



25th Annual Mid-America Undergraduate Psychology Research Conference (MAUPRC)

Saturday, April 1st, 2006

**University of Southern Indiana
Evansville, IN**

Conference Schedule

- 8:00 – 8:45 Registration / Continental Breakfast
- 8:45 – 9:45 ***Session 1***
- 9:45 – 10:00 Break
- 10:00 – 11:00 ***Session 2***
- 11:00 – 11:15 Break
- 11:15 – 12:15 ***Session 3***
- 12:15 – 12:30 Break
- 12:30 – 1:00 ***Lunch***
- 1:00 – 1:45 ***Welcome / Keynote Address***
 - Dr. Joseph J. Palladino
University of Southern Indiana
- 1:45 – 2:00 Break
- 2:00 – 3:00 ***Session 4***
- 3:00 – 3:45 ***Poster Session***

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

Conference Etiquette

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

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

General Information

- Each paper presentation is identified in the program with a 4 character code. “4C03” refers to the 4th Session, in room C, the 3rd paper.

Session Room Code	Room
A	Room # 1003
B	Room # 1004
C	Room # 1015
D	Room # 1016
Posters (P)	1 st Floor Back Hallway

- All presentations will be given in the Liberal Arts building, first floor rooms.
- Lunch and the guest speaker will be in Carter Hall in the University Center.
- Posters may be set up starting at 2:45 PM.

Session 1A**LA1003****Moderator****Drew Appleby** **Indiana University Purdue University Indianapolis**

8:45 AM – 9:00 AM

Reliability and Validity of the Learning Behaviors Scale. **Amanda M. Cole**. Sponsored by Dr. Gary Canivez, Eastern Illinois University. [See abstract 1A01]

9:00 AM – 9:15 AM

Editing Accuracy and Comprehension: Computer vs. Paper and Pencil. **Kyle Chase**. Sponsored by Dr. Assegedetch HaileMariam, Eastern Illinois University. [See abstract 1A02]

9:15 AM – 9:30 AM

The Role of Dispositional Factors as Determinants of Computer Usage. **Bradley C. Johnston**. Sponsored by Dr. Paul Biner, Ball State University. [See abstract 1A03]

9:30 AM – 9:45 AM

Inciting the Savage Breast through Music. **Michael D. Finney & Erick J. Bokma**. Sponsored by Dr. Vytenis Damusis, Purdue University Calumet. [See abstract 1A04]**Session 1B****LA1004****Moderator****James Thomas****Northern Kentucky University**

8:45 AM – 9:00 AM

Spiritual Behavior: Influences and Assessment of United States and International Students. **Jason Pinkstaff**. Sponsored by Dr. Julie Evey, University of Southern Indiana. [See abstract 1B01]

9:00 AM – 9:15 AM

The Effect of Training on Spatial Reasoning. **Cassie N. Bergman**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 1B02]

9:15 AM – 9:30 AM

Peer Influence on Academic Motivation. **Stephanie Hoveltn**. Sponsored by Dr. Daneen Deptula, Eastern Illinois University. [See abstract 1B03]

9:30 AM – 9:45 AM

Relational Aggression: Emotional Impact for Aggressors and Victims. **Erin E. Walters**. Sponsored by Dr. Daneen Deptula, Eastern Illinois University. [See abstract 1B04]**Session 1C****LA1015****Moderator****Chi-en Hwang****Cedarville University**

8:45 AM – 9:00 AM

Internalization of Higher-Order Values: The Impact of Parenting Techniques on Value Acquisition. **Kyle D. Sell**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 1C01]

9:00 AM – 9:15 AM

Learned Helplessness in Liberal Arts College: Investigating the Effects of Interest and Feedback on Study Time. **Steve Miller & Justin Boomer**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 1C02]

9:15 AM – 9:30 AM

Parental Influence on College Student Sexual Activities. **Danah L. Sargent & Ellen J. Mapes**. Sponsored by Dr. Chi-en Hwang, Cedarville University. [See abstract 1C03]

9:30 AM – 9:45 AM

Men's Objectification of Women. **Brandy Lockard**. Sponsored by Dr. John Ernst, Thomas More College. [See abstract 1C04]**Session 1D****LA1016****Moderator****Ray Bragiel****Franklin College**

8:45 AM – 9:00 AM

Female Body Image, Media Models and Desired Personal Change. **Kate M. Stephens & Gianina Pelagalli**. Sponsored by Dr. Vytenis Damusis, Purdue University Calumet. [See abstract 1D01]

9:00 AM – 9:15 AM

Life in the Fat Lane: Attitudes Towards Overweight Individuals. **Casey C. Kashnig**. Sponsored by Dr. Kathy Milar, Earlham College. [See abstract 1D02]

9:15 AM – 9:30 AM

Reading Comprehension and Redundancy in Kitsch's Construction-Integration Model. **Craig T. Fehrman**. Sponsored by Dr. Christopher Bloom, University of Southern Indiana. [See abstract 1D03]

9:30 AM – 9:45 AM

The Effect of the Attractiveness of an Audience on Athletic Performance. **Robert C. Brandt & Brian M. Hiltz**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 1D04]

Session 2A**LA1003****Moderator****Vytenis Damusis****Purdue University Calumet**

- 10:00 AM – 10:15 AM Behavior Effects of Gender Scarcity. **Andrew Brown & Simon Hoehn**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 2A01]
- 10:15 AM – 10:30 AM Stress of Caregivers of Special Needs Children. **Dawn L. Tedrow**. Sponsored by Dr. Julie Evey, University of Southern Indiana. [See abstract 2A02]
- 10:30 AM – 10:45 AM Effects of Two Types of "Orientation to College" Courses on Career Development. **Amber N. Wilson & Brea-Anne M. Wagner**. Sponsored by Dr. James Thomas & Dr. Cyndi McDaniel, Northern Kentucky University. [See abstract 2A03]
- 10:45 AM – 11:00 AM Mortality Salience and Parental Interference in Dating. **Richard A. Szewka**. Sponsored by Dr. David Nalbone, Purdue University Calumet. [See abstract 2A04]

Session 2B**LA1004****Moderator****Lawrence Boehm****Thomas More College**

- 10:00 AM – 10:15 AM Personality and Internet Behavior. **Michael L. Turner**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 2B01]
- 10:15 AM – 10:30 AM The Relationship between Personality Traits, Subjective Well-Being, and Internet Use. **Lena N. Hiles**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 2B02]
- 10:30 AM – 10:45 AM Weapon Focus Effect and Gender: Testing the Unusualness Theory. **Fadi M. Tayim**. Sponsored by Dr. Kerri Pickel, Ball State University. [See abstract 2B03]
- 10:45 AM – 11:00 AM The Effect of Physical Punishment on Children and the Relationship with Adulthood Aggressive Behavior. **Sarah Gard**. Sponsored by Dr. Julie Evey, University of Southern Indiana. [See abstract 2B04]

Session 2C**LA1015****Moderator****Leslie Cameron****Carthage College**

- 10:00 AM – 10:15 AM The Stability & Validity of the Learning Behaviors Scale in a Montessori School Setting. **Daryll E. Small**. Sponsored by Dr. Gary Canivez, Eastern Illinois University. [See abstract 2C01]
- 10:15 AM – 10:30 AM The Role of Mindfulness in Academic Life and Performance. **Emily A. Wisniewski**. Sponsored by Dr. Ronan Bernas, Eastern Illinois University. [See abstract 2C02]
- 10:30 AM – 10:45 AM Differences between Honors Students, Honors-Eligible Students, and Nonhonors Students with Regard to Perceived Parent Relationships, Academic Self-Concept, and Academic Achievement. **Melinda Lalonde**. Sponsored by Dr. Anne Rinn, Western Kentucky University. [See abstract 2C03]
- 10:45 AM – 11:00 AM Level of Fitness and Its Effect on Exercise and Spatial Learning. **Joshua S. Day & Jonathon D. Elwardt**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 2C04]

Session 2D**LA1016****Moderator****Kathy Milar****Earlham College**

- 10:00 AM – 10:15 AM Don't Let Transfer Students Get Lost in the Mix: A Qualitative Study of the Transfer Experience. **Laura A. Connolly & Kimberly M. Bowman**. Sponsored by Dr. Luke Tse & Dr. Michael Firmin, Cedarville University. [See abstract 2D01]
- 10:15 AM – 10:30 AM Word Length and Imagery Effects on Serial Order Retention. **Jennifer D. Winslow, Robyn K. Davis, Trevor V. Smith, & Katie A. Spano**. Sponsored by Dr. Ted Jaeger, Westminster College. [See abstract 2D02]
- 10:30 AM – 10:45 AM Effects of Depression on Emotional Memory involving a Stroop Task. **Todd M. Haberer**. Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 2D03]
- 10:45 AM – 11:00 AM Relationship of Help-Seeking Behavior in Muslim Women and Acculturation. **Sherraun M. Mustafa**. Sponsored by Dr. Anu Sharma, Eastern Illinois University. [See abstract 2D04]

Session 3A**LA1003****Moderator****Ted Jaeger****Westminster College**

- 11:15 AM– 11:30 AM Convergent and Divergent Validity of the Preschool Learning Behaviors Scale and the Adjustment Scales for Preschool Intervention. **Jennifer L. Hauptly**. Sponsored by Dr. Gary Canivez, Eastern Illinois University. [See abstract 3A01]
- 11:30 AM– 11:45 AM Impact of Apolipoprotein E on Visual Learning Ability. **Elin M. Grissom**. Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 3A02]
- 11:45 AM– 12:00 PM My Ears Don't Match My Eyes: Differing Perceptions of the Same Film Clip Due to Changes in Musical Accompaniment. **Tyler Mintzer**. Sponsored by Dr. Kathy Milar, Earlham College. [See abstract 3A03]
- 12:00 PM– 12:15 PM Birth Order, Family Structure and Sociability. **Melissa M. Sabo**. Sponsored by Dr. Vytenis Damusis, Purdue University Calumet. [See abstract 3A04]

Session 3B**LA1004****Moderator****Milton Becknell****Cedarville University**

- 11:15 AM– 11:30 AM Impact of Caffeine on Iconic Sensory Memory Recall. **Michael Heighway & Christopher Knapp**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 3B01]
- 11:30 AM– 11:45 AM Self and Other Impressions of Personal Attributes. **Martina Knight & Tamara Grzesik**. Sponsored by Dr. Vytenis Damusis, Purdue University Calumet. [See abstract 3B02]
- 11:45 AM– 12:00 PM The Relationship between Learning Behaviors and Learning Disabilities Diagnosis and Referral. **Laura L. Hankins**. Sponsored by Dr. Gary Canivez, Eastern Illinois University. [See abstract 3B03]
- 12:00 PM– 12:15 PM The Relationship Among Early Literacy Skills, Social Skills, and Behavior Problems in Kindergarten Classes. **Rachel Miller**. Sponsored by Dr. Christine McCormick, Eastern Illinois University. [See abstract 3B04]

Session 3C**LA1015****Moderator****Chris Bloom****University of Southern Indiana**

- 11:15 AM– 11:30 AM Effects of Music and Mind Body Exercises on Relaxation. **Jennifer L. Wilson**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 3C01]
- 11:30 AM– 11:45 AM Effect of Location on Visual Perception. **Andrew D. Rathje**. Sponsored by Dr. Leslie Cameron, Carthage College. [See abstract 3C02]
- 11:45 AM– 12:00 PM Placebo Effects of Caffeine on Physiological Arousal using Critical Flicker Fusion Threshold and Reaction Time. **Justin Hutchinson**. Sponsored by Dr. Christopher Bloom, University of Southern Indiana. [See abstract 3C03]
- 12:00 PM– 12:15 PM The Effects of Gender on Rumination, Depression, and Creativity. **Mera El Ramahi**. Sponsored by Dr. Julie Evey, University of Southern Indiana. [See abstract 3C04]

Session 3D**LA1016****Moderator****Cyndi McDaniel****Northern Kentucky University**

- 11:15 AM– 11:30 AM Effects of an "Orientation to College" Course on Freshmen in the Diffusion Status. **Traci N. Teeters & Elizabeth L. Cunningham**. Sponsored by Dr. James Thomas & Dr. Cyndi McDaniel, Northern Kentucky University. [See abstract 3D01]
- 11:30 AM– 11:45 AM Cultural Competence and Child Abuse Prevention: A Report on a National Survey. **Ravi Starr**. Sponsored by Dr. Robert Caldwell, Beloit College. [See abstract 3D02]
- 11:45 AM– 12:00 PM Measuring Alcohol Use and Effects: Co-educational Versus All-Male Colleges. **Ryan Grand, Chad Finley, & James Tsimekles**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 3D03]
- 12:00 PM– 12:15 PM Human Lie Detector: Effective or malfunctioning? **Ty Benbow, Blaken Wamsley, & Roosevelt Washington III**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 3D04]

Session 4A
Moderator

LA1003
Wabash College

Robert Horton

2:00 PM – 2:15 PM

Sexual Aggression in College Males When Exposed to a Single-Sex Environment. **Aaron J. Spolarich & John G. Tsintis**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 4A01]

2:15 PM – 2:30 PM

I'm a Survivor: Effect of Randomly and Systematically Selected Leaders on Group Cohesivness and Quality of Decision in Relation to Gender. **Christin M. Evans**. Sponsored by Dr. Kathy Milar, Earlham College. [See abstract 4A02]

2:30 PM – 2:45 PM

The Effect of Out-group Homogeneity on Eyewitness Identification. **Elizabeth Egan**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 4A03]

2:45 PM – 3:00 PM

Effects of Caffeine and Adderall on Cognitive Performance. **Shaun R. Patel & Nathan W. Bates**. Sponsored by Dr. Robert Horton, Wabash College. [See abstract 4A04]

Session 4B
Moderator

LA1004
Purdue University Calumet

David Nalbone

2:00 PM – 2:15 PM

Influence of Audiovisual Presentation and Stress on Recall. **Mark J. Baker & Kathryn D. Potter**. Sponsored by Dr. Joseph Williams, Eastern Illinois University. [See abstract 4B01]

2:15 PM – 2:30 PM

Comorbidity of Obsessive-Compulsive, Body Dysmorphic, and Eating Disorder Traits in an Adolescent Sample. **Jessica K. Gerfen**. Sponsored by Dr. Daneen Deptula, Eastern Illinois University. [See abstract 4B02]

2:30 PM – 2:45 PM

Effect of Differences in Numerical Anchor Values on Related and Unrealted Judgments. **Michael Stasik & Stephen Lynch**. Sponsored by Dr. Vytenis Damusis, Purdue University Calumet. [See abstract 4B03]

Session 4C
Moderator

LA1015
University of Indianapolis

Victoria Bedford

2:00 PM – 2:15 PM

Sexual Fantasies: Biological Sex vs. Sex Role. **Jake A. Zbacnik**. Sponsored by Dr. George Gaither, Ball State University. [See abstract 4C01]

2:15 PM – 2:30 PM

Discerning the Truth: Advantages of Using Multiple Informants in Caregiving Research. **Karen S. Ayers & Betsey Osborn**. Sponsored by Dr. Victoria Hilkevitch Bedford, University of Indianapolis. [See abstract 4C02]

2:30 PM – 2:45 PM

Effect of personal relationships upon the emotions experienced in response to a moral transgression. **Erin E. Fulkerson**. Sponsored by Dr. Steven Scher, Eastern Illinois University. [See abstract 4C03]

2:45 PM – 3:00 PM

Effects of Parental Support for Early Literacy Development. **Amy R. Duncan**. Sponsored by Dr. Christine McCormick, Eastern Illinois University. [See abstract 4C04]

Session 4D
Moderator

LA1016
University of Southern Indiana

Ken Carter

2:00 PM – 2:15 PM

The Bizzare Phenomenon of Toliet Seat Hovering: Superstion and Disgust. **Mitchell T. Harden**. Sponsored by Dr. Christopher Bloom, University of Southern Indiana. [See abstract 4D01]

2:15 PM – 2:30 PM

The Effects of Race and Gender on Personal Space. **Garry Horton & Adam Lampert**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 4D02]

2:30 PM – 2:45 PM

The Differences in Body Image for Female Athletes in Sports. **Jessica Stawick**. Sponsored by Dr. Julie Evey, University of Southern Indiana. [See abstract 4D03]

Session 5P**Moderator Jeff Stowell****LA, 1st Floor, Back Hallway
Eastern Illinois University**

Six-Year Outcome Effects of Former AWANA Timothy-Award Recipients. **Andrew J. Clemans & Helen K. Chasnov.** Sponsored by Dr. Michael Firmin, Cedarville University. [See abstract 5P01]

A Day in the Life of an American Toddler: An Ecological Case Study. **Amanda Kidwell & C. Ann Cameron.** Sponsored by Dr. Leslie Cameron, Carthage College. [See abstract 5P02]

Stressed out: A Qualitative Examination Of Stress in the Lives of Children. **Shana C. McCormick.** Sponsored by Dr. Rose Marie Ward, Miami University. [See abstract 5P03]

Gender Differences in Gifted Adolescents' Math/Verbal Self-Concepts and Math/Verbal Ability. **Jessica Rumsey & Gina Leclere.** Sponsored by Dr. Anne Rinn, Western Kentucky University. [See abstract 5P04]

The Effect of Attention Deficit Disorder on Visual Attention. **Danielle M. Ciccone.** Sponsored by Dr. Leslie Cameron, Carthage College. [See abstract 5P05]

How You Make Me Feel: Perceived Parenting Styles and Self-Esteem. **Nichole M. Scaglione.** Sponsored by Dr. Rose Marie Ward, Miami University. [See abstract 5P06]

The Effect of Pregnancy on Olfactory Perception. **Laura J. Fornetti.** Sponsored by Dr. Leslie Cameron, Carthage College. [See abstract 5P07]

Infertility: Causes, Consequences, and Strategies for Coping. **Jessica N. Jantzen.** Sponsored by Dr. Milton Becknell, Cedarville University. [See abstract 5P08]

Being Second String: Motivational Drives for Continuance in Sports. **Rachel Anderson & Krista Watson.** Sponsored by Dr. Luke Tse, Cedarville University. [See abstract 5P09]

Adjusting to College: Differences Based on Gender. **Daniel B. Palchick & Nichole M. Scaglione.** Sponsored by Dr. Rose Marie Ward, Miami University. [See abstract 5P10]

Adjustment Issues Faced by Students Who Travel Long Distances to School. **Stephanie Yoder & Courtney Johnson.** Sponsored by Dr. Luke Tse, Cedarville University. [See abstract 5P11]

~~How do College Students Find Happiness? Exploring Life Satisfaction using Positive Psychology. **Celinda R. Stevie.** Sponsored by Dr. Rose Marie Ward, Miami University. [See abstract 5P12] (Withdrawn)~~

The Relationship between Study Strategies and Academic Performance. **Katherine C. Simpson & James T. Filson.** Sponsored by Dr. Chi-en Hwang, Cedarville University. [See abstract 5P13]

Examination of Gender and Race Difference in Student Use of University Career Services. **Jennifer A. Lusk.** Sponsored by Dr. Chi-en Hwang & Dr. Lew Gibbs, Cedarville University. [See abstract 5P14]

Homophobia: Its Correlates and Relationship to Voting Behavior and Attitudes Towards Legal and Social Behavior. **Mindy Brown.** Sponsored by Dr. Traci Sachteleben, Southwestern Illinois College. [See abstract 5P15]

The Plague of Sexual Activity: The Relationship between Religious and Sexual Attitudes and Behaviors. **Kate L. Varney & Kristen E. Heiner.** Sponsored by Dr. Charles Dolph & Dr. Chi-en Hwang, Cedarville University. [See abstract 5P16]

Piety and Sobriety: The Relationship Between Spirituality and Alcohol Use. **Katherine A. Beavis.** Sponsored by Dr. Rose Marie Ward, Miami University. [See abstract 5P17]

[1A01] Reliability and Validity of the Learning Behaviors Scale. **Amanda M. Cole**. Sponsored by Dr. Gary Canivez. Eastern Illinois University, Charleston, IL 61920.

This study examined the validity and stability of the Learning Behaviors Scale (LBS) over a 90 day retest period. The LBS measures learning behaviors of students associated with effective and efficient learning. It contains 29-items on a rating scale of 1-3. This study used the test retest method to examine the stability of scores over time, and also compared the LBS scores to students' grades. Eleven teachers from a small rural central Illinois school provided student ratings for this study. They rated 8 to 10 randomly selected students once in November and again in February. The stability of LBS scores was analyzed along with their latest grades and standardized achievement test scores using SPSS.

[1A02] Editing Accuracy and Comprehension: Computer vs. Paper and Pencil. **Kyle Chase**. Sponsored by Dr. Assegedetch HaileMariam. Eastern Illinois University, Charleston, IL 61920.

The purpose of this study is to investigate whether or not usage of computers for editing and reading for comprehension is superior to paper and pencil. According to Muter and Maurutto (1991), "Before a paperless society can emerge, reading must be at least approximately as efficient from the computer screen as it is from paper." However, the literature is relatively mute on this topic. It is hypothesized that (1) paper and pencil editing is more accurate than computer editing, and (2) reading paper text results in higher comprehension than reading on a computer screen. Participants are 50 freshmen college students. Results of this study and its implications will be discussed.

[1A03] The Role of Dispositional Factors as Determinants of Computer Usage. **Bradley C. Johnston**. Sponsored by Dr. Paul Biner. Ball State University, Muncie, IN 47306.

Three hundred and forty-three subjects participated in a study to examine the relationship between personality and computer usage. Researchers instructed participants to carry out a typical day while under observation. Each trained observer used a personal digital assistant (PDA), a type of handheld computer, to record participants' location, activity, and computer usage in 15-second increments throughout the day. After the observation session, participants completed the Big-Five Personality Questionnaire. Results indicate a multitude of significant relationships between personality and computer usage.

[1A04] Inciting the Savage Breast through Music. **Michael D. Finney & Erick J. Bokma**. Sponsored by Dr. Vytėnis Damušis. Purdue University Calumet, Hammond, IN 46323.

Some of the contemporary trends in popular music, such as heavy metal music with patently aggressive lyrics often produce strong emotional reactions in listeners. Our experiment was designed to assess the impact of aggressive lyrics and melody on elevation of listener hostility. Using three randomly assigned groups of mixed gender college student-volunteers three music treatment conditions were designed: a) a 4.5 minute cut of lyrically violent heavy metal with a lyric sheet reads by the participant, b) the same instrumental cut with the lyrics stripped and no lyric sheet and c) a mild instrumental piano piece. The participants completed a short personal and demographic questionnaire, listened to the randomly assigned musical piece and immediately after completed a hostility scale developed by Anderson, et al (1997). Consistent with prior research, we expect heavy metal music with lyrics to elevate the state of personal aggressiveness and hostility in our listeners more than the other two conditions.

[1B01] Spiritual Behavior: Influences and Assessment of United States and International Students. **Jason Pinkstaff**. Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

The present study explored the differences between International and United States college students with regards to spiritual behavior. 85 college students (72 U.S. students, 13 International students) filled out a survey assessing biographic information, influences on behavior and spirituality, a spirituality index (from Time Magazine), and the RBB (Religious Background and Behavior) questionnaire. The results showed that International students scored higher on the spirituality index than did U.S. students. Consistent with predictions, International and U.S. students differed with regards to influences of spiritual behavior and level of spirituality, however, influences of general behavior did not differ.

[1B02] The Effect of Training on Spatial Reasoning. **Cassie N. Bergman**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

In previous studies of spatial reasoning using Piaget and Inhelder's (1967) water-level and plumb-line tasks gender differences have been common. The current study investigated the possibility of eliminating gender differences with training using an experimenter-created packet of questions and pictures related to the water-level task. The control group was given only a maze to complete. Participants completed both tasks, were given training or no training, and completed the tasks again. The experimenter hypothesized that the participants receiving spatial training would more accurately solve the post-test tasks in comparison to the control group. The experimenter also anticipated that the spatial training of the water-level task would generalize to the plumb-line task. The results were analyzed by a 2 (gender: male and female) x 2 (pre and post-test) x 2 (spatial training or no training) mixed design ANOVA. No significant differences were found for the gender of the participants or the spatial training conditions. However, a significant difference was found among the pre and post tests of the plumb-line task, showing that participants improved with repetition of the task.

[1B03] Peer Influence on Academic Motivation. **Stephanie Hoveln**. Sponsored by Dr. Daneen Deptula. Eastern Illinois University, Charleston, IL 61920.

This study examined the association between peer relationships and academic motivation. Wave I (N = 133) was collected in the Spring of 2005; Wave II (N = 120) was collected in Fall 2005. There was no difference in academic motivation between Spring and Fall. Based on both waves of data collection, perceived popularity was positively correlated with GPA; liking was correlated with more indices of motivation than popularity. Those with low motivation and low GPA's rated themselves as more popular than those with high motivation regardless of GPA. Students with high GPA but low motivation rated themselves as more popular than students with low GPA and high motivation. Implications will be discussed.

[1B04] Relational Aggression: Emotional Impact for Aggressors and Victims. **Erin E. Walters**. Sponsored by Dr. Daneen Deptula. Eastern Illinois University, Charleston, IL 61920.

The first purpose of this study is to compare overt (physical) and relational aggression across different age groups. Second, the emotional impact of aggression and victimization for both types of aggression will be explored. Data has been collected from 130 third through sixth grade students; data entry is currently underway. Participants completed measures assessing aggression, victimization, and the emotional impact of these behaviors. It is hypothesized that 1) overt and relational aggression will decrease with age, 2) victims of relational aggression will experience greater negative emotional effects than the victims of overt aggression, and 3) aggressors will perceive lower emotional impact of aggression than victims, regardless of the type of aggression.

[1C01] Internalization of Higher-Order Values: The Impact of Parenting Techniques on Value Acquisition. **Kyle D. Sell**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Previous parenting research has focused upon the link between parenting and lower-order values, such as washing one's hands and cleaning one's room. In this study we investigated a possible relationship between parenting techniques and the internalization of higher-order values, such as critical thinking, communication, and rational behavior. To assess such a relationship, middle school participants completed assessments of (a) parenting behavior and (b) the extent to which they used reasoning and communication as methods of conflict resolution. Consistent with hypotheses, participants who reported that their parents were warm and caring towards them and encouraged their autonomy reported more use of higher-order values in conflict resolution. The implications for child development and parenting practices are discussed.

[1C02] Learned Helplessness in Liberal Arts College: Investigating the Effects of Interest and Feedback on Study Time. **Steve Miller & Justin Boomer**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Learned helplessness is a condition characterized by people who believe they cannot control outcomes and constantly use negative thought patterns to interpret life experiences (Wood, 1992). Previous research shows interest and feedback can influence one's effort in an academic setting. This project investigates the relationship between perception of academic feedback and allotment of study time. Also, this research investigates how one's academic interests affect the symptoms of learned helplessness. Participants are engaged in an eight-week-long data collection involving study times, interest levels, and perception of academic feedback. We expect a correlation between perception of academic feedback, interest, and allotment of study time. We also expect Major/Minor courses to experience less learned helplessness than non-Major/Minor courses.

[1C03] Parental Influence on College Student Sexual Activities. **Danah L. Sargent & Ellen J. Mapes**. Sponsored by Dr. Chien Hwang. Cedarville University, Cedarville, OH 45314.

This study used the data previously collected from the Ohio Department of Health on college students' sexual behavior. Specifically this study examined the relationship between parental influence and the current sexual behavior of students. The survey was administered to 771 students from four universities located in southwest Ohio using convenient sampling. Over 50% of the students reported having sex during dating. We found that what is taught by parents about sex had a greater impact on current sexual behavior of college students than sex education received in high school and peer influence. More findings will be presented at the research conference.

[1C04] Men's Objectification of Women. **Brandy Lockard**. Sponsored by Dr. John Ernst. Thomas More College, Crestview Hills, Ky 41017.

This study examines men's objectification of women. Objectification is defined as whenever a woman's body, body parts, or sexual functions are separated out from her person, reduced to the status of mere instruments, or regarded as if they were capable of representing her. The purpose of the study is to provide validation data for a new measure of individual differences in men's objectification of women. The participant's in the study take several questionnaires, one being the new self-report measure of men's objectification of women. After a two week waiting period male participants return to watch a video and evaluate resume qualifications of perspective job candidates. After a brief distracter task, participants are given a surprise memory task regarding the candidates' physical attributes and job qualifications. It is hypothesized that men scoring high compared to low in objectification will have better memory recall of job candidates' physical attributes. The second hypothesis is men scoring high compared to low in objectification will have poorer memory recall of job candidates' job qualifications.

[1D01] Female Body Image, Media Models and Desired Personal Change. **Kate M. Stephens & Gianina Pelagalli.** Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

An available sample of 74 adult female respondents completed a survey of their personal background, weight loss issues, dieting experiences, sensitivity to personal physical characteristics and responsiveness to media models of feminine attractiveness. Respondent estimates of pounds they needed to lose were inversely related to reported satisfaction with current eating habits, reasons offered for losing weight and amount of personal attention to weight sensitive media images. Amount of dollars spent on cosmetics and the number of fashion and personal fitness magazines bought were related to concern with personal appearance. The amount of felt pressure to respond to media models for one's looks was also related to the number of magazines and dollars spent on cosmetics.

[1D02] Life in the Fat Lane: Attitudes Towards Overweight Individuals. **Casey C. Kashnig.** Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

Obesity and being overweight is a growing problem in the USA and across the globe. Previous research has shown discrimination against overweight people in business settings, but this study focuses on prejudice in social settings. An Implicit Attitudes Test was used to measure individual's responses to whether they would be friends with, be project partners with, or date overweight, compared to normal weight stimuli which were represented with pictures. Overall, males indicated that they preferred normal weight individual for all categories, but women preferred normal weight individuals in male friend, male partner, and date categories, but actually preferred overweight individuals in female friend and female partner categories.

[1D03] Reading Comprehension and Redundancy in Kintsch's Construction-Integration Model. **Craig T. Fehrman.** Sponsored by Dr. Christopher Bloom. University of Southern Indiana, Evansville, IN, 47712.

The study of reading comprehension and expository texts (i.e. academic textbooks) owes much to the work of Walter Kintsch; his construction-integration model provides a theoretical underpinning and an important readability statistic, both based on propositions and inference. Britton and Gülgöz (1991), using three "principles" for revision, demonstrated textbooks could facilitate better comprehension if they followed Kintsch's model. What has not been examined, however, is how much revision is too much. That is, at what point do the changes to a text reach a critical mass and begin creating redundancy and obfuscation. This study, then, replicates Britton and Gülgöz's study, but adds a third textual condition: the "caricature text" takes the aforementioned principles up to (and past) their logical ends, creating a text that is facile and prosaic. Thus, this study replicates Britton and Gülgöz and extends their findings, looking for the empirical point at which revision becomes counterproductive.

[1D04] The Effect of the Attractiveness of an Audience on Athletic Performance. **Robert C. Brandt & Brian M. Hilts.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Performance pressure is the desire to perform at a high level in a given situation (Hardy, Mullen, & Jones, 1996, as cited in Beilock, & Carr, 2001). This project will investigate the effect of performance pressure by examining how the attractiveness of an audience affects athletic performance. Wabash men will be recruited and randomly assigned to shoot free throws in front of an attractive, unattractive, or no audience. Differences in performance will be examined. Attractive females tend to be more romantically desirable to males than do unattractive females, so we hypothesize that attractive females will be more likely to hinder male athletic performance than unattractive females. We also hypothesize that the group shooting in front of no audience will perform the best.

[2A01] Behavior Effects of Gender Scarcity. **Andrew Brown & Simon Hoehn.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

The purpose of this study is to determine whether or not gender scarcity has an effect on a person's behavior. Research shows that scarcity increases the value of an object. The scarcity of one gender causes a variation of physiological, psychological, and behavioral reactions from both genders. In this study, an equal number of college males and females will be asked to place themselves in a party scenario where their gender is either scarce, plentiful, or equal with the other. Then they will report about their hypothetical behavior in each situation. We expect that the more abundant one's gender is in a given situation, the more inhibited their behaviors will become.

[2A02] Stress of Caregivers of Special Needs Children. **Dawn L. Tedrow.** Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

This study investigated the stress levels of caregivers of children with special needs versus the stress level of caregivers of children with no special needs. Many babies are born every year with some form of special needs. Expectant parents anticipate future expenses and stress they will encounter when the baby arrives and do their best to prepare themselves for this so they will be able to cope with the stress. However, when the unexpected occurs and the child is born with a disability or some other form of special needs, a great deal of stress is thrown at the parent who was not initially prepared. Identifying areas of stress for families can help to identify better ways for families to find outside resources to help them cope.

[2A03] Effects of Two Types of "Orientation to College" Courses on Career Development. **Amber N. Wilson & Brea-Anne M. Wagner.** Sponsored by Dr. James Thomas & Dr. Cyndi McDaniel. Northern Kentucky University, Highland Heights, KY 41076.

College freshmen enrolled in "Exploring Majors" and "Declared Majors" sections of UNV 101 were measured on career decidedness, career exploration and career decision-making self-efficacy. On precourse measures, the "Declared" students scored significantly higher on all three variables. When precourse and postcourse scores were compared, each measure showed a different pattern of results. On career decision-making self-efficacy, both groups increased significantly and the postcourse scores of "Declared" students remained significantly higher. The "Exploring" students increased in career decidedness, while the "Declared" students showed no change. However, the increase in decidedness shown by "Exploring" students did not bring them to the same level as the "Declared" students, thus postcourse scores remained significantly different. Finally, career exploration increased considerably for "Exploring" students, but did not change in "Declared" students, resulting in equivalent postcourse scores for the two groups. These findings suggest that the "Exploring Majors" sections of UNV 101 were especially beneficial to students.

[2A04] Mortality Salience and Parental Interference in Dating. **Richard A. Szewka.** Sponsored by Dr. David Nalbone. Purdue University Calumet, Hammond, IN 46323.

Parental disapproval of their child's dating and first impressions of the child's partner leads to what researchers have labeled the Romeo and Juliet effect. The Romeo and Juliet effect results in an intensification of romantic love that occurs in response to parental opposition. The greater the opposition, the closer the couple becomes. Studies demonstrate people reminded of their own inevitable death (mortality salience) tend to cling more strongly to their cultural worldviews. For most parents contentment includes satisfaction with their child's significant other. Parents, whose daughter dates a clean-cut all-American boy, will experience enhanced greater confidence and self-esteem creating a buffer between themselves and their mortality. The opposite is likely if their daughter dates a high school dropout with a drug problem. Using data from an online survey, this study examined the relationship between parent mortality salience (salient vs. non-salient) and their evaluation of their child's dating partner (proper vs. improper significant other). Mortality salient parents were predicted to engage in more critical approval and disapproval their child's relationship than parents in the non-salient condition.

[2B01] Personality and Internet Behavior. **Michael L. Turner.** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

As the popularity of the Internet expands, Internet users are finding more and more ways to spend time online. Several studies have been conducted to examine personality traits that may be related to Internet use and, at times, over use or addiction. This correlational study examined several personality characteristics and their possible relationship with the tendency to be attracted to the Internet as a social outlet. Undergraduate college students were asked to complete a series of questionnaires that measured shyness, social self-efficacy, loneliness, locus of control, attitudes towards Internet sociability, and general Internet usage. It was hypothesized that there would be a positive correlation between shyness and Internet sociability. Additionally it was hypothesized that social self-efficacy would be negatively correlated with Internet sociability. The implications of this study may further the understanding of personality characteristics related to an individual's desire to form surrogate friendships on the Internet as opposed to real world socialization

[2B02] The Relationship between Personality Traits, Subjective Well-Being, and Internet Use. **Lena N. Hiles.** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

Previous research has looked at internet usage through its social and personal components. The current study examines vulnerability to internet addiction based on the user's personality and possible connections to subjective well-being. Male and Female undergraduate and graduate students, ages 19-34, filled out a series of questionnaires concerning their internet usage, current and typical emotional states, personality traits and life satisfaction. It was hypothesized that those who are more introverted or have lower life satisfaction would spend more time online engaging in personal activities such as going to chat rooms, playing online games or talking on a form of instant messenger and that they would score higher on the internet addiction test.

[2B03] Weapon Focus Effect and Gender: Testing the Unusualness Theory. **Fadi M. Tayim.** Sponsored by Dr. Kerri Pickel. Ball State University, Muncie, IN 47306.

The current study examines the effects of weapon focus in relationship to the gender of the target character (the character possessing a weapon or weapon-type item). The unusualness theory of weapon focus is believed to cause the eyewitnesses in a crime scene to focus on the weapon, instead of the target (criminal) (Pickel 1999). This theory is more accepted than the "threat theory" of weapon focus (saying the weapon startles and scares a person into focusing on the weapon). This leads me to believe that the unusualness of a female target character would yield more correctly identified features of the woman; a female criminal is less common, and therefore more unusual than a male target character. This study will examine whether the female target character's features will be as accurately identified as the males', or if the weapon present is more accurately identified.

[2B04] The Effect of Physical Punishment on Children and the Relationship with Adulthood Aggressive Behavior. **Sarah Gard.** Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville IN, 47712.

This study tested the hypothesis that physical punishment is a significant factor in aggression levels of adults who have received the punishment. Previous research has supported the idea that physical punishment in ways of disciplining a child may have harmful effects later on in life. It is a significant risk factor in determining many psychological disorders. The data was obtained through a survey questionnaire and the rate of punishment was compared to the level of aggression. The data supported the hypothesis in that many of the participants who were spanked on a regular basis reported higher levels of aggression than those who were never spanked or rarely spanked.

[2C01] The Stability & Validity of the Learning Behaviors Scale in a Montessori School Setting. **Daryll E. Small.** Sponsored by Dr. Gary Canivez. Eastern Illinois University, Charleston, IL 61920.

The purpose of this study was to test the stability and validity of the Learning Behaviors Scale (LBS) in a Montessori School setting over a 90 day period. All 129 students enrolled in grades 1-8 were included in the study. The LBS is a teacher report rating scale used to assess a student's level and pattern of specified learning behaviors. The relationship between learning behaviors and a child's academic success is widely recognized (Alexander, Entwistle & Dauber, 1993), and the learning behaviors encouraged in a Montessori setting are different than those behaviors encouraged in a traditional setting. It is important to make sure that the scale's validity applies to alternate types of education. Identification of ineffective learning behaviors using the LBS will allow for replacement of these ineffective behaviors with more advantageous behaviors, thus facilitating more productive learning.

[2C02] The Role of Mindfulness in Academic Life and Performance. **Emily A. Wisniewski.** Sponsored by Dr. Ronan Bernas. Eastern Illinois University, Charleston, IL 61920.

Are students who are more 'mindfully aware' better in remembering and comprehending information, less anxious about taking tests, and less prone to school-related stress? The project will investigate the relationship between 'mindfulness' and variables that are critical in academic performance (i.e., memory, reading comprehension, text anxiety, and student-life stress). 'Mindfulness' is the propensity and willingness to be aware and to sustain attention to what is occurring in the present (Brown & Ryan, 2003). It is hypothesized that the students who are more 'mindful' are better at remembering and understanding reading material, less stressed at school, and less anxious about taking tests. Participants will take the Mindful Attention and Awareness Scale, the Adaptive Digit Ordering Test (memory test), GRE and ACT reading comprehension tests, the Achievement Anxiety Test, and the Student-life Stress Inventory.

[2C03] Differences between Honors Students, Honors-Eligible Students, and Nonhonors Students with Regard to Perceived Parent Relationships, Academic Self-Concept, and Academic Achievement. **Melinda Lalonde.** Sponsored by Dr. Anne Rinn. Western Kentucky University, Bowling Green, KY 42101.

The purpose of this study was to examine the differences between honors students, honors-eligible students, and nonhonors students with regard to their perceived parental relationships, academic self-concepts, and academic achievement. In the total of 297 participants, there were 53 honors students, 53 honors-eligible students, and 191 nonhonors students. Academic achievement was measured using grade point average; academic self-concept and perceived parental relationships were measured using the Self-Perception Profile for College Students (Neemann & Harter, 1986). Results indicated differences between the three groups.

[2C04] Level of Fitness and Its Effect on Exercise and Spatial Learning. **Joshua S. Day & Jonathon D. Elwardt.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

We speculate that the relationship between exercise and spatial learning is positively correlated and is only confounded by a person's unique inability to provide themselves with the nutrients required to continue this process (fatigue). Our experiment will randomly assign 70 male college undergraduates from a Midwest liberal arts college to various intervals of exercise or a control group. All participants will complete a survey of their physical fitness and take both a pre and post-test of the Spatial Rotations Test to make inferences about changes in spatial IQ. We hypothesize that participants with higher levels of physical fitness will show greater improvements in spatial IQ as a result of exercise.

[2D01] Don't Let Transfer Students Get Lost in the Mix: A Qualitative Study of the Transfer Experience. **Laura A. Connolly & Kimberly M. Bowman.** Sponsored by Dr. Luke Tse and Dr. Michael Firmin. Cedarville University, Cedarville, OH 45314.

Students transferring from community colleges with about a semester's worth of credits to baccalaureate institutions is in the mid-20% range (Romano & Wisniewski, 2003). Szelenyi (2002) reported that this trend is on a gradual rise. In this study, we investigated student perspectives pertaining to their transfer experiences. Twenty-three students in a private, comprehensive university in the Midwest participated in a qualitative research using a semi-structured interviewing process. Issues pertinent to the transition included having distinct orientation programs for transfer students, academic advising within majors, and social peer networking. Analysis of comments and suggestive insights for future transfer students as well as colleges and universities were discussed.

[2D02] Word Length and Imagery Effects on Serial Order Retention. **Jennifer D. Winslow, Robyn K. Davis, Trevor V. Smith, & Katie A. Spano.** Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

The serial position effect, or the ability to remember well words at the beginning and end of a list, is typically attributed to the first words being placed in LTM and the last words being present in WM at the time of recall. This study investigated other well-known memory effects, the word length effect and the imagery effect, while superimposing them on a serial position design. It was hypothesized that the benefits of imagery would be more evident for words early in a list and that variations in word length could eliminate the serial position effect. By placing long words at the beginning and end of the list, the recency portion of the serial position effect was eliminated. Surprisingly, high imagery value did not improve memory for words in either the beginning or end of the list.

[2D03] Effects of Depression on Emotional Memory involving a Stroop Task. **Todd M. Haberer.** Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

In a study involving 80 undergraduate introductory psychology students, I investigated the influence of depression on memory using a Stroop color-naming task and word recall tests. I hypothesized that participants with higher scores on the Zung Depression Scale would tend to remember more emotionally-related words (Because why?). I timed participants while they named the color of a given word displayed in front of them (On a computer or paper?), using a total of 100 words (50 emotionally related and 50 neutral). Participants were then given a surprise recall task to determine how many words from each list they could remember. Results are pending, but available data indicates that participants seem to recall significantly more emotionally-related words compared to neutral words. Also, the mean time to complete the Stroop task is slightly longer for the emotionally related words.

[2D04] Relationship of Help-Seeking Behavior in Muslim Women and Acculturation. **Sherraun M. Mustafa**. Sponsored by Dr. Anu Sharma. Eastern Illinois University, Charleston, IL 61920.

The aim of the present study is to investigate the relationship between acculturation and the help seeking behaviors of Muslim women. Only one research study was found explaining this general area. In one study done by Asra Haque-Khan (1997), Muslim women were interviewed about their religious beliefs, gender roles, and seeking treatment for mental health issues." Results concerning acculturation showed that immigrant and first generation Muslims thought that "being Americanized" was "inherently a negative process." (p. 190) Haque-Khan found that "Muslim women revealed a stigma continuum" toward seeking help, meaning that there was a level of disgrace associated with seeking help from a mental health professional. There has not been another study, which I have found, published in the United States related to this topic. Approximately 30 adult Muslim women, will be recruited through area mosques and Muslim organizations. They will be asked to complete the following surveys: demographic, Attitudes toward Seeking Professional Psychological Help, Islamic Religiosity, Perceived Discrimination Scale, and three Open-ended questions, about their attitudes toward seeking professional help for mental health issues.

[3A01] Convergent and Divergent Validity of the Preschool Learning Behaviors Scale and the Adjustment Scales for Preschool Intervention. **Jennifer L. Hauptly**. Sponsored by Dr. Gary Canivez. Eastern Illinois University, Charleston, IL 61920.

The Learning Behaviors Scale (LBS; McDermott, Green, Francis, & Stott, 1999) was developed to measure four reliable dimensions of classroom behaviors that affect learning for children ages 5-17. Learning behaviors have been shown to have validity in predicting academic achievement based on standardized tests and school grades (McDermott, 1999). Research has also shown a negative relationship between the LBS and the Adjustment Scales for Children and Adolescents (ASCA; McDermott, Stott, & Marston, 1993), a measure of problem behaviors (McDermott, 1999). Recently, preschool versions of these scales have been created, but little research has been conducted to test the validity of these preschool versions. The Preschool Learning Behaviors Scale (PLBS; McDermott, Leigh, & Perry, 2002) has been studied with other measures (Fantuzzo, McWayne, & Perry, 2004), but the literature has yet to yield a study comparing the PLBS and the Adjustment Scales for Preschool Intervention (ASPI; Lutz, Fantuzzo, & McDermott, 2002). The purpose of this study is to examine the relationships between the PLBS and the ASPI.

[3A02] Impact of Apolipoprotein E on Visual Learning Ability. **Elin M. Grissom**. Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

The goal of this research is to examine the impact a protein, Apolipoprotein E (ApoE), has on the visual learning ability of mice. Previous studies have shown that ApoE plays some role in Alzheimer's disease and other degenerative disorders of the brain. Due to the difficulty individuals with degenerative disorders of the brain have in learning new tasks, this research aims to see if there is a relationship between ApoE and learning ability. To investigate this, three groups of mice that consisted of a control group, a group altered to be missing ApoE and a group with the e4 type of ApoE were placed in a radial maze and observed to see if they could learn to use a visual cue to distinguish the reward arm of the maze from other arms. At this time, data collection and statistical analysis is still ongoing to determine the results.

[3A03] My Ears Don't Match My Eyes: Differing Perceptions of the Same Film Clip Due to Changes in Musical Accompaniment. **Tyler Mintzer**. Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

The relationship between how music influenced the perception of visual information was examined using 24 male and 39 female college students. Participants viewed the same film scene with congruent music (original soundtrack), incongruent music (not original soundtrack), or no sound. The data yielded significant differences between how active or subdued, threatening or non-threatening, safe or non-safe, mellow or aggressive, and calm or anxious the scene was to participants. These interactions showed that visual stimuli were more influential than music unless the music was incongruent to the visual information. The researcher concluded that music incongruent with visual information was the basis for an emotional and perceptual shift within the viewer.

[3A04] Birth Order, Family Structure and Sociability. **Melissa M. Sabo**. Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

That birth order serves as an important contextual factor in shaping personality has been confirmed by numerous studies of social development. One's identity as the eldest, middle, or last born child carries certain expectations that shape personal attributes. At the same time, whether one is raised in a two parent home or a single parent home also has a bearing on a personality development. Based on a survey conducted with over 400 high school students, this research study explored the relationship between birth order, family structure, and sociability. A significant interaction effect obtained between type of family unit and birth order. Lastborns were most sociable, but only when the family unit consisted of two parents. In the single parent family settings, first born children were more sociable than both middle born and last born children.

[3B01] Impact of Caffeine on Iconic Sensory Memory Recall. **Michael Heighway & Christopher Knapp**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Caffeine impacts memory through increases in attention levels. Attention facilitates the transference of information from sensory memory to short term memory. Because all data entering memory passes through the sensory stages, we believe increased attention from the consumption of caffeine results in increased storage of the sensory memory. To test our theory we will recruit participants from Wabash College. They will consume 12 ounces of a randomly assigned beverage (water, noncaffeinated Mountain Dew, caffeinated Mountain Dew) and then after 25 minutes take a partial-recall sensory memory test. Delay periods will be varied before asking for recall (20ms, 100 ms, 300 ms, 500ms, 1000ms). Participants receiving caffeine are expected to show better sensory memory recall.

[3B02] Self and Other Impressions of Personal Attributes. **Martina Knight & Tamara Grzesik.** Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

Exactly how well we know ourselves is a debatable issue. Our self-impressions have only a social reality – they are established by how our social others, those who continuously interact with us, see us. Toward that end, we conducted an anonymous survey with a sample of 76 available male and female participants who responded to self-ratings of positive and negative personal characteristics on a 44 item scale developed by Bem and Funder (1978). Each participant was also given two copies of the same numerically coded ratings scale, with instructions to distribute them to two people who would be able to judge their character anonymously. Two friends of each target participant completed the scales, sealed their responses in an envelope and returned them to the researchers. Data analysis revealed self and other impressions of favorable personal characteristics were consistently correlated, while self and other ratings of unfavorable personal attributes were not. However, the raters were in greater agreement as to the target person's unfavorable characteristics. Our research suggests clarity of self-knowledge is not as reliably related to how others perceive us when less positive personal characteristics are evaluated.

[3B03] The Relationship between Learning Behaviors and Learning Disabilities Diagnosis and Referral. **Laura L. Hankins.** Sponsored by Dr. Gary Canivez. Eastern Illinois University, Charleston, IL 61920.

The purpose of this research is to determine whether differential learning behaviors exist among students diagnosed with learning disabilities, students at-risk for learning problems, and typical students. Learning behaviors will be assessed using the Learning Behaviors Scale. It is hypothesized that typical students will exhibit the most positive learning behaviors, followed by at-risk students, then students diagnosed with learning disabilities. However, it is also possible that at-risk students may have lower LBS scores, as they may not have adequate interventions in place. Teachers who participated in this study used the Learning Behaviors Scale to rate three children in their class: one child who has been diagnosed with learning disabilities, one child who has been referred for evaluation due to learning problems, and one typical child. The teachers also provided basic information about each child, such as age, grades, race, and gender.

[3B04] The Relationship Among Early Literacy Skills, Social Skills, and Behavior Problems in Kindergarten Classes. **Rachel Miller.** Sponsored by Dr. Christine McCormick. Eastern Illinois University, Charleston, IL 61920.

Although much research has been conducted on early literacy and especially early literacy intervention, few studies have specifically examined the relationship among early literacy skills, behavioral problems, and social skills. The purpose of this study is to examine the relationship between these variables using standardized measurements, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Preschool and Kindergarten Behavior Scales (PKBS). Analysis will be conducted using SPSS to determine if a relationship between these variables exists. Additionally the stability of scores over time will also be examined.

[3C01] Effects of Music and Mind Body Exercises on Relaxation. **Jennifer L. Wilson.** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

In previous studies the effects of music have been looked at in regards to relaxation. Smith (2001) devised an inventory (the Smith's R-state Inventory SRSI) that identifies 15-relaxation states. In particular Smith and Joyce (2004) looked at the effects of music that was advertised as "relaxing" (e.g. New Age music and Mozart). For example listening to Mozart increased the listener's feeling of At Ease/Peace (a sub-scale on the SRSI), while lowering negative emotions (Smith & Joyce 2004). The current study examines the effects of classical music and Tai Chi exercises on relaxation states. Undergraduate students filled out the SRSI then completed a twenty minute relaxation activity, followed by the SRSI again. It is hypothesized that participants listening to classical music or taking part in Tai Chi exercises will show a significant change in their relaxation states after doing the relaxation activity compared to the control condition.

[3C02] Effect of Location on Visual Perception. **Andrew D. Rathje.** Sponsored by Dr. Leslie Cameron. Carthage College, Kenosha, WI 53140.

This study examined the phenomenon that performance on visual discrimination tasks is inhomogenous across the visual field; performance is the worst for stimuli on the vertical meridian, directly above fixation (the "north effect"). Two experiments examined this phenomenon by examining the extent of the north effect (the distance from the vertical meridian that this impairment extends), and the effect of stimulus type on this effect. Two students and one faculty member participated in each experimental condition. Data were collected using Vscope on a Macintosh G3. Performance gradually improved as stimuli (equidistant from fixation) were presented further from the vertical meridian. ANOVAs indicated that there was a significant effect of location on performance (the north effect), and a trend analysis revealed that the north effect depended on stimulus visibility rather than stimulus type.

[3C03] Placebo Effects of Caffeine on Physiological Arousal using Critical Flicker Fusion Threshold and Reaction Time. **Justin Hutchinson.** Sponsored by Dr. Christopher Bloom. University of Southern Indiana, Evansville, IN 47712.

Several research studies have shown that caffeine, a common ingredient in most beverages, elicits physiological arousal. Recent work by Walach, et al. (2001) has shown that when participants were presented with a stimulus and told it is either caffeinated or non-caffeinated, regardless of caffeine content, participants reported feeling better and experienced a heightened arousal state. The purpose of this study is to determine that if one believes he or she is drinking a caffeinated beverage; there will be a noticeable change in arousal that will be shown by a decrease in critical flicker fusion threshold, reaction time, and a change in heart rate and blood pressure. Furthermore, if the thought of drinking a caffeinated beverage does have an effect on arousal, the hypothesis that a placebo effect does exist will be supported.

[3C04] The Effects of Gender on Rumination, Depression, and Creativity. **Mera El Ramahi**. Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

This study examines gender differences in two kinds of coping strategies: rumination and distraction. Previous research has shown that women ruminate more than men and women have reported higher rates of depression in comparison to men. In this experimental manipulation study participants are randomly assigned to two different conditions. They either view the ruminative slides (rumination condition) or the distractive slides (distraction condition). Ruminative thinking is a possible link to creativity as a common cognitive style. It is expected that the results will support previous findings that rumination will increase depressed mood and distraction will reduce depression. Gender perspectives are discussed as possible factors and implications of the ruminative response style in treating depression are highlighted.

[3D01] Effects of an "Orientation to College" Course on Freshmen in the Diffusion Status. **Traci N. Teeters & Elizabeth L. Cunningham**. Sponsored by Dr. James Thomas & Dr. Cyndi McDaniel. Northern Kentucky University, Highland Heights, KY 41076.

We used the CEDI-R to group entering freshmen into four vocational identity statuses. This study focussed on Diffusion status students (low in both career exploration and decidedness) and how they changed during one semester in UNV 101. On precourse measures, Diffusion students scored lower than all other statuses on Career Decidedness, Self Exploration, and Career Decision-Making Self-Efficacy, and lower than two of the other statuses on Career Exploration and Self-Concept Clarity. On postcourse measures, Diffusion students remained low in Career Decision-Making Self-Efficacy and Self-Concept Clarity and, in addition, had the lowest GPA of all status groups. However, Diffusion students changed significantly more in Career Decidedness, Career Exploration, and Self-Exploration than students in two of the other statuses. Thus, while Diffusion students continued to show some characteristics predicting a poor college experience, their high level of change suggests some hope of college success. Further research is necessary to evaluate these students.

[3D02] Cultural Competence and Child Abuse Prevention: A Report on a National Survey. **Ravi Starr**. Sponsored by Dr. Robert Caldwell. Beloit College, Beloit, WI 53511.

The relationships were examined between cultural competence and both the funding level and effectiveness of child abuse prevention programs. An online survey was performed under the auspices of the National Alliance of Child Abuse and Prevention Funds. After data coding, correlational analyses were performed between program funding level and cultural competence, as well as effectiveness and cultural competence, yielding a significant correlation between funding level and staff cultural competence. Effectiveness was not significantly related to any measure of cultural competence or to money invested in the programs. Suggestions for future research are proposed to help account for methodological flaws that may have limited the validity of the results.

[3D03] Measuring Alcohol Use and Effects: Co-educational Versus All-Male Colleges. **Ryan Grand, Chad Finley, & James Tsimekles**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

This study compared male students enrolled at co-ed schools with their peers at single-sex colleges on drinking behavior and consequences. The participants will be asked to complete a questionnaire detailing their level of alcohol consumption, frequency, and negative consequences associated with drinking. We expect to find that men at single-sex colleges will consume more alcohol on average, but will drink less frequently. We also theorize that the participants at all-male schools will suffer from more of the negative consequences of drinking, but their levels of academic achievement will be equal to or greater than the participants at co-ed colleges.

[3D04] Human Lie Detector: Effective or malfunctioning? **Ty Benbow, Blaken Wamsley, & Roosevelt Washington III**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Successfully detecting deceit may be an ability shared by a select number of people. Previous studies reveal the difficulty that professionals such as psychiatrists, judges, police, and CIA officers have in successfully detecting lies told by others (Ekman, 1991). We believe that close relationships foster interpersonal understanding that will lead to more effective lie detection. To test this notion we video taped students lying and telling the truth, then asked their parents, teachers, and coaches to decide if they were lying or telling the truth. We believe that parents, teachers, and coaches will be able to detect the lies of teenagers above chance level of 50%.

[4A01] Sexual Aggression in College Males When Exposed to a Single-Sex Environment. **Aaron J. Spolarich & John G. Tsintis**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Certain characteristics increase levels of sexual aggression in college males. Sexual frustration may be a primary indicator of sexual aggression (Lisak & Roth, 1988). We theorize that an all-male environment will lead to increased levels of sexual frustration in men due to the absence of women. Increased sexual frustration will then lead to an increase in sexual aggression in males towards females. This study is unique in its isolation of the all-male environment as an indicator of potential sexual aggression. Participants at Wabash College, DePauw University, Butler University, and Hampden Sydney College will complete a twenty minute survey with questions addressing sexual activity, relationships, alcohol consumption, masculinity, and rape myth acceptance.

[4A02] I'm a Survivor: Effect of Randomly and Systematically Selected Leaders on Group Cohesiveness and Quality of Decision in Relation to Gender. **Christin M. Evans**. Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

44 male and 59 female undergraduates participated in completing a survival task independently and in 3-5 person groups to examine group cohesiveness and the quality of decision made in all male, all female and mixed groups with randomly and systematically selected leaders. Mixed groups with randomly selected leaders made the best decisions. Males performed better independently than in groups however, males also felt they identified better with their groups than females. Possible differences in independent versus group quality of decision, in quality of decision made among gendered groups, in confidence levels for groups, and suggestions for future research are discussed.

[4A03] The Effect of Out-group Homogeneity on Eyewitness Identification. **Elizabeth Egan**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

The present study investigated the effect of out-group homogeneity on eyewitness identification. The study also compared simultaneous versus sequential photo spread formats and looked for an interaction between the main effects. Approximately fifty undergraduate males and females attending Thomas More College were tested using video clips and photo spreads which were created by the experimenter. The two video clips, which portrayed a robbery taking place, were identical with the exception of the perpetrator, who was either of Hispanic or Caucasian origin. Each photo spread had mug shots of six males, which were presented either simultaneously (all photos shown at once) or sequentially (one photo at a time). Subjects filled out several paper and pencil measures, watched one of the video clips, and then were asked to select the perpetrator from the corresponding photo spread. A Chi Square test of independence will be used to analyze the data.

[4A04] Effects of Caffeine and Adderall on Cognitive Performance. **Shaun R. Patel & Nathan W. Bates**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN, 47933.

College students commonly attempt to enhance cognitive performance through the use of pharmaceutical drugs. Through a pilot study, we determined that the most commonly used "cognitive enhancers" at Wabash College are caffeine and Adderall. We will divide rats ($n = 15$) into three categories: caffeine, Adderall, and saline (control). Each experimental condition will receive an intraperitoneally injected dose of the corresponding substance and will then be subjected to a radial arm maze task. We will record how many trials our 23-hour food-deprived rats take to associate a checkerboard cue to a food source. We expect to find that the rats given caffeine and Adderall will show more rapid learning curves, compared to the rats that were not.

[4B01] Influence of Audiovisual Presentation and Stress on Recall. **Mark J. Baker & Kathryn D. Potter**. Sponsored by Dr. Joseph Williams. Eastern Illinois University, Charleston, IL 61920.

Time and information recalled during the presentation of differing endings to a movie was tested, hypothesizing that the body's response in stressful situations would disrupt time perception, and reduce total recall of events. 186 undergraduate subjects provided informed consent, were presented with a 3-5 minute video clip, completed survey questionnaires measuring vulnerability to stress and the extent to which they experience stress related symptoms in their life. Each of the subject groups viewed one of two alternate endings to the movie. One group was shown a "non-menacing" clip and the other group a clip containing "menacing" content believed to induce a stress response. Results suggest that while physical stressors (sights, sounds) cause impairment of recall and perception, the presentation of psychologically charged material leads to significant increases in perception of time passage and a decrease in total recall. Therefore, responding during stressful situations is differentially affected by stimulus context.

[4B02] Comorbidity of Obsessive-Compulsive, Body Dysmorphic, and Eating Disorder Traits in an Adolescent Sample. **Jessica K. Gerfen**. Sponsored by Dr. Daneen Deptula. Eastern Illinois University, Charleston, IL 61920.

My research project examined the relation between adolescent obsessive-compulsive (OCD), body dysmorphic (BDD), and eating disorder (ED) traits for 245 adolescents. Previous research has not examined all three traits in the general adolescent population or examined implications of trait-overlap for social functioning. A two-factor model was suggested in which the BDD and ED scales loaded together; this scale was renamed "Body Issues (BI)." A one-way ANOVA revealed a trend for friend nominations given ($F = 2.68, p = .05$). Adolescents high in both OCD and BI gave more friend nominations than all other groups even though they were no more likely to receive friendship nominations. In addition, an interaction between grade level and traits was found for self-perceived liking.

[4B03] Effect of Differences in Numerical Anchor Values on Related and Unrealized Judgments. **Michael Stasik & Stephen Lynch**. Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

The anchoring effect is a heuristic consisting of an initial value supplied by others or drawn from memory or experience that influences future judgment and forecasts with faulty decisions a likely result (Tversky & Kahneman, 1974). Current estimates are often affected by previously encountered, often irrelevant, value information. In our study, 80 male and female college students from two majors: psychology and mathematics, read one of two randomly assigned paragraph accounts of the estimated incidence of domestic violence in their county. The only difference in the two accounts was the reported incidence: 32,000 in one treatment condition and 3,200 in the other. The experiment's participants then completed a brief questionnaire requiring them to estimate a series of related and unrelated, irrelevant values: county child abuse rates, waist size of a typical woman, brain weight, and seven other estimates. A clear and statistically significant trend emerged, with the value of the presented estimate of domestic violence serving as a basic anchor in their other judgments. Psychology majors were more affected by the anchor values than those in mathematics.

[4C01] Sexual Fantasies: Biological Sex vs. Sex Role. **Jake A. Zbacnik**. Sponsored by Dr. George Gaither. Ball State University, Muncie, IN 47306.

Understanding the factors that contribute to different sexual fantasies is important for understanding human sexual behavior. Sex differences in fantasies appear consistently in past studies (Ellis & Symons, 1990; Plaud & Bigwood, 1997; Wilson, 1988; Zurbriggen & Yost, 2004). Parental investment theory posits that sex differences are products of evolution whereas social constructionist theory asserts that differences between sexual fantasies is due to society's prescription of sex role appropriate behavior. To compare the two theories, data were analyzed from 639 undergraduate students who completed a modified Wilson Sex Fantasy Questionnaire (Wilson, 1988) and the Bem Sex Role Inventory (Bem, 1974) among other measures. Results indicate men are more likely to report fantasies themed around multiple partners, novelty of partners, and seduction of innocents. Pearson correlations indicate higher scores in femininity correlate with a decreased reporting of these fantasies. Discussion contrasts parental investment theory and social constructionist views.

[4C02] Discerning the Truth: Advantages of Using Multiple Informants in Caregiving Research. **Karen S. Ayers & Betsey Osborn.** Sponsored by Dr. Victoria Hilkevitch Bedford. University of Indianapolis, Indianapolis, IN 46227.

Increased numbers of Americans will be living longer resulting in more family caregivers. Stresses of caregiving require interventions based on understanding the dynamics of family caregiving. Most studies rely on one family informant. This study investigates the advantages of using multiple informants. A thematic framework was developed to analyze participants' responses from the Qualitative Interview Study (QIS), a subset of the Longitudinal Study of Generations (Bengtson, 1975). The use of multiple informants resulted in many perspectives on the family caregiving systems. Within-family reports usually complemented rather than contradicted each other. The information gained from this study has important implications for those who will be caregivers in the future.

[4C03] Effect of personal relationships upon the emotions experienced in response to a moral transgression. **Erin E. Fulkerson.** Sponsored by Dr. Steven Scher. Eastern Illinois University, Charleston, IL 61920.

An individual's reaction to immoral behavior appears to be influenced by his or her connection with the offender. The emotional response of an individual evaluating a moral transgression was explored under three conditions with the self, a close friend, or a stranger posing as the transgressor. College students served as participants. Three written scenarios were used as stimuli in which a transgressor stole a book, and subsequent questions assessed the experience of guilt, shame, and moral outrage. Results are expected to show that an individual will experience: guilt only in response to their own transgression; shame in response to their own, and a close friend's transgression; and moral outrage in response to a close friend's, and another student's transgression.

[4C04] Effects of Parental Support for Early Literacy Development. **Amy R. Duncan.** Sponsored by Dr. Christine McCormick. Eastern Illinois University, Charleston, IL 61920.

The purpose of this study was to examine early childhood literacy development and the effects of parental support in developing literacy skills. Twenty five children from the Mark Twain Kindergarten center were tested in the fall and spring of their kindergarten year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The DIBELS measured each child's ability to recognize letters, phoneme sounds and phoneme segmentation. One parent or guardian of each child was asked to fill out a parent survey, which consisted of questions regarding the types of literacy interaction between the parent and child in the home. The scores from the DIBELS assessment and the parent survey were analyzed. Results indicated that those children who had more parental support for reading scored higher on the DIBELS assessment than those children who had less support in the home.

[4D01] The Bizarre Phenomenon of Toilet Seat Hovering: Superstition and Disgust. **Mitchell T. Harden.** Sponsored by Dr. Christopher Bloom. University of Southern Indiana, Evansville, IN 47712.

Many of our superstitions have roots in disgusting phenomena; Touching frogsto get warts, or public toilet seats as a vector for disease. Perhaps the concomitance of disgust and superstition is more than happenstance. My study examines the effect of disgusting stimuli on the development of a superstitious behavior by using a non-contingent presentation of disgusting images to a population predisposed to disgust and to a population less easily disgusted.

[4D02] The Effects of Race and Gender on Personal Space. **Garry Horton & Adam Lampert.** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

In this particular study, the researcher poses the question, "Do the factors of race and gender have a profound effect on one's personal space?" The researcher used two male experimenters (one African American male, and one Caucasian American male) to conduct the actual experiment. The experimenter's invaded 30 Thomas More College student's personal space and recording their blood pressure levels, heart rates, and mood questionnaires. The researcher hypothesized that the African American male (Experimenter A) would produce a negative affect on participant's comfort levels, blood pressures, and heart rates as compared to the Caucasian American male experimenter (Experimenter B). The researcher also predicted that women's physiological measures would be more negatively affected compared to their male-counterparts. The researcher's hypothesis was partially supported. The data showed that the participant's systolic blood pressure means were higher for Experimenter A than for Experimenter B. Overall, male's systolic blood pressure was higher than females, and there was a significant difference between males and females for Experimenter B.

[4D03] The Differences in Body Image for Female Athletes in Sports. **Jessica Stawick.** Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville IN, 47712.

This study tested the differences in self-esteem and body image between female athletes in judged, lean, and refereed sports. Athletes that participated were from the cheerleading, cross country, and the tennis team, totaling 27 participants. They were given a self-esteem scale and a body-esteem scale to complete. Two one-way ANOVA's were used to analyze the data. The tennis players and cheerleaders differed significantly on both measures. The tennis players scored significantly lower than the cheerleaders on measures of self-esteem. The cheerleaders scored significantly lower than the tennis players on measures of body-esteem. Body image and self-esteem were inversely related in this study. Results confirm the hypothesis that athletes differed in body image and self-esteem depending on which sport they participated in.

[5P01] Six-Year Outcome Effects of Former AWANA Timothy-Award Recipients. **Andrew J. Clemans & Helen K. Chasnov.** Sponsored by Dr. Michael Firmin. Cedarville University, Cedarville, OH 45314.

The AWANA program is a church sponsored youth club for children in preschool through high school. About 1,000,000 children annually attend AWANA, and the AWANA material has been translated into over 20 languages. Yet, little research has been conducted on the lasting effects of the program on children. Using traditional qualitative research methodology, we conducted semi-structured interviews with 24 Timothy Award winners 6 years subsequent to receiving the Timothy Award. It is the highest award sixth graders can earn in the AWANA program. Findings include that participants view the memorization that they did, the leaders that they encountered, and the peers with whom they interacted as the most significant influences from the AWANA program.

[5P02] A Day in the Life of an American Toddler: An Ecological Case Study. **Amanda Kidwell & C. Ann Cameron.**

Sponsored by Dr. Leslie Cameron. Carthage College, Kenosha, WI 53140.

This observational study focuses on the ways in which a 30-month-old girl interacts with people, objects, and events in her natural environment. Study methods include a preliminary interview with the parents (gathering demographic information and exploring views on parenting and healthy development), video-taping the child for one entire waking day, and taking extensive field notes on her behavior. A follow-up parental interview while viewing a compilation of video clips from the day, chosen by international collaborators, will complete the data set. The international team, whose expertise includes resiliency, emergent literacy, musicality, and social cognition, will then examine these data. This methodology has already been employed successfully with toddlers in Italy, Peru, Thailand, Canada and the U.K.

[5P03] Stressed out: A Qualitative Examination Of Stress in the Lives of Children. **Shana C. McCormick.** Sponsored by Dr. Rose Marie Ward. Miami University, Oxford, OH 45056.

Throughout development, children may need help handling the signs of stress and anxiety. All types of stress have been attributed to health issues ranging from high blood pressure to depression (Lite, 2005). Rather than recognizing the signs of stress in children, many of us are conditioned to think that youngsters want attention or are being difficult, sick, or just tired. Information gained from this study, can help parents, teachers, and counselors help teens cope with stress by monitoring their behavior. This may be accomplished by attending to their thoughts and feelings, listening and watching for overloading, teaching stress management skills, and supporting manageable involvement in sports and other social activities (Mantica, 2000). The primary goal for this research project is to describe what the main stressors are in children's lives in order for adults to be more aware of what they might be going through. By obtaining this knowledge, adults can take appropriate action in solving problems or miscommunication issues. Research questions are divided into three categories: family, school, and friends, along with a self-care assessment and stress index measurement. The hypothesis was that each age group would experience some kind of stress level, which was usually overlooked, and the older students would find family and school issues more stressful.

[5P04] Gender Differences in Gifted Adolescents' Math/Verbal Self-Concepts and Math/Verbal Ability. **Jessica Rumsey & Gina Leclere.** Sponsored by Dr. Anne Rinn. Western Kentucky University, Bowling Green, KY 42101.

The current study investigated the gender differences of gifted adolescents' math/verbal self-concept and math/verbal ability by extending the Internal/External Frame of Reference Model (I/E Model; Marsh, 1986). The study consisted of 140 gifted adolescents, ranging from the ages of 13 to 17 years old. Gifted adolescents' math/verbal ability was measured using their SAT/ACT scores and math/verbal self-concepts were measured by the math and verbal subscales of the Self Description Questionnaire II (SDQ II; Marsh, 1990). Using structural equation modeling, results support the I/E Model. The findings from this study can be applied to the educational setting by informing educators about gender differences among gifted adolescents in order to ensure each individual receives adequate and appropriate education, thus enabling the adolescent to thrive.

[5P05] The Effect of Attention Deficit Disorder on Visual Attention. **Danielle M. Ciccone.** Sponsored by Dr. Leslie Cameron. Carthage College, Kenosha, WI 53140.

This study examined the relationship between attention deficit disorder (ADD) and visual attention. Two undergraduate students diagnosed with ADD (unmedicated) and two age-matched controls participated in an orientation identification task (using Vscope on a Macintosh G3) with and without distracting stimuli. Covert spatial attention was manipulated with a peripheral precue (a small spot that identified the location of the upcoming target stimulus). Performance decreased as the number of distracters increased in all observers, but decreased by an additional ~30% in observers with ADD. A precue significantly reduced this effect in all observers except for one of the observers with ADD, suggesting that the precue did not effectively direct his attention. Complications of testing students with ADD will also be discussed.

[5P06] How You Make Me Feel: Perceived Parenting Styles and Self-Esteem. **Nichole M. Scaglione.** Sponsored by Dr. Rose Marie Ward. Miami University, Oxford, OH 45056.

The present study measures college students' perceived parenting styles in relation to their self-esteem. Support for this study states that "adult authority properly exercised in the early years is positively related to later independence," which is often marked by higher levels of self-esteem and ultimately fewer problems during adolescence (Baumrind, 1991). The parenting styles used for this study were authoritative, authoritarian, and permissive (Baumrind, 1978). In the current study, over 200 first and second year college students attending a Midwestern university were surveyed anonymously with regards to perceived parenting styles and self-esteem. The hypothesis stated that authoritative parenting would elicit higher self-esteem than other parenting styles.

[5P07] The Effect of Pregnancy on Olfactory Perception. **Laura J. Fornetti.** Sponsored by Dr. Leslie Cameron. Carthage College, Kenosha, WI 53140.

This study investigated the effect of pregnancy on olfactory perception. Participants included 15 pregnant (equally divided across trimester) and 15 non-pregnant women, 18-44 years of age. We assessed odor identification with the University of Pennsylvania Smell Identification Test, and had women rate each odor on intensity and pleasantness. They also rated their own sense of smell. Wilcoxon tests indicated that there was no significant difference in odor identification between groups. However, pregnant women rated their sense of smell significantly higher than controls. Trends suggest that pregnant women rate odors as more intense and unpleasant, potentially confirming their self-ratings. These data support previous results that odor identification does not improve in pregnancy, but that some aspects of olfactory perception do.

[5P08] Infertility: Causes, Consequences, and Strategies for Coping. **Jessica N. Jantzen**. Sponsored by Dr. Milton Becknell. Cedarville University, Cedarville, OH 45314.

Infertility is a widespread, often unexpected diagnosis that affects many couples. This study is a critical review that explores the causes of infertility in married couples and the potentially devastating effects on partner relationship. Couples faced with infertility have a variety of options, such as adoption to medical intervention, which may include specific infertility treatment or a reversal of prior sterilization procedures. The emotional impacts of infertility can include depression, anxiety, social isolation, marital strain, divorce, and suicide. This review will also elaborate on the various coping strategies – adaptive and maladaptive – that married couples use in response to infertility, as well as counseling interventions that have been shown to be helpful.

[5P09] Being Second String: Motivational Drives for Continuance in Sports. **Rachel Anderson & Krista Watson**. Sponsored by Dr. Luke Tse. Cedarville University, Cedarville, OH 45314.

Academic pursuits are typical objectives for college students. College athletes, however, can maintain exhausting schedules that include long hours in training for sports in addition to their curricula responsibilities. Sometimes, they do so at the sacrificing of personal social interactions. For athletes in starting line-ups, such grueling schedules and sacrifices might be understandable. The purpose for this study is to consider the motivations behind those athletes who are not starters but “second-string” players. Using qualitative research methodology, 16 student athletes took part in semi-structured interviews. Findings among these athletes include such incentives as functioning as encouragers and pure enjoyments from playing the game or being a part of a team. Their emotions and attitudes towards being second-string players are delineated.

[5P10] Adjusting to College: Differences Based on Gender. **Daniel B. Palchick & Nichole M. Scaglione**. Sponsored by Dr. Rose Marie Ward. Miami University, Oxford, OH 45056.

Adjustment can be defined as an elaborate interaction between a developing individual and the environment that surrounds him or her (Whitman, 1980). From this, adjusting to college can be placed in four categories: total, social, academic, and institutional (Kaya & Weber, 2003). The primary goal of this study was to determine if there are gender differences in any of the four aforementioned categories of college adjustment. At a mid-sized mid-western university, a sample of 207 students was collected (61% female, average age = 18.73). Females reported higher levels of adjustment across three of the four categories when compared to males. No significant differences were found for social adjustment. Implications will be discussed.

[5P11] Adjustment Issues Faced by Students Who Travel Long Distances to School. **Stephanie Yoder & Courtney Johnson**. Sponsored by Dr. Luke Tse. Cedarville University, Cedarville, OH 45314.

There are well over 1,600 colleges and universities in the United States and its territories (UT, 2006). Most students attend colleges which are relatively close to home; others travel to nearby states willingly or out of necessity. This study is an attempt to understand and generalize nationally why some students are willing to travel over 1,000 miles away from their homes to school. Using a semi-structured interviewing process, a specific sample of thirty undergraduate students in a private Midwest university participated in a qualitative research study. Beyond those reasons for choosing the university, factors which help retain students—despite the long distances—include independence, interpersonal adaptability, successful social networking especially among peers, and a strong sense of individual responsibility.

~~[5P12] How do College Students Find Happiness? Exploring Life Satisfaction using Positive Psychology. **Celinda R. Stevie**. Sponsored by Dr. Rose Marie Ward. Miami University, Oxford, OH 45056. (WITHDRAWN)~~

Positive interactions shape an individual's life by influencing relationships, productivity, health and happiness (Rath & Clifton, 2004). According to Sheldon and King, Positive Psychology is the study of the conditions and processes that contribute to the success and optimal functioning of people, groups, and institutions. The purpose of this study was to examine levels of life satisfaction, personal growth initiative, recognition and meaning of life during college. The study used a questionnaire to survey 205 undergraduate students at a mid-sized university. The findings of this study hope to identify how often students receive recognition and relate the frequency of recognition to levels of life satisfaction, personal growth initiative and developing a meaningful life.

[5P13] The Relationship between Study Strategies and Academic Performance. **Katherine C. Simpson & James T. Filson**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

This study examines the relation between academic performance and study strategies of struggling students at a comprehensive university in the Midwest, using the Learning and Study Strategies Inventory (LASSI). Sixty-three freshmen involved in the academic assistance program at the university took the LASSI at the beginning of the 2005 fall semester. We found significant correlations between the LASSI Study Aids score and GPA at the end of the semester. Both the LASSI Anxiety and Study Aids scores also correlated with the ACT score. However, scores on other LASSI subtests did not correlate with either GPA or ACT score. Our results suggest that study strategies have some but limited power in predicting academic performance.

[5P14] Examination of Gender and Race Difference in Student Use of University Career Services. **Jennifer A. Lusk**. Sponsored by Dr. Chi-en Hwang & Dr. Lew Gibbs. Cedarville University, Cedarville, OH 45314.

For this study, 4941 students from 18 private universities around the country responded to a survey, which measured their use and satisfaction of the universities' Career Services. In general, we are interested in identifying the factors of student use, with special emphasis on race and gender. The hypothesis is that different racial minority groups did not use Careers Services as frequently and that the male racial minority had even less visits. The data has been collected and the analysis will be completed mid-March. The results will be presented in the conference.

[5P15] Homophobia: Its Correlates and Relationship to Voting Behavior and Attitudes Towards Legal and Social Behavior. **Mindy Brown**. Sponsored by Dr. Traci Sachteleben. Southwestern Illinois College, Belleville, IL 62221.

A community college sample completed questionnaires assessing homophobia, right-wing authoritarianism, religiosity, and political orientation. As has been previously reported, scores on the homophobia scale were correlated with scores on all three of the aforementioned measures. Scores on the homophobia scale were also found to vary with reported voting behavior in the 2004 presidential election and intended voting behavior with respect to a ban on gay marriage. Participants were presented with hypothetical scenarios involving issues faced by gay and lesbian couples (e.g., workplace discrimination). Overall, homophobia was correlated with participants' perceptions of fairness and justice, and more consistently across issues when framed in the context of a gay relationship.

[5P16] The Plague of Sexual Activity: The Relationship between Religious and Sexual Attitudes and Behaviors. **Kate L. Varney & Kristen E. Heiner**. Sponsored by Dr. Charles Dolph & Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

This study sought to examine whether the religious behavior of young adults is related to their sexual behavior. One hundred and nine students from a major campus in Midwest were given a questionnaire containing items that pertained to the participant individual attitudes and behaviors concerning on their religiosity and sexuality. Through conducting our research we found three major correlations. First, there is a significant correlation between the participants religious commitment and their attitude toward sex. Second, the participants religious attitude and their religious participation were strongly correlated. And third, for the participants of single status (approximately 88% of the sample), that there is a significant correlation between their religious commitment and certain sexual behavior.

[5P17] Piety and Sobriety: The Relationship Between Spirituality and Alcohol Use. **Katherine A. Beavis**. Sponsored by Dr. Rose Marie Ward. Miami University, Oxford, OH 45056.

The purpose of this study was to determine the relationship between one's individual spirituality and one's alcohol use. Past research indicates that there is a negative correlation between spirituality and alcohol use. The participants in this study were undergraduate students at Miami University. The participants completed a health survey in which they answered questions about their health habits, including their use of alcohol and frequency of intoxication. Students also answered questions regarding their spiritual expression such as the importance of their spirituality and frequency of prayer. These measures were then correlated. Spirituality make act as a buffer to alcohol use especially in college settings where pressure to drink is prevalent.

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[3B01] <i>Wabash College</i> Robert Horton / Heighway
[3D03] <i>Wabash College</i> Robert Horton / Grand
[3D04] <i>Wabash College</i> Robert Horton / Benbow
[4A01] <i>Wabash College</i> Robert Horton / Spolarich
[4A04] <i>Wabash College</i> Robert Horton / Patel
[2C03] <i>Western Kentucky University</i> Anne Rinn / Lalonde
[5P04] <i>Western Kentucky University</i> Anne Rinn / Rumsey
[2D02] <i>Westminster College</i> Ted Jaeger / Winslow