rape Myths on Bystander Attitudes. **K. Tolbert & G. Curry**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

The present experiment was created to investigate the bystander effect in the case of rape on a college campus and how rape myths and gender effect bystander attitudes. Previous research shows that people who are accepting of rape myths are less likely to help a victim and more likely to demonstrate negative bystander attitudes. The quasi-independent variable was the gender groupings of the participants. Three groups, divided by gender, were created. There was a control group with both males and females and two experimental groups; one with all males and the other with all females. The dependent variable was the score on the Bystander Attitude Scale which is a revised version of Banyard's Bystander Scale. Surveys on bystander attitudes and rape myth acceptance were administered to each of three groups at separate times. A total of 40 general psychology students from Thomas More College volunteered for this experiment. The hypothesis that there should be a significant difference between male and female responses was supported. Males were found to be more tolerant of rape myths and less likely to intervene in a threatening situation.

**[1B4]** Imaginary Companions as an Online Means for Preschoolers to Regulate their Emotions. **Hung Duong**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

The creation of an imaginary companion (IC) is relatively commonplace for preschool-aged children. Much of the existing research has found that having an IC is associated with positive characteristics such as advanced theory of mind, creativity, and social competence. Regardless, no study to date has investigated the correlation between possession of an imaginary companion and online emotion regulation. On-line emotion regulation refers to children's ability to apply a set of strategies in face of stressful situations in order to manage uncomfortable emotions and engage in appropriate behaviors. Thus, the study will investigate whether children can activate their ICs as an on-line mechanism to cope with negative emotions when facing a novel, mildly stressful environment. Our hypothesis is that when children are confronted with a mild stressor, they will activate their ICs and the ensuing interaction with the IC will assist their emotion regulation efforts.

**[1C1]** The Influence of Parental Involvement on Academic Motivation and Achievement in College Students. **Maggie Buoy**. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Parental involvement is defined as a parent providing resources, being interested in, attentive to, and providing emotional resources for a child (Guay, Larose, Ratelle, & Senecal, 2005). The purpose of the current study is to examine the relationship between parental involvement and academic motivation and achievement in college students. Approximately 115 undergraduate students completed the Perceptions of Parental Autonomy-Support and Control Scale (Robbins, 1994), and the Academic Motivation Scale (Vallerand, 1992). The students' cumulative grade point averages (GPAs) were used as a measure of academic achievement. Results from independent samples t tests indicated that those students with low parental support scored significantly lower than students with high parental support on both intrinsic and extrinsic motivation, and that students with high parental control scored significantly higher on amotivation than those students with low parental control.

**[1C2]** Comparing PTC tasters, Non-Tasters, and Super-Tasters in a Cross-Modal Taste-Music Matching Task. **Austin J. Hall**. Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

The purpose of this experiment was to investigate whether or not the ability to taste the chemical phenylthiocarbamide (PTC) had an effect on participants' ability to label four musical pieces that were composed to represent sweet, bitter, salty, and sour tastes (Mesz et al., 2012). It was hypothesized that PTC-tasters would perform better on the task than PTC-nontasters. The results of the experiment yielded an effect size in the expected direction, but the number of participants in the study was insufficient to claim a significant difference between tasters and non-tasters. More testing will be necessary to assess the effect of being a taster on performance in the music-taste matching task.

**[1C3]** Relationship Between Spiritual Wellness and Self-Esteem. **Tybytha Ryan**. Sponsored by Dr. Brianna Scott. University of Indianapolis, Indianapolis IN, 46227.

Spirituality is a key element of many people's lives. Hayman et al. (2007) designed a study examining the relationship between spirituality, self-esteem, body image, and stress among college freshmen who considered themselves extremely spiritual people. Results showed a significant, positive relationship between spirituality and self-esteem. The current study was designed to examine much the same criteria but looking at this relationship among typical undergraduate students. Using the Multi-Dimensional Wellness Inventory (Mayol, Scott, Hicks, and Rauch, 2013) and the Rosenberg Self-Esteem Assessment (Rosenberg, 1989), we surveyed 216 undergraduate students. A multiple regression analysis was significant overall ( $F(4,258) = 8.594, p > 0.01, R^2 = 9.2\%$ ) with a significant beta for spiritual wellness ( $\beta = 0.280, p < 0.05$ ) indicating that spirituality is a significant predictor of one's overall self-esteem. When a person feels spiritual, they may have a more positive regard.

**[1C4]** Alleviating the Fear of Spiders through an Information-Based Cognitive Behavior Therapy Approach. **David J. Shock**. Sponsored by Dr. Barbara Boothe. Liberty University, Lynchburg, VA 24502.

The fear of spiders is possibly one of the most well known fears that mankind face. Extreme cases of this fear are commonly associated with high levels of anxiety and panic attacks. The purpose of this experiment was to determine if accurate and factual information about spiders could dispel some of the common myths about spiders and help individuals overcome their fear. Participants were interviewed individually using a questionnaire that measured the level of their spider fear. Information sheets containing accurate facts about spiders were given to each participant. A follow up interview and questionnaire was completed. The data from both questionnaires were analyzed and compared. The results showed a measurable correlation between the increase in accurate information about spiders and the decrease in self-reported levels of fear. Further research is recommended and discussed.

**[1D1] Leading by Example: Exposure to Exemplars and Attitudes About Gender and Leadership. Abby Rockefeller.** Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

This experiment examined whether exposure to female leader exemplars could lessen participants' expression of implicit prejudice towards female leadership, in comparison with exposure to male leader exemplars. Participants were shown pictures and a short summary of achievements of 10 notable female or male leaders, and then read a vignette about successful leadership techniques employed by either Julie Parker or James Parker. Immediately after exposure to these exemplars, participants in the female and male exemplar conditions completed a five stage Implicit Association Test measuring reaction time to incongruent gender-leadership associates (Female Leader and Male Follower) and congruent gender-leadership associates. The results indicate participants in the male exemplar prime condition had a slower reaction time to the gender incongruent associates in comparison with participants in the female exemplar prime condition. Findings suggest exposure to female exemplars may reduce prejudice.

**[1D2] Effects of Doodling on Recall: Dual-Task Performance. Emily G. Adams, Shelby Cary, & Janelle Cooper.** Sponsored by Dr. Amy Bracken. Franklin College, Franklin, IN 46131.

Many students doodle in the classroom while trying to listen to lectures, but how much information is actually being retained? The purpose of this study was to focus on the application of dual-tasking in a classroom setting and analyze how much of the information is retained. The participants were in a classroom setting, watching an informative video presentation. The experimental group was asked to doodle, and the control group was asked to simply watch the video. Both groups then took a short quiz to see how much information was retained. The hypothesis of the current study is that dual-tasking in the form of doodling during a lecture may influence retention, but the direction of that influence may vary.

**[1D3] Review of Treatments for Autism Spectrum Disorder. Morgan B. Nesbitt & Taylor N. Sauerwein.** Sponsored by Dr. Margaret Floress. Eastern Illinois University, Charleston, IL 61920.

Autism Spectrum Disorder (ASD) is defined as a range of conditions classified as pervasive developmental disorders that currently affects as many as 1 in every 88 children. ASD is currently diagnosed according to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition – Text Revision (DSM-IV-TR). The DSM-IV-TR defines five disorders: Asperger's disorder, autistic disorder, pervasive developmental disorder not otherwise specified (PDD-NOS), Rett's disorder, and Childhood disintegrative disorder (CDD). Our project is a review of different treatments for ASD. Scholarly articles were reviewed and various empirically based treatments were identified, some of which include: discrete trial training, augmentative communication, TEACH, and medication management. A description of the treatment and its empirical support will be presented.

**[1D4] How Tattoos Affect Sexual Attraction. Daniel Delaney.** Sponsored by Dr. Steven Scher. Eastern Illinois University, Charleston, IL 61920.

This study examines the affect tattoos play on sexual attraction. Due to the many health risks which accompany the tattooing process, those who get tattoos without having any negative health effects would thus have healthier immune systems. Over thousands of years of tattooing and sexual mating, humans may have evolved to prefer mates with tattoos due to the fact that body modification signals biological quality. Unique from other research which links sexual attraction and body modification, this study had undergraduate participants rate a series of photos of individuals who did and did not display a tattoo. We hypothesize that participants would rate photographs of people with a tattoo higher than photographs of people without a tattoo.

**[2A1] Perceptions with Little Information. Brianna Whitmore.** Sponsored by Dr. Aimee Mark. University of Southern Indiana, Evansville, IN 47712.

This study investigated whether perceptions of a suspect involved in a criminal activity would be perceived as more dangerous when presented with symptoms of a mental illness compared to an individual without symptoms. Research by Martinez, Piff, Mendoza-Denton suggests that negative stigmas are associated with mentally ill individuals. Other research by A. Kupchik and A. Harvey, addresses the effect of suspect's gender on how he/she is perceived. Participants were presented with scenarios in which the suspect's gender (either male or female) and mental health (symptoms of a mental illness, or no symptoms) varied. Participants answered questions about their perceptions. Data collection is ongoing and results will be discussed with respect to how these perceptions may affect individuals in the criminal justice system.

**[2A2] Let's Get Touchy-Feely: The Effect of Temperature and Texture on Haptic Memory. Alexandra E. Smith.** Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

Using the texture-change technique, texture has been found to be an important factor in the encoding and retrieval of spatial memory. Furthermore, research has found varying results on the effect of temperature of both skin and stimulus on spatial perception. This experiment examined the interaction of surface properties and spatial properties of novel objects. Young adults were given a recognition test to determine the effects of temperature and texture on spatial memory. The findings suggest that a change in texture decreased participants' ability to correctly identify the studied symbols. Temperature of stimulus had no effect on memory. These findings suggest that texture is incorporated into a multi-sensory representation of the haptic stimulus.

**[2A3] Stereotype Threat Effects on Gender. *Kassandra Vandenberg, Kathryn Bularzik, Jenny Martin, & Amber Nickol.*** Sponsored by Dr. Joseph Williams. Eastern Illinois University, Charleston, IL 61920.

The effect of stereotype threat on gender was examined. Research suggests that women underperform when a possible stereotype is present; therefore there is risk of conformity. Twenty-eight females and twenty-two males from Eastern Illinois University were instructed to construct three different objects with the novel materials. Constructions were rated on creativity. It was hypothesized that males would outperform females when stereotype threat was presented because of females' fear of not performing at an equal level of their peers. Significant differences were shown between gender and stereotype threat but not as a function of the interaction.

**[2A4] Reliability and Validity of the Academic Maturity Scale. *Erin L. McElroy.*** Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Academic maturity is defined as the extent to which college students maximize their academic potentials. Addison, Althoff, and Pezold (2009) designed the 100-item Academic Maturity Scale (AMS) to measure this construct. Through factor analyses, the AMS was reduced to 30 items and four factors: motivation, responsibility, focus, and time management. The current study examined the reliability and validity of the 30-item AMS. Data from 425 participants supported the internal consistency of the AMS subscales, and results from 88 participants who completed the AMS, the Academic Motivation Scale (Vallerand et al., 1992), and the Time Management Questionnaire (TMQ; Britton & Tesser, 1991) yielded significant, positive correlations between scores on the AMS time management subscale and TMQ scores, and between scores on the AMS motivation subscale and those on the Academic Motivation Scale. These findings support the validity of the time management and motivation subscales of the AMS.

**[2B1] Maladaptive Behaviors within the Context of Play. *Elizabeth L. Schroeder.*** Sponsored by Dr. Margaret Floress. Eastern Illinois University, Charleston, IL 61920.

Play-based assessment is an observational technique used to evaluate young children's development. The Play Assessment/Intervention System (PLAIS) is one of the most widely researched play-based assessment models and assesses domains such as exploratory play, simple pretend play, complex pretend play, and non-play. One of the criticisms of early childhood assessments and screening instruments is they neglect to evaluate the social and emotional development of young children. The PLAIS codes for aggressive behavior, but not within the context of play. Given that aggression is typical among young children, this study created an observational supplement to the PLAIS that allows observers to code disruptive and aggressive behavior within the context of play. In addition, pilot data will be presented to determine whether disruptive and aggressive behavior can in fact be observed within the context of play. Implications for future research will be provided.

**[2B2] Explaining the Role Mindfulness Plays in Fostering Pro-Environmentalism. *Adam Ritchie.*** Sponsored by Dr. Ronan Bernas. Eastern Illinois University, Charleston, IL 61920.

Early studies have shown that mindfulness training increases pro-environmentalism, but none have examined the mechanisms upon which mindfulness fosters this. The study tested two possible mechanisms of action: self-transcendence and nature-relatedness. The levels of mindfulness, self-transcendence, nature-relatedness, pro-environmental actions, and biospheric, altruistic, and egoistic motives for environmental concern of 214 college students were assessed. Using the Kenny-Baron test of mediation, the following were found: 1) there were relationships between mindfulness and pro-environmental behaviors and biospheric concern, but not with altruistic and egoistic environmental concerns; 2) self-transcendence did not act as a mechanism of influence; 3) mindfulness had an indirect positive effect on pro-environmental actions with nature-relatedness as its mechanism of influence; 4) mindfulness directly and indirectly influences biospheric motive (with nature-relatedness mediating).

**[2B3] Relationship between Nutritional/Physical Wellness and Self-Esteem. *Ashley Stanford.*** Sponsored by Dr. Brianna Scott. University of Indianapolis, Indianapolis IN, 46227.

Studies on the relationships between nutritional/physical wellness and self-esteem have produced confounding results. Doyle et al. (2012) suggested that self-esteem was not significantly correlated with physical activity. Conversely, Megel et al. (1994) found high self-esteem in college women is positively associated with the practice of healthy behaviors. Thus, we conducted a study on 216 undergraduate participants to find the relationship between wellness and self-esteem. The tests used were the Multi-Dimensional Wellness Inventory (Mayol et al. 2013) and the Rosenberg Self-Esteem Assessment (Rosenberg, 1989). A multiple regression analysis was found to be significant,  $F(4, 257)=6.222, p<.001, R^2=9\%$  with exercise ( $\beta=.215$ ) and nutrition ( $\beta=-.126$ ) being significant predictors of self-esteem. It appears that physical wellness is a stronger predictor of self-esteem than nutrition, however, both are important to one's overall view of themselves.

**[2B4] Effects of Social Contagion & Emotionality of an Event on Formation of False Memories. *Amber Massa.*** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

The present study investigated the effects of social contagion and emotionality of an event on the formation of false memories. There were a total of 57 participants and six groups: four experimental and two control. Among the four experimental groups, there were two high emotional and two low emotional conditions. The social contagion variable was manipulated with the use of one or two confederates who deliberately introduced false items into the discussion. Also, either an emotionally intense scene or a neutral scene was viewed from the movie *Boys Don't Cry*. Participants then partook in an individual written recall task of what they remembered seeing. It is predicted the formation of false memories will be greater the more confederates there are involved in a setting. It is also hypothesized false memories will be significantly more prominent when viewing an emotionally charged scene versus a neutral one.

**[2C1]** Social Networking Site Usage and Self-Esteem: A Diary Study. **Nathan Walters**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Recent research in Social Networking Site (SNS) usage has been conducted in a laboratory setting and has found that SNS usage can immediately boost self-esteem (Gonzales and Hancock, 2011). The purpose of the current study was to explore and track SNS usage and self-esteem by using a design that had greater external validity. The current study tracked the SNS behavior of college age males across a span of 4 days by utilizing an online diary study. Participants completed twice each day, questions on the time, number of times, and the nature of their SNS activity, as well as on the interactions that occurred during this activity. We expected to find that SNS usage would be associated with higher self-esteem. We also were exploring if a specific SNS activity was correlated with self-esteem (e.g. viewing pictures, viewing Facebook timeline, commenting on statuses).

**[2C2]** Set Size Facilitation in Visual Search with Noise. **Xumin Sun**. Sponsored by Dr. Karen Gunther. Wabash College, Crawfordsville, IN 47933.

Visual search task requires people to respond to an object or a feature in the visual field, for example, identifying to a red dot (target) among black dots (distractors). Recent research has shown that performance of visual search varies depending on difficulty, either showing usual set size effect in basic task or set size facilitation in difficulty task (e.g., visual search tasks involving impaired vision or real-world simulation). In the present study, we tested set size facilitation in difficult visual search tasks with visual noise –randomly changing background contrasts. We set visual noise masks to 0x, 1x, 2x, 3.5x, and 5x to each subject's luminance contrast threshold. We measured the set size effect for 4 vs. 11 dots, which were circular, 2.5° diameter, light or dark gray. Subjects (N=12) showed set size facilitation with 3.5x and 5x masks and the usual set size effect with 1x and 2x masks ( $F(4)=9.343$ ,  $p<0.01$ ). For no (0x) mask, subjects didn't show a set size effect.

**[2C3]** Effects of Wii Fit Rhythm Parade on the Timing of an Average Bowler. **Stephanie G Wilcheck**. Sponsored by Dr. Todd J Smith. St Catharine College, St Catharine, KY 40061.

The timing center in the brain has been linked to several behavioral issues and balance problems. This part of the brain can be improved using Interactive Metronome (IM) to help children with ADHD and golfers who want to improve their game by improving the swing. There has been very little research conducted on the use of IM and sport improvement, other than that used for improving a golf swing. Not having access to the IM equipment this study uses a game system to help improve the timing of bowlers in hopes to improve the accuracy of the bowler to increase scores and averages. A small sample of average college level bowlers were used to test the hypothesis that by playing a game to help improve timing the accuracy and scores can be improved as well. There was no significance found between the groups over the seven week study period. The researchers observed very low experimental realism after the first couple of weeks.

**[2C4]** Reading Comprehension in Simple and Complex Spelling. **Daniel K. Pemberton**. Sponsored by Dr. Aimee Mark. University of Southern Indiana, Evansville, IN 47712.

Research on the effects of language transparency on reading acquisition and spelling prompted this study on the effects of transparency on reading comprehension of college students. Undergraduate students were given a short story that was either written in Standard English, an opaque writing style, or the same story with a less complex and more consistent spelling system (e.g., phonetic representation). After reading the story, both groups were given a reading comprehension quiz. They were also asked to fill out a survey about reading and texting habits. The texting questions will be used to control for the effects of using 'text speak' on reading the transparent style. It is anticipated that altering the writing system will have an effect on reader's comprehension of the story.

**[2D1]** Relationships Between Marijuana Usage, Social Anxiety, and Depression in Young Adults.. **Jessica L. Elliott**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

This experiment examined the relationships between marijuana use as a way to cope in social situations, expectations a person might have when using marijuana in a social situation, and depression. The study explores whether young adults use marijuana to cope with social anxiety and whether those who use marijuana to cope are more depressed. The participants completed three questionnaires: the Marijuana Effect Expectancy Questionnaire (Torrealday et al., 2008), Marijuana to Cope with Social Anxiety Scale (Buckner et al., 2012), and Beck's Depression Inventory (Beck et al., 1961). The researchers hypothesized that participants who use marijuana to cope with social anxiety would be more depressed and have higher expectations of the drug's effect. Results are compared to Torrealday et al. (2008) and Buckner et al. (2012).

**[2D2]** Competition-Based Performance: The Influence of Monetary and Non-monetary Incentives When Competing Against Others. **Barbara A. Bertch, Jeremiah G. Robinson, Beth C. Sinkhorn, & Emily L. Tucker**. Sponsored by Dr. Amy Bracken. Franklin, College, Franklin, IN 46131.

Whether it is for entertainment, self-benefit or a job, individuals in society are conditioned to achieve their goals by competing with others for an incentive. The purpose of the study is to explore how incentives affect performance in a competitive situation. Previous research shows inconsistent results regarding the level of performance when offered incentives. In this study, it was hypothesized that if an individual has the potential to earn a reward for competitive behavior, then that individual's level of performance may increase when going against others. The experiment tested the hypothesis by administering a simple math test to undergraduate students in which one group was offered an incentive for winning while the other group competed with no incentive.

**[2D3] Relationships Between Patients and Physicians When Bad Outcomes Arise. Jason O. Farbstein.**

Sponsored by Dr. Preston Bost. Wabash College, Crawfordsville, IN 47933.

Medical malpractice lawsuits are a significant issue-impacting healthcare. Previous correlational research has shown that poor communication by physicians is associated with patient anxiety and anger (Levinson, 1997). Severity of the outcome is also predictive of malpractice claims (Witman, 1996). This study was conducted to provide an experimental manipulation of physician communication with the outcome severity. Participants read scenarios describing negative medical outcomes and rated the extent to which they held the physician responsible. The data that was collected showed that if a doctor treated their patient(s) well it did not matter how severe the outcome was, people would want to pursue a malpractice case the same amount whether it was a low severity case or a high severity case, however if the doctor treated their patient(s) badly the more severe outcome there was, the more of a chance they would like to pursue a malpractice lawsuit.

**[2D4] Prosocial Behavior in response to Intention or Desire Recognition. Garrett L. McCarthy. Sponsored by Dr. Eric Olofson. Wabash College, Crawfordsville, IN 47933.**

Research from several labs has found that by 18-months-of-age children will show at least one type of prosocial behavior: helping an actor achieve a goal. The onset of this spontaneous prosocial behavior corresponds to the age at which children recognize that others can have desires and intentions that are different than the child's own (although their ability to verbalize how these are fulfilled does not arise until 3-5-years-of-age). This developmental synchrony suggests that children have the cognitive capability of considering both the actor's desire (such as to obtain an out-of-reach object) and the actor's intention (to obtain the object by reaching for it with his or her hand). It is unclear, however, whether this helping behavior is driven by children's attempt to assist an individual fulfill his or her intention or desire. The research at hand explores the driving force behind a child's aim in helping others.

**[3A1] The Challenges of Autism and Their Impact on the Family. Nicole R. Atterberry & Allison J. McCrocklin. Sponsored by Ms. Hanft-Martone. Eastern Illinois University, Charleston, IL 61920.**

Autism is considered a spectrum disorder because the symptoms can range from mild to extremely severe and because of variation in both communication deficits and intellectual ability. There is significant literature indicating that the challenges of autism affect not only parents but also the siblings of the individual identified as having the disorder. Parental stress factors include the behavioral, communication, and social symptoms presented by the child with an autism spectrum disorder as well as long term concerns. Sibling stress factors involve interaction with a brother or sister who may be difficult to engage in communication and play as well as extra time spent addressing the needs of the child with the disorder. This descriptive study involves observation of a broad range of children with autism and feedback obtained from one parent and one sibling.

**[3A2] The Impact of Bullying and Extracurricular Activities. Matthew R. Williams. Sponsored by Dr. Lyndsay Jenkins. Eastern Illinois University, Charleston, IL 61920.**

Gaining an understanding of the types of students involved with bullying is an important area of research. It is essential for schools to be able to identify potential bullying participants in order to both prevent and intervene when bullying is an issue. Many children during the middle school years are involved with school-based extracurricular activities, such as sports, clubs, or performing arts. The current study examined the relation between involvement in different types of extracurricular activities and the role students play in bullying such as bullies, victims, or defenders. Results indicate that not being involved in extracurricular activities is related to greater likelihood of being a bully or victim. Involvement in sports and performing arts was not related to increased likelihood of being a bully, victim, or defender, while involvement in clubs was related to a greater likelihood of being a defender.

**[3A3] Applying Vygotsky and Erickson's Theories to a Service Project. Mark Daly, Danica Hoyt, Daniell Mandry, Chase Adkins, Jesse Henson, Nick Marmaduke, Lena Ezell, & Rhonda Wantland. Sponsored by Dr. Amy Kausler & Leslie Buck. Jefferson College, Hillsboro, MO 63050.**

Members of the Jefferson College Psychology Club are completing a yearlong service project with the first class of seniors at a local high school. This project focuses on knowledge about life after high school and preparing for a successful transition. Information about the benefits and challenges of this project will be shared. The expected outcomes of this project will also be discussed. The members will discuss how Vygotsky and Erickson's theoretical models relate to this project. Members will also share their experiences on how this project has impacted them.

**[3B1] Television Viewing. Nathaniel Borden & Robert Hechinger. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.**

This research investigates the possibility that exposure to reality television shows contributes to dispositional, non-pathological narcissism. Given the impact that reality television shows can have on attitudes and its narcissistic nature, it seemed likely that exposure to reality television could raise narcissism levels. This talk builds upon a preliminary investigation that observed an increase in narcissism after exposure to reality television. In the current work, participants were assigned randomly to view 10 minutes of either a reality television show or a drama show that had been pre-rated to be either high or low in narcissistic themes (e.g., self-promotion, exhibitionism, arrogance). After viewing, participants completed a state-version of the Narcissistic Personality Inventory, measure of State Self-esteem survey, demographic questionnaire, and a memory/reaction survey. We expect viewers of narcissistic reality television will report higher levels of state narcissism.

**[3B2]** The Effects of Levels of Processing on Haptic Memory. **Anna M. Plotkin-Swing, Alexandra E Smith, Elise B. Kines, Laura Nutty, & Sophia Rhem.** Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

The purpose of the current study was to determine if levels of processing has an effect on haptic memory. The college student participants were presented with a series of 16 unique ceramic tiles and were requested to touch each tile for 20 seconds. They were asked to report either what the pattern of the tile reminded them of in the real world (deep processing) or if the pattern was primarily raised or depressed (shallow processing). After a filler task, participants were presented with another 16 tiles, 8 old, 8 new, and asked to report old or new after feeling each tile. Signal Detection theory was used in the analysis of data ( $d'$  and bias). Results confirm that there is indeed an effect of levels of processing information at encoding on haptic memory.

**[3B3]** Persecutory Saliency and Conspiracy Belief. **Liam L. Smith.** Sponsored by Dr. Preston Bost. Wabash College, Crawfordsville, IN 47933.

Several studies have indirectly supported the correlative relation between feelings of loss of control and conspiracy theory belief. Some studies have also shown a tendency for people to be more likely to believe in conspiracy theories if they are members of a minority group, especially if the theories in question concern that group. We will be testing both these theories. Feelings of loss of control will be induced in an experimental condition with a Concept Formation Task to assess the relation between feelings of control and conspiracy believability. In addition, demographic information will be paired with responses to a Conspiracy Believability Questionnaire in order to assess the relation between minority group status and conspiracy believability.

**[3C1]** Food Color Effects on Preference in College Students. **Ratina Burkhead, N. Downs, L. Johnson, & A. Tuley.** Sponsored by Dr. Amy Bracken. Franklin, College, Franklin, IN 46131.

Previous studies concerning the influence of color indicate that when one selects beverage and food options, color contributes to an individual's preference. A specific example of color's role preference may be observed in marketing and advertising techniques. The current study focuses on color preference in an individual's choice of beverage. Based on the results of previous studies in this area of research, it was hypothesized that intensity of color alone can influence preference. The experimental group viewed a selection of intensely colored beverages, while the control group viewed a more diluted color selection. The experiment focused on different intensities of colored water to determine how this factor might influence one's choice of beverage through the primary colors: red, yellow, blue, and green.

**[3C2]** Effects of Feature Priming on Word Recognition. **John-Thomas Norris.** Sponsored by Dr. Joneen Schuster. University of Southern Indiana, Evansville, IN 47712.

Reaction times were examined for words that had corresponding feature primes and words that have non-corresponding feature primes in context with word recognition. Under the interactive activation model (McClelland & Rumelhart, 1975) suggest that besides hierarchical inputs there are feature levels, letter levels, and word levels in word recognition. Many studies account for the word and letter level, but the feature level is lacking. Twenty-two college students (10 women, 12 men, Mage=21.1 years, age range: 18-27 years) performed a computer stimuli test made with Pschopy experiment builder. With a confidence interval of 95% and a significance level of .011 the non-corresponding feature-primed words had significantly faster reaction times contradicting the hypothesis.

**[3C3]** College Students' Preference for Professor Attributes Across Course Type. **Mitchell Reab.** Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Much is known of the teacher attributes that college students prefer, but there is little research examining these preferences across different types of courses. The purpose of the current study is to identify the categories of teacher attributes that students find most important in two psychology courses: introductory psychology, and statistics. We compiled students' comments from the website RateMyProfessors.com, randomly sampling from four broad institution types: Associate's Colleges, Doctorate-granting Universities, Master's Colleges and Universities, Baccalaureate Colleges. Specific institutions were randomly sampled from these categories, and the comments were examined for content using a word count analysis. We expect to find that introductory psychology students emphasize teaching skills (e.g., organization, presentation), whereas statistics students tend to focus on rapport issues (e.g., accessibility, interaction style).

**[3D1]** The Effects of Intellectual/Occupational Wellness on Self-Esteem. **Heather Dolne.** Sponsored by Dr. Brianna Scott. University of Indianapolis, Indianapolis, IN 46227.

The connection between intellectual wellness and occupational wellness to one's self-esteem relates practically and statistically. Huebner, Gilman, and Laughlin (1999) conducted a study involving 290 middle school students and found that children's self-esteem was strongly related to their intellectual wellness. Further et al. (2008) found that job and personal resources are related to occupational wellness. At the University of Indianapolis, a related undergraduate study took place comparing 216 students' wellness to their self-esteem through the Multi-Dimensional Wellness Inventory (Mayol, Scott, Hicks, & Rauch, 2013) and the Rosenberg Self-Esteem Assessment (Rosenberg, 1989). A multiple regression analysis was found to be significant, ( $F(4, 257)=17.185, p<.000, R^2=21.4\%$ ) with occupational ( $\beta=.402$ ) and not intellectual ( $\beta=.072$ ) wellness predicting self-esteem. Future studies should examine the relationship between intellectual wellness and self-esteem in more depth.



**[3D2]** The Effect of Moral Cuing on Obedience. **Timothy Taylor & Heather McGee**. Sponsored by Dr. Kathie Langen. Thomas More College, Crestview Hills, KY 41017.

The present study investigated the relationship between religious primes, obedience, and how participants would respond when asked to act in an ethical manner. The control condition received a document dealing with an issue of ethics, while the experimental condition received the same document with select words changed to denote a religious connotation, such as faith or hope. Participants were divided into a control condition and a religiously primed condition, were asked to record their religious affiliation, religious importance, feelings on an ethical issue, and asked to rectify a problem. Analysis of the findings indicated that regardless of an individual's religious disposition, they responded with obedience at significantly higher rates when cued with the religious prime. Potential complications are discussed as well as suggestions for future topics of study.

**[3D3]** The Effect of BMI on Delayed Gratification. **Amber L. Kelly**. Sponsored by Dr. Sidney Hall. University of Southern Indiana, Evansville, IN 47712.

The present study explored the correlation between body mass index and delayed gratification in adults. Thirty-five college students (23 females, 12 males) completed an online delayed gratification inventory. The results showed that there is a negative correlation between body mass index and ability to delay gratification. Consistent with predictions, adult participants with a higher body mass index displayed a lower ability to delay gratification.

**[4A1]** Music and its Effects on Emotion. **Kelsey L Barrett, Amber Covert, Havanna Nally, & Amanda Owen**. Sponsored by Dr. Amy Bracken. Franklin, College, Franklin, IN 46131.

It is often assumed that people listen to music based on their current emotion. The purpose of the experiment was to see if music could elicit a certain emotional response in the participants. The present study was conducted to determine whether or not music can produce an intended emotion, and to investigate emotional responses. Participants viewed a slide show of black and white pictures while musical selections from Holst's "The Planets" were played, and filled out a questionnaire about the pictures. It was hypothesized that when music in major key is played, participants will experience positive emotional responses to the pictures, and when music is played in minor key, more negative emotional responses will be evoked. If no music is played, the emotion that will be associated with the picture will be determined by the current emotional state of the participant. This research is important because it can lead to a better understanding of how music impacts emotions, which can be useful in different types of therapy.

**[4A2]** The Effects of Chewing Gum On Academic Performance. **Breanne Umphress, D'Aundrea Williams, & Annie Tarkington**. Sponsored by Dr. Amy Bracken. Franklin, College, Franklin, IN 46131.

Many students use various methods to improve performance in an academic setting. Previous studies have supported the idea that chewing gum might improve memory recall, finding that the act of gum chewing may improve blood flow to the brain, and also increase activity in the frontal and parietal lobes. The current study was conducted to assess whether chewing gum might boost memory recall of a word list. Participants in the experimental group chewed gum during the study, while participants in the control group did not. It was hypothesized that the experimental group would recall more words than the control group. The results of this study may be beneficial in academic settings, test taking, and overall retention of new material.

**[4A3]** Interacting in a Virtual World. **Tyler C. Swaim**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Previous research has shown that playing violent video games increases the accessibility of aggressive and decreases the accessibility of prosocial cognition and affect, both in experimental and longitudinal studies. Thus far though, research in this area has confounded the type of behavior (violent vs. non-violent) with the motive underlying the behavior (antisocial vs. neutral/prosocial). The current experiment expands upon this research by manipulating independently the motivations (i.e. prosocial vs. antisocial) and behavior (i.e. violent vs. nonviolent) in a single game. Participants played Infamous under one of four conditions created by a 2 (motivation) x 2 (behavior) factorial design. After 15 minutes, they completed a manipulation check and measures for prosocial and aggressive cognition. We expect participants in the prosocial violence condition to have greater accessibility of prosocial cognitions than aggressive cognitions relative to prosocial nonviolent participants.

**[4A4]** Do Parents Use Project Markers When Teaching Their Child Novel Verbs. **Kyle J. Mener**. Sponsored by Dr. Eric Olofson. Wabash College, Crawfordsville, IN 47933.

The main goal that we wanted to explore was to see how children learn novel verbs. How can they tell when the action that is being described begins and ends? One possible example or this would be something called project markers. Project markers are parts of a sentence that help let someone know when a thought or action is ending and when a new one is beginning. These are used in every day language and some examples from (Bangerter & Clark, 2003) include, O.K., and Uh huh. We gave parents toys that their children have never seen and verbs that they are not familiar with and wanted to see how they would present these verbs to their children and see if they would use project markers. We predicted that a parent would use project markers to help show the break in the action to help their child understand the novel verb.

**[4B1]** Evolutionary vs. Sociocultural Perspectives on Human Mate Selection: The Role of Women's Intelligence on Their Needs for Financial Stability. **Natalie Stanish**. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Recent research suggests that social structural theory has become more prominent than the previously accepted evolutionary theory of human mate selection (Wood, 1999; Tooby & Cosmides, 1992). Today's women have higher educational attainment and overall higher achievement levels than in the past (Blank & Bansal, 2011; Osava, 2010). The purpose of the current study is to determine if college women exhibit more of a sociocultural or evolutionary approach to their mate selection preferences. Approximately 109 female undergraduates completed the Relationship Preferences Questionnaire, on which they rated 10 attributes of a potential mate on a 6-point scale. Participants' ACT scores and cumulative grade point averages provided measures of aptitude and achievement, respectively. Results of targeted variables showed no significant results associated with academic achievement levels. However compared to past findings, these results support a sociocultural theory of mate selection in women.

**[4B2]** Assessing Adaptive Sleep Habits in Young Children. **Jessica Berlinghof**. Sponsored by Dr. Margaret Floress. Eastern Illinois University, Charleston, IL 61920.

Brief Infant Sleep Questionnaire data collected from 61 parents of 18-48 month old children will be examined to determine percentages of toddlers reported to engage in adaptive or maladaptive sleep strategies. Data will also examine whether a relationship exists between adaptive strategies and parents' positive ratings of their children's sleep.

**[4B3]** Heart Rate in Learning, Attention and Stress. **Joseph Acchiardo**. Sponsored by Dr. Tamra Cater. University of Southern Indiana, Evansville, IN 47712.

This study examines the connection between autonomic nervous system and brain waves by measuring heart rate during behavior associated with beta wave activity. Since autonomic nervous system response and brain waves correspond to states of arousal it is hypothesized that these phenomena are related. An increase in heart rate is indicative of epinephrine and/or norepinephrine release in the body due to the sympathetic nervous system. One of the most energetic of brain waves, beta waves, are primarily present during states of learning, attention and stress, which have been linked to norepinephrine release. Thus, the aim of this study is to show a correlation between those three behaviors and increased heart rate. Thirty USI students will be voluntarily submitted to heart rate monitoring while conducting tests intended to stimulate beta waves. A correlation would provide evidence for the connection of brain waves and autonomic regulation.

**[4B4]** Effects of Color, Shape and Separation on the Ebbinghaus Illusion. **David C. Newton & Kyle J. Klahs**. Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

The Ebbinghaus illusion, which is the underestimation of a central figure's size surrounded by four contextual figures, has been explained by Size Contrast Theory and Contour Interaction Theory. An exploration of the validity of these competing theories was carried out through manipulation of three separate qualities of the Ebbinghaus figure: color of the contextual and central figures, separation of the contextual figures from the central figure, and shape of the figures. In experiment I, disc color was either white or black, and separation of the contextual discs was close or far. Experiment II used black Ebbinghaus figures composed of triangles and discs at either a close or far separation. Results support Contour Interaction Theory, showing an augmented underestimation effect of the inner figure with far separation compared to close separation. Figures differing in disc color were equally able to generate the Ebbinghaus illusion as were figures composed of mixed triangles or disc.

**[4C1]** Belief in Conspiracy Theories and its connection to Schizotypy. **Nicholas B. Swintz**. Sponsored by Dr. Preston Bost. Wabash College, Crawfordsville, IN 47933.

Recent work has found positive correlations between schizotypy and belief in conspiracy theories. However, previous researchers used schizotypal scales that were not created to measure personality traits without conjunctionally diagnosing for schizotypy. The present study used the newer O-LIFE (The Oxford-Liverpool Inventory of Feelings and Experiences) scale which was created to measure schizotypal characteristics without diagnosis using DSM- IV (Diagnostic and Statistical Manual of Mental Disorders) criteria. This study also used the BCTI (Belief in Conspiracy Theory Inventory) to measure conspiracy theory belief. The four subsets of the O-LIFE scale (Unusual experiences, Cognitive Disorganization, Introvertive Anhedonia, and Impulsive non-conformity) were independently correlated with the BCTI score to test the connections between particular characteristics of schizotypy and belief in conspiracy theories. A significant correlation was found between the BCTI score and the Unusual Experience subset. This extends research by supporting previously found correlational evidence while controlling for clinical diagnosis.

**[4C2]** Effect of Musical Environments on Reading Comprehension. **Christina C. Martin & Veronica J. Murphy**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

The present study analyzes the effects of music on reading comprehension. According to previous research, the effect of music while concentrating on reading or studying had mixed findings. In order to test the effects of music on concentration, participants in this study were assigned to one of three conditions. Two experimental conditions involved taking a reading comprehension test in an environment with music and a control condition tested reading comprehension in a quiet environment with no music. One musical environment had fast paced classical music playing and the other musical environment had slow paced classical music playing. Participants consisted of college students (n=37) who volunteered via a sign up sheet. The dependent variable was the number of questions answered correctly on the reading comprehension test. We predict that differences should lie with the quiet, nonmusic environment. Data showed no significant results.

**[4C3]** Attributions of Promiscuous Behavior in Response to Body Art. **Moriah Unique Corey**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

This experiment explored whether promiscuity is attributed to individuals with tattoos and piercings. It was hypothesized that an individual pictured with tattoos/piercings would be rated as more promiscuous than the same individual without tattoos/piercings. It was also hypothesized that there would be a relationship between people's acceptance of tattoos/piercings and their behavior ratings of the pictured individual. Undergraduates ( $n=37$ ) completed 3 questionnaires about their personal beliefs on tattoos/piercings and rated behaviors (some negative and some positive) about a pictured individual. Results indicated that an individual, when pictured with tattoos/piercings, was rated as more promiscuous and higher in negative behaviors. A significant positive correlation was found between participant's acceptance of piercings and ratings of the pictured individual's positive behaviors. These results are compared to those found in studies by Durkin et al. (2000), and Skegg et al. (2007).

**[4C4]** An Analysis of Correlates and Comparisons of Risky Sexual Behavior and Sexual Aversion. **Courtney Wineland & Erika Kelley**. Sponsored by Dr. Christine Gidycz. Ohio University, Athens, OH 45701.

College women are at high risk for sexual assault. Research shows that women who are sexually assaulted are at an increased risk for sexual difficulties that range from sexual avoidance/aversion to risky sexual behavior. Although there are typically two sexual behavior pathways victims follow (e.g., sexual aversion and risky sexual behavior), the reasoning for why this occurs is unknown. The purpose of this study is to examine the role of the variables that may correlate with sexual aversion and risky sexual behavior, including depression, anxiety, substance abuse, post-traumatic stress symptoms, and coping strategies. Participants include 50 college women who completed surveys assessing for these variables. Results showed that 34.9% ( $n = 15$ ) women reported a history of sexual victimization from age 14. Among victims, risky sexual behavior was correlated positively with alcohol use and negatively with coping (self-destructive and avoidance). Additional results will be discussed.

**[4D1]** And You Thought it Was Over? A Cross Developmental Examination of Bullying in 5th and 6th Graders and College Students. **Laura J. Donohue**. Sponsored by Dr. Rachael Reavis. Earlham College, Richmond, IN 47374.

Being bullied may affect one's ability to appraise social situations. 5th and 6th graders and college students read either positive, negative, or neutral social situations and rated how they would feel during each situation. Participants then read ambiguous social situations and appraised them (stated their expectations for a positive or negative outcome). Participants then answered questions concerning their bully/victim history. I hypothesize that participants who are primed with negative social situations will have negative expectations of social interactions. This effect will be amplified if the participant has a history of being victimized. It is important for studies such as these to be conducted in order to understand both the long and short term effects of victimization.

**[4D2]** Coping Strategies and the Transition to College: Exploring Differences across Gender and Sexual Orientation. **Tracey Riley & Alexandra Kirsch**. Sponsored by Dr. Colleen Conley. Loyola University Chicago, Chicago, IL 60660.

The transition to university represents a time of adjustment and change. The coping strategies employed during this time are predictors of mental health outcomes. The purpose of this study is to examine differences in coping strategies between males and females as well as heterosexual and LGBT students. Results indicate a variety of significant differences in coping strategies across gender and sexual orientation and interactions are discussed including the implementation of institution seeking, humor, and use of emotional support as coping mechanisms.

**[4D3]** Gender Differences in Interrogative Suggestibility. **Leah E. Welker**. Sponsored by Dr. John Best. Eastern Illinois University, Charleston, IL 61920.

Confessions may be one of the most powerful weapons in the courtroom: however, the importance placed upon confessions is being questioned. False confessions are more prevalent than previously thought. This study will examine how suggestibility levels and gender differences relate to false confessions. There will be 60 participants, each given the cover story that his stress levels are being measured. During testing, the participant will be told that he pushed a wrong button, shocking another person, and he needs to sign a form stating that he did press it. He then will report on a scale of 1-10 how much he believes his confession. Suggestibility scores will be recorded, as will whether or not the person "confessed", and the self-reported level of belief. It is hypothesized that females will be significantly more likely to falsely confess, and that suggestibility will add to the gender differences.

**[4D4]** Exploring the Construction and Interpretation of Identity: The Communication (or not) of Sexual Orientation. **Clinton L. Brown**. Sponsored by Dr. Shirley Bell. Eastern Illinois University, Charleston, IL 61920.

This study is designed to explore the communicative practices people utilize to construct and interpret messages concerning sexual orientation in everyday interpersonal interactions. As such, it fits nicely into the interpersonal and intercultural communication literatures that concern themselves with the social construction of identity which is an ongoing interactional task to which conversationalists orient. The data for this study were collected from self-report responses from a sample of undergraduate and graduate students ( $N=574$ ) enrolled in on-campus courses at a mid-sized Midwestern university. The study explores the perceptions and interpretations of messages concerning sexual orientation. Thus, the goal of this exploratory study is to investigate the ways in which individuals understand behaviors that are attributed to differing sexual orientations, and the reasons why sexual orientation becomes relevant in ordinary everyday social interactions.

**[5P01]** The Effect of Facebook Use on the Self-Esteem of Undergraduate College Students. **Ashley L. Shereyk.** Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

In recent years the use of social-networking websites, such as Facebook, has sky rocketed among college students. Facebook has revolutionized social-networking: users can create a profile that displays personal information they desire, upload pictures, access other users' profiles, establish or maintain interactions with other users, and accumulate a number of 'Facebook Friends'. The present study will compare the effectiveness of viewing one's own Facebook to viewing other users' profiles on their self-esteem. It is predicted that viewing one's own facebook will increase self-esteem. Also, it is hypothesized that viewing other users' profiles will lower participants' self-esteem. Lastly, it is predicted that those who are more

**[5P02]** Framing Effects on College Students' Perceptions of Marijuana. **Andrew G. Wilmes, Brent J. Emerson, & Karsen Z. Cronin.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this experiment was to examine the effects of framing on college students' perceptions of marijuana. The experimenters hypothesized that students who watched a video supporting the legalization of marijuana would be more accepting of its use than students who watched a video against the legalization of marijuana. In part one of the experiment, participants were asked to fill out a demographic survey and an initial survey that assessed their acceptance of marijuana use (Joslyn and Haider-Markel, 2002) and a second survey to assess their personal use (Wolfson, 2000). Two days later the participants watched either the positively or negatively framed video, and completed the same surveys they had taken in the previous session. Results were compared to Allen and Riedle (2011), Garcia-Retamero and Galesic (2010), Joslyn and Haider-Markel (2002) and Mann and Sherman (2004).

**[5P03]** Asian American Men's Body Image Issues. **Brianna Werner.** Sponsored by Dr. Frances Shen. University of Illinois Springfield, Springfield, IL 62703.

This study examined Asian American men's body image issues. Existing research in this area is based on western ideals that may not be generalizable to Asian American men's cultural perceptions and values of body image. A study by Pompper (2010) found that Asian American men differed from their White counterparts in that they do not value muscularity as an important and defining factor of masculinity. Therefore, more research is needed to examine the culturally relevant perceptions and implications of body image for Asian American men. Participants were asked about the messages they have received regarding body/physique expectations, the source and impact of these messages, and the importance of body image on masculinity. Findings indicate that height, broad shoulders, and double-eye lids are important for Asian American men. The lack of portrayal of Asian American men in the media often creates feelings of uncertainty about the body image expectations for members of this population.

**[5P04]** Individual and Collective Predictors of Religious and Conspiratorial Endorsement. **Jamen Suter-Donaldson.** Sponsored by Dr. Preston Bost. Wabash College, Crawfordsville, IN 47933.

Does the individual's life belong to him or to the group? How one answers this question may also predict how they reduce uncertainty and cope with loss of meaning or control. This study is being conducted in order to examine whether conspiratorial thinking (CT) functions in the place of religiosity when traditional religion is absent. CT and religiosity each function seemingly independently and as part of a monological belief system, but vary in their relation to individual/collective (I/C) measures. I will use I/C measures to examine how CT and religiosity function to reduce uncertainty and cope with loss of meaning or control among participants who hold opposite group beliefs. If I/C differences predict these beliefs as expected, participants who are horizontally individualist should score high on CT and New Age spirituality with lower scores in religiosity. Participants who are vertically collectivist should score high on religiosity coupled with low New Age spirituality and CT.

**[5P05]** The Dangerous Passion: Conceptualizations of Love, Relationship Satisfaction and Jealousy Induction. **Christina D. Brackett, Courtney J. Clark, Sarah D. Healey, & Emilie C. Lanter.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this study was to examine the relationships between conceptualizations of love, relationship satisfaction and jealousy induction in romantic relationships. Participants (n=40) were students in a current romantic relationship of at least two months. Participants completed a demographics questionnaire, the Love Attitudes Scale (Hendrick and Hendrick, 1986), the Relationship Satisfaction Scale (Burns, 1983), the Romantic Jealousy-Induction Scale (Mattingly et al., 2012) and the Motives for Romantic Jealousy-Induction Scale (Mattingly et al., 2012). The researchers hypothesized that those with positive conceptualizations of love would be more satisfied in their relationships, and that those with positive conceptualizations of love and those who were more satisfied in their relationships would be less likely to induce jealousy in their romantic partner. Data are analyzed and compared to Carson and Cupach (2000), Mattingly and Whitson (2010) and Muise et al. (2009).

**[5P06]** My Hair Says I'm Gay but My Makeup May Tell Another Story. **Mike McDowell, Hannah Romoser, & Nydia Desantos.** Sponsored by Dr. Caridad F Brito. Eastern Illinois University, Charleston, IL 61920.

The purpose of this study was to determine if a woman's hair length and makeup combine to affect the perception of a woman's sexuality. Hair length and makeup being two of the many adornments women can change. While long haired women project femininity and heterosexuality, short haired women tend to project masculinity and homosexuality. However, because makeup is used to suggest femininity and heterosexuality, it is not known how these two adornments might combine to influence perceptions of sexuality. Thirty subjects were asked to rate images of woman. Each image showed a woman with different combinations of short and long hair with and without makeup. Two way repeated measures ANOVAs were performed. The perception of short haired women's sexuality was not affected by the application of makeup; however, women with long hair were perceived as more heterosexual when wearing makeup and more homosexual without it.

**[5P07] Racing the Clock: Examining Factors that Hinder the Ability to Search for Specific Information in Iconic Memory. Jessica Sharp & Vincent Coppola.** Sponsored by Dr. Dale Klopfer. Bowling Green State University, Bowling Green, OH, 43403.

This study set out to examine iconic memory to answer two questions: does an increase in the number of items in a visual input hinder one's ability to search iconic memory for a specific target and is iconic memory spatial? We hypothesized that both an increase in the number of stimuli within an array and an increase in the distance between stimuli would result in decreased accuracy of searching for and identifying a target stimulus. Participants were to immediately report a target stimulus following a brief (50 ms) presentation of an array consisting of 2 – 8 stimuli. Results confirm that an increased number of stimuli within an array significantly decreases accuracy in correctly identifying a target stimulus,  $f(3,54)=21.083$ ,  $p<.001$ , and that increased distance between stimuli has the same effect,  $f(1,18)= 5.569$ ,  $p<.05$ . We believe this study's results confirm the spatial nature of iconic memory.

**[5P08] The Role of Sexual Assault Perpetration History in the Labeling of Sexual Assault. Alexander Bill & Tina Dardis.** Sponsored by Dr. Christine Gidycz. Ohio University, Athens, OH 45701.

The label that people attribute to an instance of sexual assault affects their opinion of those involved, to whom they attribute blame, and how they conceptualize and remember the event. This study investigates the differences in how perpetrators and non-perpetrators of sexual assault label behavioral descriptions of sexual assault. Results showed that perpetrators and non-perpetrators differ in their labeling in more ambiguous sexual situations. Implications for sexual assault prevention programming will be discussed.

**[5P09] Sad Sick Puppies and Small Sith Lords: The Influence of Induced Moods on Stereotyping. Danielle A. Adams, Jamie A. Hennies, Krista K. Lorenz, & Jenna L. Waymeyer.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The current study investigated the role that mood may have on stereotyping. The researchers hypothesized that individuals in a positive mood induced state would be less likely to stereotype and that individuals in a negative mood induced state would be more likely to stereotype. Participants ( $n=45$ ) were asked to watch a commercial which was intended to produce a specific mood state: positive, neutral, or negative. Then participants were asked to fill out a series of questionnaires including a social distance scale (Penn, Guynan, Daily and Spaulding, 1994), an emotional report form and a stereotype activation task (Park & Binaji, 2000), and a demographic form created by the researchers. Data are analyzed and results are evaluated and compared to previous research by Park and Banaji (2000), Johnson and Fredrickson (2004), Frederickson and Branigan (2005), and Nelson and Schiffrin (2009).

**[5P10] Grief Reactions in Dementia Family Caregivers: Relationship Between Social Interactions and Acceptance of the Death. David Hancock.** Sponsored by Dr. Ann Steffen. University of Missouri - St. Louis, St. Louis, MO 63121.

There are more than 5 million people with a dementing illness in the United States. These individuals are largely cared for by more than 15 million unpaid family members at a value of over \$210 billion a year (Alzheimer's Association, 2013). Although significant research has focused on the consequences of dementia family caregiving, less attention has been paid to bereavement processes (Schulz, Hebert, & Boerner, 2008; Schulz, Mendelsohn, Haley, et al, 2003). The current study ( $N=26$ ), using secondary data from a psychosocial intervention trial, examined predictors of grief in dementia family caregivers. The results indicate that caregivers who are socially involved (go to movies, go out to dinner, etc.) experience less grief, especially in the domain of being able to accept the loss of the care recipient ( $R = -.55$ ).

**[5P11] Can Unicorns and Oak Trees Influence your Music Choice? Relationships between Task Sensation, Music Preferences, and Personality. Jennifer L. Adkins, Brittany L. Elliott, & Daniel R. Merrill.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

This experiment assessed the influence of task sensation on music preference and relationships between personality and music preference. Participants were all Thomas More College students. Participants were randomly assigned to two groups, and completed demographics, sensation seeking, and personality questionnaires. Once completed, participants either engaged in a "low sensation" typing task or a "high sensation" video game. While performing the task, subjects chose a song from a set list. Songs were categorized as heavy or soft music based on previously defined characteristics (Higdon and Stephens, 2008); participants were unaware of these categories. It was hypothesized that those performing a low sensation task would choose high sensation music, and those performing a high sensation task would choose low sensation music. Results are compared to McNamara and Ballard (1999), Weisskirch and Murphy (2004), Furnham and Charmorro-Premuzic (2007), and Higdon and Stephens (2008).

**[5P12] Reaction to Stressful Events. Marini N. Pickering.** Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

Tetris has been shown to reduce flashback memories over a week long period when it is played after first watching a traumatic film (Holmes, James, Coode-Bate and Deeprose, 2009). I hypothesize that the additional visuo-spatial task of Tetris shortly after the film experience of a graphic traffic accident will tax working memory in a way that will desensitize the participant to the second viewing of the same stressful film. The present study uses the State-Trait Anxiety Inventory and Galvonic Skin Conductance to measure emotional and physiological arousal, as well as a Memory quiz as additional measure of memory accuracy. I also hypothesize memory will be less accurate among those participants in the No-Tetris condition.

**[5P13]** Humor is Heard But Not Seen. **Reanna Weidner & Josh Dees.** Sponsored by Dr. Eric Watterson. Greenville College, Greenville IL 62246.

The purpose of this study was to examine conformity behavior regarding the humor value of bad jokes under two rating conditions. Ten bad jokes were selected from a "bad jokes" website, and then were rated as distinctly not-funny by a control group of 28 raters. Using the Asch (1958) paradigm, 20 additional participants rated the humor value of bad jokes when the confederates verbally rated the jokes as very funny, and 20 other participants rated the humor of the same bad jokes when confederates first laughed and then rated the jokes as very funny. As predicted, participants in both conditions rated the bad jokes as humorous, displaying high rates of conformity. Additionally, humor ratings of the bad jokes were significantly higher than the rating assigned by the control group.

**[5P14]** The Effect of Categories on Memorization. **Veronica Murphy.** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

The present study analyzes whether memorization is improved by the use of categories. Previous research supports that organizing stimuli into categories enhances memory, and that humans actually look for similarities between objects in order to remember them. In order to test the effects of categories on memorization, participants in this study were assigned to one of three conditions. Participants in the controlled condition studied randomly arranged pictures. In one of the experimental conditions, participants studied the same pictures that were prearranged into categories. Participants in the other experimental condition were given the same pictures, but organized them as they saw fit to study them. The dependent variable was the number of pictures remembered. I hypothesize that the participants in the preorganized experimental condition will remember more of the pictures.

**[5P15]** What Students Look at to Judge the Aesthetics of Webpages. **Tanya Tepatti & Madeleine Grzybowski.** Sponsored by Dr. Harold Greene. University of Detroit Mercy, Detroit, MI 48221.

Do students attend more to photographs than text information when they rate the appeal of university webpages? Volunteers viewed webpages from four colleges and rated their appeal on a 5-point Likert scale. Eye movement heat maps showed that photographs, text, and link-word panels attracted the most attention. We studied the two pages with significantly different ratings further to quantify the behavior. Analyses: 2 Webpages X 3 Interest Areas (Link-word panel vs Photograph vs Text) repeated measures ANOVA on eye dwell time/pixel area. For the full trial period (i.e., 15s) there was no significant effect ( $p > .05$ ). For early attention deployment (i.e. early 5s period), there was a main effect of Interest Area. Post hoc tests revealed a lower dwell time/pixel area on link-word panels than photographs and text information ( $p < .05$ ). These results contribute to our goal of clarifying what kinds of webpage configurations influence webpage appeal.

**[5P16]** The Effects of Gender on Risk Taking Behavior in a Petting Zoo. **C. Schmidt.** Sponsored by Dr. Todd J Smith. St Catharine College, St Catharine, KY 40061.

The purpose of this study was to see if the gender of a child plays a part in the interaction with animals in a petting zoo. Previous research on risk taking behavior suggests that boys take more risk than girls even suggesting that a petting zoo would be one location where this risky behavior would be evident. Therefore, we expected boys interacting with the animals more and the girls to wash their hands more. The subjects were children who entered the petting zoo at the Louisville Zoo between the ages of 2-13. Children were selected at random and observed using instantaneous time sampling for a maximum of ten minutes. There was no significant difference found in the usage of petting zoos between boys and girls but there was a significant difference found in the amount of times boys and girls were reprimanded. We suggest further research study the interactions between children and animals from different cultural and geographical backgrounds.

**[5P17]** Testing the Impact of Melody and Music on Recall Memory. **Alawna McDaniel.** Sponsored by Dr. Eric Watterson. Greenville College, Greenville IL 62246.

Several recent studies support the notion that music and memory are strongly related. Research has indicated that music is a powerful mnemonic device (Yalch, 2001), and that music facilitates recall (Vuoskoski & Eerole, 2012). The purpose of this study was to test whether music and /or melody facilitated recall memory. Modeled on a study by Wallace (1994), 112 participants listened to either a poem read in a speaking voice, a poem sung melodically, or a poem sung with musical accompaniment, followed by a test of recall memory. Contrary to Wallace, results indicated greater recall for spoken words than for either sung words or words sung with music. These results are more consistent with Schulkind (2009), who asserted that music itself is not a particularly good mnemonic, but that music's "special power" is its facilitation of rehearsal.

**[5P18]** Body Image Ideals and Concerns Among the Asian American Female Population. **Brittany Sievers.** Sponsored by Dr. Frances Shen. University of Illinois Springfield, Springfield, IL 62703.

This study examined the body image of Asian American women. There is limited research on body satisfaction among Asian populations (Stark-Wroblewski, Yanico, & Lupe, 2005; Reddy & Crowther, 2007), and no studies have examined the cultural factors and experiences that impact Asian American women's body image specifically. Through a focus group, we sought to better understand what specific factors contribute to the body related issues of this population. Ten Asian American females participated in two focus groups. Semi-structured questions addressed the ideals of beauty and attractiveness for themselves, perceived societal and cultural beauty expectations, the impact of these perceived ideals on their well-being and self-concept, and the relationship between body image and notions of femininity. Results showed that Asian American females place an emphasis on pale skin, long hair, thinness, presence of an eye fold, and the bridge depth on the nose.

**[5P19] Equine Facilitated Learning: Its Impact on Post-9/11 Veterans. Emma Campbell, Julie Debish, Katelyn Gosnell, Toria Poore, Kelsey Rosselli & Ariel Underwood.** Sponsored by Dr. Jackie Fischer. Saint Mary-of-the-Woods College, Saint Mary of the Woods, IN 47876.

The PS 493 Research Practicum class at Saint Mary-of-the-Woods College is conducting a qualitative research project this semester. The research, entitled "Equine Facilitated Learning: Its Impact on Post-9/11 Veterans," will be conducted at an equine assisted learning facility in Plainfield, Ind. Interviews will be conducted with participants in the Wounded Warriors Program, a 10-week program that is focused on assisting post-9/11 veterans as they work to develop life skills to help them cope with physical, mental, and/or emotional challenges as a result of their post-9/11 service. The study will include males and females who live in the Indianapolis area and have served in a variety of the military branches, including Army, Navy, and Marines. The goal of the research is to examine the "lived experiences" of the participants in relation to how and if the equine facilitated learning program has impacted their daily coping skills.

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