

EIGHTH ANNUAL

**Mid-America
Psychology Research
Conference**

**SATURDAY,
APRIL 8, 1989**

Sponsored by:

**UNIVERSITY OF SOUTHERN INDIANA
PSI CHI CHAPTER**

CALL FOR PAPERS



ELIZABETH F. LOFTUS

University of Washington



Elizabeth Loftus

PURPOSE

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

PROGRAM

Undergraduates will present their research and ideas in a convention format.

TYPES OF PAPERS

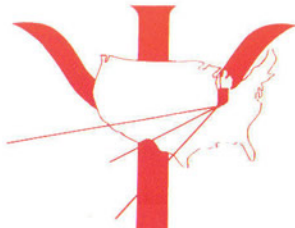
Experimental, theoretical, and review papers are invited. Each paper must be sponsored by a faculty member.

MISSION OF PAPERS

Psi Chi membership is **not** required for participation. Abstracts submitted for review must be typed on an Abstract Form. Copies of these forms have been sent to department chairpersons. Additional forms may be obtained by writing to the address below. Completed forms **must be received on or before March 20**. Include a stamped self-addressed envelope with each submission. Each abstract submitted should be accompanied by a \$3 submission fee.

TO:

Susie Meyer
Department of Psychology
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712



PLEASE POST

Psychologist to explain how witnesses' memories can fail

By Patricia Swanson
Staff reporter

As many as 8,000 people may be in prison today for crimes they did not commit, a psychology professor at the University of Washington believes.

Many of them were convicted by testimony from eyewitnesses, testimony that was untrue. But none of the witnesses was lying, insists Elizabeth Loftus, a specialist in the field of eyewitness testimony.

They truly believed that they were accurately reporting exactly what they saw and heard — even though their testimony was a direct contradiction to the testimony of other eyewitnesses — who were just as convinced they were telling the truth.

Loftus will be the keynote speaker at the eighth annual Mid-America Undergraduate Psychology Research Conference at the University of Southern Indiana. About 35 papers by psychology students in the Midwest will be presented at the April 8 all-day conference, said Joseph Palladino, USI associate professor of psychology.

The problem, Loftus said, is that memory can distort reality and "after the same event people can end up with different memories. They have different experiences and see media coverage. There is the opportunity to change memory."

She has met Larell Jeter, the young black man in Texas who

• See "Psychologist," Page 3

Psychologist • Continued from Page 1

was wrongly convicted for a robbery and eventually released from prison after a "60 Minutes" special, along with intense investigation by a Dallas newspaper that showed the witnesses were wrong in their identification of the perpetrator.

She noted that often witnesses to a crime will give different versions of the getaway car, disagreeing on everything from the color to the make to the age. It is not, Loftus said, that the eyewit-

nesses were deliberately lying but that their memory had revised the actual event.

Often each witness will indeed be describing a car at the scene, but they will have been different cars that may not even have been involved in the crime.

But in their memory, the red Cadillac parked at the curb becomes the getaway car while the blue Buick, which was actually driven away by the criminals, has

disappeared completely.

Loftus, who will talk in Evansville mostly on how memory becomes distorted after an event, said often a subconscious desire to "make us look better, a prestige-enhancing" device will unwittingly lead people to change the facts in an event mentally.

A person who may have cowered in fear behind a counter during a robbery, for example, may actually "remember — and sincerely believe — standing up to

the robber to try to prevent the crime. Or a person who closed his eyes to avoid seeing a gory accident may later relate details he actually believes he saw.

Or, the Seattle resident said, witness may come upon new information, perhaps from a newspaper report or a movie on a similar event, that will change his own memory, although he will not be aware that any change has occurred.

EVANSVILLE Press 3-27-8

Biosketch: Elizabeth Loftus

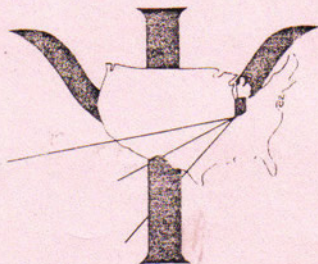
Elizabeth Loftus is Professor of Psychology and Adjunct Professor of Law at the University of Washington in Seattle, where she has taught since 1973. She received her Ph.D. from Stanford University in 1970. Since that time, she has published 14 books and over 150 scientific articles. Her 4th book, *Eyewitness Testimony*, won a National Media Award (Distinguished Contribution) from the American Psychological Foundation. The book was written while she was a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford in 1978-79.

Her research over the last 15 years has focused on eyewitness testimony and courtroom procedure, work that has been consistently funded by the National Science Foundation and the national Institute of Mental Health. In 1983, she was invited to present this work to the Royal Society of London.

Loftus serves on the editorial boards of eight journals. She is on the faculty at the National Judicial College, where she has taught in the summers since 1975. In 1982, she delivered the commencement address at Miami University (Ohio), and received an Honorary Doctor of Science degree.

Loftus has been president of three significant organizations. In 1984, she was President of the Western Psychological Association. In 1985, she was President of the American Psychology-Law Society, a division of the American Psychological Association. In 1988, she was President of another division of the organization, the Experimental Psychology Division.

**8th
MID-AMERICA
UNDERGRADUATE
PSYCHOLOGY
RESEARCH
CONFERENCE**



APRIL 8, 1989

WELCOME TO THE EIGHTH ANNUAL
MID-AMERICA UNDERGRADUATE PSYCHOLOGY
RESEARCH CONFERENCE

SPONSORED BY THE USI PSI CHI CHAPTER
WITH THE SUPPORT OF THE UNIVERSITY OF SOUTHERN INDIANA

PURPOSE:

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

The following University of Southern Indiana students made this conference possible:

Susie Meyer	JoEllen Bush	LaBonna Emre
Vicki VanDiver	Virginia Hall	Andrew Hatfield
Lisa Threlkeld	Becky Jenkins	

THIS CONFERENCE IS DEDICATED TO THE UNIVERSITY OF
SOUTHERN INDIANA STUDENTS WHOSE EFFORTS HAVE MADE IT
POSSIBLE FOR THE CONFERENCE TO SERVE MORE THAN 100
STUDENTS FROM SEVEN STATES IN EIGHT YEARS

CONFERENCE SCHEDULE

8:15 - 8:45	REGISTRATION - Coffee and donuts University Conference Center	
8:45 - 9:45	SESSION 1 PERSONALITY	UC 351
8:45 - 10:00	SESSION 2 APPLIED/SOCIAL I	UC 352
8:45 - 10:00	SESSION 3 COGNITIVE/LEARNING	UC 353

BREAK 10:00 - 10:15

10:15 - 11:00	SESSION 4 CHILD/DEVELOPMENTAL	UC 350
10:15 - 11:15	SESSION 5 GENERAL/EXPERIMENTAL	UC 351

BREAK 11:15 - 11:30

11:30	DR. ELIZABETH LOFTUS "DISTORTIONS IN MEMORY" ROOM: UC 352-353	
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LUNCH 12:30 - 1:30

1:30 - 2:30	SESSION 6 APPLIED/SOCIAL II	UC 350
1:30 - 2:30	SESSION 7 CLINICAL/ABNORMAL	UC 351
1:30 - 2:30	SESSION 8 APPLIED/SOCIAL III	UC 352

SESSION 1	PERSONALITY	8:45 - 9:45	ROOM: UC 351
MODERATOR	Professor Raymond Bragiel, Franklin College of Indiana		
8:45 - 9:00	Effect of sex role orientation on memory. Lori A. Sloce, Berea College Sponsor: Dr. Elaine Bryan		
9:00 - 9:15	Differences in birth order and personality type as measured by the Myers-Briggs Type Indicator. Martin J. Burnham and Gene F. Schadler, Thomas More College Sponsor: Dr. Maria McLean		
9:15 - 9:30	A study of sex-role orientation and choice of college major. Lisa L. Persinger, Franklin College of Indiana Sponsor: Dr. Marshall Waller		
9:30 - 9:45	Occupational stereotypes of body types. Laura Binkley, Lori Ellerbrook, Stacy Kaufman, Lisa McCall, and Patricia Wyatt, University of Southern Indiana Sponsor: Dr. Joseph J. Palladino		

SESSION 2	APPLIED/SOCIAL I	8:45 - 10:00	ROOM: UC 352
MODERATOR	Professor Sid Hall, University of Southern Indiana		
8:45 - 9:00	From real to reel: The effects of live or taped testimony on the perceived credibility of witnesses. Jean Andrew and Michael O'Hara, Thomas More College Sponsor: Dr. Maria S. McLean and Dr. John W. Porter		
9:00 - 9:15	Effects of humor and birth order on creativity. Tema S. Robbins, Berea College Sponsor: Dr. Elaine Bryan		
9:15 - 9:30	Effects of interpersonal trust on self-disclosure in gender orientated dyads. Anthony C. Ogden, Berea College Sponsor: Dr. Elaine Bryan		
9:30 - 9:45	The effect of clothing style on first impressions in simulated job interview settings. Raymond List, Marian College Sponsor: Dr. Faye Plascak-Craig		
9:45 - 10:00	A test of gender differences in recall by college advisors. James E. Shepperd, Marian College Sponsors: Dr. Faye Plascak-Craig and Dr. Drew C. Appleby		

SESSION 3 COGNITIVE/LEARNING 8:45 - 10:00 ROOM: UC 353

MODERATOR Dr. Brew C. Appleby, Marian College

8:45 - 9:00 Participation in a work activities center and its effects on the life satisfaction of nursing home residents.
Sarah Holmes, Marian College
Sponsor: Dr. Mary Austrom

9:00 - 9:15 The generalization of cognitive function in TBIs.
Mark S. Alois, Marian College
Sponsor: Dr. Faye Plascak-Craig

9:15 - 9:30 The effects of visualization on spelling effectiveness: An application of neuro-linguistic programming (NLP).
Michael J. Benkert, Indiana University East
Sponsor: Dr. Walter F. Wapner

9:30 - 9:45 The rebound effect as related to thought suppression.
James E. Clark and Lisa Wurzelbacher, Thomas More College
Sponsor: Dr. John W. Porter

9:45 - 10:00 Learned Helplessness: Induced interference on a cognitive task.
Larry D. Jenkins, Franklin College of Indiana
Sponsor: Dr. Marshall Waller

BREAK 10:00 - 10:15

SESSION 4 CHILD/DEVELOPMENTAL 10:15 - 11:00 ROOM: UC 350

MODERATOR Professor Deb Vitek, University of Southern Indiana

10:15 - 10:30 Identity development in adolescence: A review of the research literature.
Lisa A. Pierce, Northern Kentucky University
Sponsor: Dr. James H. Thomas

10:30 - 10:45 Relationship between time in day care and socialization skills of preschool children.
Fawn R. Rose and Susan C. Ley, Thomas More College
Sponsor: Dr. Maria S. McLean

10:45 - 11:00 Sex role development in five and seven year olds.
Marcie A. Neak and Amy L. Storer, Northern Kentucky University
Sponsor: Dr. James H. Thomas

SESSION 5 GENERAL/EXPERIMENTAL 10:15 - 11:15 ROOM: UC 351

MODERATOR Dr. Walter Wagor, Indiana University, East

- 10:15 - 10:30 Effects of place of residence and alcohol consumption on anxiety in college males.
Diana L. Cornett, Debbie Elston, Diana Partain and Bobbie Schulteis, University of Evansville
Sponsor: Dr. John Lakey
- 10:30 - 10:45 Effects of handedness on academic performance.
Vicky M. Johnson, Franklin College of Indiana
Sponsor: Dr. Marshall Waller
- 10:45 - 11:00 Alcohol induced place preference in rats.
Amy M. McNeely, Franklin College of Indiana
Sponsor: Dr. Marshall Waller
- 11:00 - 11:15 The effects of fluoxetine (Prozac) on suckling behavior on neonatal rat pups
Martin J. Burnham, Thomas More College
Sponsor: Dr. Maria S. McLean

DR. ELIZABETH LOFTUS
"DISTORTIONS IN MEMORY"
ROOM: UC 352-353 11:30

LUNCH 12:30

SESSION 6 APPLIED SOCIAL II 1:30 - 2:30 ROOM: UC 350

MODERATOR Dr. William E. Addison, Eastern Illinois University.

- 1:30 - 1:45 Religiosity and premarital sexual experience in college students.
Lenore M. Catalano, Eastern Illinois University
Sponsor: Dr. William E. Addison
- 1:45 - 2:00 Differential affective responses to eyeglasses and other facial features of males and females.
Cindy A. Hall, Hanover College
Sponsor: Dr. Roger L. Terry
- 2:00 - 2:15 Effects of race and personal space on subjects' responses to a racial attitudes questionnaire.
John M. Hauber, Wabash College
Sponsor: Dr. Janice W. Steira
- 2:15 - 2:30 Age of subjects as a factor in females' perceptions of bearded and nonbearded males.
Ashely D. Smith, Eastern Illinois University
Sponsor: Dr. William E. Addison

SESSION 7	CLINICAL/ABNORMAL	1:30 - 2:30	ROOM: UC 351
MODERATOR Dr. Sandra Singer, University of Southern Indiana			
1:30 - 1:45	The effect of graphic versus nongraphic media violence upon aggression tendencies. Diana L. Cornett, Susan M. Davis, and Michelle L. Roby, University of Evansville Sponsors: Dr. Stephen M. Kopta and Dr. John R. Lakey		
1:45 - 2:00	An experimental investigation into the effects of socioeconomic status on the presence of mental illness and degree of treatment received by individuals. Ginnette Kay Jamerson, Berea College Sponsor: Dr. Elaine Byram		
2:00 - 2:15	Perceived dominance between men and women in advertising. Michael Watkins, Wabash College Sponsor: Dr. Janice W. Steirn		
2:15 - 2:30	Evaluation of outpatient mental health services. Ron Dippold, Rose-Hulman Institute of Technology Sponsor: Dr. Pat Brophy		

SESSION 8	APPLIED/SOCIAL III	1:30 - 2:30	ROOM: UC 352
MODERATOR Dr. Faye Plascak-Craig, Marian College			
1:30 - 1:45	Student and faculty perceptions of academic dishonesty as a function of learning or grade orientation. Matthew V. LaGrange, Marian College Sponsor: Dr. Drew C. Appleby		
1:45 - 2:00	A multi-dimensional affectional behavior scale. V. Blackmore, B. Conley, C. Hannon, L. Shelby, L. Wesselak, Butler University Sponsor: Dr. J.R. Bean		
2:00 - 2:15	The effect of level of education on dissonance-induced attitude change. Ed Conner, Stephanie Leffingwell and Todd Kotyk, Thomas More College Sponsor: Dr. Maria S. McLean		
2:15 - 2:30	Relationships between four different types of learning and grade-oriented students and instructional evaluations. Danisha Jefferson, Belmont College Sponsor: Dr. Lonnie Vandell		

THE GENERALIZATION OF COGNITIVE FUNCTION IN TBIs. Mark S. Aloia, Dr. Faye Plascak-Craig*. Marian College.

Memory deficits are common sequela of head injury. Since memory deficits are closely associated with the ability to learn new things, rehabilitation of these deficits is integral to the future success of the injured individual. In a review of the literature, five mnemonic devices have been shown to be useful for the brain injured. These devices are: semantic clustering, phonemic clustering, imagery, rehearsal, and elaboration. Over a four day period, ten brain injured and ten normals will be trained in the use of these mnemonic devices on lists of 16 words rating both high and low on a meaningfulness scale. Ten brain injured and ten normals will be used as controls and will not be trained. All 40 subjects will be given a verbal recall test and a face-name test before and after the training period. An analysis of co-variance on the face-name association task will be performed, holding the pre-test constant. Results will show that the training will significantly improve the recall of words and the ability to associate names with faces for the brain injured subjects. Use of phonemic clustering will be more effective on TBI recall than semantic clustering.

FROM REAL TO REEL: THE EFFECTS OF LIVE OR TAPED TESTIMONY ON THE PERCEIVED CREDIBILITY OF WITNESSES. Jean Andrew, Michael O'Hara, Dr. Maria McGee, Dr. Bill Porter*. Thomas More College.

In an effort to ascertain whether child witnesses were more believable on film or in person, subjects were presented with live or taped testimonies given by child witnesses. Male and female four-year-old, seven-year-old and twelve-year-old witnesses were used. Each child's testimony was a description of an event they had seen earlier where two adults were acting in an inappropriate manner, playing with their food. After hearing the child's testimony on tape or live, the subjects rated the credibility of the child's account. In addition, the subjects also rated the social maturity, intelligence, communication skills, manners and appearance of the children. The experimenters hypothesized that taped testimony would be more believable than live testimony and that the testimonies of older children would be more believable than the testimonies of younger children. This latter hypothesis was not supported. A 2x3x2 analysis of variance indicated that the younger a witness, the more believable his testimony. The results also indicated an interaction between gender and medium, such that a male's taped testimony is significantly less believable than a male's live testimony or a female's taped testimony. The experimenters suggest that the younger children appear more credible because they seem less capable of being taught how to fabricate a story on command than the older children; in other words, a younger child's answer to a question seems more innocent than an older child's answer. Several explanations for the significant interaction between gender and medium are explored, and suggestions for further research are discussed.

THE EFFECTS OF VISUALIZATION ON SPELLING EFFECTIVENESS: AN APPLICATION OF NEURO-LINGUISTIC PROGRAMMING (NLP.) Michael J. Benkert, Dr. Walter F. Weger,* Indiana University East. Richard Bandler and John Grinder (1979), founders of Neuro-Linguistic Programming, reported that excellent spellers have a common strategy. They visualize the word and then spell it, as opposed to sounding the word out phonetically or using some other strategy. This study was conducted to test their theory.

Two subjects were chosen from each of grades 3-8 for a 15 minute experiment conducted on an individual basis. All of the subjects were top spellers in their respective classes. First the subject was asked how he or she had been taught to spell and the specific strategy used. Next the subject was required to spell 10 words. Eye movements were recorded because Bandler and Grinder proposed a model for eye accessing cues in relation to auditory, visual, and kinesthetic processing. Finally, each subject was asked six questions requiring visual, kinesthetic and auditory accessing.

It was hypothesized that the majority of the students have some kind of visualization strategy they use when spelling. Preliminary results support this hypothesis. In addition, they also support the visual and auditory portion of Bandler and Grinder's model of accessing cues.

OCCUPATIONAL STEREOTYPES OF BODY TYPES. Laura Binkley, Lori Ellerbrook, Stacy Kaufman, Lisa McCall, and Patricia Wyatt, Dr. Joseph J. Palladino*, University of Southern Indiana.

The study examined stereotypes of body types and occupations. One hundred eighteen college students selected one of Sheldon's silhouettes as best fitting each of 20 occupations (e.g. lawyer, janitor). The results indicated a modest preference for the mesomorphic body type. The endomorphic body type was associated most frequently with low prestige occupations. The mesomorphic body type was most frequently associated with high prestige occupations.

A MULTI-DIMENSIONAL AFFECTIONAL BEHAVIOR SCALE. V. Blackmore, B. Conley, C. Harmon, L. Shelby, L. Wesselsak, Dr. J. R. Beant*, Butler University.

Male (N=30) and female (N=38) college students attending Butler University were given the new Multi-Dimensional Affectional Behavior Scale (MABS), Berger's Self-Acceptance Scale, Davis' Empathy Scale, the FIRO-B Intimacy Scale, and Campbell's Social Interest Scale. A peer friend or family member of each subject completed the peer version of the MABS. Principle components factor analysis revealed eight major factors including general affectional attitude, intimate tactile need, tactile aversion, current tactile deficit and familial tactile preference. MANOVA on items for each factor revealed that females scored higher than males on general affectional attitude and family tactile preference, while males scored higher on tactile aversion. Test-Retest reliability of the MABS was .81 (P<.001). The concurrent validity coefficient relating MABS to the MABS Peer Rating Scale was .46 (P<.001). The construct validity coefficient between MABS and FIRO-B Intimacy Scale was .52 (P<.05). The construct validity coefficient between MABS and Empathic Fantasy was .29 (P<.05). No linear correlations were obtained between MABS and the measures of self-acceptance and social interest. Results indicate that MABS shows promise as a research tool in the field of affectional behavior.

THE EFFECTS OF FLUOXETINE (PROZAC) ON SUCKLING BEHAVIOR OF NEONATAL RAT PUPS. Martin J. Burnham, Dr. Maria S. McLean,* Thomas More College.

Fluoxetine (Prozac) is an antidepressant agent whose administration is accompanied by weight loss. The present study looked at the effects of Fluoxetine (FL) on suckling behavior of neonatal rat pups. Seven litters were prepared, and within each litter pups were randomly assigned to one of four treatment groups: 2.5 mg/kg FL, 5 mg/kg FL, 10 mg/kg FL, or saline. Testing sessions on these litters began when the rat pups reached three days of age and continued for three consecutive days. The pups were given a subcutaneous injection of drug or saline prior to each test session; testing sessions lasted for two hours. At the beginning of the test session, the dam was weighed and anesthetized. She was placed on her side on a heating pad and tilted at approximately a 45° angle to the pad. Half of the pups were then placed in proximity to the nipple of the anesthetized dam. Every five minutes during a one hour test session each pup's behavior was recorded as either attached or unattached to the nipple, and specific behaviors of pups that were unattached were described. The pups that remained unattached through two trials were forced to attach by the experimenter. This procedure was repeated with the remaining pups in the litter, and the order of testing of the pups was counterbalanced across days. An analysis of the attachment data showed that the 5 mg/kg FL pups were significantly less often attached to the nipple than were saline controls. Analysis of the forced attachment data, however, showed that the 10 mg/kg pups were forced to attach significantly more often than controls. The results are discussed in terms of recent pharmacological research on mechanisms underlying development of feeding behaviors.

DIFFERENCES IN BIRTH ORDER AND PERSONALITY TYPE AS MEASURED BY THE MYERS-BRIGGS TYPE INDICATOR.

Martin J. Burnham, Gene F. Schedler, Dr. Maria McLean*, Thomas More College.

A quasi-experiment was performed using the Myers-Briggs Type Indicator (MBTI) to determine whether there was any relationship between birth order in the family and personality type. Subjects were traditional aged college students (17 to 25 yrs.) from the Thomas More College Community. Subjects used in this study fit into one of the following criteria: oldest child of a three child family, youngest child of a three child family, or only child. Scores were gathered from students who previously took the MBTI and agreed to be part of this research. This study found overall that male subjects were significantly more thinking than feeling, whereas females were found to be significantly more feeling than thinking. There was also an overall general trend for males in this study to be more sensing than intuitive. Oldest females were significantly more extraverted than introverted, and were significantly more feeling than thinking. Likewise, youngest females were found to be significantly more feeling than thinking, and there was a general trend for them to be more extraverted than introverted. Only females in this study were found to be significantly more intuitive than sensing. Youngest males were found to be significantly more thinking than feeling, and there was a general trend for them to be more sensing than intuitive. Only males in this study were found to be significantly more thinking than feeling. The results are discussed in terms of recent birth order and personality type research.

RELIGIOSITY AND PREMARITAL SEXUAL EXPERIENCE IN COLLEGE STUDENTS.

Lenore M. Catalano, Dr. William Addison.*
Eastern Illinois University.

The relationship between religiosity and sexual behavior is examined in a sample of 70 female and 46 male college students. Subjects ages ranged from 20 to 34 years, with a mean age of 22.5 years. The results indicate no significant relationship using religiosity as a predictive variable for intercourse behavior for either male or female subjects. However, females who scored high in religiosity tended to view their relationships as more serious. On the other hand, no significant relationship was found between religiosity and perceived relationship status for males.

THE REBOUND EFFECT AS RELATED TO THOUGHT SUPPRESSION. JAMES E. CLARK, LISA MURZELBACHER, DR. JOHN W. PORTER*. THOMAS MORE COLLEGE.

Rebound effects involve a preoccupation with a thought following a period of deprivation of that thought. These effects have been noted in obsessional thinking where attempts to suppress an unwanted thought may lead to a preoccupation with that thought. This study attempted to replicate a study by Wegner (1987) which demonstrated this rebound effect in the laboratory. In the current study, twenty-four college students performed an initial five-minute practice session of verbalizing their streams of thought into a tape recorder. In a second five-minute session, one group of subjects was instructed to suppress all thoughts of a white bear while the other group of subjects was instructed to think white bear thoughts as often as possible. In the third five-minute session, both groups received instructions opposite to those received in the second session. Based on previous findings (Wegner, 1987) it is thought that those subjects who first suppressed white bear thoughts would express those thoughts more often during the expression period than the subjects who first expressed white bear thoughts (the rebound effect). The results of a study by Clark, Volmer, and Porter (1988), which used a different stimulus ("bicycle" instead of "white bear"), did not support this hypothesis.

The current study, using Wegner's original stimulus ("white bear"), failed to demonstrate the rebound effect. This failure to demonstrate the effect may be the result of using somewhat different measures than those used by Wegner.

THE EFFECT OF LEVEL OF EDUCATION ON DISSONANCE - INDUCED ATTITUDE CHANGE. Ed Connor, Stephanie Leffingwell, Todd Kotyk, Dr. Maria McLean*. Thomas More College.

According to Leon Festinger (1957), cognitive dissonance occurs when an individual holds inconsistent cognitions and consequently experiences a psychologically uncomfortable tension state which he/she seeks to alleviate. This research focuses on the effect that level of education has on cognitive dissonance and seeks to determine whether levels of education influence attitude change when an individual experiences inconsistent cognitions.

The present study replicates Croyle and Cooper's (1983) method of inducing cognitive dissonance. One hundred and twenty subjects, 30 freshmen, 30 seniors, and 60 faculty members with masters and Ph.D. degrees were given an 18 item survey about various social issues. Subjects were asked to agree or disagree with each item on a 16 point unnumbered rating scale. Within the survey was a target question about alcohol use on campus. Two months later subjects were contacted and asked to write an essay that was consonant or counter to their rating on the target item. After writing the essay subjects were asked to respond to a four item survey, one item of which was the original target item. It was hypothesized that writing counter-attitudinal essays would facilitate attitude change as suggested by Festinger (1957) and Croyle and Cooper (1983). Results are discussed with respect to Festinger's (1957) and Croyle and Cooper's (1983) conclusions, and the implications of an effect of education upon attitude change are considered.

THE EFFECT OF GRAPHIC VERSUS NONGRAPHIC MEDIA VIOLENCE UPON AGGRESSION TENDENCIES. Diana L. Cornett, Susan M. Davis and Michelle L. Roby, Dr. Stephen M. Kopta and Dr. John R. Lakey*. University of Evansville.

Previous research has shown that viewing media violence increases tendencies towards aggression. However, no studies have investigated whether there are differences in aggressive tendencies as the result of viewing graphic versus nongraphic violence. Our hypothesis is that viewing a graphic violence film (which shows punishing, gory consequences) will result in lower aggressive tendencies in comparison to viewing a nongraphic or no violence film. Viewing a no violence film will result in lower aggression than viewing a nongraphic violence film. Forty-five male subjects viewed either a graphic, nongraphic, or no violence 15-minute film clip. After viewing the clip they read some scenario vignettes and then responded to the vignettes by completing an aggression attitude scale. An analysis of variance will be used to analyze the results. Data is currently being collected but has not yet been analyzed. We expect our hypothesis to be confirmed.

EFFECTS OF PLACE OF RESIDENCE AND ALCOHOL CONSUMPTION ON ANXIETY IN COLLEGE MALES. Diana L. Cornett, Debbie Elston, Diana Partain, Bobbie Schultheis, Dr. John Lakey, PhD.*. University of Evansville.

One hundred male students at the University of Evansville were randomly asked to participate in a questionnaire asking for information such as their type of residence (dormitory/fraternity house), alcohol consumption (imbibe/abstain), and 10 questions rating anxiety taken directly from the SCL-90. Expected results are that male students who imbibe and reside in dorms or fraternity houses will have significantly different anxiety scores than male students who abstain and live in either locale.

EVALUATION OF OUTPATIENT MENTAL HEALTH SERVICES. Ron Dippold & Pat Brophy*, Rose-Hulman Institute of Technology.

Case histories of 762 clients seeking outpatient services from a rural mental health center between October 1986, and October 1988, were reviewed. Clients were grouped by diagnostic category (DSM-III) and evaluated using axes IV and V. These data indicate that persons evidencing reduced adaptive functioning or diagnosed as suffering from affective disorder or substance abuse remain in treatment longer than do other clients. This information has clear implications for the provision of services by an outpatient clinic.

DIFFERENTIAL AFFECTIVE RESPONSES TO EYEGLASSES AND OTHER FACIAL FEATURES OF MALES AND FEMALES. Cindy A. Hall, Dr. Roger L. Terry*, Nanover College.

Possible effects of visual correctives, such as eyeglasses and contact lenses, on a person's psychological well-being are gaining increasing attention. This is partially due to a theoretical model which assumes that wearing eyeglasses can create a psychologically damaging spectacle-image. The present study considered the affective reactions to corrective eyeglasses, dark glasses, and a facial disfigurement worn separately by male and female stimulus persons. Seventy-five introductory psychology students viewed a slide series of the facial features and ranked affective responses to each slide according to several scales. Data analysis using a 2 X 3 X 2 ANOVA design revealed significant main effects of sex of stimulus person and of facial feature. The scar was rated very negatively on both stimulus persons. The eyeglasses, however, were rated positively on the male and negatively on the female. These findings indicate that females wearing eyeglasses are regarded in a negative way. Criticisms likely to accompany this negative reaction may be internalized by the eyeglass wearer and adversely affect the overall body image and self-concept.

EFFECTS OF RACE AND PERSONAL SPACE ON SUBJECTS' RESPONSES TO A RACIAL ATTITUDES QUESTIONNAIRE. John M. Haeber, Dr. Janice N. Stein*, Wabash College

This experiment tested whether the race of a male experimenter and the distance that he was from the subjects influenced their responses on an attitude questionnaire dealing with racial topics. Two high school, senior English classes were given a modified version of the Racial Attitudes and Perceptions Survey (RAPS). A white researcher gave the questionnaire to one class, and a black researcher gave the questionnaire to the second class. Both classes were given the same information about the two researchers. We found that responses from students sitting in the front two rows revealed a lower degree of racism than responses from students in the back rows. Additionally, responses from students in the black researcher's class indicated a lower level of racism than responses from students in the white researcher's class. These results indicate that the race of the researcher, and an invasion of personal space can affect the responses of subjects on attitudes questionnaires.

PARTICIPATION IN A WORK ACTIVITIES CENTER AND ITS EFFECTS ON THE LIFE SATISFACTION OF NURSING HOME RESIDENTS. SARAH E. HOLMES, MARY AUSTROM*. MARIAN COLLEGE.

The effects of working on the life satisfaction of elderly nursing home residents were measured using the Life Satisfaction Index-A, the Camcog as a control for mental functioning, and a general background questionnaire. A total of 38 subjects were evenly divided into one group that worked at least once a week in the Work Activities Center, and a second group that did not participate in the work program. The two groups were comparable on intellectual functioning, and general backgrounds. Initial analysis of data indicated that the residents who worked were significantly more satisfied than the residents who did not work. These results may indicate positive aspects of working into the later years of life.

AN EXPERIMENTAL INVESTIGATION INTO THE EFFECTS OF SOCIO-ECONOMIC STATUS ON THE PRESENCE OF MENTAL ILLNESS AND DEGREE OF TREATMENT RECEIVED BY INDIVIDUALS. Ginnette Kay Jamerson, Dr. Elaine Byram*. Berea College*.

An experimental investigation was conducted with 98 college students in order to determine the effects of socio-economic status on the presence of mental illness and the amount of treatment received by individuals. The Tennessee Self Concept Scale, the Beck Depression Inventory, the Manifest Anxiety Scale, the Eckblad Schizotypy Scale, and a twenty-two item questionnaire were used to ascertain these relationships. While correlational and regression equations between subjects within the sample showed no significant results, a comparison of this sample to a larger population group proved highly significant. This research seems to support Hollingshead and Redlich's hypothesis (1958) that socio-economic status does, in fact, influence the presence of mental illness.

RELATIONSHIPS BETWEEN FOUR DIFFERENT TYPES OF LEARNING- AND GRADE-ORIENTED STUDENTS AND INSTRUCTIONAL EVALUATIONS. Danisha Jefferson, Dr. Lonnie Yandell*. Belmont College.

To determine relationships between students' attitudes toward learning and grading and their assessments of the instructor's effectiveness in the classroom, 52 college students completed the LOGO II scale and the Student Instructional Report (SIR). Learning oriented (LO) and grading oriented (GO) students were divided into four groups: high LO-high GO (H-H); high LO-low GO (H-L); low LO-high GO (L-H); and low LO-low GO (L-L). Results indicated H-L students rated their instructor significantly higher on faculty/student interaction, communication, and overall evaluation than the other three groups. The LO scores were positively correlated with the nine SIR factors and the GO scores were negatively correlated with eight of the nine SIR factors. Results are discussed in terms of how attitudes toward learning and grading may affect evaluation of classroom instruction.

LEARNED HELPLESSNESS: INDUCED INTERFERENCE ON A COGNITIVE TASK.
Larry D. Jenkins, Dr. Marshall Waller*. Franklin College of Indiana.

In a previous study designed to determine the effect, if any, of learned helplessness on performance of a Stroop task (Stroop, 1935), subjects ($n=28$) experienced three discrimination problems made soluble or insoluble by experimenter feedback. The Stroop effect was demonstrated in all groups, but was no significant difference in performance by the Soluble and Insoluble groups.

In the present study, an additional 30 undergraduate college students were randomly assigned to Control, Soluble and Insoluble groups. Subjects in the Soluble and Insoluble groups received a series of four discrimination problems made soluble or insoluble by experimenter feedback. The problems were similar to those developed by Levine (1966) and used by Hiroto and Seligman (1975) to study learned helplessness. The Control received no pretreatment. All subjects were then given a series of trials on a Stroop task (name color of ink vs. read color word). The data were analyzed using one- and two-way ANOVA procedures.

A preliminary analysis of the data revealed that, as expected, all groups showed the Stroop effect. However, there was also a significant difference in the performance of the Soluble and Insoluble groups on both aspects of the Stroop task.

These results suggest that learned helplessness was induced by the pretreatment and, contrary to Hiroto and Seligman's results, suggest learned helplessness can interfere with a cognitive task.

EFFECTS OF HANDEDNESS ON ACADEMIC PERFORMANCE. Vicky M. Johnson, Dr. Marshall Waller*. Franklin College of Indiana.

Studies of the effects of handedness on academic performance have produced conflicting results. This study examined the relationship between dominant right-handed, right-handed with left-handed tendency and dominant left-handed students and their academic performance during the 1988 fall semester.

A total of 897 students from elementary school ($n=192$), junior high school ($n=358$), high school ($n=198$) and college ($n=149$) were given a simple test to determine their handedness classification. The final semester grade (percent) in math and science classes was used as a measure of academic performance. The data were analyzed using one- and two-way ANOVA, chi-square and correlation procedures.

A preliminary analysis of the data suggests there are significant differences in academic performance related to handedness. At the elementary level, left-handed and left-tendency students received higher grades than right-handed students. Sex differences are found throughout and often interacts with handedness.

These results support the hypothesis that left-handed students do better academically. The shift from elementary school to college suggests a developmental process. Many "lefties" may be trapped in a right-handed body. Until this conflict is resolved these students may perform at a lower level. An alternate interpretation may be bias, subtle or otherwise, in the treatment of left-handed students resulting in a cognitive confusion expressed in academic performance.

Student and faculty perceptions of academic dishonesty as a function of learning or grade orientation. Matthew V. LaGrange, Dr. Drew C. Appleby». Marian College.

College students and faculty were surveyed to determine their perceptions of the types, frequency, and prevention of academically dishonest behaviors and tested with LOGO II to determine their learning or grade orientation. The following hypotheses were made. Learning oriented students regard fewer types of behaviors as cheating, perceive less cheating occurring, and are less concerned with the prevention of cheating than their grade oriented peers. Learning oriented faculty regard slightly more types of behavior as cheating, perceive less cheating occurring, and are equally concerned about the prevention of cheating, but for different reasons, than their grade oriented peers. The results of this study will be used to formulate an academic integrity policy to be included in the next edition of the Marian College catalog.

THE EFFECT OF CLOTHING STYLE ON FIRST IMPRESSIONS IN SIMULATED JOB INTERVIEW SETTINGS. Raymond List, Dr. Faye Plaszak-Craig». Marian College.

The job interview is a routine method of personnel selection in spite of research showing it to be invalid. The literature obtained several superficial factors that influence the interviewer. One of the strongest is the initial impression of the interviewee, and one of the initial impression factors is style of dress. The American trends toward relaxed living and some positive gains in gender equality may be in effect, but, contrary to current trends, the study's hypothesis was that conservative style of dress will more favorably affect male managers' impressions, especially for female "interviewees". The IV stimuli were pictures pretested at four levels of conservatism. A picture stimulus set with an evaluation form on each picture was given to male and female raters, managers and executives from various businesses in Indiana. The possible effect of color was controlled by using black and white pictures. The findings will show the powerful effect of conservative clothing style alone on the interview and hiring process, and can be used to form guidelines for dress based on actual expectations of employers in the business world.

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EFFECTS OF INTERPERSONAL TRUST ON SELF-DISCLOSURE IN GENDER ORIENTED DYADS. Anthony C. Ogden, Dr. Elaine Byram*. Berea College.

The influence of interpersonal trust on self-disclosure levels was investigated in gender oriented dyads by a three-way analysis of variance: trust vs. non-trust X gender of experimenter X gender of subject. Fifty-three subjects, consisting of introductory psychology students, were randomly assigned to one of the eight conditions. A six part self-disclosure questionnaire (SDQ) was constructed to determine actual self-disclosure levels. An interpersonal trust scale was also administered, but as a control for the manipulative effects. Results of the study revealed significantly higher ($p .001$) self-disclosure levels in the trusting conditions in comparison to the non-trusting. A significant interaction effect ($p .05$) was found such that subjects in same sex dyads had higher disclosure levels than those in opposite sex dyads. Also, there was less disclosure to the male experimenter in non-trusting conditions, ($p .01$). No significant difference was apparent between the gender of the subjects was revealed. The findings suggest that interpersonal communication and therapist-client relationships are influenced by variables of dyad interaction. Discussion of the results emphasized the need to further examine the relationship between gender, self-disclosure, and trust in interpersonal encounters.

A STUDY OF SEX-ROLE ORIENTATION AND CHOICE OF COLLEGE MAJOR. Lisa L. Fersinger, Dr. Marshall Waller*. Franklin College of Indiana.

The issue of the relationship between traditionally male and female sex-role orientation and occupational choice is a well debated issue. The present study was designed to explore this relationship among college upperclassmen.

Forty undergraduate males and females were randomly selected from four majors: Business, Biology, Journalism, and Physical Education. Five men and women from each major participated in the study. The major course of study late in college probably indicates at least the general occupational area the student will enter. The Bem Sex-Role inventory was administered to assess the sex-role orientation of each subject. The data were analyzed using the chi-square procedure.

A preliminary analysis of the data indicates that females with a nontraditional sex-role orientation are overrepresented in the Business and Journalism majors. In contrast, the males in these majors were distributed as expected.

These results suggest that the females who are entering these traditionally male oriented fields, show a marked nontraditional sex-role orientation.

IDENTITY DEVELOPMENT IN ADOLESCENCE: A REVIEW OF THE RESEARCH LITERATURE. Lisa A. Pierce, James H. Thomas*, Northern Kentucky University.

This presentation will review the psychological theory and research concerning the formation of a personal identity during the adolescent years. The theoretical importance of identity formation was emphasized by Erikson, and the construct was operationalized with a structured interview developed by James Marcia. This interview results in a classification system that includes the following four identity statuses: achievement, moratorium, foreclosure, and diffusion. Each status is based on a combination of "commitment" (i.e. firm decisions about values, beliefs, and goals) and "crisis" (i.e. active questioning and consideration of various alternatives). Characteristics of the different identity statuses will be described in some detail followed by the hypotheses and research pertaining to their timing and development among high school and college students. Research examining the relationship among the various "domains" of a person's identity (e.g. vocational, religious, political, social roles) will be reviewed. The issues of gender differences and antecedent conditions (e.g. family background) relating to identity formation will also be discussed.

EFFECTS OF HUMOR AND BIRTHORDER ON CREATIVITY. Tena S. Robbins, Dr. Elaine Byram*, Berea College.

The present study was conducted to evaluate the influence of humor and birthorder on creative ability. Subjects (N=60), drawn from introductory level psychology courses, were randomly assigned to one of three film conditions: humorous, negative, or neutral. Upon viewing the film, the subjects were administered the Remote Associates Test (RAT) to determine creative ability. A two-way analysis of variance revealed a significant main effect among film conditions ($p < .005$), with the positive affect condition having an overall higher mean score on the RAT than did the other conditions. These findings are congruent with previous findings suggesting that positive feelings influence the way cognitive material is organized and processed. No significance was obtained between scores for the only-or first-born and later-born conditions, ($p < .25$). Also, the proposed interaction effect between the positive affect/only-or first-born condition was evident, ($p < .25$). These findings suggest that the enhancement of creativity and its possible correlates can prove beneficial if further examined.

RELATIONSHIP BETWEEN TIME IN DAY CARE AND SOCIALIZATION SKILLS OF PRESCHOOL CHILDREN. Fawn R. Rose, Susan C. Ley, Dr. Maria S. McLean*, Thomas More College.

To determine the influence of length of time in a day care on social skills of preschoolers, thirty-eight 3-year-old children were studied in two day care settings. The California Preschool Social Competency Scale (CSPSC) was used to determine their socialization skills. This test, which consists of thirty items, measures critical behaviors in the preschool child's social functioning, such as response to routine, making explanations, sharing, helping others, and accepting limits. It was hypothesized that the length of time a child had spent in the day care setting, the higher his/her score on the CSPSC would be. The children were observed between the hours of 8:00 and 11:00 a.m., the time for the greatest opportunity to interact at the day care. A correlational analysis indicated no relationship between time in day care and the child's total score on the CSPSC. These results are discussed in light of previous research findings, and with respect to other factors that could influence preschool socialization skills.

A TEST OF GENDER DIFFERENCES IN RECALL BY COLLEGE ADVISERS. James E. Sheppard, Faye D. Plascak-Craig*, & Drew C. Appleby*, Marian College.

Academic advising is important to college students and can affect their undergraduate experience. Faculty advisers dispense information about academic and graduation requirements and serve as mentors to students on professional and personal levels. Gender stereotypes are routinely used to make decisions about individuals in our culture, and the covert influence of such inaccurate overgeneralizations is often below an individual's level of awareness. Forty college advisers were asked to recall and write all their current advisees' names and attributes in a 15 minute period. A 2x2 factorial design, with two independent variables (gender of adviser and gender of advisee) was tested for name and attribute recall differences, proportional to the total number of male and female advisees. This study hypothesized that male advisers would recall significantly more male advisees' names and attributes. If college advisers have created multiple, covert gender-based schemas, then advising interactions and recommendations could negatively affect mentoring and post-graduate opportunities for female students.

EFFECT OF SEX ROLE ORIENTATION ON MEMORY. Lori A. Sloce,
Dr. Elaine Bryant*. Berea College.

The effect of sex role orientation on the number of item-specific words recalled on a memory task was investigated. The independent variables were classification (senior vs. freshmen) and gender. Sex role orientation was determined by the BEM Sex Role Inventory Scale. The dependent variables were the number of career oriented words (e.g. career, success) and the number of traditional oriented words (e.g. house, baby) recalled. The results indicated that classification had a significant effect on the number of traditional words recalled $F(3,45)=3.378, .025 < p < .05$. Seniors recalled more traditional words than did freshmen. There was no significant influence on the number of career oriented words recalled $F(3,45)=1.114, p > .25$.

AGE OF SUBJECT AS A FACTOR IN FEMALES' PERCEPTIONS OF BEARDED AND NONBEARDED MALES.

Ashley D. Smith, Dr. William E. Adkins*
Eastern Illinois University

Thirty-four nontraditional female college students (mean age = 16.4) rated pictures of bearded and nonbearded males on a series of attributes. Attractiveness ratings were compared to data collected from 59 traditional female college students (mean age = 19.0). The results are expected to indicate the following: 1) Both groups perceive bearded males as more masculine than nonbearded males. 2) When compared to college-age females, older subjects perceive bearded males as more attractive. These results are discussed in relation to previous research which suggests that bearded males are simultaneously viewed as more masculine and less desirable than nonbearded males.

PERCEIVED DOMINANCE BETWEEN MEN AND WOMEN IN ADVERTISING.
MICHAEL WATKINS, DR. JANICE STEIRN*. Wabash College.

This study employed a mixed design to measure subjects' perception of dominance in thirty magazine advertisements which depicted male/female relationships. The between subjects variable was sex of target stimulus, male or female. The within subjects variable was the type of slide that was presented male dominant, female dominant, or neutral. Dominance was defined by the physical position of the two individuals. Twenty-six male college freshmen were asked to rate the relationship in each slide for the degree of dominance exhibited by either the male or the female. From these ratings a two-way ANOVA was run which indicated a significant interaction between whom the subjects were asked to rate and the proposed dominance of the slide. This supports the hypothesis that the physical position of the individuals portrayed in the advertisement influences ratings of dominance.