



26th Annual Mid-America Undergraduate Psychology Research Conference (MAUPRC)

Saturday, April 14, 2007

Eastern Illinois University
Charleston, IL

Conference Schedule

- 7:30 – 8:30 Registration / Continental Breakfast
- 8:30 – 9:30 **Session 1**
- 9:30 – 9:45 Break
- 9:45 – 10:45 **Session 2**
- 10:45 – 11:00 Break
- 11:00 – 12:00 **Session 3**
- 12:00 – 12:30 Lunch
- 12:30 – 1:15 **Welcome / Keynote Address:**
 - **Dr. Mary Kite, Ball State University**
- 1:15 – 1:30 Break
- 1:30 – 2:30 **Session 4**
- 2:30 – 3:30 **Poster Session / Closing Reception**

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:

Attendees are urged to adhere to the following rules so the conference can operate in an atmosphere of efficient professionalism.

- 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.
- It would be appreciated if you stayed in the same room for the entire session.
- 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.

General Information

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

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

- All presentations will be given in the Martin L. King (MLK) University Union, third floor rooms.
- Lunch will be held in the University Ballroom on the 2nd floor of the MLK University Union.
- Posters may be set up starting at 2:15 PM.

Sponsored by the Psychology Departments of

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

The 2007 Conference is supported in part by the following groups:

Office of the Provost and Vice President for Academic Affairs, Eastern Illinois University
College of Sciences, Eastern Illinois University
Honors College, Eastern Illinois University
Psychology Division of the Council on Undergraduate Research (CUR)

Notes

Session 1A	Martinsville Room	
Moderator	Tom Wilson	Bellarmino University
8:30 AM – 8:45 AM	Visual Imagery and Cognitive Mapping. Bruce L. Tabor . Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 1A1]	
8:45 AM – 9:00 AM	The Effect of Sex and Pregnancy Status on Olfactory Perception. Bryna Shannon & Kristy Keppler . Sponsored by Dr. Leslie Cameron, Carthage College. [See abstract 1A2]	
9:00 AM – 9:15 AM	Is Attention Spatial Frequency Selective? Andrew D. Rathje & Kyle Olson . Sponsored by Dr. Leslie Cameron, Carthage College. [See abstract 1A3]	
9:15 AM – 9:30 AM	The Relationship of Social Conformity and Idiosyncratic Personality in College Students. Brittany Patton . Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 1A4]	

Session 1B	Paris Room	
Moderator	Jeffrey Stowell	Eastern Illinois University
8:30 AM – 8:45 AM	Investigating Gender Bias in Teachers' Perceptions of Students. Erin E. Walthall . Sponsored by Dr. Ronan Bernas, Eastern Illinois University. [See abstract 1B1]	
8:45 AM – 9:00 AM	Caffeine's Effect on Executive Function as a Mechanism for Cognitive Performance. Caleb Hedden & Jordon Blackwell . Sponsored by Dr. Robert Horton, Wabash College. [See abstract 1B2]	
9:00 AM – 9:15 AM	Neurophysiological Differences in Violent and Non-violent People. Lena Prinzi . Sponsored by Dr. George Taylor, University of Missouri-St. Louis. [See abstract 1B3]	
9:15 AM – 9:30 AM	The Relation between Birth Order, Sibling Modeling and Interests in Academics, Fine Arts, and Sports. Amy Buoy . Sponsored by Dr. Daneen Deptula, Eastern Illinois University. [See abstract 1B4]	

Session 1C	Oakland Room	
Moderator	Ray Bragiel	Franklin College
8:30 AM – 8:45 AM	Social Perception of Child Abuse and Future Outcomes. Lindsay A. Schilling . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 1C1]	
8:45 AM – 9:00 AM	Assessment of Student Awareness of, Utilization of, and Satisfaction with Academic Advising Services within the IUPUI Psychology Department. James M. Hays & Justin Oconnor . Sponsored by Dr. Drew Appleby, Indiana University-Purdue University Indianapolis. [See abstract 1C2]	
9:00 AM – 9:15 AM	Effects of Social Facilitation and Group Polarization on Impression Formation. Allen Glunt . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 1C3]	
9:15 AM – 9:30 AM	The Effects of Mental Imagery on the Ability to Successfully Putt a Golf Ball. Daniel Sears . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 1C4]	

Session 1D	Charleston Room	
Moderator	Vytenis Damusis	Purdue University Calumet
8:30 AM – 8:45 AM	Judging Interpersonal Relationships: Immediate Impact of Emotional Media Exposure. Valerie Passavanti, Mia Davis, & Jessica Moreno. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 1D1]	
8:45 AM – 9:00 AM	Attitudes Towards Mainstreaming Autistic Children. Emily Weger. Sponsored by Dr. Julie Evey, University of Southern Indiana. [See abstract 1D2]	
9:00 AM – 9:15 AM	Continued Bonds: Relationships and Experiences. Sarah Ashbaugh & Shannon Wysinger. Sponsored by Dr. Thomas Wrobel, University of Michigan-Flint. [See abstract 1D3]	
9:15 AM – 9:30 AM	Preadolescent Gang Identity and Self-Reported School-Based Behaviors. Antonio L. Cortes, Elizabeth Webb & Robbie Haner. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 1D4]	

Session 1E	Greenup Room	
Moderator	David Jones	Westminster College
8:30 AM – 8:45 AM	The Effects of Media on Eating Disorder Risk in College Students. Caroline R. Saxon. Sponsored by Dr. David Jones, Westminster College. [See abstract 1E1]	
8:45 AM – 9:00 AM	Understanding Jury Instructions: The Effects of Wording and Presentation. Christine M. Egan. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 1E2]	
9:00 AM – 9:15 AM	Relationship of Vigorous Exercise to Negative Affects and Specific Anxiety Types. Sara A. Rice, Rajni Tripathi, & Patricia F. Stewart-Hopkins. Sponsored by Dr. Giao Tran, University of Cincinnati. [See abstract 1E3]	
9:15 AM – 9:30 AM	Perceived Size of Complex Objects in a Mach Pattern. Stephen Long, Jessica Lang, & Sandra Gibbons. Sponsored by Dr. Ted Jaeger, Westminster College. [See abstract 1E4]	

Session 2A	Martinsville Room
Moderator	David Nalbone
	Purdue University Calumet

- 9:45 AM – 10:00 AM Mortality Salience and Race as Predictors of Parental Interference in Dating. **Michael D. Finney**. Sponsored by Dr. David P. Nalbone, Purdue University Calumet. [See abstract 2A1]
- 10:00 AM – 10:15 AM Socio-emotional and Psycholinguistic Properties of One Toddler's Familial Humorous Exchanges. **Katherine M. Kennedy & Kelly Stengert**. Sponsored by Dr. Leslie Cameron, Carthage College. [See abstract 2A2]
- 10:15 AM – 10:30 AM Assessing the Effectiveness of an Orientation to a Major in Psychology Course. **Kristina M. Hammond**. Sponsored by Dr. Drew Appleby, Indiana University-Purdue University Indianapolis. [See abstract 2A3]
- 10:30 AM – 10:45 AM Parental Modeling of Gambling. **Kevin Jerred & Jerry Culver**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 2A4]

Session 2B	Paris Room
Moderator	Robert Horton
	Wabash College

- 9:45 AM – 10:00 AM Indiscriminant Agreement with Famous but Contradictory Quotes. **Michael Murphy**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 2B1]
- 10:00 AM – 10:15 AM Improvements In Executive Functions Through Inhibition Training For Undergraduates With ADHD. **Kirti Thummala**. Sponsored by Dr. Priti Shah, University of Michigan, Ann Arbor. [See abstract 2B2]
- 10:15 AM – 10:30 AM Emotional Responses to Words Resulting from Implicit Associative Priming. **Lauren E. Bayens, Jacqueline M. Shircliff, & William N. Wright**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 2B3]
- 10:30 AM – 10:45 AM Effect of Reciprocity on Self-Disclosure. **Jill M. Cox, Christa M. Mattingly, & Ryan D. Payne**. Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 2B4]

Session 2C	Oakland Room
Moderator	Julie Evey
	University of Southern Indiana

- 9:45 AM – 10:00 AM Perfectionism, Coping Strategies, and Disordered Eating: A Multidimensional Perspective. **Claudia Larivee**. Sponsored by Dr. Daneen Deptula, Eastern Illinois University. [See abstract 2C1]
- 10:00 AM – 10:15 AM Effects of Overexcitabilities on the Social Self-concepts of College Students: An Analysis of Gender and Ability Level. **Kayla E. Smith & Ryan A. Wallace**. Sponsored by Dr. Anne N. Rinn, Western Kentucky University. [See abstract 2C2]
- 10:15 AM – 10:30 AM Alcohol and School Performance. **John Kennedy**. Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 2C3]
- 10:30 AM – 10:45 AM A Deeper Meaning to Death: The Correlation Between Death and Existential Anxiety in Terror Management Theory. **Jacques Brouillette**. Sponsored by Dr. Keith Wilson, Eastern Illinois University. [See abstract 2C4]

Session 2D		Charleston Room
Moderator	Mallie Moss Steele	Westminster College
9:45 AM – 10:00 AM	The Relationship Between Attachment Styles, Parenting Styles, and Substance Use in Young Adults. Jamie K. Winters . Sponsored by Dr. David Jones, Westminster College. [See abstract 2D1]	
10:00 AM – 10:15 AM	The Effect of Practice on the Stroop Task. Laura McDonald & Nick Carpinello . Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 2D2]	
10:15 AM – 10:30 AM	The Effect of Sleep on Memory of a Piece for the Keyboard. Douglas Winschief . Sponsored by Dr. Kathy Milar, Earlham College. [See abstract 2D3]	
10:30 AM – 10:45 AM	The Effect of Auditory and Visual Stress on Time Perception. Sunitha Batchu, Chris Fonseca, & Emerson Stuckart . Sponsored by Dr. Ted Jaeger, Westminster College. [See abstract 2D4]	

Session 2E		Greenup Room
Moderator	Roger Thomas	Franklin College
9:45 AM – 10:00 AM	The Effects of Music on a Individual's Interpretation of Emotionless Faces. Michael R. Lapota . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 2E1]	
10:00 AM – 10:15 AM	Examination of Continuity of Perspective of Family Environment for Mothers, Fathers, and Children. Laurie Beth McTighe . Sponsored by Dr. Diane Wille, Indiana University Southeast. [See abstract 2E2]	
10:15 AM – 10:30 AM	Leadership Styles and Their Iimpact on Impulse Control. Rachel Kinkoph . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 2E3]	
10:30 AM – 10:45 AM	Salary as a Function of Attraction. Erika R. Hanaway . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 2E4]	

Session 3A	Martinsville Room	
Moderator	Chris Bloom	University of Southern Indiana
11:00 AM– 11:15 AM	Race, Drug Use and Detention in a County Correctional Center. Laura M. Cuevas, Richard Mann, & Dongtrieu Nguyen . Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 3A1]	
11:15 AM– 11:30AM	Intense Ambivalence and Splitting: Convergent and Discriminant Validity vis-a-vis Personality Disorder Symptom. Ashley E. Lytle . Sponsored by Dr. Scott R. Ross, DePauw University. [See abstract 3A2]	
11:30 AM– 11:45 AM	The Effects of Music on Choice. Jordan Extine & Tom Schiltz . Sponsored by Dr. Robert Horton, Wabash College. [See abstract 3A3]	
11:45 AM– 12:00 PM	Acute Effects of Alcohol on Aggression. Brad Dowling . Sponsored by Dr. Ted Jaeger, Westminster College. [See abstract 3A4]	

Session 3B	Paris Room	
Moderator	Leslie Cameron	Carthage College
11:00 AM– 11:15 AM	The Effects of an Unsolvable Task on Self Esteem. David C. Schmidt . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 3B1]	
11:15 AM– 11:30AM	Infanticide: Possible Hormonal Cues in Rodents, Nonhuman, and Human Primates. Jaelyn McCollum . Sponsored by Dr. Leslie Cameron, Carthage College. [See abstract 3B2]	
11:30 AM– 11:45 AM	The Effects of Confidence and Type of Questioning on Participant Jurors Evaluation of Eyewitness Testimony. Kylie Toliver . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 3B3]	
11:45 AM– 12:00 PM	Barriers in Conducting Community Based Research: Implementing a Cultural Based Intervention in a School Setting. Nikiah Barnes & Shaunita Bowen . Sponsored by Dr. Sheila Ribordy, DePaul University. [See abstract 3B4]	

Session 3C	Oakland Room	
Moderator	Kathy Milar	Earlham College
11:00 AM– 11:15 AM	Effects of Suggestive Questioning on the Creation of False Memories. Heather Snawder . Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 3C1]	
11:15 AM– 11:30AM	Views of God and Subjective Well-being. Amy Welch & Alexandra Gee . Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 3C2]	
11:30 AM– 11:45 AM	The Relationship of Early Childhood Socialization and Social Anxiety in Later Life. Eden M. Gabbard . Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 3C3]	
11:45 AM– 12:00 PM	Child and Adult Behaviors. Kara Graham, Jeff Brooks, Jessica Urschel, & Matthew Riesbeck . Sponsored by Dr. Dennis Rodriguez, Indiana University South Bend. [See abstract 3C4]	

Session 3D Moderator	Cathy Schoonover	Charleston Room Eastern Illinois University
11:00 AM– 11:15 AM	The Effects of a Theory Based-Sexual Health Education Website on Adolescents. Stacey Macklin . Sponsored by Dr. Assege HaileMariam, Eastern Illinois University. [See abstract 3D1]	
11:15 AM– 11:30AM	Imaginary Companionship and Dissociative Experience. Nicole Holcomb . Sponsored by Dr. Linda Hurt, Mckendree College. [See abstract 3D2]	
11:30 AM– 11:45 AM	Measuring Academic Maturity in College Students: A Work in Progress. Megan Matthews, Katie Hopkins, & Kymber Elsenpeter . Sponsored by Dr. William Addison, Eastern Illinois University. [See abstract 3D3]	
11:45 AM– 12:00 PM	The Relationship Between the Development of Wisdom and Emotional Functioning. Amanda M. Cole . Sponsored by Dr. Ronan Bernas, Eastern Illinois University. [See abstract 3D4]	

Session 4A	Martinsville Room	
Moderator	Drew Appleby	Indiana University Purdue University Indianapolis
1:30 PM – 1:45 PM	Memory as a Function of Picture Type. Katie Tribbett . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 4A1]	
1:45 PM – 2:00 PM	The Effect on the Implicit Behavioral Response as a Result of a Change in Implicit Attitude on African-Americans. James D. Leuck & Jacob T. Peerman . Sponsored by Dr. Robert Horton, Wabash College. [See abstract 4A2]	
2:00 PM – 2:15 PM	Gas Guzzler: A Look at the Effects of Fluctuating Gas Prices. Brooke A. Smith . Sponsored by Dr. Michiko Nohara-Leclair, Lindenwood University. [See abstract 4A3]	
2:15 PM – 2:30 PM	Effects of Priming with High Achievement or Neutral Words on the Cognitive Process with Performing a Creativity Task. Rachelle L. Durholz . Sponsored by Dr. Roger Thomas, Franklin College. [See abstract 4A4]	

Session 4B	Paris Room	
Moderator	Shannon Rauch	Eastern Illinois University
1:30 PM – 1:45 PM	Time Variations Based on Test Anxiety. Kristi Eissler . Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 4B1]	
1:45 PM – 2:00 PM	Gender Occupational Stereotypes. Rebecca Bradford . Sponsored by Dr. Julie Evey, University of Southern Indiana. [See abstract 4B2]	
2:00 PM – 2:15 PM	Pulling the Trigger to Drink. Tyson R. Holder . Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 4B3]	
2:15 PM – 2:30 PM		

Session 4C	Oakland Room	
Moderator	Ted Jaeger	Westminster College
1:30 PM – 1:45 PM	Parent Alcohol Consumption and Student Drinking Habits; an On-Line Survey. Jillian M. Kukla & Nicole Trent . Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 4C1]	
1:45 PM – 2:00 PM	Face Value: People Rate Facial Attractiveness in the Blink of an Eye. Matthew T. Rome . Sponsored by Dr. Leslie Cameron, Carthage College. [See abstract 4C2]	
2:00 PM – 2:15 PM	If You're Happy and You Know It, Help a Friend: The Effects of Happiness and Emotional State on Willingness to Help. Meghan Cassidy . Sponsored by Dr. Kathy Milar, Earlham College. [See abstract 4C3]	
2:15 PM – 2:30 PM	Effect of Perceptual and Semantic Organization on Word Recognition. Russell P. Anhalt . Sponsored by Dr. Ted Jaeger, Westminster College. [See abstract 4C4]	

Session 4D Moderator	Lawrence Boehm	Charleston Room Thomas More College
1:30 PM – 1:45 PM	Do You Think I'm Cute? Victoria Antionette Lewis . Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 4D1]	
1:45 PM – 2:00 PM	Do You Hear What I Hear? How Personality Affects the Senses. Emily A. Eismann . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 4D2]	
2:00 PM – 2:15 PM	Parental Relationship, School Involvement, and Juvenile Delinquency. Mandi L. Flatt . Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 4D3]	
2:15 PM – 2:30 PM	Self-Esteem in Adolescents with Intellectual Disabilities. Lydia G. Watson . Sponsored by Dr. Thomas Wilson, Bellarmine University. [See abstract 4D4]	

Session 5P**Moderator****Bill Addison****Tuscola/Arcola Rooms
Eastern Illinois University**

The Effect of Social Anxiety Severity and Gender on Drinking Motives and Alcohol Expectancies. **Margaret W. Riggs, Abigail A. Goldsmith, & Joshua P. Smith.** Sponsored by Dr. Giao Tran, University of Cincinnati. [See abstract 5P01]

Implicit Racial Associations and Their Measurement. **Sarah Bostick.** Sponsored by Dr. Christine Reyna, DePaul University. [See abstract 5P02]

Effect of Accent on the Perception of Intelligence of a Speaker. **S. Rotroff.** Sponsored by Dr. Mojisola Tiamiyu, University of Toledo. [See abstract 5P03]

Correlations between Shipley Institute for Living Scale and Wonderlic Personnel Test. **Kenneth Davis & Courtney Johnson.** Sponsored by Dr. Michael Firmin, Cedarville University. [See abstract 5P04]

Driving Forces in Recycling. **Corinna E. Psomadakis.** Sponsored by Dr. Christine Reyna, DePaul University. [See abstract 5P05]

Human Factors & Ergonomics Variables Leading to the Creation of a New Audit System. **Stephen A. Riederer.** Sponsored by Dr. Michael Chase, Quincy University. [See abstract 5P06]

Long-Term Cognitive Consequences of Early Fluoxetine Exposure. **Kelly Stengert & Sara Servais.** Sponsored by Dr. Penny Seymoure, Carthage College. [See abstract 5P07]

Rival Salience and Sport Team Identification. **Tara B. Pool.** Sponsored by Dr. Daniel L. Wann, Murray State University. [See abstract 5P08]

Effects of Rare Events on Frequency Estimations. **Laura D. Deaton.** Sponsored by Dr. Michael Young, Southern Illinois University Carbondale. [See abstract 5P09]

Relationship Status, Self-Esteem, and Academic Performance in College Students. **Amanda L. Kidwell.** Sponsored by Dr. Robert Maleske, Carthage College. [See abstract 5P10]

A Hitchhikers Guide to Relationships: An Examination of Gottmans Five to One Ratio. **Kristina Sparks.** Sponsored by Dr. Matthew Draper, Indiana State University. [See abstract 5P11]

A Comparison of Depression and Generalized Anxiety's Relationships with Drinking Motives and Tension-Reduction Alcohol Expectancies. **Ayesha K. Ekanayake, Eric D. Harper, Rachel D. Thompson, Joshua P. Smith, & Abigail A. Goldsmith.** Sponsored by Dr. Giao Tran, University of Cincinnati. [See abstract 5P12]

Examining the Effects of Depression and Academic Year on Hazardous Drinking. **Marie Weisenberger, Rachel D. Thompson, Joshua P. Smith, & Abigail A. Goldsmith.** Sponsored by Dr. Giao Tran, University of Cincinnati. [See abstract 5P13]

The Predictive Relationship Between the Big Five Personality Traits and the Five Dimensions of Counterproductive Work Behaviors. **Liesl K. Becker, LaMarcus R. Bolton.** Sponsored by Mr. Brent A. Mattingly, Saint Louis University. [See abstract 5P14]

The Effects of Gender and Generalized Anxiety Severity on Tension and Worry Reduction Expectations. **Jamie N. Brandhoff, Abigail A. Goldsmith, & Joshua P. Smith.** Sponsored by Dr. Giao Tran, University of Cincinnati. [See abstract 5P15]

Healing the Hidden Wounds of War: A Meta-Analysis of Treatment for Combat-Related PTSD. **Cheryl L. Stewart.** Sponsored by Dr. Thomas Wrobel, University of Michigan-Flint. [See abstract 5P16]

Abstracts

[1A1] Visual Imagery and Cognitive Mapping. **Bruce L. Tabor.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

Using a two group pre-test post test design, visual imagery as a response to cognitive mapping was investigated in 40 undergraduate students from a small liberal arts college in Louisville, Kentucky. The experimenter randomly assigned students to either the forced-thought analog coding group or the forced-thought propositional coding group. The alternative coding was experienced as the experimental treatment between pre- and post-tests. Results show the differences in performance between cognitive mapping using analog codes and maps that result from propositional coding.

[1A2] The Effect of Sex and Pregnancy Status on Olfactory Perception. **Bryna Shannon & Kristy Keppler.** Sponsored by Dr. Leslie Cameron. Carthage College, Kenosha, WI 53140.

This study is part of an on-going investigation examining the impact of sex and pregnancy status on olfactory perception. Females rate their sense of smell higher than males and some studies report that females outperform males on some olfactory tasks. Many pregnant women report an enhanced sense of smell, although scientific evidence has not uniformly supported such anecdotal reports. Fifteen participants (6 males) rated their sense of smell and performed an odor detection task with phenyl ethyl alcohol (PEA) using standard techniques. Preliminary results confirm that females rate their sense of smell higher than males, but do not reflect female superiority in PEA thresholds. We find no correlation between self-report and psychophysical measures, which underscores the subjectivity of anecdotal evidence. More sensitive experimental techniques, which apply signal detection theory, may reveal subtle differences in olfactory perception between the sexes and between pregnant and non-pregnant women, will be described.

[1A3] Is Attention Spatial Frequency Selective? **Andrew D. Rathje & Kyle Olson.** Sponsored by Dr. Leslie Cameron. Carthage College, Kenosha, WI 53140.

Directing transient covert attention with a peripheral precue is known to improve performance on a variety of visuo-spatial tasks. Cameron & Bartow (2004) demonstrated that transient attention increases speed and accuracy on an orientation discrimination task across location uncertainty conditions. This effect appears to be spatial frequency (SF) dependent, being most pronounced for sine-wave gratings of mid-SFs (2 cycles per degree (cpd)). Surprisingly, attention increased speed but decreased accuracy at low SF (0.5 cpd). The current study replicated and extended this result to a detection task and a signal detection theory analysis revealed that attention made observers' criteria more liberal (i.e., increasing false alarm rates). The impairment in accuracy at low SF is not explained by a reduced number of cycles in the stimulus. Our current experiments explore whether the impairment in accuracy at low SF is robust with precue parameters or reflects a spatial frequency selectivity of attention.

[1A4] The Relationship of Social Conformity and Idiosyncratic Personality in College Students. **Brittany Patton.** Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The relationship between social conformity and idiosyncratic behavior was investigated in 13 college-aged participants. The measured social conformity was based on the number of times each participant gave an incorrect answer to a question when classrooms of confederates were constructed to answer incorrectly in an Asch-like manner. Participants conformed while idiosyncratic personality was assessed with a self-report. The results showed a weak negative correlation between social conformity and idiosyncratic scores.

[1B1] Investigating Gender Bias in Teachers' Perceptions of Students. **Erin E. Walthall.** Sponsored by Dr. Ronan Bernas. Eastern Illinois University, Charleston, IL 61920.

This study will investigate if the student's and teacher's gender influence the teacher's perception of the student. One hundred male and female elementary education students will read a scenario of an average male or female elementary student who possesses different academic and classroom behaviors. The male and female student scenarios are identical except for the gender of the student. The prospective teachers will then respond to a 10-item questionnaire targeting the extent to which they will praise, reward, give extra attention, criticize, and suggest remediation for the strengths and weaknesses illustrated. It is predicted that female teachers will respond positively or negatively to a scenario, depending on the student's gender. Male prospective teachers are predicted not to respond differentially.

[1B2] Caffeine's Effect on Executive Function as a Mechanism for Cognitive Performance. **Caleb Hedden & Jordan Blackwell**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

From previous research we know caffeine has an effect on, and often improves, cognitive performance (CP). For instance, caffeine has been shown to improve tests of reaction time, alertness, visual information processing, and random number generation (a task involving randomly stating numbers at a certain set pace), which are all facets of CP. However, these tests can be viewed also as factors influenced by a frontal lobe process called executive function (EF). EF has been shown as a measurement of unstructured and more complex tasks. For our study, participants took one of two tests to assess EF. The first test, the Trail Making Test-A (TMT-A), required participants to connect numbers in ascending order. The second test, the Trail Making Test-B (TMT-B), required participants to alternate between numbers and letters connecting them in ascending order. Since we can see how the alternating sequence in the TMT-B is a more unstructured, unfamiliar, and complex task relative to the TMT-A, we used the TMT-B as our measure of EF. Thus, we are using a comparison of the TMT-A and the TMT-B to discover whether or not caffeine will improve CP by way of EF.

[1B3] Neurophysiological Differences in Violent and Non-violent People. **Lena Prinzi**. Sponsored by Dr. George Taylor. University of Missouri-St. Louis, MO 63121.

There has always been an interest among social scientists and lay public for the factors that distinguish violent from non-violent people. Pathological brain functioning has repeatedly been proven to be part of the equation, but the question remains to identify reliable neurophysiologic or physiological differences underlying violent behavior? Studies of glucose metabolism and neurophysiological asymmetry suggest being part of the answer to this important question. There is also a correlation between the Serotonin Metabolite 5-HIAA and Anti-Social Behavior. Anti-Social behavior is a disorder which has 85 % prevalence in the prison population. This presentation will examine the literature on the neural bases of violent behavior with a special emphasis on glucose availability to the brain and CSF-aggression relations.

[1B4] The Relation between Birth Order, Sibling Modeling and Interests in Academics, Fine Arts, and Sports. **Amy Buoy**. Sponsored by Dr. Daneen Deptula. Eastern Illinois University, Charleston, IL 61920.

The purpose of the current research was to examine possible factors that may be associated with academic, sports, and fine arts interests and abilities during adolescence. Three variables were considered: birth order, siblings modeling, and parental influence. Participants (N = 128) were recruited from a Midwestern high school and a Midwestern university. Preliminary analyses revealed that participants' interests and reported ability in fine arts were moderately correlated with their perception of their siblings' interests ($r = .40$) and ability ($r = .31$) in fine arts. Participants' interests and reported ability in sports also moderately correlated with siblings' interest ($r = .25$) and ability in sports ($r = .28$). The results of additional statistical analyses will be presented.

[1C1] Social Perception of Child Abuse and Future Outcomes. **Lindsay A. Schilling**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

This experiment tested the effects of social perception of child abuse and its link to violent relationships later on as an adult. Forty-one Franklin College students were tested in this experiment. They were split into 2 groups and were given different scenarios to read. One group read a scenario of a healthy child and parent relationship while the other group read a scenario of an abusive child and parent relationship. Both groups were then asked to read a set of 16 statements about the child as an adult. The participants were asked to rate how strongly they felt each statement would be likely to occur for the child as an adult. They rated these from 1-5 with 1 being the least likely to happen and 5 being the most likely to happen. The results show that participants who read the negative scenario gave more negative ratings for the child's future.

[1C2] Assessment of Student Awareness of, Utilization of, and Satisfaction with Academic Advising Services within the IUPUI Psychology Department. **James M. Hays & Justin Oconnor**. Sponsored by Dr. Drew Appleby. Indiana University-Purdue University Indianapolis, Indianapolis, IN 46250.

Academic advising can be improved with appropriate assessment techniques. The Indiana University-Purdue University Indianapolis (IUPUI) Psychology Advising Office (PAO) assessed the awareness of, utilization of, and satisfaction with 19 academic advising resources in the spring of 2006. While the results were positive, measures of some resources were less desirable than preferred. Hence, the PAO implemented several interventions, such as increased advertising and peer-advisor training, to improve services that would raise advising resource awareness, utilization, and satisfaction. The PAO redistributed the assessment survey during the spring 2007 semester, and preliminary results indicate greater awareness and utilization of resources, as well as higher satisfaction ratings, suggesting that the interventions have been successful.

[1C3] Effects of Social Facilitation and Group Polarization on Impression Formation. **Allen Glunt**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present study explored the effects of social facilitation and group polarization on negative impression formation. Thirty-eight students enrolled in introductory level psychology classes read a description of a fictional subject and were asked to rate their views of the subject on a questionnaire with a scale of 1-7. As a part of a 1 x 3 between-subjects design, participants filled out a questionnaire about the subject; alone, in groups of two with interaction allowed, and in groups of two with no interaction allowed. Their scores were then individually averaged to find the impression that had been formed. The results did show more negative impressions made by the group polarization group than those in the social facilitation group but these differences were not significant. Therefore this trend follows my hypothesis but more subjects were needed in order to make the differences significant.

[1C4] The Effects of Mental Imagery on the Ability to Successfully Putt a Golf Ball. **Daniel Sears**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present experiment tested the hypothesis that mental imagery will improve a person's ability to putt a golf ball more accurately. Each subject in the study putted a golf ball five times, took a break and either received mental imagery or read a magazine, and then putted the ball five more times. The mental imagery consisted of a script that had the subjects envision themselves correctly putting the ball and then making the ball in the cup. Measurements were taken on how many inches away the ball was from the hole. The results show that subjects receiving mental imagery improved their putting abilities on the second five putts much more than the group that did not receive the imagery.

[1D1] Judging Interpersonal Relationships: Immediate Impact of Emotional Media Exposure. **Valerie Passavanti, Mia Davis, & Jessica Moreno**. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

The immediate impact of brief visual media exposure to emotionally charged relationships between a male and female was compared for high school students randomly assigned to one of three treatment conditions: 1. violent interpersonal relationship, 2. loving relationship, and 3. control condition. After exposure to the film clips, a line drawing of a neutral relationship between a man and a woman was rated on a Semantic Differential (SD) type measure by participants in each of the three treatment groups. The SD evaluative reactions to the picture are expected to be emotionally consistent with the film clip content. The participants also completed a pre and post-treatment State-Trait Anxiety Scale. Explanations are offered for how temporary exposure to emotional intense media presentation primes immediate judgments of interpersonal relationships.

[1D2] Attitudes Towards Mainstreaming Autistic Children. **Emily Weger**. Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

Autistic children have been excluded from the general education system for many years (Cook, 2004). Changes in school systems have made it possible for autistic children to be mainstreamed into regular classrooms. The Individuals with Disabilities Education Act (IDEA) in 1997 helped bring about this change (Sonnenmeier, McSheehan & Jorgensen 2005). According to Cook (2004), attitudes of our entire culture must change in order to have a more inclusive society in general. There is a great deal of disagreement on the benefits of inclusion of autistics into regular classrooms (Stahmer & Ingersoll, 2003). Aside from the disagreements on this topic there is some consensus in the field of psychology that early identification and treatment of autistic individuals are key components of their education (Stahmer & Ingersoll, 2003). The conducted study was to look into these attitudes and see if they change after people are given information on this practice.

[1D3] Continued Bonds: Relationships and Experiences. **Sarah Ashbaugh & Shannon Wysinger**. Sponsored by Dr. Thomas Wrobel. University of Michigan-Flint, Flint, MI 48502.

Benore and Park (2004) question whether the belief of continued relationships with deceased loved ones is held exclusively by those in a state of bereavement or should be considered as a global belief held by even those not bereaved. This study assessed a group of University of Michigan-Flint undergraduates to determine their beliefs in and experiences of continued relationships after death. We used the Continued Relationship Scale developed by Park and Benore (2004) to measure level of belief in continued relationships. We surveyed students regarding experiences of continued relationships, providing seven categories of experiences. We also looked at the gender, age, and religion of the participants, as well as their relationships to the deceased.

[1D4] Preadolescent Gang Identity and Self-Reported School-Based Behaviors. **Antonio L. Cortes, Elizabeth Webb & Robbie Haner**. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

An analysis was conducted of surveyed self-reported behaviors and attitudes distinguishing junior high school youth that cited gangsters as their peers and those that did not. Of 288 male and female seventh and eight grade students in the survey sample, 104 selected gangsters as their peer group. Survey participant selection of gangsters as peers was related to greater frequency of violation of conventional norms for classroom behavior, a higher preference for taking risks, a deeper sense of personal isolation and lower frequency of socially approved high school student behaviors and values. Participant gender and a virtually equal ethnic division of African and Hispanic-Americans allowed a simple criterion groups analysis of variance in participant responses to a series of self-reported surveyed behaviors to generate a profile of the differences between male and female gangster wannabes and non gangsters.

[1E1] The Effects of Media on Eating Disorder Risk in College Students. **Caroline R. Saxon**. Sponsored by Dr. David Jones. Westminster College, Fulton, MO 65251.

The purpose of this experiment was to study how media's portrayal of the human body affects eating disorder risk in college students. This study attempted to determine what effects exposure to idealistic and non-idealistic human bodies had on eating disorder risk in college students as defined by gender and ethnicity. For this study 77 college students from a mid-western private college were recruited, 34 males and 43 females. The results of this study didn't support the hypothesis that exposure to non-ideal models would decrease eating disorder risk. However, eating disorder risk was a significant predictor of general psychological maladjustment, ineffectiveness, interpersonal problems, affective problems and over control.

[1E2] Understanding Jury Instructions: The Effects of Wording and Presentation. **Christine M. Egan**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

This study investigates what effects wording and presentation have on the understanding of jury instructions. Participants are given a set of instructions that are presented in either paragraph or bullet form and are worded either positively or negatively. A videotape depicting segments from an actual trial is then played. Finally, participants are given a questionnaire concerning what should legally be considered as evidence. There are a total of eight conditions with four being able to reference the instructions while completing the questionnaire and four relying on memory. It is hypothesized that participants will better identify what is evidence when given the instructions that are presented in bullet form or are worded positively, with an interaction being seen in the positive-bullet condition.

[1E3] Relationship of Vigorous Exercise to Negative Affects and Specific Anxiety Types. **Sara A. Rice, Rajni Tripathi, & Patricia F. Stewart-Hopkins**. Sponsored by Dr. Giao Tran. University of Cincinnati, Cincinnati, OH 45221.

Research shows that college students experience high levels of negative affect and that vigorous exercise is associated with anxiety reduction and mood improvement. However, no study has investigated the effects of exercise on specific types of anxiety. We examined the relationship of vigorous exercise to general negative affect (depression and trait anxiety) and specific anxiety types (worry and social anxiety) in 662 undergraduates (median age =19). Correlational results showed that participants reporting higher levels of vigorous exercise also reported significantly lower levels of depression ($r=-.15$, $p<.001$), trait anxiety ($r=-.18$, $p<.001$), worry ($r=-.11$, $p=.004$) and social anxiety ($r=-.10$, $p=.01$). Our results suggest that vigorous exercise is more strongly associated with general negative affect than specific anxieties.

[1E4] Perceived Size of Complex Objects in a Mach Pattern. **Stephen Long, Jessica Lang, & Sandra Gibbons**. Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

Brigner (1977) introduced the Mach lines illusion which is produced by a pattern of nine parallel lines of various lengths. In the pattern, one line is underestimated and one line is overestimated in length. These illusions were attributed to interactions between neurons coding the length of the nine lines. The current study examined new variants of the Mach line illusion with more complex figures, such as pens, otoscopes, or trees, replacing the parallel lines. Our results indicate that analogous illusions occur, which suggest the presence of interacting neurons that code object size. To clarify the relationship of these new illusions to the Mach line illusion we are determining how pattern density influences the perceived size of objects in the array.

[2A1] Mortality Salience and Race as Predictors of Parental Interference in Dating. **Michael D. Finney**. Sponsored by Dr. David P. Nalbone. Purdue University Calumet, Hammond, IN 46323.

This experiment looked to manipulate the independent variables of mortality salience and race of depicted character (White or Black) of a dating partner for one's hypothetical daughter, while monitoring an individual's propensity for tolerance and open-mindedness. This 2 x 2 (mortality salience x race of depiction) design sought to discern if individuals who are made salient of their mortality are more likely to react positively to their (hypothetical) daughter's date if he is White than if he is Black, as opposed to individuals in a control condition, who were expected not to differentiate much between the two dates.

[2A2] Socio-emotional and Psycholinguistic Properties of One Toddler's Familial Humorous Exchanges. **Katherine M. Kennedy & Kelly Stengert**. Sponsored by Dr. Leslie Cameron. Carthage College, Kenosha, WI 53140.

Children employ various types of humor in exploring, interpreting and negotiating their environments as early as the first two years of life. As part of an international ecological study, a "day in the life" of one 30-month-old girl was videotaped and all verbal interactions transcribed. We examined this toddler's humor to determine its contributions to her cognitive and socio-emotional daily functioning. First, we identified and categorized all instances of humor during the "day" and interpreted the function of each identified passage. Second, we conducted psycholinguistic analyses of two representative exchanges between child and mother using Systematic Analysis of Language Transcripts. Humor was used to test boundaries, negotiate avoiding "trouble", establish legitimacy by engaging in humorous family rituals, and solidify emotional intimacy. Mother's language scaffolded and synchronized with the child's advanced linguistic performance. The relationship between the child's use of humor and her linguistic sophistication is explored.

[2A3] Assessing the Effectiveness of an Orientation to a Major in Psychology Course. **Kristina M. Hammond**. Sponsored by Dr. Drew Appleby. Indiana University-Purdue University Indianapolis, Indianapolis, IN 46250.

B103: An Orientation to a Major in Psychology is a one-credit, required course for all Indiana University-Purdue University Indianapolis psychology majors. The goals of this course include helping students acquire the nine skills that a savvy psychology major should possess. The purpose of this project is to assess the outcomes of B103 to see if it is meeting course goals and to help further develop the curriculum of this course. A nine-item survey will be completed by B103 students at the end of the semester which will assess the effectiveness of course objectives. Students' scores on written assignments throughout the course will also be analyzed to determine if their scores change significantly throughout the semester. Also, former teaching assistants for B103 will complete a survey to determine how they have changed as a result of their experience in the course.

[2A4] Parental Modeling of Gambling. **Kevin Jerred & Jerry Culver**. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

An available sample of 256 male and female friends or relatives known as gamblers to students enrolled in a series of introductory psychology classes at a mid-western commuter campus in an urban-industrial area returned a survey questionnaire addressing self-reported personal and parent gambling preferences and behaviors. The survey results provided additional support for the general observation that, as in other forms of learned social behavior, gambling frequency is related to or partly influenced by parental modeling. Respondents who identified both parents as frequent gamblers were more likely to engage in gambling behavior - a testament, no doubt, to the power of observational example and direct tuition. The father's role in modeling gambling seemed stronger than that of the mother, with female children affected less than male offspring.

[2B1] Indiscriminant Agreement with Famous but Contradictory Quotes. **Michael Murphy**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

Most people take advice from someone or something outside of themselves, be it from friends, family religion, or some other source. Wisdom from respected sources can be very helpful to people, because they are open to their opinions, or from their position see the advice as good, even if they don't agree with it right away. To test the agreeability of this hypothesis, over 20 students at a small liberal arts college were given either test A or test B, each containing famous quotes asserting one thing or another. Test A contained a group of 10 quotes, and Test B contained 10 quotes that are contradictory to those quotes on Test A. Results were analyzed to show that, even with contradictory quotes, the average rate of agreement was more than 50%.

[2B2] Improvements In Executive Functions Through Inhibition Training For Undergraduates With ADHD. Kirti Thummala. Sponsored by Dr. Priti Shah. University of Michigan, Ann Arbor, MI 48109.

One of the symptoms of Attention Deficit Hyperactivity Disorder is an impaired ability to inhibit distracters, which can be shown through performance on tasks involving inhibition. Previous research has indicated that training can lead to improvement on executive function-dependant tasks such as those involving working memory and inhibition. In the current study, intensive training on inhibition tasks was administered to eight paid undergraduates who had previously been diagnosed with ADHD. First, a pre-test measured their abilities on 13 cognitive tasks. The four experimental subjects were then trained on eight of the 13 inhibition tasks while the four control subjects performed tasks that did not require inhibition skills. Following training, all subjects were tested on the original 13 tasks during a post-test (eight training, five transfer). Analysis of results did show improvements in accuracy and reaction time between pre- and post-tests and between training and control groups, but the data was not uniformly significant across all cognitive tasks. However, results of certain tasks show expected patterns that are adequately robust. With a larger number of subjects, the data is anticipated to exhibit the level of significance ($p = .05$) desired.

[2B3] Emotional Responses to Words Resulting from Implicit Associative Priming. Lauren E. Bayens, Jacqueline M. Shircliff, & William N. Wright. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The emotional responses of 48 participants to specific words were examined under carefully controlled experimental conditions. Each subject completed a pencil-and-paper inventory documenting their native emotional responses to specific words. After a list of 26 two-word pairs was presented, each subject completed a pencil-and-paper memory test, followed by a retest of the initial word affect test. The data supported the hypothesis that implicit associative priming of words has a measurable effect on emotions; however, the exact nature of the effect is questionable and further replication is necessary before claims of generalization can be made.

[2B4] Effect of Reciprocity on Self-Disclosure. Jill M. Cox, Christa M. Mattingly, & Ryan D. Payne. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The effect of the reciprocity norm on self-disclosure was investigated in the responses of 39 participants, 14 males and 25 females, to a survey covering culturally taboo subjects. The surveys existed under three conditions which varied the degree of disclosure by the researchers at the start: one survey had no examples by researchers, one presented 2 examples, and the third condition presented 3 examples from researchers. Participants rated their level of discomfort when answering each questions. analysis showed no significant difference between the control and experimental groups. It may be the case that for culturally taboo topics people fail to self-disclose in a reciprocal fashion.

[2C1] Perfectionism, Coping Strategies, and Disordered Eating: A Multidimensional Perspective. Claudia Larivee. Sponsored by Dr. Daneen Deptula. Eastern Illinois University, Charleston, IL 61920.

This research considered the association between disordered eating, coping strategies, and perfectionism using a multi-dimensional perspective of perfectionism (self-oriented, socially prescribed, and other-oriented) as well as multiple types of coping. Data was collected from 129 adolescents (males = 34, females = 95) with an average age of 17.72. Analyses were conducted to determine 1) if types of coping and perfectionism were differentially associated with disordered eating and 2) the relative importance of coping and perfectionism in explaining disordered eating. Socially prescribed perfectionism and internalizing coping were the only subtypes significantly correlated with disordered eating. A series of regression analyses revealed that internalizing methods of coping mediated the relation between socially prescribed perfectionism and disordered eating.

[2C2] Effects of Overexcitabilities on the Social Self-concepts of College Students: An Analysis of Gender and Ability Level. Kayla E. Smith & Ryan A. Wallace. Sponsored by Dr. Anne N. Rinn. Western Kentucky University, Bowling Green, KY 42101.

The current study focuses on the relationship between overexcitabilities and social self-concept, and the effects of gender and ability level on overexcitabilities and social self-concept. Overexcitabilities are heightened sensitivities to one's environment. Social self-concept involves one's feelings about his- or herself in a social setting. Participants included students from a comprehensive university in the south. Overexcitabilities were measured using the Overexcitabilities Questionnaire–Two (Falk et al., 1999). Social self-concept was measured with the Self Description Questionnaire III (Marsh, 1990). Data will be analyzed using a multivariate analysis of variance (MANOVA). Results and implications will be discussed.

[2C3] Alcohol and School Performance. **John Kennedy**. Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

The purpose of this experiment was to investigate some of the issues that may affect a student's GPA and overall performance in school. Much of the focus was placed on alcohol use; however other factors were examined. I predicted that the previous research regarding alcohol consumption would be found in this study also, but I also expected to see that as nicotine use increases, school performance would decrease and also that the younger the person is when they are first introduced to both alcohol and nicotine school performance decreases. The results from this study show that increased drinking of alcohol was associated with lower high school GPA's, smoking of more cigarettes, and failing tests and or being late to classes. Lower intake of alcohol was found by those who attend church frequently and of those who were employed. College GPA's were not affected.

[2C4] A Deeper Meaning to Death: The Correlation Between Death and Existential Anxiety in Terror Management Theory. **Jacques Brouillette**. Sponsored by Dr. Keith Wilson. Eastern Illinois University, Charleston, IL 61920.

Terror Management Theory explains that a conscious awareness of mortality characterizes the human experience by eliciting a 'death terror', necessitating anxiety buffers commonly found in the self-esteem provided by adherence to a cultural worldview. Experimental trials have documented such behaviors following an increased awareness to death. However, the nature of the motivating 'terror' is not clear. Although death awareness may understandably elicit fear or death anxiety, it may also present a challenge to one's sense of life as meaningful, thus eliciting existential anxiety. This study investigates such a relationship by seeking a correlation between measures on the two constructs that will help to establish the possibility of an alternative active construct with its own respective functional implications on the theory.

[2D1] The Relationship Between Attachment Styles, Parenting Styles, and Substance Use in Young Adults. **Jamie K. Winters**. Sponsored by Dr. David Jones. Westminster College, Fulton, MO 65251.

This study aims to explain the relationship between parenting style and attachment style, while also studying the effects of these variables on the child when it reaches young adulthood. Although parenting style and attachment style have each been the focus of extensive research, the relationship between these two variables has never been studied. It is not known if specific parenting styles are related to specific types of attachment in the child. There is also a lack of research on the effects of the parent-child relationship in this context as the child enters young adulthood and leaves the home. Therefore, this study targeted undergraduate college students to complete surveys on the two parenting variables and substance use, as a measure of the strength of each parenting variable on the behavior of the child.

[2D2] The Effect of Practice on the Stroop Task. **Laura McDonald & Nick Carpinello**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

The stroop effect is the difference in reaction time between naming a color and naming the color of a word. The experimenters tested participants on one of three different stroop tasks. The first was the full stroop task where the complete word was printed in a competing color. The second and third tasks were partial stroop tasks where either the first half or the last half of the word appeared in a competing color. The stimuli were presented using a Superlab Pro program. Participants were timed and tested on fifteen items. They were then given forty practice trials where no data was collected. Finally they were given one more set of fifteen items where data was collected. The three conditions were analyzed to see which had the fastest reaction time. The results were also analyzed to see if there was a practice effect, perhaps challenging the idea that the stroop effect is an automatic process.

[2D3] The Effect of Sleep on Memory of a Piece for the Keyboard. **Douglas Winschief**. Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

Research on the relationship between sleep and memory has occurred for at least the past eighty years (Jenkins & Dallenbach, 1924). Current theory on the subject indicates that sleep facilitates memory consolidation (e.g. Walker, M. P., 2005). Little research, however, has been done regarding the application of these findings to the discipline of music. The present study, therefore, investigates participants' memories of Mozart's Minuet in F as affected by being in a sleep or no-sleep condition. Results support the hypothesis that sleep facilitates memory of a piece on the keyboard.

[2D4] The Effect of Auditory and Visual Stress on Time Perception. Sunitha Batchu, Chris Fonseca, & Emerson Stuckart. Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

This study examines the effect of visual and auditory stress upon the perception of time. Participants watched a 2 minute video of a fast motorcycle ride or a calm lake. The auditory tracks were either appropriate for the visual scenes or reversed so that the nature sounds of the lake were paired with the motorcycle ride and the sounds of the motorcycle were paired with the sight of the lake. After watching one of the four video/audio clips, participants reproduced the duration of the clip by pressing a key to start and end a matching interval of time. Thus far, the data suggests that the time estimates in the highest stress condition (video and audio from Tokyo) are lower than the other conditions.

[2E1] The Effects of Music on a Individual's Interpretation of Emotionless Faces. Michael R. Lapota. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present study was designed to determine if music could affect a person's interpretations of an emotionless face. Thirty-five college students viewed a slideshow that contained 20 "neutral" black and white faces, or those that show neither positive nor negative emotions. As part of a 1x2 between subjects design, the participants were asked to rate the faces on a scale from 1 to 10 (1 being the most negative, 10 the most positive) depending on how strongly they believed that face portrayed emotion, either positive or negative. Along with the slideshow, a particular song was played depending on what group the participants were in. The positive song was upbeat and happy while the negative song was more dreary and slow. The results showed that the type of song did not have a significant difference on the participants' ratings of faces.

[2E2] Examination of Continuity of Perspective of Family Environment for Mothers, Fathers, and Children. Laurie Beth McTighe. Sponsored by Dr. Diane Wille. Indiana University Southeast, New Albany, IN 40205.

Family environment is a key factor in psychological health of individuals. This study is a comparison of family members' perception of family environment and the first to examine continuity in family members' perception of family environment. The Family Environment Scale was used to measure mothers, fathers, and children's perception of the family environment when target child was eight and again when the child was fourteen. The mother's perception of the family environment was found to change more than the fathers. In addition, mothers view the family differently than fathers and children. The differences in the perception of mothers and fathers are attributed to the different roles they play in caregiving. As the family matures, the mothers' role as caregiver shifts from labor intensive to emotional intensive, and her perception of the family environment shifts to more closely align with that of the father.

[2E3] Leadership Styles and Their Impact on Impulse Control. Rachel Kinkoph. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present experiment tested to see if there was a relationship between the leadership style that people are exposed to and its relation to their impulse control. I administered self-regulation questionnaires to 43 college students under three different conditions. The first set of students received no verbal instruction concerning the questionnaire in order to mimic the permissive leadership style. The second group received authoritarian instructions that were condescending in order to mimic the authoritarian leadership style, and the third group received instructions in a firm but polite manner in order to mimic the authoritative leadership style. Contrary to prediction, permissive leadership subjects scored highest on their self-regulation questionnaire with a mean of 104, authoritative had a mean of 103 and authoritarian scored the lowest with an average of 99. However, none of the differences were significant.

[2E4] Salary as a Function of Attraction. Erika R. Hanaway. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present study explored the effects of salary on male and female attraction. Forty-three college students (19 men, 24 women) read various job descriptions and the benefits and salary with each. As part of a 1 x 2 between subjects design, participants rated each description on a scale relating how attractive each description was. The results show that males and females did not make significantly different rankings on any of the scenarios except for one salary. The predictions were that females would rank the higher salaries as more attractive than what the males would.

[3A1] Race, Drug Use and Detention in a County Correctional Center. Laura M. Cuevas, Richard Mann, & Dongtrieu Nguyen. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

Disparity in criminal detention and imprisonment generally results in disproportionately greater numbers of minorities, primarily blacks and Hispanics placed behind bars than whites (Haney and Zimbardo, 1998; Harrison and Beck, 2005). Using a standardized protocol 320 volunteering prisoners detained at a county correctional facility in an urban industrial responded to a brief five-minute personal interview consisting of a series of 21 close-ended questions relating to personal history, drug history, and reason for being detained. Crosstabulation by race and gender of responses to drug use items revealed black detainees admitted to a lower frequency and more narrow use of drugs than white detainees. White detainees used a wider array of different drugs with drug use more likely a factor in their arrests, while black detainees were more likely to be arrested for selling drugs. Male and female inmates did not differ in the number and type of illegal drugs used.

[3A2] Intense Ambivalence and Splitting: Convergent and Discriminant Validity vis-a-vis Personality Disorder Symptom. Ashley E. Lytle. Sponsored by Dr. Scott R. Ross. DePauw University, Greencastle, IN 46135.

Classic Cluster A personality disorders (PD) of Schizotypal, Schizoid, and Paranoid are believed to represent premorbid vulnerabilities to psychotic disorders. However, less attention has been given the role of Borderline PD in psychotic disorders. Although designed to measure Schizotypal symptoms, the Intense Ambivalence scale (IAS; Raulin, 1984) appears to measure Borderline splitting, not unlike the Splitting Index (SI; Gould, Prentice, & Ainslie, 1996). In the current study, we explicitly attempted to: (1) determine the relationship between the IAS and other kinds of personality pathology (in addition to Cluster A disorders; see Kwapil et al., 2002); (2) determine the relationship between the SI and the broad range of personality pathology embodied in Axis II of the DSM-IV; and, (3) address the potential issue, fuelled by similar item content between the IAS and SI, regarding whether these two scales measure largely the same construct.

[3A3] The Effects of Music on Choice. Jordan Extine & Tom Schiltz. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Music has long been thought of as a way to increase strength or perceived strength. The current study investigated how the choice (chosen or not) and type (energetic or sedative) of one's music affected strength as measured by a handgrip. After giving a baseline measure of handgrip strength, participants were assigned randomly to listen to two sedative or energetic songs (as measured by beat per minute, less than 90 or greater than 120 respectively). All participants listened to one song that they chose (choice condition) and one song that was assigned to them (no choice condition); order of these conditions was counterbalanced. Participants gripped the handgrip as hard as they could 1 minute after the beginning of each song. We believed that participants in the energetic group would display more strength than those in the sedative group and that participants would display more strength during the song they chose as compared to the one that was assigned to them.

[3A4] Acute Effects of Alcohol on Aggression. Brad Dowling. Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

The residual effect of alcohol consumption on aggression was studied. This subject is important because most psychological studies regarding the effects of alcohol use on aggression only take into consideration the acute effects of alcohol use. Questionnaires regarding alcohol use and aggression were completed by 28 male and 27 female undergraduate students from Westminster College. Participants ranged in age from 18-23 years and were randomly assigned. Although it was hypothesized that the residual effects of drinking are not significantly correlated with aggression, the results do not support the hypothesis. It can be concluded that alcohol contributes to aggression both directly and indirectly. These findings could easily be applied to alcohol awareness and rehabilitation programs, as well as schools.

[3B1] The Effects of an Unsolvable Task on Self Esteem. David C. Schmidt. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present study explored the effects of an unsolvable task upon people's self ascribed self esteem. Forty one college students attempted a word search puzzle that was either solvable or unsolvable. Those within the unsolvable condition were either missing the first or last word in the list. The results showed that failure at an unsolvable task did not effect self ascribed self esteem scores. However, those that were in the unsolvable condition did find significantly less words than those in the solvable condition. Inconsistent with predictions, failure at a task did not effect self esteem scores.

[3B2] Infanticide: Possible Hormonal Cues in Rodents, Nonhuman, and Human Primates. **Jaelyn McCollum**. Sponsored by Dr. Leslie Cameron. Carthage College, Kenosha, WI 53140.

This review examined the relationship between hormones and infanticide in rodents, nonhuman primates, and human primates. Previous studies have found that underlying hormones trigger maternal behavior in rodents but it has generally been believed that these hormonal cues do not occur in higher primates. While my research has not found a specific hormone or hormonal group triggering maternal behavior in higher primates, I have found suggestions that hormones may play a role in certain aspects of maternal behavior such as aggression or abandonment. I have also proposed possible further experiments that may prove beneficial.

[3B3] The Effects of Confidence and Type of Questioning on Participant Jurors Evaluation of Eyewitness Testimony. **Kylie Toliver**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present study explored the effects of confidence levels and styles of questioning on participant jurors evaluation of an eyewitness testimony. Forty-Five general psychology students from Franklin College read mock depositions of a court case in which an eyewitness was questioned by an attorney about a bank robbery he had seen. There were four conditions represented in the depositions: leading questions and confident answers, non-leading questions and confident answers, leading questions and unconfident answers, and non-leading questions and unconfident answers. As part of a 2-way between-subjects design, participants then answered an anonymous questionnaire regarding the questioning of the eyewitness and the confidence levels in the deposition. The results showed that the participant jurors were able to detect confidence levels in the eyewitness, but were not able to detect a difference in regard to type of questioning.

[3B4] Barriers in Conducting Community Based Research: Implementing a Cultural Based Intervention in a School Setting. **Nikiah Barnes & Shaunita Bowen**. Sponsored by Dr. Sheila Ribordy. DePaul University, Chicago, IL 60614.

This study examined barriers that emerged in the implementation of the G.R.I.O.T. (Growing Roots In Oral Tradition) Project, a cultural modeling curriculum (Gill, 2006) for African American adolescent females, presented in an 11-session module in a school-setting. The participants were asked to complete pre- and post-measures that assessed self-worth, racial identity, racial socialization, and emotional functioning. In a narrative approach, participants constructed a life history interview and an autobiography. It was expected that cultural pride and self-worth would increase and that problem behaviors would decrease, following exposure to the curriculum. Systemic issues impacting collaboration within a community context were among the factors contributing to the treatment outcome.

[3C1] Effects of Suggestive Questioning on the Creation of False Memories. **Heather Snawder**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

A two-minute video clip depicting students studying and interacting in a school hallway along with other random activities happening in the background was viewed by 15 subjects attending a liberal arts college. Afterwards, the subjects were invited to answer a questionnaire containing 20 questions regarding what they saw occur in the video. The first five questions of the questionnaire were designed to create false memories. These questions prompted the subjects to believe they saw certain event information in the video which was not present. These questions were indeed successful in leading a significant amount of subjects to have false memories regarding the video. The study supported the hypothesis that through the use of suggestive questioning false memories can be created.

[3C2] Views of God and Subjective Well-being. **Amy Welch & Alexandra Gee**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

The correlations between a person's view of God, level of religiosity, religious preferences, meaning of life, and life satisfaction were investigated. Participants ranged in ages from 15 to 54 and included students from Thomas More College and others from the surrounding area. Data were collected using a survey that was distributed manually and electronically, and included a range of questions examining religious beliefs, moral issues, and political affiliation. It is believed that individuals with a more friendly, forgiving view of God will have higher life satisfaction scores, and those with a more authoritarian, harsh view of God will have lower life satisfaction scores.

[3C3] The Relationship of Early Childhood Socialization and Social Anxiety in Later Life. **Eden M. Gabbard**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The associations of early childhood socialization to latter life social anxiety were investigated using a Retrospective self-report survey, a Brief Fear of Negative Evaluation Survey, and the Liebowitz Social Anxiety Scale (1987). College students (N=55) were given all three assessments, and based on the responses from the retrospective survey the participant were given a label of low, medium, or high childhood socialization; and based on the scored response of the Brief Fear of Negative Evaluation and the Liebowitz Social Anxiety Scale were given the label of low, moderate, or severe social anxiety. The results of each participant's assessment scores were compared to see if any correlation existed.

[3C4] Child and Adult Behaviors. **Kara Graham, Jeff Brooks, Jessica Urschel, & Matthew Riesbeck**. Sponsored by Dr. Dennis Rodriguez. Indiana University South Bend, South Bend, IN 46634.

Researchers and clinicians often use ADHD self-report measures interchangeably despite little evidence of convergent validity amongst rating scales. This study consisted of 557 male and female high school and college students ranging in age from 16 to 63 years. Participants completed an electronic questionnaire containing 243 items derived from the Adult Attention Deficit Disorders Evaluation Scale Self-Report Version Rating Form, the Brown Attention-Deficit Disorder Scale for adults, the Current Symptoms Scale-Self-Report Form, the Conners' Adult ADHD Rating Scales, and the Wender Utah Rating Scale. Participants responded using a keyboard. Data were recorded electronically. A factor analysis of the data indicated that 4 of the 5 five scales are strong indicators of ADHD symptoms. A factor analysis at the subscales level indicated Conners, and Barkley effectively indicate inattentive and hyperactive symptoms. Researchers and Clinicians may consider this valuable information regarding time efficiency and lengthy self-reports measures.

[3D1] The Effects of a Theory Based-Sexual Health Education Website on Adolescents. **Stacey Macklin**. Sponsored by Dr. Assege HaileMariam. Eastern Illinois University, Charleston, IL 61920.

This study asks whether the current philosophy that is in place on educating and affecting adolescent sexual behavior is effective, and whether an empirically validated, theory-based Internet website could have a significant effect. It is the hypothesis of this study that college freshmen who are between the ages of 18 and 19 are not adequately educated, motivated, and prepared from high school to effectively incorporate safe sexual health practices into their lives. It is further believed that by implementing an intervention using the Canadian website www.sexualityandu.ca to a group of these students divided by gender, a significant effect will emerge between pre-test and post-test and between treatment and control groups, increasing sexual health knowledge, attitudes towards safer sex, self-efficacy and motivation to practice preventative sexual behaviors. Additionally, a one month follow-up is expected to show improved behavioral skills and sustained effects of the intervention.

[3D2] Imaginary Companionship and Dissociative Experience. **Nicole Holcomb**. Sponsored by Dr. Linda Hurt. Mckendree College, Lebanon, IL 62254.

Individuals with Imaginary Companionship have been linked to higher scores on the Dissociative Experience Scale; positive dissociating has been associated with self-actualization experiences. In this study, Imaginary Companionship experience was measured in correlation to self-actualization scores and scores on the DES. The participants include; male and female college students from a small Midwestern liberal arts college ages 17-26 years. The methodology of this experiment included the use of one questionnaire and one scale in a survey format. The Imaginary Companionship Questionnaire (Hoff), the Self-Actualization Scale (Maslow), and the Dissociative Experience Scale (Putnam). There appears to be a correlation between imaginary companionship and dissociative experience which has recently been linked to self-actualization experiences (Beere); the field of dissociation research may be benefited by the concluding information gathered with in this study.

[3D3] Measuring Academic Maturity in College Students: A Work in Progress. **Megan Matthews, Katie Hopkins, & Kymber Elsenpeter**. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Although "academic maturity" is a commonly used term in higher education, there is no generally accepted definition for it, and little research has been conducted on the characteristics associated with it, or on the factors that may account for individual differences in the manifestation of academic maturity. For the current study, we have defined academic maturity as "the tendency to motivate oneself to complete and perfect skills in time management, self-discipline, and organization in academic settings." The focus of our study is the development of an instrument designed to measure academic maturity, including such dimensions as motivation, organization, self-understanding, and responsibility. Examples of these dimensions, and items designed to assess them, will be presented and discussed.

[3D4] The Relationship Between the Development of Wisdom and Emotional Functioning. **Amanda M. Cole**. Sponsored by Dr. Ronan Bernas. Eastern Illinois University, Charleston, IL 61920.

As people become wiser, how do they function emotionally? Specifically, are they more capable of: a) paying attention to their emotions; b) clearly experiencing their emotions; c) repairing unpleasant moods and preserving pleasant moods? The purpose of this study is to examine the connection between wisdom and emotional functioning (also called 'emotional intelligence'). As students experience and learn from life, they will develop wisdom (self-knowledge, emotional management, altruism, inspirational engagement, judgment, life knowledge, and life skills) through "reflection, integration, and application" of their experiences, (Brown and Greene 2006). Emotional intelligence is said to be, "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotion knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth," (Mayer & Salovey, 1997, p.5). It was shown that as people acquire more wisdom-related knowledge, they more emotionally intelligent they are.

[4A1] Memory as a Function of Picture Type. **Katie Tribbett**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

This study explored the effects that different types of pictures have on picture recollection. Students from Franklin College watched a powerpoint slideshow containing 32 pictures. There were four groups: one viewing regular color photos, one viewing black and white photos, one viewing color drawings, and one viewing black and white drawings. As a cover task, the subjects were asked to rate each picture on complexity. After some time, they watched a second slideshow, also with 32 pictures, but half of them were exchanged with different pictures (of the same type). While watching this slideshow, they were asked to respond with YES if the pictures were seen in the previous slideshow, NO if not. Results showed that the first three groups (color photo, black and white photo, and color drawing) all remembered significantly more pictures than the black and white drawing group.

[4A2] The Effect on the Implicit Behavioral Response as a Result of a Change in Implicit Attitude on African-Americans. **James D. Leuck & Jacob T. Peerman**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

It is known that people hold implicit attitudes toward certain aspects of other people, including race. Aversive racism is a term that is defined by the explicit professing that all people are equal, but implicitly, or unknowingly, holding racist ideas about target races, for example. Studies have shown that an implicit attitude can predict, or dictate, an implicit behavior response, and an implicit attitude can be altered by the use of controlled stimuli. In our study, we use a controlled stimulus to alter participants' implicit attitude toward the positive (with a control, no change, group, also). Then, we put the participants in a room with our African American confederate and they have the option of choosing to sit very close to very far away from the confederate as a measure of their implicit behavioral response. This study is a measure of the extent to which we can change an implicit attitude and have it translate to an implicit behavioral response. We expect that the participants will sit closer to the confederate if they had the positive change to their implicit attitude toward African Americans.

[4A3] Gas Guzzler: A Look at the Effects of Fluctuating Gas Prices. **Brooke A. Smith**. Sponsored by Dr. Michiko Nohara-Leclair. Lindenwood University, St. Charles, MO 63301.

This study was conducted to determine if fluctuating gas prices affected drivers of larger vehicles more negatively than drivers of smaller vehicles. Eighty-nine participants were recruited from the Human Subject Pool at Lindenwood University and St. Louis Bread Company in Clayton, MO. Participants were given a survey to complete; the questions in the survey were meant to determine the participants' feelings toward gas prices. The results of an independent t-test comparing the responses on the surveys by drivers of larger and smaller vehicles revealed a statistically significant difference in the predicted direction, $t(79) = 5.443$, $p < .05$. A moderately strong inverse relationship ($r = .040$, $p < .01$) between miles per gallon (MPG) and participants' negative feelings was also found.

[4A4] Effects of Priming with High Achievement or Neutral Words on the Cognitive Process with Performing a Creativity Task. **Rachelle L. Durholz**. Sponsored by Dr. Roger Thomas. Franklin College, Franklin, IN 46131.

The present study explored the effects of priming with high achievement words or neutral words on the cognitive process when performing a creativity task. Forty undergraduate psychology students were randomly assigned to read a high achievement or neutral word list. They were then given three minutes to list as many uses for a popsicle stick as they could come up with. Consistent with predictions, the primed subjects, given high achievement word list, had higher success listing more uses than the non-primed, given the neutral achievement word list; however, the difference was not significant.

[4B1] Time Variations Based on Test Anxiety. **Kristi Eissler**. Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

The purpose of this study was to determine the influence of test anxiety and achievement-oriented instructions on time perception while taking a skills test. I expected that in the presence of achievement-orienting cues, time would pass more slowly for high-anxiety scorers. Also, the difficulty of the skill test(s) would be harder for subjects in the achievement-oriented directions group. Subjects were given achievement-oriented or neutral instructions prior to taking either a difficult or easy test. The results determined that the level of test difficulty had a significant effect on the percent of correct answers. However, the achievement-oriented directions did not influence their performance on the skills test or their estimation of elapsed time.

[4B2] Gender Occupational Stereotypes. **Rebecca Bradford**. Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

Applying gender stereotypes to occupations has long been done. People make judgment calls on who should perform certain occupations based only on gender. This study used only pictures for the participants to determine the occupation of a male or a female in three different occupational situations. The results were significant for two of the three situations and the third was marginally significant. In the study, males were more likely to be stereotyped than females in the same occupational situation.

[4B3] Pulling the Trigger to Drink. **Tyson R. Holder**. Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

The following study investigated whether subjects presented with visual and auditory stimuli, involving alcohol, developed changes in EEG, EKG, and sweat conductance readings. The researcher hypothesized, that when presented with stimuli related to alcohol, those who drink more will have increased physiological changes than those who hardly, or do not, drink. The researcher also hypothesized that men would show greater changes in EEG, EKG, and sweat conductance readings than women. The researcher tested alcohol use by means of a thirty-three item survey. Stimuli presented to participants included: commercials, words and pictures displayed on index cards, and several objects that were shown to each participant.

[4C1] Parent Alcohol Consumption and Student Drinking Habits; an On-Line Survey. **Jillian M. Kukla & Nicole Trent**. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

Secondary analysis of on-line, self-reported drinking behaviors by 230 male and female college students assessed the association between parent drinking habits, alcohol consumption experiences, perceived control over personal drinking, and intentionality to consume alcohol. Students who reported their mother as moderate to frequent drinker, regardless of their gender, were more likely to drink more, begin drinking at an earlier age, drink more frequently, etc. The most prolific drinkers in our sample were male students whose mother drank and father did not. Unexpectedly, males from families where mother did not drink and the father did were less likely to engage in the same high levels of drinking behavior as males from families where both parents drank. Fathers who were reported as drinking frequently may serve as negative examples to their children presumably resulting in greater personal control of their drinking behavior, an interpretation consistent with Webster (1989).

[4C2] Face Value: People Rate Facial Attractiveness in the Blink of an Eye. **Matthew T. Rome**. Sponsored by Dr. Leslie Cameron. Carthage College, Kenosha, WI 53140.

Previous research has demonstrated that people can reliably rate the attractiveness of briefly presented faces (i.e., under 1 second), perhaps suggesting unconscious processing (Marshuetz & Olson, 2005). This study tests the limits of processing facial attractiveness by further decreasing stimulus duration. Undergraduate students with normal or corrected-to-normal vision rated the attractiveness of 15 faces, presented for one of three extremely brief durations (27 ms, 53 ms, or 106 ms) and for one long duration (5000 ms), as quickly as possible. Participants were able to rate facial attractiveness consistently, even at the shortest duration (27 ms). Although participants' ratings of facial attractiveness were independent of stimulus duration, the time required to rate facial attractiveness appeared to depend on stimulus duration, particularly at long duration. We confirm and extend the finding that facial attractiveness is processed extremely rapidly.

[4C3] If You're Happy and You Know It, Help a Friend: The Effects of Happiness and Emotional State on Willingness to Help. **Meghan Cassidy**. Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

The effect of general happiness level and increased positive emotion on helping behavior was examined. Thirty-two college students completed one survey that measured general happiness level as well as current emotional state. All participants then completed a memory task and half received bogus feedback, a compliment, for their performance. The bogus feedback was intended to increase positive feelings. Emotional state was again examined in a post-test. Afterwards, a distressed confederate who was moving chairs out of the room confronted participants; the participant's willingness to help move chairs was recorded. Participants with increased positive emotions, those who received bogus positive feedback, were more likely to help a confederate than those in the neutral condition. General happiness did not influence helping behavior.

[4C4] Effect of Perceptual and Semantic Organization on Word Recognition. **Russell P. Anhalt**. Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

In a word recognition study, 30 randomly selected participants, 11 males and 19 females, from the Westminster College population observed twenty different letter strings, half of which were two syllable nouns. One list of letter strings included words in which each of the two syllables was a word (e.g., cowboy); the other list included conventional words (e.g., water). Perceptual distinctiveness of the syllables was manipulated by either capitalization of the letters in one syllable or by presenting each syllable in a different colored font. Reaction time to identify the letter string as a word or not was recorded. A preliminary examination of the data collected to date shows no differences due to either semantic or perceptual organization.

[4D1] Do You Think I'm Cute? **Victoria Antionette Lewis**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The relationship between gender and knowledge of what attracts the opposite sex was investigated on 28 students (11 men and 17 women). A student sample was drawn from introductory level classes at small liberal arts university in Kentucky. Subjects were invited to complete a survey in which they answered questions about themselves and tried to best answer the same question in the opinion of the opposite sex. In the survey there were 3 types of questions: (a) those based on initial attractiveness, (b) those based on attractiveness upon entering a relationship, and (c) those based on appropriate behavior once having entered a relationship. Results indicated, in fact, that no relationship exists, supporting the predicted null hypothesis that neither males nor females demonstrate knowledge of what attracts the opposite sex in any of the three categories.

[4D2] Do You Hear What I Hear? How Personality Affects the Senses. **Emily A. Eismann**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The hypothesis of this experiment suggested that introverts would be more sensitive to auditory, visual, and tactile stimuli than extraverts. During the experiment, fifty-six undergraduate students filled in a personality questionnaire, determining whether they were introverts or extraverts, and then completed three sensory tasks, including auditory, visual, and tactile stimulation. In order to determine their levels of sensitivity to the sensory stimuli, absolute and difference threshold measurements were recorded on all of these tasks. The results of this experiment did not support the hypothesis; instead, they suggested that introverts and extraverts have similar levels of sensitivity to sensory stimulation. These findings are significant since they appear to contradict the results from most previous studies within this area.

[4D3] Parental Relationship, School Involvement, and Juvenile Delinquency. **Mandi L. Flatt**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The purpose of this study was to analyze three criteria: perceived parental relationship, involvement in school, and behavior of friends to discover a correlation with level of juvenile delinquency. A total of 30 high school students were tested; 15 at a 2000 student school in a small city and 15 at a 3500 student school in a large city. Students were asked to fill out a survey which consisted of questions about parental relationship, involvement in school, and behavior of friends. The students were also asked to complete a questionnaire about their personal responses to situations presented as well as behaviors in past situations. A relationship was sought between the three criteria and delinquent behavior.

[4D4] Self-Esteem in Adolescents with Intellectual Disabilities. **Lydia G. Watson**. Sponsored by Dr. Thomas Wilson. Bellarmine University, Louisville, KY 40205.

The self-esteem of adolescents with intellectual disabilities was examined by having 25 adolescents with intellectual disabilities complete a modified self-esteem inventory. Fifty college students from a small, liberal arts university in Louisville, Kentucky, as well as students from a local high school were also invited to participate in the study. College and high school participants were asked to complete the self-esteem inventory in a classroom setting during normal school hours. The participants with intellectual disabilities were given the self-esteem inventory in a one-on-one setting due to the reading level of the inventory. A positive relationship between level of self-esteem and intellectual disability supports the hypothesis. Further research is needed before strong statements about generalization can be made.

[5P01] The Effect of Social Anxiety Severity and Gender on Drinking Motives and Alcohol Expectancies. **Margaret W. Riggs, Abigail A. Goldsmith, & Joshua P. Smith**. Sponsored by Dr. Giao Tran. University of Cincinnati, Cincinnati, OH 45221.

While research suggests that alcohol beliefs differ by gender and social anxiety severity, no study has examined these variable relationships. This study compared drinkers with low and high social anxiety on their endorsement of drinking motives and alcohol expectancies by gender. After completing an assessment battery, participants were divided into social anxiety groups by the bottom and top third social anxiety scores. As hypothesized, significant main effects of social anxiety were found for drinking to cope motives and tension reduction alcohol expectancies. No gender main effects were found. Study results suggest a need to evaluate alcohol beliefs, linked with hazardous drinking, in those with high social anxiety. Because gender results conflict with past findings, future research is necessary.

[5P02] Implicit Racial Associations and Their Measurement. **Sarah Bostick**. Sponsored by Dr. Christine Reyna. DePaul University, Chicago, IL 60614.

The Implicit Association Test (IAT) is a popular tool used in Social Psychology for assessing implicit attitudes. The current research examines IAT scores for white participant's implicit attitudes towards African Americans. A white participant who receives an IAT score showing preference towards whites could get this for several reasons (e.g., being faster at associating whites with positive or African Americans with negative). Thus, an IAT score does not necessarily suggest that white participants feel negatively towards African Americans. In order to properly understand the IAT we will decompose the IAT score to see what is really driving the effect. We will discuss the findings in terms of implicit racial associations and their measurement.

[5P03] Effect of Accent on the Perception of Intelligence of a Speaker. **S. Rotroff**. Sponsored by Dr. Mojisola Tihamiyu. University of Toledo, Toledo, OH 43606.

This study examined the impression of a speaker's intelligence formed by college students, using the sound of the speaker's voice. Participants listened to a pre-recorded monologue from one of three male college professors (Caucasian, African-American, and African). Participants were given no information regarding the speaker. They were asked to fill out a questionnaire about their perceptions of the particular speaker's general intelligence. Significant differences were found between the scores given by the students for the perceived I.Q. and educational level associated with the Caucasian and African-American speakers. These results may suggest that conventional stereotypes (e.g., whites are smarter than blacks) still exist among some college students, if merely at the subconscious level.

[5P04] Correlations between Shipley Institute for Living Scale and Wonderlic Personnel Test. **Kenneth Davis & Courtney Johnson**. Sponsored by Dr. Michael Firmin. Cedarville University, Cedarville, OH 45314.

The Wonderlic Personnel Test (WPT) and the Shipley Institute for Living Scale (SILS) are the only two intelligence tests in long-term use that do not require individualized administration. As such, they are relatively comparable screening instruments for cognitive function. The WPT was designed primarily for use in industry and job selection and the SILS has a more general use in clinical psychology. Given the nature of the tests, we predicted apt correlations between the two instruments. In our research study, we administered the two instruments to 150 participants with ages ranging from 19 to 83, in equal intervals and evenly split between males and females. Results showed moderate correlations ranging between .47 and .64.

[5P05] Driving Forces in Recycling. Corinna E. Psomadakis. Sponsored by Dr. Christine Reyna. DePaul University, Chicago, IL 60614.

As finite natural resources are exhausted, it is important to shift waste management practices in the direction of recycling. Previous research indicates that convenience, rewards and prompting increase recycling rates. The present proposes to investigate what drives recycling behavior. Participants will receive a piece of paper with a participant code and will be instructed to dispose of it after the study. They will either read a story about personal, or group responsibility. In one condition the recycling bin will have a “recycled every day” sign (instant gratification); the other sign will say “5 lbs. of paper = recycling station” (prolonged good). Recycling rates will be recorded and significant results will suggest possible driving forces in recycling.

[5P06] Human Factors & Ergonomics Variables Leading to the Creation of a New Audit System. Stephen A. Riederer. Sponsored by Dr. Michael Chase. Quincy University, Quincy, IL 62301.

For the last several decades the ergonomics and human factors fields have developed and functioned as separate entities even though their domains have substantial overlap. About the only exception to this separation is in human computer interaction where there is evidence of collaboration between cognitive ergonomics and human factors. But even with this collaboration, each field has its own distinctive processes, perspectives and protocols. However, both do share one particular practice or step, specifically that of the audit, involving a particular system. Research will show that the criterion and variables that are used to evaluate ergonomics share a common ground in human factors, and therefore lends itself to the creation of a universal audit system that is applicable to both fields.

[5P07] Long-Term Cognitive Consequences of Early Fluoxetine Exposure. Kelly Stengert & Sara Servais. Sponsored by Dr. Penny Seymoure. Carthage College, Kenosha, WI 53140.

Fluoxetine, known as Prozac, is widely prescribed for anxiety and mood disorders in adults, including pregnant women, and children. However, there is growing concern about its long-term effects on the developing nervous system. This 2-year pilot study examines lifespan learning and memory performance of Long-Evans hooded rats exposed to fluoxetine at a critical time in nervous system development. Neonatal rat pups were injected with either fluoxetine or saline daily for 8 days after birth. At weaning, they were reared in standard social housing until 2-months of age, then tested in the spatial version of the Morris water maze task. Acquisition of the location of the hidden escape platform was slower for the fluoxetine-exposed rats than their siblings. After testing they were re-housed in same-sex group environmentally complex cages containing a changing assortment of objects and toys. This rodent housing paradigm has been shown to enhance cognitive skills. Six-months later both groups of rats showed improvement in acquisition performance when retested in the water maze. The rats were returned to the complex cages for 1 year, then given a stress challenge (isolated housing for 48-hours in standard cages), and retested in the water maze. At 19-months of age, the acquisition performance of the fluoxetine-exposed rats was more variable than their saline-exposed siblings after the stress challenge.

[5P08] Rival Salience and Sport Team Identification. Tara B. Pool. Sponsored by Dr. Daniel L. Wann. Murray State University, Murray, KY 42071.

This research explored outgroup salience on ingroup identification level. Approximately 400 Murray State University students were given a packet assessing demographic information and their identification with the University of Kentucky men's basketball team via the SSIS (Wann & Branscombe, 1993). 143 of the participants (52 males, 91 females) were then called back and randomly assigned to either watch a neutral sports video or a Duke University (the chosen outgroup) highlight video. Afterward, participants were assessed again on demographics and the SSIS, as well as on six other items included to mask the study. No significant gender differences were found, and a repeated measures ANOVA strongly supported the hypothesis ($t(142) = -3.77, p < .001$). The participants are currently being called back to reassess their level of ingroup identification to determine whether or not the increase in identification has lasted and whether this was a state or trait change.

[5P09] Effects of Rare Events on Frequency Estimations. Laura D. Deaton. Sponsored by Dr. Michael Young. Southern Illinois University Carbondale, Carbondale, IL 62901.

People are susceptible to biases when making judgments about probabilities (Gigerenzer & Hoffrage, 1995). It is generally easier for people to make frequency estimates, but do these biases still influence the judgment process? This study will look at the role rare events play in frequency estimation. Due to their distinctive nature, the rare events are expected to cause overestimation. We will also look at the underlying psychological mechanisms for these estimations. Frequency will be estimated as a function of distribution. This will show that people use a logarithmic scale to interpret frequencies and data should be interpreted using the geometric mean instead of the arithmetic mean.

[5P10] Relationship Status, Self-Esteem, and Academic Performance in College Students. **Amanda L. Kidwell**. Sponsored by Dr. Robert Maleske. Carthage College, Kenosha, WI 53140.

Relationship status, self-esteem, and academic performance all play important roles in the lives of college students. The hypothesis of the quasi-experiment was that a relationship status of steady dating would have positive associations with both high self-esteem and high academic performance. Relationship status was categorized in four groups: not dating, occasionally dating, frequently dating, and steady dating. The participants were instructed to fill out a survey that measured relationship status, academic performance, and self-esteem to determine the interaction between the variables. The results of a MANVOA showed that there was no interaction between the variables. This may be due to college student's ability to keep self-esteem and academic performance separate from the influence of relationship status.

[5P11] A Hitchhikers Guide to Relationships: An Examination of Gottmans Five to One Ratio. **Kristina Sparks**. Sponsored by Dr. Matthew Draper. Indiana State University, Terre Haute, IN 47809.

The purpose of this paper is to outline how positive and negative emotional experiences affect the durability of intimate relationships. These positive and negative emotional experiences were described by Gottman (1994) who suggested that partners in long-lasting intimate relationships experience 5 positive emotions regarding their partner to every negative emotion. Positive emotional experiences strengthen the couple's resilience against the hardships of their relationship. These relationship challenges become apparent when couples argue. Couples can be categorized as Avoidant, Volatile, and Validating, based on how they manage conflict. Gottman however, did not describe the evolution of the 5:1 ratio of emotional experience in relationships. The remainder of this paper will focus on how evolutionary psychology explains the importance of this ratio.

[5P12] A Comparison of Depression and Generalized Anxiety's Relationships with Drinking Motives and Tension-Reduction Alcohol Expectancies. **Ayesha K. Ekanayake, Eric D. Harper, Rachel D. Thompson, Joshua P. Smith, & Abigail A. Goldsmith**. Sponsored by Dr. Giao Tran. University of Cincinnati, Cincinnati, OH 45221.

Generalized Anxiety Disorder and Depression frequently co-occur. Studies suggest that the disorders share the common feature of negative affect. While these disorders share similarities, research suggests the relationship between Generalized Anxiety (GA) and Depression with hazardous drinking may differ with respect to drinking-related variables. The present study compared GA and Depression's relationships with drinking to cope, enhancement drinking motives and tension-reduction alcohol expectancies. A sub-sample of undergraduate students identified as hazardous drinkers (N = 469) were analyzed. Three z-tests comparing bivariate Pearson correlations were conducted to test the hypotheses. Results yielded no significant differences between GA and Depression in drinking to cope, enhancement drinking motives and tension-reduction alcohol expectancies. Results suggest that GA and Depression share similar relationships with drinking.

[5P13] Examining the Effects of Depression and Academic Year on Hazardous Drinking. **Marie Weisenberger, Rachel D. Thompson, Joshua P. Smith, & Abigail A. Goldsmith**. Sponsored by Dr. Giao Tran. University of Cincinnati, Cincinnati, OH 45221.

A major trend across college campuses, alcohol consumption, has been highly correlated with depression in undergraduates. The present study examined the difference in depression among freshmen and seniors, and hypothesized that academic year would moderate the relationship between depression and hazardous drinking. Results from freshmen and senior undergraduate students (N=537) showed that compared to seniors, freshmen were found to endorse higher levels of depression. However, no significant difference in hazardous drinking levels was shown between the academic years, thus the moderator hypothesis was not supported. Study findings show that college seniors drink at hazardous levels despite lower levels of depressive symptoms compared to freshman counterparts. Future research should explore other factors related to maintenance of heavy drinking across college academic years.

[5P14] The Predictive Relationship Between the Big Five Personality Traits and the Five Dimensions of Counterproductive Work Behaviors. **Liesl K. Becker, LaMarcus R. Bolton**. Sponsored by Mr. Brent A. Mattingly. Saint Louis University, St. Louis, MO 63103.

Previous research has focused on work behaviors that negatively affect the well-being of an organization and/or the performance of its employees. Because individuals make conscious choices to participate in these behaviors, it had been hypothesized that personality may be able to predict certain deviant behaviors within the workplace. This study investigated the relationship between personality traits, as defined by the Five Factor Model (FFM), and five dimensions of counterproductive work behaviors (CWBs). Full-time employees (N=103) were asked to complete measures of CWBs and FFM. Results indicated that all of the CWBs, with the exception of withdrawal, were predicted by the Big Five personality traits. Further implications will be discussed.

[5P15] The Effects of Gender and Generalized Anxiety Severity on Tension and Worry Reduction Expectations. **Jamie N. Brandhoff, Abigail A. Goldsmith, & Joshua P. Smith.** Sponsored by Dr. Giao Tran. University of Cincinnati, Cincinnati, OH 45221.

Past studies have found relationships between endorsement of alcohol expectancies, gender, and generalized anxiety; however, no single study has concurrently examined these variables. Undergraduate drinkers with low ($n = 270$) and high ($n = 289$) generalized anxiety completed self-report assessment batteries. As hypothesized, significant main effects were found for both gender and anxiety level. Men endorsed greater worry- and tension-reduction alcohol expectancies than women, and individuals with high generalized anxiety reported greater worry- and tension-reduction alcohol expectancies than individuals with low generalized anxiety. Because increased levels of worry- and tension-reduction alcohol expectancies are a strong predictor of problematic drinking, results suggest that these expectancies should be examined in treatment, especially in men and in individuals with high generalized anxiety.

[5P16] Healing the Hidden Wounds of War: A Meta-Analysis of Treatment for Combat-Related PTSD. **Cheryl L. Stewart.** Sponsored by Dr. Thomas Wrobel. University of Michigan-Flint, Flint, MI 48502.

The need to develop and further refine effective treatments for veterans with posttraumatic stress disorder (PTSD) in this time of war is critical. PTSD is frequently a chronic and disabling condition that puts combat veterans at risk with no gold standard of treatment available. This study examined the effectiveness of pharmacotherapy and psychotherapy for combat-related PTSD. Included in the analysis were 26 studies; 13 pharmacotherapy and 13 psychotherapy. Pharmacotherapy treatment was significantly more effective in reducing PTSD symptoms, $t(24) = -2.44$, $p < .05$. This finding was supported using a random coefficient analysis. Significance was determined at $p < 0.05$ for the fixed effects in the models. These findings suggest future research should investigate pharmacotherapy as the first-line treatment for combat-related PTSD.

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