



21st Annual Mid-America Undergraduate Psychology Research Conference (MAUPRC)

Saturday, April 6, 2002

**Eastern Illinois University
Charleston, IL**

Conference Schedule

- 8:00 – 8:45 Registration / Continental Breakfast
- 8:45 – 9:45 Session 1
- 9:45 – 10:00 Break
- 10:00 – 11:00 Session 2
- 11:00 – 11:15 Break
- 11:15 – 12:15 Session 3
- 12:15 – 1:00 Lunch
- 12:45 – 1:30 Welcome / Keynote Address:
 - Dr. Martha Zlokovich, Southeast Missouri State University
- 1:30 – 1:45 Break
- 1:45 – 2:30 Session 4
- 2:00 – 3:00 Poster Session

Sponsored by the Psychology Departments of

Eastern Illinois University
Franklin College
Indiana University Purdue University Indianapolis
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 3 character code. “4F3” refers to the 4th Session, in room F, the 3rd paper.

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

- All sessions will be held in the Martin Luther King Jr. (MLK) Student Union, 3rd floor.
- The Friday Evening Reception is from 6:30 to 8:30 PM in the 1895 Room, MLK Union, 2nd floor.
- Lunch will be served in the University Ballroom, MLK Union, 2nd floor.
- Posters may be set up before lunch in the Arcola/Tuscola Rooms.

Session 1A**Moderator****Edie McClellan****Charleston Room****University of Southern Indiana**

8:45 AM – 9:00 AM

The Effects of Physical Attractiveness and Musical Stimuli on Impression Formation. **Khara R. Williams**. Sponsored by Dr. Sid Hall, University of Southern Indiana. See abstract [1A1]

9:00 AM – 9:15 AM

The Influence of Metacognitive Thinking on Students' Attributions and Predictions of Performance. **Kara M. Lidy**. Sponsored by Dr. Caridad Brito, Eastern Illinois University. See abstract [1A2]

9:15 AM – 9:30 AM

Artificially Colored Food and Food Preferences Between Age Groups. **Meghan Volk**. Sponsored by Dr. Julie Evey, University of Southern Indiana. See abstract [1A3]

9:30 AM – 9:45 AM

Effects of Caffeine and Lighting on Long-term Memory. **Joshua D. Chastain**. Sponsored by Dr. Roger L. Thomas, Franklin College. See abstract [1A4]

Session 1B**Moderator****Lawrence Boehm****Greenup Room****Thomas More College**

8:45 AM – 9:00 AM

The Effect of Auditory Stimulation on Retrospective Time Estimation. **Alicia J. Marsh & Daren O. W. Norris**. Sponsored by Dr. Chi-en Hwang and Dr. Michael Firmin, Cedarville University. See abstract [1B1]

9:00 AM – 9:15 AM

Does Your Personality Predict Your Favorite Color? The Relationship Between Enneagram Personality Type and Color Preferences. **Kimberly A. Muse & Shannon K. Bolte**. Sponsored by Dr. Maria S. McLean, Thomas More College. See abstract [1B2]

9:15 AM – 9:30 AM

The Relationship Among Exercise Self-Efficacy, Academic Performance, and Academic Self-Efficacy. **Ryan L. Mitchell**. Sponsored by Dr. William Addison, Eastern Illinois University. See abstract [1B3]

9:30 AM – 9:45 AM

Relationship Among Personality Types, Spirituality, and Religious or Spiritual Shifts. **Darlene R. Banks**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [1B4]

Session 1C**Moderator****Ted Jaeger****Casey Room****Westminster College**

8:45 AM – 9:00 AM

The relationship Between Sense of Coherence, Locus of Control, Levels of Intimate Relationships, and Number of Sexual Partners. **Michelle A. Wood**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [1C1]

9:00 AM – 9:15 AM

Effects of Facilitated Educational Support Groups on Academic Self-Efficacy, Attrition, and Grades in Introductory Psychology. **Krista Jennings**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [1C2]

9:15 AM – 9:30 AM

Civil Commitment of Sexual Offenders. **Amy Zeppenfeld, Katherine Briggs, Andrea Nelson, & Melissa Wagner**. Sponsored by Dr. Charles Dolph, Cedarville University. See abstract [1C3]

9:30 AM – 9:45 AM

The Effects of a Demyelinating Disease on the Intermediate Stage of Sleep in Taipei Rats. **Samantha Barrios, Dr. Christopher Bloom, Michael Morrissey, & Maureen M. Sheikh**. Sponsored by Dr. A. Michael Anch, St. Louis University. See abstract [1C4]

Session 1D

**Effingham Room
Bellarmine University**

Moderator

Tom Wilson

8:45 AM – 9:00 AM

Exploring Conditions under which a Standard Personality Measure is Unreliable. **Ashley N. Albers**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [1D1]

9:00 AM – 9:15 AM

Examination of the Relationship Between the Own Race Bias and Facial Recognition. **Alicia H. Gibbons, Marife I. Bautista, & Brenda J. Roelofsen**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [1D2]

9:15 AM – 9:30 AM

Expressed Student Reasons for Majoring in Psychology and Academic Performance. **Deborah A. Miller & Erin Findley**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. See abstract [1D3]

9:30 AM – 9:45 AM

Correlation Between Social Interest and Recidivism in Criminals. **Rebekah M. Burtner, Emily Ebbinghaus, & Josh Stokes**. Sponsored by Dr. Michael J. Boivin, Indiana Wesleyan University. See abstract [1D4]

Session 1E

Martinsville Room

Moderator

Robert Horton

Wabash College

8:45 AM – 9:00 AM

Potential Benefits of Positive Illusions: The Role of Self-Enhancement in Academic Motivation and Performance. **Jessica J. Dhom**. Sponsored by Dr. William Addison, Eastern Illinois University. See abstract [1E1]

9:00 AM – 9:15 AM

Effects of Implicit Priming on Narcissism and Self-Perception. **Christopher D. Buresh, Austin Schlie, & Chaz Mailey**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [1E2]

9:15 AM – 9:30 AM

The Effects of Sex Role Orientation on Perceived Leadership. **Nathan L. Lundquist & Kevin P. Nolan**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [1E3]

9:30 AM – 9:45 AM

The Relationship Between Beliefs in Evil, Disposition to Forgive, and Transgression-Specific Measures of Forgiveness. **Jennifer R. Schultz, Christina Burke, & Megan Worby**. Sponsored by Dr. Keith Wilson, Eastern Illinois University. See abstract [1E4]

Session 2A**Charleston Room****Moderator****Martha Zlokovich****Southeast Missouri State University**

- 10:00 AM – 10:15 AM The Effect of Racial Stereotypes on Decisions of Guilt. **David Perkins**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [2A1]
- 10:15 AM – 10:30 AM The Correlation Between Spanking and Future Aggressive Behavior. **Hannah Hostetler, Krista Monin, Stacey Ramser, Laura Smalley, & Amanda Wyrick**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [2A2]
- 10:30 AM – 10:45 AM Frequency Of Domestic Violence, Counseling and Durability of the Abuser-Victim Relationship. **Sandra M. Heuer, Jamie L. Marcotte, Dawn C. Schuzer, & Amy L. Wagner**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. See abstract [2A3]
- 10:45 AM – 11:00 AM First and Last Impressions and the Serial Position Effect. **Lori J. Twenhafel, Kristen M. Norton, & Whitney N. Johnston**. Sponsored by Dr. David K. Jones, Westminster College. See abstract [2A4]

Session 2B**Greenup Room****Moderator****Doug Daugherty****Indiana Wesleyan University**

- 10:00 AM – 10:15 AM Style, Similarity, and ATtraction: Are Stylish People Considered Similar? **Brian Drwecki**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [2B1]
- 10:15 AM – 10:30 AM Students' and Professors' Attitudes Toward College Students with Body Piercings. **Megan Woods**. Sponsored by Dr. William Addison, Eastern Illinois University. See abstract [2B2]
- 10:30 AM – 10:45 AM Reassessment of Traditional Sex-Role Stereotypes. **Aaron J. Vaughn & Ty B. Brumback**. Sponsored by Dr. Chi-en Hwang, Cedarville University. See abstract [2B3]
- 10:45 AM – 11:00 AM Children's Emotional Intelligence. **Jessica Benningfield**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [2B4]

Session 2C**Casey Room****Moderator****George Bizer****Eastern Illinois University**

- 10:00 AM – 10:15 AM Determining the Diagnostic Accuracy of the Learning Behaviors Scale & the Adjustment Scales for Children and Adolescents: Differentiating Emotional and Learning Disabilities in Children. **Amanda M. Kearney**. Sponsored by Dr. Gary Canivez, Eastern Illinois University. See abstract [2C1]
- 10:15 AM – 10:30 AM The Mnemonic Function of Goal Orientation's Effect on Memory. **Dennis J. Finch, Jr.** Sponsored by Dr. Robert Horton, Wabash College. See abstract [2C2]
- 10:30 AM – 10:45 AM The Relationship Among Religiosity, Moral Development, and Personal Values. **Shannon Hollinger**. Sponsored by Dr. Caridad Brito, Eastern Illinois University. See abstract [2C3]
- 10:45 AM – 11:00 AM The Effects of Birth Order and Personality Type on Academic Self-Efficacy (Replication). **Nicolas Trillos**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [2C4]

Session 2D

Effingham Room

Moderator

Julie Evey

University of Southern Indiana

- 10:00 AM – 10:15 AM Learned Helplessness: The Effects of Failure on Test-taking. **Sarah J. Clark & Margaret E. Copella**. Sponsored by Dr. Chi-en Hwang, Cedarville University. See abstract [2D1]
- 10:15 AM – 10:30 AM Hope DOES Spring Eternal: Predicting Freshman Retention Using Snyder's Hope Scale.. **Kyle J. Behymer, & Kelly L. Schout**. Sponsored by Dr. Maria S. McLean, Thomas More College. See abstract [2D2]
- 10:30 AM – 10:45 AM Testing the Leniency Bias: Comparing Criminal and Civil Litigation. **Jennifer Carmichael**. Sponsored by Dr. Sid Hall, University of Southern Indiana. See abstract [2D3]
- 10:45 AM – 11:00 AM The "Arousal Effect": An Alternative Approach to the Mozart Effect . **Melecio Gonzalez, Jr., Glenn E. Smith, IV, & David W. Stockwell**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [2D4]

Session 2E

Martinsville Room

Moderator

Ronan Bernas

Eastern Illinois University

- 10:00 AM – 10:15 AM The Effect of Loneliness and Locus of Control on Aggression. **Amber C. Weaver**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [2E1]
- 10:15 AM – 10:30 AM Personality Type and Sense of Coherence Influences Over Communication Apprehension. **Alberto F. Mattos**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [2E2]
- 10:30 AM – 10:45 AM Personality Differences and Affiliation. **Shaun D. Howard & Sarah Clements**. Sponsored by Dr. Maria S. McLean, Thomas More College. See abstract [2E3]
- 10:45 AM – 11:00 AM Personality measures: Construct validity of the 16PF and NEO PI-R. **Crystal M. Pipher**. Sponsored by Dr. Gary Canivez, Eastern Illinois University. See abstract [2E4]

Session 3A**Charleston Room****Moderator****John Halpin****Eureka College**

- 11:15 AM– 11:30 AM Climactic Affecters of Seasonal Mood Changes. **Trevor A. Hall**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [3A1]
- 11:30 AM– 11:45 AM Viewing Violence and Helping Behavior. **Kristopher L. Klippel & Geoffrey A. Bleau**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [3A2]
- 11:45 AM– 12:00 PM Influence of an Altruistic Presenter versus that of a Selfish Presenter. **Eric S. Hoy, Laura Kotlowski, & Molly Gibson**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. See abstract [3A3]
- 12:00 PM– 12:15 PM Do Student Beliefs Predict Actions? A Comparison of Two Colleges. **Jennifer J. Wood**. Sponsored by Dr. Michael Firmin, Cedarville University. See abstract [3A4]

Session 3B**Greenup Room****Moderator****Margaret Felton****University of Southern Indiana**

- 11:15 AM– 11:30 AM To Motivate or Not To Motivate: How Professors Affect School Performance. **Jennifer L. Krietemeyer**. Sponsored by Dr. David L. Jaquess, University of Southern Indiana. See abstract [3B1]
- 11:30 AM– 11:45 AM An Evaluation of the Relationships Among Quality of Life, Spiritual Beliefs and Support, Neuropsychological Functioning, and Immunological Response in Women Affected by Polycystic Ovary Syndrome. **Amy Phillips, Amanda Johnson, Melissa Rowe, & Michael Sawvel**. Sponsored by Dr. Michael J. Boivin, Indiana Wesleyan University. See abstract [3B2]
- 11:45 AM– 12:00 PM Gender Differences in Mate Selection: A Replication. **Andrew W. Carrico**. Sponsored by Dr. Sid Hall, University of Southern Indiana. See abstract [3B3]
- 12:00 PM– 12:15 PM Racial Attitudes as a Function of High School Diversity. **Sean Baylor, Jesse Becerra, & Aqualus Gordon**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [3B4]

Session 3C**Casey Room****Moderator****Assege Hailemariam****Eastern Illinois University**

- 11:15 AM– 11:30 AM Self-assessment of Computer Expertise as a Predictor of Actual Expertise. **Jesse L. Walker**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [3C1]
- 11:30 AM– 11:45 AM Accuracy and Specificity in Eyewitness Testimony and the Effects of Awareness. **Lacy Ford, Shannon M. Lanham, Leslye Adams, Rachelle Ackerman, & LaQuita Arvin**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [3C2]
- 11:45 AM– 12:00 PM Get on the Banana Boat! A Study on Priming and Network Theory. **Whitney N. Johnston & Lori J. Twenhafel**. Sponsored by Dr. Ted Jaeger, Westminster College. See abstract [3C3]
- 12:00 PM– 12:15 PM Effects of Presentation Type and Physical Density on Mood Contagion. **Kathryn A. York**. Sponsored by Dr. Roger L. Thomas, Franklin College. See abstract [3C4]

Session 3D

Effingham Room

Moderator

Roger Ware

Indiana University Purdue University Indianapolis

- 11:15 AM– 11:30 AM The Face as a Spatial Frame of Reference. **Sandra R. Schaeffer & Kim Vu**. Sponsored by Dr. David Pick, Purdue University Calumet. See abstract [3D1]
- 11:30 AM– 11:45 AM Susceptibility to Auditory vs. Audiovisual Distractions in Young Adults. **Shauna Marie Moore**. Sponsored by Dr. Roger L. Thomas, Franklin College. See abstract [3D2]
- 11:45 AM– 12:00 PM Tolerance to Violent Content in Television and Movies Among College Students from Christian and Non-Christian Campuses. **Brian Hill, Elizabeth Whitley, & Erin Wilson**. Sponsored by Dr. Chien Hwang, Cedarville University. See abstract [3D3]
- 12:00 PM– 12:15 PM The Relationship Between Personality Type, Self-Monitoring, and Psychological Boundaries. **Jami Robinson**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [3D4]

Session 3E

Martinsville Room

Moderator

Anu Sharma

Eastern Illinois University

- 11:15 AM– 11:30 AM The roles of forgiveness and guilt on mental health and illness. **James P. Stitzel**. Sponsored by Dr. Charles Dolph, Cedarville University. See abstract [3E1]
- 11:30 AM– 11:45 AM The Relationship Between Gender Roles and Attitudes Toward Abusive Relationships. **Deanna Kozlowski**. Sponsored by Dr. William Addison, Eastern Illinois University. See abstract [3E2]
- 11:45 AM– 12:00 PM Assessing the Effects of Conditioned Emotional Arousal on Explicit Memory. **Brian MacLaughlin**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [3E3]
- 12:00 PM– 12:15 PM The September 11 Crisis and American Beliefs and Stereotypes. **Tracy D. Hurley**. Sponsored by Dr. Maria S. McLean, Thomas More College. See abstract [3E4]

Session 4A

Moderator

Sid Hall

**Charleston Room
University of Southern Indiana**

1:45 PM – 2:00 PM

Narcissism and Leadership. **Eric M. Rowan**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [4A1]

2:00 PM – 2:15 PM

Shifts in Personality of College Students Falling in Love: A Replication. **Maria C. Larson**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [4A2]

2:15 PM – 2:30 PM

The Relationship Between Language and Phonological Short-Term Memory. **Heather M. Day**. Sponsored by Dr. Julie Evey, University of Southern Indiana. See abstract [4A3]

Session 4B

Moderator

William Addison

**Greenup Room
Eastern Illinois University**

1:45 PM – 2:00 PM

The Relationship between Global Teaching Strategies, Immediacy Behaviors and Student Learning. **Christine Tejido & Rebecca Carr**. Sponsored by Dr. Anu Sharma, Eastern Illinois University. See abstract [4B1]

2:00 PM – 2:15 PM

Reexamination of Gender Effects and Seating Position on Identification of Leader. **Lisa Kauffmann, Robert Kowsaluk, Kley Welsh, & Mindy Masterson**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [4B2]

2:15 PM – 2:30 PM

Re-Examining the Effects of Physiological Arousal on Interpersonal Attraction. **Stacey A. Ramser**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [4B3]

Session 4C

Moderator

Michael Boivin

**Casey Room
Indiana Wesleyan University**

1:45 PM – 2:00 PM

The Effect of Art and Word Valence on Memory. **Ginger E. King**. Sponsored by Dr. Ted Jaeger, Westminster College. See abstract [4C1]

2:00 PM – 2:15 PM

A Projective Assessment of Coping Strategies. **Michelle Fanslau & John Leonard**. Sponsored by Dr. Douglas A. Daugherty, Indiana Wesleyan University. See abstract [4C2]

Session 4D

Moderator

Vytenis Damusis

Effingham Room

Purdue University Calumet

1:45 PM – 2:00 PM

Effects of Self-esteem on Judgments About Academic Institutions. **Kristine M. McGinnis**. Sponsored by Dr. Roger L. Thomas, Franklin College. See abstract [4D1]

2:15 PM – 2:30 PM

Nutrition, Exercise and Self-Image in a Sample of College Women. **Susan Lloyd, Tammi Kerr, & Selly Adler**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. See abstract [4D2]

Session 4E

Moderator

Pamela Proptom

Martinsville Room

Depauw University

1:45 PM – 2:00 PM

An Analysis of the Relationship between Emotional Intelligence and Parenting Style. **Matthew T. Twehues**. Sponsored by Dr. Thomas L. Wilson, Bellarmine University. See abstract [4E1]

2:00 PM – 2:15 PM

Narcissism In Only-Children: The Influence of Indulgent Parenting. **C. Renie, M., Storm, & C. Aguirre**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [4E2]

2:15 PM – 2:30 PM

Antecedents of Attitudes Toward the Poor. **Chris L. Coryn**. Sponsored by Dr. Catherine Borshuk, Indiana University South Bend. See abstract [4E3]

Session 5P

Arcola/Tuscola Rooms

Moderator **Drew Appleby** Indiana University Purdue University Indianapolis

- Narcissism Among Male College Students: Are Wabash Fraternity Men or Non-Fraternity Men More Narcissistic? **Kevin Lowry**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [5P01]
- Relationships Between Locus of Control, Sense of Coherence, Aggression: Replication. **Pamela M. Lewis Reid**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P02]
- Personality Type, Life Satisfaction, and Private Wishes. **Jennifer Adkins**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P03]
- The Effect of Time on GPA. **Dustin Scott**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [5P04]
- The Effects of Similarity and Status on Influence. **Jason Bethay, John Crumacker, & Garrick Ledford**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [5P05]
- The Impact of SES and Style on Attraction. **Don J. Przygodski**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [5P06]
- Impact of Achievement Attitudes on Stress Levels in Relation to Gender. **Jamie L. Schaffer & Sarah M. Chappelow**. Sponsored by Dr. Mary Pritchard, University of Evansville. See abstract [5P07]
- Icing the Free-Throw Shooter: The Impact of Audience and Delay on Basketball Performance. **Daniel Roy & Andrew Roy**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [5P08]
- Exercise as a Moderator for Type A Driver Behavior. **Erin H. Smith**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P09]
- Social Influence in Attraction: Conformity Behavior in Rating Attractiveness. **Joseph A. DesJean & Jayson C. Martin**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [5P10]
- Story-book Reading to Preschoolers: Talk about Mental States. **John Buckley, Erin George, & Kirsten Runkle**. Sponsored by Dr. Anne Watson, Illinois Wesleyan University. See abstract [5P11]
- Sharing Behavior as a Function of Age and Sibling Interactions. **Nick Fanelli, Matt Abid, & Craig Hauptert**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [5P12]
- The relationship between Creativity and Birth Order & Gender. **Kenny Cook**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P13]
- Academic Self-Efficacy, Personality Type, and Grades: How Personality Type Relates to Academic Self-Efficacy and Grades. **Mona Zamber**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P14]
- Photographs and Memories. **Elizabeth A. Tatlock**. Sponsored by Dr. Jill Booker, University of Indianapolis. See abstract [5P15]
- Characteristics of Proustian Experiences Cued By Odors and Other Sensory Modalities. **Courtney A. Smith & Maria E. Harriman**. Sponsored by Dr. Jill Booker, University of Indianapolis. See abstract [5P16]
- Prevalence of eating disorders and media effects on members of Greek Organizations. **Sara Ray, Emilie Horenkamp, & Lindsay Moss**. Sponsored by Dr. Mary Pritchard, University of Evansville. See abstract [5P17]
- Relationship of Personality Type, Gender, and Empathy. **Tanya L. Cooper**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. See abstract [5P18]
- Athletics' Effect on Self-Esteem and Appearance. **Eric Buck**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [5P19]
- The Effects of Arousal on Implicit Memory. **Sean Hayes & Tony Unfried**. Sponsored by Dr. Robert Horton, Wabash College. See abstract [5P20]

[1A1] The Effects of Physical Attractiveness and Musical Stimuli on Impression Formation. **Khara R. Williams**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

In a between-subjects design, male undergraduates rated photographed females on the first six questions of Byrne's Interpersonal Judgment Scale and on a 7-point Likert Scale, rating the pictured female's attractiveness, while listening to alternative, avant-garde, or no music. Music was not found to have any effect on attractiveness. However, the attractive female was rated more favorably on five of the six questions of Byrne's Interpersonal and also on the 7-point scale.

[1A2] The Influence of Metacognitive Thinking on Students' Attributions and Predictions of Performance. **Kara M. Lidy**. Sponsored by Dr. Caridad Brito. Eastern Illinois University, Charleston, IL 61920.

Humans constantly attempt to attribute the causes of their behavior; academic institutions tend to emphasize the importance of performance, which may promote the attribution process and affect future performance. Metacognition, the process of reflecting on one's skills and abilities and the capacity to control and monitor them, may also have a positive effect on student's academic performance. Students from the Introduction to Psychology research pool will be tested. Of the participants, half will receive metacognitive training by completing a monitoring strategies checklist and half will receive no monitoring instruction. All participants will be given a reading comprehension task that will include two sets of passages, pre-rated for levels of low and high difficulty, followed by comprehension questions. Participants will then be asked to reflect on their performance and to predict their level of success/failure. Following this, feedback on their performance will be given. Participants will then be given a questionnaire asking them to rank possible attributions for their performance. It is hypothesized that metacognitive thinking will increase performance and the accuracy of performance predictions, as well as lead to attributions of performance that are more internal, or related to causes within the person, rather than external. It is also hypothesized that participants who engage in metacognitive thinking will attribute their performance more internally on harder tasks, as compared to those not trained in metacognitive thinking, who will attribute their performance on harder tasks to more external causes.

[1A3] Artificially Colored Food and Food Preferences Between Age Groups. **Meghan Volk**. Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

Research has examined the possibilities of relationships among the color of food and food preferences. The research that has been done is not extensive and there are many variables to examine with concern to how much the color of food impacts food preferences. The objective in the present study was to observe food preference as a function of food coloring and age of the participant. Food preference toward artificially colored food and naturally colored food was observed between two different age groups (12 and under, 18 and above). The hypothesis, there is a significant difference between the two age groups in the preference for abnormally colored food, will be discussed.

[1A4] Effects of Caffeine and Lighting on Long-term Memory. **Joshua D. Chastain**. Sponsored by Dr. Roger L. Thomas. Franklin College, Franklin, IN 46131.

The effects of caffeine and indoor lighting on long-term memory were tested using procedures based on Knez (1995) and Herz (1999). Randomly exposed to one of two lighting conditions (red or blue), subjects were assessed for mood and were presented an auditory list of one-syllable words. After a three minute retention interval recall for the word list was tested. Participants were assigned to groups of caffeine use and nonuse based on a dietary survey. Results are expected to show that caffeine and blue light conditions will significantly improve recall and mood scores.

[1B1] The Effect of Auditory Stimulation on Retrospective Time Estimation. **Alicia J. Marsh & Daren O. W. Norris**. Sponsored by Dr. Chi-en Hwang and Dr. Michael Firmin. Cedarville University, Cedarville, OH 45314.

The relationship between the amount of auditory stimulation and retrospective time estimation was examined in an experiment conducted on 61 college students. The students were presented with one of two auditory conditions and asked to estimate the time of the stimuli. It was found that the estimated time by those who listened to low-density stimuli was significantly longer than by those who listened to the high-density stimuli, though both groups over-estimated the actual length of the stimuli. Reasons for this are discussed.

[1B2] Does Your Personality Predict Your Favorite Color? The Relationship Between Enneagram Personality Type and Color Preferences. **Kimberly A. Muse & Shannon K. Bolte**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

Our experiment explored relationships between enneagram personality type and color preferences. One hundred people volunteered to participate in the experiment. Most were psychology students at Thomas More College, a small liberal arts college in Kentucky. Participants were asked to self-evaluate their personality type using the Palmer Enneagram Quiz and then select ten of ninety-six colored construction paper squares consisting of the colors black, white, blue, green, yellow, orange, red and violet. We hypothesized that color selection and preference of each individual participant would be influenced by his/her self-rated enneagram personality type and that, in general, one specific color of either black, white, blue, green, violet, red, yellow or orange would correspond to each of the nine enneagram personality types. Chi square analyses and a one-way analysis of variance indicated no significant relationship between enneagram personality type and color preference; however, some colors were chosen significantly more often and some less often than others by all participants. Personality types were not distributed in our sample as the literature would suggest, and this and other findings regarding color preference will be discussed.

[1B3] The Relationship Among Exercise Self-Efficacy, Academic Performance, and Academic Self-Efficacy. **Ryan L. Mitchell**. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Previous research on the relationship between exercise and academic performance has yielded inconsistent results. The current study was designed to examine the relationship among exercise self-efficacy, academic performance, and academic self-efficacy. Approximately 40 introductory psychology students completed two scales: an exercise self-efficacy scale, and an academic self-efficacy scale. Additionally, participants' cumulative grade point averages were obtained by accessing their academic records. The data will be analyzed using a series of Pearson product-moment correlation coefficients. It is hypothesized that there will be significant, positive correlations between all pairs of variables.

[1B4] Relationship Among Personality Types, Spirituality, and Religious or Spiritual Shifts. **Darlene R. Banks**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to investigate the relationship among personality types, spirituality, and religious or spiritual shifts. The participants will be asked to complete three questionnaires: The Myers-Briggs Type Indicator (MBTI), to measure personality types; The Spiritual Experience Index to measure spirituality maturity, and the Modified Carr Spiritual/Religious Shift scale. The sample for the research will consist of approximately 100 participants. The first independent variable is personality type as measured by the Myers-Briggs Type Indicator (MBTI). The second independent variable is level of spirituality (high, moderate, or low) will be measured by the Spiritual Experience Index. The dependent variable is the number of shifts in belief and will be measured by the Modified Carr Spiritual/Religious Shift Questionnaire. Hypotheses are: 1. Personality types who prefer ENFP AND INFP will report more shifts than ESTP and ISTP personality types. 2. Individuals who are high scores on SEI will experience more spiritual shifts than individuals who score low on the SEI. 3. Individuals who prefer ENFP and INFP personality type with high SEI scores will report more shifts than individuals who prefer ESTP and ISTP personality types with low SEI scores will report the fewest shifts

[1C1] The relationship Between Sense of Coherence, Locus of Control, Levels of Intimate Relationships, and Number of Sexual Partners. **Michelle A. Wood**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

Locus of Control and Sense of Coherence are often associated with purpose of life, levels of security, and future outcomes of people in general. Past research has found reason to believe that Locus of Control and Sense of Coherence can have a profound effect on a person engaging in intimate relationships and sexual activity. Research involving Sense of Coherence supports the idea that those who have a high Sense of Coherence can manage decisions and relationships more securely, feel meaning and worth in life, and remain clear headed and positive. Research involving Locus of Control has found links between neuroticism, low-subject well-being, low agreeableness, and anti-social personality. Since the lack of control is associated with an external Locus of Control, it was found that these persons were having a great deal of trouble forming secure intimate attachments and engaging in unsafe sexual activity. Sense of Coherence and Locus of Control has been examined at length and research was found to support links between relationship stability and engagement in sexual activity. By obtaining this information through empirical research enough information was collected to create a hypothesis regarding all of these variables previously discussed. The purpose of this study is to determine the relationship between Sense of Coherence, measured by the sense of Coherence scale; Locus of Control, measured by the Rotter Locus of Control Scale; A Relationship Scales Questionnaire used to determine the level of intimate relationships; a sexual partners questionnaire to measure the number of past sexual partners. The hypotheses are: 1. If there is a high Sense of Coherence, then the level of intimate relationship will increase. 2. If there is an internal Locus of Control, then the level of intimate relationship will increase. 3. If there is a high Sense of Coherence, then the number of sexual partners will decrease. 4. If there is an internal Locus of Control, then the number of sexual partners will decrease. 5. If there is a high Sense of Coherence and internal Locus of Control, then level of the intimate relationship will increase. 6. If there is a high Sense of Coherence and internal Locus of Control, then the number of sexual partners will decrease.

[1C2] Effects of Facilitated Educational Support Groups on Academic Self-Efficacy, Attrition, and Grades in Introductory Psychology. **Krista Jennings**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine the effects of facilitated educational support groups on academic self-efficacy, attrition, and grades in introductory psychology. Our premise is that student self-efficacy beliefs regarding academic performance can have important implications for improving learning environments, and consequently, student outcomes. Trained advanced psychology majors will facilitate experimental groups, consisting of 6-10 volunteer students from introductory psychology classes. The control groups will not have this intervention. Both groups will be administered an academic self-efficacy scale (Wood & Locke, 1987) at the beginning and at the end of the course. The Myers-Briggs Type Indicator will also be administered to determine a heterogeneous personality composition of the experimental groups. The sample consists of approximately 100 volunteer students. Our first hypothesis is that the experimental group participants will show a significant increase in academic self-efficacy over the control group participants. Our second hypothesis is that the experimental group participants will show significantly less attrition and higher final grades than the control group participants

[1C3] Civil Commitment of Sexual Offenders. **Amy Zeppenfeld, Katherine Briggs, Andrea Nelson, & Melissa Wagner.**

Sponsored by Dr. Charles Dolph. Cedarville University, Cedarville, OH 45314.

The civil commitment of sexual offenders is a controversial topic due to many psychological and legal issues regarding whether or not to commit offenders for an indefinite period of time. This project is a critical review of sixty articles on this and closely related subjects in order to determine whether or not sexual offenders should be committed. In order to form our opinion, we considered several aspects related to this issue including the cognitions of the offenders, the efficacy of treatment, the current status of civil commitment laws, and the legal precedents. After considering these issues, we determined that this issue must be dealt with on a case-by-case basis, determining whether or not the offender and society itself will benefit from indefinite incarceration.

[1C4] The Effects of a Demyelinating Disease on the Intermediate Stage of Sleep in Taiep Rats. **Samantha Barrios, Dr. Christopher Bloom, Michael Morrissey, & Maureen M. Sheikh.** Sponsored by Dr. A. Michael Anch. St. Louis University, St. Louis, MO 63103.

This study is a continuation of previous studies by Anch and Laposky (2000) examining the neurophysiological effects of demyelination on rat sleep. Our rats are myelin mutants with progressive demyelination of the central nervous system (CNS), resulting in five neurological symptoms: tremor, ataxia, immobility, epilepsy, and paralysis (taiep). The demyelination affects the brainstem, an area that is important in the control of sleep. This study compared the frequency of 22s epochs of intermediate stage (IS) sleep and paradoxical sleep (PS) between normal Sprague-Dawley rats and taiep mutant rats. IS is defined by a short-lasting episode represented in the EEG activity by cortical spindles, which was accompanied by theta activity in the hippocampus (Gottesmann, 1984). During IS the cerebellum is severely disconnected from the influences of the brainstem, and thalamo-cortical responsiveness is lower in IS than in other sleep waking stages. IS either precedes or follows PS. Mammalian PS is characterized by a low-voltage, mixed-frequency electrocorticogram (ECoG), synchronized hippocampal theta (HpTheta), skeletal muscle atonia and rapid eye movements (REMs) (Anch, 2000). Previous research by Anch et al. (2000) has demonstrated that taieps exhibit less PS than the normal Sprague-Dawley strain. Since the demyelination of the taieps disease affects the brainstem, an area that is central to the control of sleep, it was hypothesized that taieps would exhibit lower levels of IS, as the result of the connection with PS. Since the conduction of neurological activities is slower in taieps, normals should exhibit a higher frequency 22s epochs of IS and PS. In addition three other stages: waking (W), high-voltage (HS), and low-voltage (LS) were also examined. Since taieps exhibits characteristics of narcolepsy, we also hypothesized that taieps would exhibit less waking episodes, and more episodes of high-voltage sleep. This study was approved by the St. Louis University Animal Care Committee. Two taiep male rats (age approximately 6 to 9 months), and two age-matched normal Sprague-Dawley male rats were used for this study. Sleep was recorded electrophysiologically using epidural electrodes, surgically implanted under Forane anesthesia. Twelve hours of sleep was recorded for each rat during the 12:12 light cycle (7am to 7pm). All electrophysiological measures were recorded on a Grass model 78 polygraph, via an analog-to-digital converter which allowed for visual analysis and scoring of the data in 22s epochs on a Macintosh G3 computer. Epochs were scored as W, LS, HS, PS, PS1 (intermediate stage (IS)), or PS. Items were analyzed using SPSS. A Mann-Whitney U test was conducted to evaluate the hypothesis that taieps exhibit lower levels of intermediate stage and paradoxical sleep. The results of the test were significant for PS, $z = -2.021$, $p = .043$. IS was not found to be significant, $z = -.015$, n.s. These results are concurrent with the literature on PS that taieps exhibit less PS than the normal strain. Further tests may show that IS does differ significantly in taieps than in normals, which would be concurrent with the literature. Taiep rats and normal Sprague-Dawley rats also show significant differences for waking (W) $z = -2.383$, $p = .017$, high voltage (HS) $z = -2.912$, $p = .043$, and low voltage (LS) $z = -2.134$, $p = .033$. These results are concurrent with our secondary hypothesis. The results of this study, show a moderate positive correlation $.681$, $t(42) = 6.033$ $p = .000$ between IS and PS. This study lends further support for this notion.

[1D1] Exploring Conditions under which a Standard Personality Measure is Unreliable. **Ashley N. Albers.** Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

A split-half procedure was conducted using the Keirsey-Bates Temperament Sorter to illustrate the failed reliability of the personality test. Each subject experienced one of three conditions: a meditation, stimulating music, or silence. The seventy-question measure was randomly divided into two parts and each subject took the first half, followed by fifteen minutes of the assigned condition, and then immediately completed the second half of the measure. This experiment shows the dramatic effect environmental factors can have on the test results. By simply increasing the subjects' level of relaxation or altering their mood, individuals will respond differently to questions from the same personality measure.

[1D2] Examination of the Relationship Between the Own Race Bias and Facial Recognition. **Alicia H. Gibbons, Marife I. Bautista, & Brenda J. Roelofsen.** Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

The recognition capabilities of 22 subjects were examined in order to demonstrate the effects of the own race bias in distinguishing between individuals of the same and another race. The subjects were presented with headshots of 5 Caucasian and 5 African American males on a large projection screen. After a time lapse of 15 minutes, subjects were instructed to recognize the original 10 amid pictures of 25 Caucasian and 25 African American males. Subjects accurately distinguished between members of their own race significantly better than members of another race, supporting the own race bias hypothesis. Implications can be used when determining the strength that eyewitness testimonies should be given.

[1D3] Expressed Student Reasons for Majoring in Psychology and Academic Performance. **Deborah A. Miller & Erin Findley**. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

The association was studied between categorical content analyses of reasons expressed for entering study of psychology by over 100 graduating seniors and their performance on a nationally standardized achievement test in the discipline. The psychology majors were grouped according to three levels of the most commonly referenced reasons for entering as presented in their personal essays. The results suggest their achievement in and attitudes toward their discipline were strongly associated with reasons offered for their choice of psychology as a major. Students choosing psychology because of interest in the discipline itself were better academic performers, more interpersonally adept and produced more favorable evaluations of their professors.

[1D4] Correlation Between Social Interest and Recidivism in Criminals. **Rebekah M. Burtner, Emily Ebbinghaus, & Josh Stokes**. Sponsored by Dr. Michael J. Boivin. Indiana Wesleyan University, Marion, IN 46953.

In this study we are examining the relationship between psychopathy in criminals and Alfred Alder's theory of social interest. Psychopathy is a strong predictor of recidivism (Hare 1970). Psychopathy is best described as a lack of remorse, impulsive, poor behavioral controls and adult antisocial behavior (Hare 1993). Recidivism is described as returning to jail after committing another crime after being released. Social interest can best be described as an active interest in furthering mankind. We hypothesize that the lower a persons social interest level is the more likely they are to return to jail. The two measures that we administered were the Psychopathic Personality Inventory (PPI) and the Sulliman Scale of Social Interest (SSSI). These two measures were administered to Male offenders that are in jail. Study results may have implications in regard to recidivism rate in criminals.

[1E1] Potential Benefits of Positive Illusions: The Role of Self-Enhancement in Academic Motivation and Performance.

Jessica J. Dhom. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

A growing body of literature suggests that self-enhancement (i.e., an unrealistic overestimation) of one's ability may result in greater motivation, and thus, may enhance performance in achievement situations. Building on this area of research, the current study was designed to examine the relationship among self-enhancement, academic achievement motivation, and academic performance in a sample of undergraduate college students. Participants completed two scales: (a) an 8-item self-report survey developed by Robins and Beer (2001), used to assess self-perceived academic ability; and (b) a version of the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, Smith, Garcia, & McKeachie, 1993), used to assess motivational orientations and learning strategies. Academic performance was measured using a composite of the student's ACT score and college GPA. Self-enhancement scores, reflecting the discrepancy between self-perceived academic ability and actual academic ability, were computed using multiple regression analyses. Results are expected to show that self-enhancement will promote greater achievement motivation, a mediating factor, which will, in turn, enhance academic performance. Therefore, self-enhancing individuals should have higher motivational levels and higher actual performance than individuals who do not use (or are low in) self-enhancement.

[1E2] Effects of Implicit Priming on Narcissism and Self-Perception. **Christopher D. Buresh, Austin Schlie, & Chaz Mailey**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Implicit priming is the activation of memory by the implantation of ideas in people's minds that automatically, effortlessly, and without awareness influence how people interpret and recall events (Myers, 1999). Previous research has shown that individuals can be primed implicitly to exhibit high or low levels of trait-like characteristics (Skowronski, Carlston, & Isham, 1991). Narcissism is similar to many trait-like characteristics and is characterized by arrogant behavior, inflated beliefs about the self, and a lack of empathy towards others (Aktar and Thompson, 1982; Robins & John, 1997). In the current project, we investigate the impact of implicit priming on participants' levels of narcissism. Participants were assigned randomly to one of three groups. One group was primed with words or phrases characteristic of narcissism (eg. Superior, Powerful, Deserving, You deserve power, etc...), another group was primed with neutral words (ones that have no relation to personality; e.g. Pen, Spoon, Television, etc...), and the last group was primed with a period (e.g. "."). The computer program Inquizit was used to present the implicit prime to each group. After priming, the participants filled out a Narcissistic Personality Inventory (NPI) followed by a self-perception scale. We expect that those participants who were primed with words or phrases characteristic of narcissism will have higher NPI scores and display higher evaluation of self-perception from the self-perception scale than those primed with either the period or the neutral words.

[1E3] The Effects of Sex Role Orientation on Perceived Leadership. **Nathan L. Lundquist & Kevin P. Nolan**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Previous research suggests that psychological sex (i.e. masculine, feminine, or androgynous) can predict perceived leadership in group situations (i.e. Bem, 1974; & Spence, 1974). While masculine and androgynous participants are perceived as leaders in mixed-sex groups (i.e. Kolb, 1997; & Bem, 1974), in all-male groups androgyny is the single best predictor of leadership perceptions (Lundquist & Nolan, 2001). These findings demonstrate that the gender make-up in a group affects perceived leadership; however, no research has assessed the effects of daily environment on leadership perceptions. In the current project, we investigate the effects of environment on leadership perceptions in all-male groups. Thirty males from two different living environments (coed and single-sex) completed the BSRI and PAQ to determine sex-role orientation and then completed a small-group task (group size = 3). After the group task, subjects ranked their group members, including themselves, on perceived leadership. We will investigate which sex-role orientation best predicts perceived leadership in each environment. We expect that (1) participants from the all-male environment will perceive androgynous subjects as the best leaders and (2) participants from the coed environment will perceive masculine subjects as the best leaders.

[1E4] The Relationship Between Beliefs in Evil, Disposition to Forgive, and Transgression-Specific Measures of Forgiveness.

Jennifer R. Schultz, Christina Burke, & Megan Worby. Sponsored by Dr. Keith Wilson. Eastern Illinois University, Charleston, IL 61920.

Within recent years forgiveness has been associated with various aspects of religiosity (McCullough & Worthington, 1999). When people forgive (or feel forgiven) the experience evokes religious and spiritual thoughts, images and affects (McCullough & Worthington, 1999). One unexplored aspect of religiosity is beliefs in evil. Studies have found belief in an active Satan to be related to intolerance toward others (Wilson & Huff, 2001). This study explores the relationship between beliefs in evil, disposition to forgive and transgression-specific measures of forgiveness (e.g., a terrorist act). The Belief in an Active Satan Scale, the Forgiveness Attitudes Questionnaire and the Heartland Forgiveness Scale will be administered to 100 undergraduates at a mid-sized midwestern university. Correlational analyses will be conducted.

[2A1] The Effect of Racial Stereotypes on Decisions of Guilt. **David Perkins.** Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

The study examined the effect that racial stereotypes may have in decisions of guilt in criminal cases. The decisions of undergraduates were collected concerning a fictional court case. Using a 2 (race of defendant) x 2 (favorability of evidence) x 2 (stereotype arousing evidence) factorial design, evidence consistent or inconsistent with a racial stereotype was the primary factor of interest. Participants read 20 pieces of evidence concerning the criminal case and then estimated the guilt or innocence of the defendant while recalling all the evidence they could as well as the name and race of the defendant. Results suggest that race does play a role in decisions of guilt.

[2A2] The Correlation Between Spanking and Future Aggressive Behavior. **Hannah Hostetler, Krista Monin, Stacey Ramser, Laura Smalley, & Amanda Wyrick.** Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

The aggression levels of 43 undergraduate college students (36 female, 7 male) enrolled in a small liberal arts university in Louisville, Kentucky, were found using an aggression questionnaire in a controlled classroom environment. Subjects were run in two different groups and ranged in class status from freshman to senior. All subjects ranked their perceived level of aggression in a variety of circumstances then completed a second survey, in which they were instructed to state the likelihood that they would have been spanked in a variety of situations. Very little support was given to the widely held view that spanking leads to higher aggression levels. On the contrary, a slightly inverse relationship between the two was found giving some support to the hypothesis that spanking may actually decrease aggression levels.

[2A3] Frequency Of Domestic Violence, Counseling and Durability of the Abuser-Victim Relationship. **Sandra M. Heuer, Jamie L. Marcotte, Dawn C. Schuzer, & Amy L. Wagner.** Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

A telephone survey was conducted with 62 female domestic abuse victims of whom approximately one-third had experienced at least two or more episodes of abuse during the period of two years. Repeated victimization, entry into counseling - both by the abuser and victim, and additional surveyed factors were related to the durability of the relationship between abuser and victim. Younger women more likely to experience repeated episodes of abuse. The length and nature of the relationship prior to the latest violent episode and participation in counseling by the abuser were strong predictors of the maintenance of the relationship. Sample selection bias created by survey participant loss due to normal termination of their relationship to the abusers and relocation qualified the obtained results.

[2A4] First and Last Impressions and the Serial Position Effect. **Lori J. Twenhafel, Kristen M. Norton, & Whitney N. Johnston.** Sponsored by Dr. David K. Jones. Westminster College, Fulton, MO 65251.

Participants were given one of four lists that describe the characteristics of an imaginary person going in for an interview and were asked to rate the personality and overall impression of the person. Lists included a combination of positive and negative characteristics. Primacy and recency effects were studied to see how they affect initial impression formation, including in interview situations.

[2B1] Style, Similarity, and Attraction: Are Stylish People Considered Similar?. **Brian Drwecki.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Research suggests that tight clothes (Brown, Cash & Noles, 1986), clothes promoting socio-economic status (Hill, Nocks & Gardner, 1987), and appropriate apparel for people of authority (Hewitt & Karen 1987) all increase behavioral attraction to an individual. Interestingly, no studies have assessed how style (a particular peer group's belief at a specific point in time about how clothes should be worn to increase aesthetic quality) affects attraction. In a previous study a colleague and I found that stylish clothes increased behavioral attraction. In the current study I investigate the possibility that a perception of attitude similarity mediates the style-attraction link. In order to test this idea, participants were assigned randomly to one of four groups created by a 2 (style; high/low) X 2 (narrative/ no narrative) between-participants design. Participants expressed their attraction to an individual who dressed either stylishly or not and about whom they either received or did not receive information regarding the person's attitudes. I expect that participants will be more attracted to the highly stylish individual and that this attraction will be mediated by a perception of attitude similarity.

[2B2] Students' and Professors' Attitudes Toward College Students with Body Piercings. **Megan Woods**. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Although body piercing and tattooing have been practiced for thousands of years and in many cultures around the world, they have become increasingly popular in American culture. Most research until now has concentrated on the motivations for getting a body piercing or tattoo. My study was designed to examine the attitudes of students and professors toward other students with body piercings. I expect to find that students are more accepting of body piercings than professors are. Despite the negative stereotype associated with body piercings, I expect to find no difference in risk-taking behavior between students who have body piercings and those who do not have piercings.

[2B3] Reassessment of Traditional Sex-Role Stereotypes. **Aaron J. Vaughn & Ty B. Brumback**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

The current study explored a possible change of sex-role stereotypes resulted from the cultural changes over the past twenty-five years since the original studies using the Bem's Sex Role Inventory (BSRI). The BSRI provides indexes of masculine and feminine traits based on cultural stereotypes of the 70s. This study explored a more recent view of ideal male/female traits from a male perspective. Subjects were 40 male undergraduates at a private, conservative university in Midwest, and they aged from 18-24. Subjects were asked to rank the importance of 20 traits (10 male traits and 10 female traits) from the BSRI Short-Form. One-half of the subjects ranked the traits of an ideal female while the other half of subjects ranked the traits of an ideal male. Results suggested that cultural environment had some influence on sex-role stereotypes. Ideal feminine traits remained relatively constant as compared to the original BSRI norm. Ideal masculine traits showed increased endorsement of traditionally feminine traits. In terms of current perceptions conservative college-age males have a different set of male stereotype from what was originally defined in the BSRI.

[2B4] Children's Emotional Intelligence. **Jessica Benningfield**. Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

The study investigated children's emotional intelligence by examining ability to delay gratification across ages. Nine male and female children between the ages of 3 and 6 years participated. The data were collected by watching subjects through a two-way mirror and timing the children's ability to delay gratification. Results from an independent samples t-test on the latency of delaying gratification were inconclusive. Walter Mischel's study had a similar technique that dealt solely with four-year-old children. The present results are discussed in relation to past studies of delayed gratification in children.

[2C1] Determining the Diagnostic Accuracy of the Learning Behaviors Scale & the Adjustment Scales for Children and Adolescents: Differentiating Emotional and Learning Disabilities in Children. **Amanda M. Kearney**. Sponsored by Dr. Gary Canivez. Eastern Illinois University, Charleston, IL 61920.

The ability of the Learning Behavior Scale (LBS) and the Adjustment Scales for Children and Adolescents (ASCA) to accurately identify groups of learning disabled, emotionally disabled, and normal children is presented. The ASCA and LBS are utilized by education professionals to assess specific learning and behavioral difficulties. The primary goal of the research is to determine whether the ASCA and LBS can provide sufficient information to differentiate children with learning or emotional disabilities from those without. Teachers have completed approximately 200 scales on children in their classrooms. A multivariate discriminant function analysis with diagnostic efficiency statistics was performed to analyze the data (Kessel & Zimmerman, 1993). Complete results are expected by May 1, 2002.

[2C2] The Mnemonic Function of Goal Orientation's Effect on Memory. **Dennis J. Finch, Jr.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Extensive research has investigated ways to enhance implicit and explicit memory. Implicit memory is memory of events, objects, or experiences that can be recognized but not necessarily recalled unless certain cues are present (Berger, 2000). Explicit memory is conscious or intentional recognition of previously studied information (Berg, 1997), information that is available for instant recall (Berger, 2000). Previous research suggests that visual and verbal representations (i.e., pictures, captions) can serve the mnemonic function of enhancing memory (Daneman, 1995). I wondered whether goal orientation could serve a similar mnemonic function. A goal orientation is the purpose that an individual ascribes to remembering something (Patrick, 1999), and different goal orientations are crucial to different levels of cognitive processing (Erdley, 1999). I reasoned that accuracy goals encourage deeper processing than speed goals. In the current project, I investigate the impact of goal orientation on implicit and explicit memory. Participants were assigned randomly to either a speed or accuracy goal orientation, and were asked to perform a verbal matching task. After completing the verbal matching task, participants were assessed on either implicit or explicit memory. I expect that participants who are given an accuracy goal will perform better on both implicit and explicit memory assessments than those given a speed goal. Also, I expect that all participants, regardless of goal orientation, will exhibit more accurate implicit, as compared to explicit, memory.

[2C3] The Relationship Among Religiosity, Moral Development, and Personal Values. **Shannon Hollinger**. Sponsored by Dr. Caridad Brito. Eastern Illinois University, Charleston, IL 61920.

The purpose of the present study was to examine the relationship among religiosity, moral development, and personal values. Three religiosity scales were used to measure (1) the amount of time spent in religious activities, (2) the connectedness to a Supreme Being, and (3) the love of neighbors. In addition, levels of moral development and personal values were assessed. The hypotheses being examined are: (1) if subjects score high on the connectedness to a Supreme Being and the love of neighbors then their personal values will be other oriented, and (2) if subjects score low on the connectedness to a Supreme Being and the love of neighbors then their personal values will be materialistic.

[2C4] The Effects of Birth Order and Personality Type on Academic Self-Efficacy (Replication). **Nicolas Trillos**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to investigate the effects of birth order, asked on a brief questionnaire, and personality type measured by the Myers-Briggs Type Indicator (Form M), on academic self-efficacy, that will be measured with the questionnaires derived from a Wood and Locke (1987) article. The independent variables will be the participants' type, and birth order. The dependent variable is academic self-efficacy. The hypotheses are: 1. Participants who are first born will report a higher academic self-efficacy and later born will report a lower academic self-efficacy. 2. People that are more extroverted will report a lower academic self-efficacy. 3. First born who are introverted will report a higher academic self-efficacy than the later born participants who are extroverted.

[2D1] Learned Helplessness: The Effects of Failure on Test-taking. **Sarah J. Clark & Margaret E. Copella**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

Our study tested learned helplessness and its effect on test taking. Learned helplessness has been a curious phenomenon to psychologists for many years, but it has not been widely researched in the area of test-taking, according to the research we found. In our study, we wished to find a direct correlation between learned helplessness and performance with regards to the pressures of test-taking. We gave students one of two tests, one of which began with extremely difficult questions and the other beginning with easy questions, using revised versions of the Shipley Cognitive Scales: Research Edition. We hypothesized that those who took the test with starting questions that were difficult would get easily frustrated and possibly doubt their intellectual ability, causing them to miss more easy questions than those who took the test starting with the easy questions. Our results found our hypothesis to be true. This study could also be applied to other standardized tests such as the GRE, where learned helplessness could be a huge factor in the score. We recommend performing research similar to ours on some of these other tests to determine if they are affected by learned helplessness in the same way that our test was affected.

[2D2] Hope DOES Spring Eternal: Predicting Freshman Retention Using Snyder's Hope Scale. **Kyle J. Behymer, & Kelly L. Schout**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this study was to evaluate characteristics of freshman retention at Thomas More College, a small liberal arts institution, using C.R. Snyder's Hope Scale (HS). Data was collected on mandatory testing days for 1999 and 2000 freshmen. Freshmen from both the 1999 and 2000 samples who scored higher on the HS Agency sub-scores (which reflect a student's belief that they will be able to achieve their goals) were more likely to return in the Fall. Freshmen from both the 1999 and 2000 samples who returned in the Fall of the ensuing year also had higher GPAs than those who did not return. GPA and Agency scores were positively correlated in both of the samples, consistent with the findings that both higher GPA and Agency sub-scores relate to Fall-to-Fall retention. As hypothesized, Hope Scale scores are related to retention, as the returning students had significantly higher scores on the Agency subscale of the Hope Scale than those who did not return. Discussion will include research about enhancing a student's belief that he/she can achieve goals.

[2D3] Testing the Leniency Bias: Comparing Criminal and Civil Litigation. **Jennifer Carmichael**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

The "leniency bias" found within American juries has been studied extensively in the criminal justice system. However, very little research has investigated this phenomenon in civil juries. In Experiment 1, participants were separated into individual deliberation and group deliberation conditions and read a criminal case of vehicular homicide. Participants then completed questionnaires in which they were to arrive at a verdict. If they found the defendant guilty, participants were further instructed to determine an appropriate sentence. In Experiment 2, participants in the same two conditions were asked to read a civil case involving a traffic accident with injuries. Participants then completed questionnaires in which they determined which party was at fault, and awarded appropriate damages. Results focus on a comparison of the leniency bias in criminal juries with that found in civil juries.

[2D4] The "Arousal Effect": An Alternative Approach to the Mozart Effect. **Melecio Gonzalez, Jr., Glenn E. Smith, IV, & David W. Stockwell**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

An extensive amount of literature discusses the possible effects of music on performance. Increased performance on spatial tests after listening to Mozart has been termed the Mozart Effect. However, there is a controversy over whether or not the Mozart Effect actually exists. Some research has suggested that increased spatial test performance after listening to music is due to a heightened arousal and not to listening to Mozart specifically. Thus, increased spatial test performance after being aroused has alternatively been dubbed the Arousal Effect. In this study, we sampled elementary students in order to test the Arousal Effect/Mozart Effect. We assigned participants randomly to (1) listen to Mozart, (2) play active games, or (3) sit in silence prior to completing a spatial abilities task. We expected that (1) both the Mozart and active groups would perform better on the spatial test than the control group and (2) that the active group would perform better on the spatial test than the Mozart group.

[2E1] The Effect of Loneliness and Locus of Control on Aggression. **Amber C. Weaver**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

This study set's out to determine the effects of loneliness and Locus of Control on aggression. Approximately 100 subjects will participate in this study. Each will be given 3 questionnaires. These are the UCLA Loneliness Scale version 3, Rotter's Locus of Control, and the Hostility-Guilt Inventory. These will be used to test these hypotheses: 1. Participants who score high in loneliness will score high on aggression. 2. Those who score high on externality will score high on aggression. 3. Those that score high on both loneliness and externality will score high on aggression

[2E2] Personality Type and Sense of Coherence Influences Over Communication Apprehension. **Alberto F. Mattos**.

Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine if personality type and sense of coherence in individuals influences the levels of communication apprehension. Our premise is that when people possess greater sense of coherence about life situations, they will also have better chances to cope with stress and reduce communication apprehension. Consequently, they improve personal coping skills. The sample consists of 100 volunteer students. The participating volunteer students will take the Myers-Briggs Type Indicator to determine the personality type as well as the Orientation to Life Questionnaire (Antonovsky, 1987) to determine the level of sense of coherence, and finally the Personal Report of Communication Apprehension (PRCA-24), (Beatty, 1994) to determine the low, medium or high level of the individual. Our first hypothesis consists of attributing higher levels of communication apprehension to introverted sensing types. Our second hypothesis consists that individuals having higher sense of coherence display less communication apprehension. Finally, introverted sensing types who report low sense of coherence will report higher levels of communication apprehension than other personality types who report higher sense of coherence.

[2E3] Personality Differences and Affiliation. **Shaun D. Howard & Sarah Clements**. Sponsored by Dr. Maria S. McLean.

Thomas More College, Crestview Hills, KY 41017.

In 1969 Shapiro and Alexander examined personality differences and affiliation habits in anxiety producing situations. Shapiro and Alexander found that in anxious situations introverts prefer to wait alone and extroverts prefer to wait in a group. The current study also examined the affiliation tendencies of different personality types. Participants were asked to complete Coon's (1994) introversion and extroversion questionnaire. Participants were then told they were going to receive an electrical shock and asked whether they preferred to wait alone or in a group before receiving the shock. The hypothesis that introverts would prefer to wait alone and extroverts would prefer to wait in a group was not supported. A significant interaction was found for gender and personality type. Specifically female extroverts tended to wait in a group while male extroverts tended to wait alone. Overall females preferred to wait in a group more than males. A second phase of the study was conducted to assess the validity of Coon's introversion and extroversion scale. The study compared the introversion and extroversion scores for Coon's scale to scores on the Myers-Briggs Type Indicator. A significant correlation of $r = +.601$ was found. The validity of Coon's introversion and extroversion scale is evaluated and study results are discussed in light of other introversion extroversion research.

[2E4] Personality measures: Construct validity of the 16PF and NEO PI-R. **Crystal M. Pipher**. Sponsored by Dr. Gary

Canivez. Eastern Illinois University, Charleston, IL 61920.

This study of construct validity centers around two popular personality tests, the fifth edition of the 16PF and the NEO PI-R. Our findings support the hypothesis that the five second-order 16PF scales and Big Five factors of the NEO PI-R are theoretically similar and thus provide moderate to high correlations.

[3A1] Climactic Affecters of Seasonal Mood Changes. **Trevor A. Hall**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Several findings suggest that people's moods are adversely affected by weather changes and that light patterns may be the ultimate cause of that effect; these studies illustrate that circadian light treatments have alleviated seasonal mood change symptoms (Postolache, 1998); emergency-room visits for depression are highly correlated to inclement weather (Brier, 1983); similarly, changes in work shifts away from an accustomed circadian pattern decrease worker productivity (Moog, 1987). My current study aims to discover the relationship between a person's level of seasonal mood change and the circadian difference between their hometown's and current location's weather. Two hundred Indiana college students volunteered to complete a seasonal mood change scale, a sixteen-question measurement of seasonal mood change using participant recall, and give their hometown, current town of residence, and demographic information. The scores from the various scales were compared to the difference between the latitude of their current location and that of their hometown. My hypothesis is that originally-southern participants in a northern environment will show higher levels of seasonal mood change than northerners in a northern environment because the latter has grown accustomed to the seasonal light patterns of the area; that is to say, I expect there to be a direct proportion between the scale score and the difference between latitudes.

[3A2] Viewing Violence and Helping Behavior. **Kristopher L. Klippel & Geoffrey A. Bleau**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Anderson (1997) found that viewing violent materials creates aggressive tendencies in people, and that these tendencies reduce the likelihood of positive helping behavior. Additional research states that people who are in a positive mood are more likely to help than people who are in neutral or negative moods (Stanhope, Bell, & Parker-Cohen, 1987). This study examines the relationship of violence with positive, negative, or no mood manipulation as a function of the reported anger and observed helping behavior. Sixty randomly assigned participants will be grouped in the positive, negative, or neutral mood; the determined mood is computed by the manipulation and the type of video. To manipulate the participants mood, we collect an essay they write during the study and either give them a gift certificate to induce a positive mood, tear the essay in half to induce a negative mood, or provide no response. Participants' helping behavior – a behavior which directly benefits another person – will be observed, checked with the influencing conditions, and self-evaluated on a 10-point scale consisting of five questions (no inquiries were repeated). We predict that as anger levels increase, the participants' eagerness to help will consequently decrease.

[3A3] Influence of an Altruistic Presenter versus that of a Selfish Presenter. **Eric S. Hoy, Laura Kotlowski, & Molly Gibson.**

Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

The purpose of this experiment will be to determine whether an altruistic individual has a greater influence over participants' attitudes than a selfish individual. Thirty volunteers from Purdue University Calumet's undergraduate psychology department will be randomly assigned to one of two groups. Each group will watch a video that will present identical segments of an actress speaking about animal rights. The actress will portray herself as selfish in the introduction of one video, and altruistic in the other. After watching a video, the participants will complete an altruism and an animal rights questionnaire. An independent samples t test will be used to determine if there is a statistically significant difference between the responses of the two groups.

[3A4] Do Student Beliefs Predict Actions? A Comparison of Two Colleges. **Jennifer J. Wood.** Sponsored by Dr. Michael Firmin. Cedarville University, Cedarville, OH 45314.

This is a follow-up of the Knauer & Wood (2000) study which was presented at the MAUPRC. It is based on Richard LaPiere's 1934 study "Attitudes Vs. Actions," which shows that there is a discrepancy between people's beliefs and their behavior. Knauer and Wood's (2000) research found that Cedarville College students' strong opposition to abortion did not predict behavior to assist a local Crisis Pregnancy Center. The continuation of the study took place at Antioch College and involved volunteer work at Planned Parenthood, which represents a pro-choice view of abortion. Data collection is currently in process and is expected to complete by the end of March. Results from the two schools will be compared.

[3B1] To Motivate or Not To Motivate: How Professors Affect School Performance. **Jennifer L. Krietemeyer.** Sponsored by Dr. David L. Jaquess. University of Southern Indiana, Evansville, IN 47712.

Quasi-experimental study examines relationships between professor behavior and student motivation. Past research found that task significance (Bloom, Yorges, & Ruhl, 2000), immediacy (Gorham & Millette, 1997), communication (Jaasma & Koper, 1999), authoritativeness (Barker, 2001), and matching effort with challenge (Nichols & Steffy, 1999) positively related to motivation. This study examines these variables, plus student and professor gender, and major versus non-major class status. Upper-level college students will complete questionnaires about these variables for classes eliciting high and low motivation. Statistical analysis includes MANOVA with post hoc analyses. Utilization of results may improve faculty-student interactions and enhance effective teaching in post-secondary education.

[3B2] An Evaluation of the Relationships Among Quality of Life, Spiritual Beliefs and Support, Neuropsychological Functioning, and Immunological Response in Women Affected by Polycystic Ovary Syndrome. **Amy Phillips, Amanda Johnson, Melissa Rowe, & Michael Sawvel.** Sponsored by Dr. Michael J. Boivin. Indiana Wesleyan University, Marion, IN 46953.

The principal purpose of the present study is to examine the relationship between Quality of Life measures, (emotional well-being, spiritual well-being, fatigue, stress, quality of sleep) neuropsychological functioning (e.g. sensory/motor acuity, attention capacity, memory, problem solving, reasoning by analogy, executive function, overall cognitive ability), androgen and insulin resistance blood levels, and immunological functioning (e.g. a profile of the amount of various type of TH cells, used by the body to fight off infection and disease) in women affected by polycystic ovary syndrome (PCOS). In assessing and evaluating the interrelationships between the spiritual, emotional, psychological, neuropsychological, and immunological domains, we hope to understand how a woman's sources of social support impacts upon these areas for women affected by polycystic ovary syndrome.

[3B3] Gender Differences in Mate Selection: A Replication. **Andrew W. Carrico.** Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

During the last 50 years research has reported gender differences in mate selection characteristics. Men have traditionally rated physical attraction higher than women, and women have consistently rated financial stability higher than men. These gender differences have been explained using theories of evolutionary psychology and the structural powerlessness theory. The present study tested the structural powerlessness model theory. A sample of college students (N= 59) was asked to complete a questionnaire that contained questions concerning projected earning income and rate of importance of specific characteristics desired for a mate. The results were not significant, but conclusions were determined to be not definitive.

[3B4] Racial Attitudes as a Function of High School Diversity. **Sean Baylor, Jesse Becerra, & Aqualus Gordon.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Previous research by Black-Gutman and Hickson has shown that racial attitudes are learned due to early environment. Another study by Sherif shows that racial attitudes can be learned and unlearned as well. This study will use 100 high school students sampled from two different high schools with noticeably different racial diversity in order to confirm this past research. Students in both schools will be given either a photograph of a black male or a photograph of a white male and will be asked to evaluate the male in the photograph for positive and negative personal characteristics. We will also assess whether the racial makeup of smaller group activities and sports have affected the racial attitudes of the participants. Specifically, we believe that those who participate in diverse groups/sports teams will have more positive racial attitudes than those who participate in less diverse groups/sports groups. If our hypothesis is correct, it will suggest that one can improve racial attitudes by exposing children to diversity, more specifically to a diverse high school.

[3C1] Self-assessment of Computer Expertise as a Predictor of Actual Expertise. **Jesse L. Walker**. Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

The viability of using a self-assessment of personal computer expertise to predict actual performance on personal computers was investigated. Subjects were asked a series of questions in order to assess their computer skills on a rating scale (1-10). Subjects were then asked to demonstrate how well they perform on a ten-tiered list of tasks that could be done on a personal computer regardless of operating system. The results indicated that self assessment can be effectively used as a predictor for actual performance on personal computers. This study was conducted to provide correlational ground work for further research in the transfer of computer expertise across multiple computing platforms.

[3C2] Accuracy and Specificity in Eyewitness Testimony and the Effects of Awareness. **Lacy Ford, Shannon M. Lanham, Leslye Adams, Rachelle Ackerman, & LaQuita Arvin**. Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

This study was conducted to measure the accuracy and specificity of memory for a crime committed in a classroom. Recall of crime details was tested under two awareness conditions. Thirty-four undergraduate psychology students participated in the study in one of two groups. One group was unaware that the crime was going to take place and the second group was instructed that a crime was going to occur. Subjects were then given a survey that asked questions about the perpetrator and their physical attributes as well as the item stolen in the crime. The results indicated a significant relationship between levels of awareness and the specificity of eyewitness testimony.

[3C3] Get on the Banana Boat! A Study on Priming and Network Theory. **Whitney N. Johnston & Lori J. Twenhafel**. Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

The 33 participants were divided into four groups and asked to perform a word recognition task. Half of the participants began by smelling a cup of Coppertone and recording any memories it provoked. Next, all the participants were seated at a computer and instructed to press "y" if the letter string that appeared on the monitor formed a word and "n" if it did not. For half the participants the words were beach related; for the other half the words were randomly chosen. It was found that the beach-related words were identified significantly faster and that identification of the words after smelling Coppertone was significantly faster.

[3C4] Effects of Presentation Type and Physical Density on Mood Contagion. **Kathryn A. York**. Sponsored by Dr. Roger L. Thomas. Franklin College, Franklin, IN 46131.

This study employed a 2x2 independent groups design (audio vs. audiovisual presentation; low vs. high physical density) to test the hypothesis that mood contagion effects would be greatest in the audiovisual/high-density condition. Participants either listened to or listened to and watched a humorous video clip. They were tested in groups of two (low density) or four (high density) in a small room. Mood questionnaires were administered before and after presentation of the stimuli. Results are expected to show that positive mood scores will be higher in the audiovisual/high density condition than in the other three groups.

[3D1] The Face as a Spatial Frame of Reference. **Sandra R. Schaeffer & Kim Vu**. Sponsored by Dr. David Pick. Purdue University Calumet, Hammond, IN 46323.

Hommel and Lippa (1995) reported a left-right compatibility effect using a tilted picture of a face as a frame of reference. Proctor and Pick (1999) replicated the original finding using a variety of face and face-like stimuli. The human face appears to be a unique stimulus (Farah, Wilson, Drain, and Tanaka, 1998) and the effect could be due to the special nature of faces. The experiment reported here, used 48 introductory psychology students who responded to spatial stimuli presented on a tilted background of a face, a picture of a pumpkin, a Volkswagen Beetle, and a road sign. Converging evidence was obtained in favor of the idea that faces are special stimuli and the effect is limited to face-like stimuli.

[3D2] Susceptibility to Auditory vs. Audiovisual Distractions in Young Adults. **Shauna Marie Moore**. Sponsored by Dr. Roger L. Thomas. Franklin College, Franklin, IN 46131.

This experiment tested the hypothesis that while performing a working memory task participants will perform better in an audio distraction condition than an audiovisual distraction condition, but that this observation may depend on the participants' specific level of distractibility. Participants from psychology classes were given five minutes to work on a word-search puzzle which was used to assign participants to low- or high-distractibility conditions. Participants then were presented a five minute movie clip (either sound only or sound and picture) while they read a short story. Then memory for the story was tested. Results are expected to show that memory scores will be lower for the auditory distraction condition than for the audiovisual condition and that high-distractible participants will have lower memory scores than low-distractible participants.

[3D3] Tolerance to Violent Content in Television and Movies Among College Students from Christian and Non-Christian Campuses. **Brian Hill, Elizabeth Whitley, & Erin Wilson.** Sponsored by Dr. Chi-en Hwang, Cedarville University, Cedarville, OH 45314.

This research examines the link between violent television/movie content and actions/attitudes relating to desensitization. The purpose of the study is to explore the variables of Christian versus non-Christian college populations and male versus female populations in comparison with scores obtained on the Tolerance Questionnaire. The questionnaire contains 22 Likert-scale questions focused on both attitude toward and exposure to violent television/movie content. A high score on the questionnaire indicates high tolerance toward violent content. We found a significant correlation between hours of television, number of movies watched and level of tolerance toward violent content. A significant difference in tolerance level was also found between males and females, and between college students from Christian and non-Christian campuses.

[3D4] The Relationship Between Personality Type, Self-Monitoring, and Psychological Boundaries. **Jami Robinson.** Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of my research, is to find the relationship between the Myers-Briggs Type Indicator, the Self-Monitoring Scale, and the Boundary Questionnaire. The three questionnaires will be administered to approximately 100 volunteers from introductory level psychology classes. Personality type is the first independent variable and the second is self-monitoring. My dependent variable is psychological boundaries. My hypotheses are as follows: 1. ENP's will score higher on the boundary questionnaire. 2. High self-monitors will score higher on the boundary questionnaire than will low self-monitors. 3. ENP's who score high on self-monitoring will score higher on the boundary questionnaire.

[3E1] The roles of forgiveness and guilt on mental health and illness. **James P. Stitzel.** Sponsored by Dr. Charles Dolph. Cedarville University, Cedarville, OH 45314.

This article is a review of over 50 studies conducting in the past 10 years on the issue of forgiveness. Unforgiveness has long-term consequences on overall physical and mental health. Numerous studies have documented many of the physiological and mental reactions to anger and hostility resulting from unforgiveness. These reactions include stress, guilt, and increased allostatic load as well as reduced levels of empathy, humility, agreeableness, and emotional stability. Dispositional and personality traits are also important in the process of forgiveness. Additionally, research has been done on the differences between Type A and Type B behaviors and age differences on overall stress levels and ability to forgive. Religious factors also play a crucial role in the level and willingness of individuals to forgive an offender.

[3E2] The Relationship Between Gender Roles and Attitudes Toward Abusive Relationships. **Deanna Kozlowski.** Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

The current study was designed to examine the relationship between hypermasculine or hyperfeminine gender role and attitudes toward abuse in partner relationships. Approximately 50 introductory psychology students completed a hypermasculinity scale (for male participants) or a hyperfemininity scale (for female participants) and a scale assessing their attitudes toward abusive relationships. Pearson product-moment correlation coefficients will be calculated to examine the relationships between the scores. I expect to find that men who score high on the masculinity scale and women who score high on the femininity scale will tend to find abuse more acceptable than participants who score low on these scales.

[3E3] Assessing the Effects of Conditioned Emotional Arousal on Explicit Memory. **Brian MacLaughlin.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Previous research suggests that the ability for individuals to recall words, images, and events seems to be enhanced when these words are linked to an emotional stimulus (see, B. Hedge, B. Mac Laughlin, D. Sweet, 2001; Guy, 2000; Tay, 1995). This theory is part of a larger integrative theory of cognition and emotion, which suggests that emotions affect memory when information is processed either heuristically or substantively. In order to further test the relation between emotion and memory, 40 students from a small, Midwestern liberal arts college, ranging in age from 18-22 years old were randomly assigned into one of 4 groups, created by a 2 (emotional significance of images) x 2 (speed of images) experimental design. All participants saw the images along with 25 random words. Half of the participants viewed emotional images; the remaining half viewed non-emotional images. Further, half of the participants in each group viewed the images for 1 sec., whereas the remaining half viewed the images for 3 sec. Each word was shown for 3 sec. Participants were then asked to recall the words that they had viewed. I expect to find (1) that the participants who view the emotionally significant images will be able to freely recall more words than those who view non-emotional images and (2) that the amount of time that the images were shown will have no effect on free recall of words. This pattern of data would suggest that the emotionality of the images enhances memory via a conditioning process, a process that is consistent with the integrative theory of cognition and emotion.

[3E4] The September 11 Crisis and American Beliefs and Stereotypes. **Tracy D. Hurley**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

This study examined the effects of crisis on American beliefs. Just as Pearl Harbor affected public opinions in Seago's (1947) classic study, it was hypothesized that the terrorist attacks in America on September 11, 2001 would have significant effects on stereotypes and ratings of groups such as the Taliban and Al Qaeda and that the participants would discriminate between these groups and Afghans and Muslims. It was further hypothesized that current opinions about African Americans, Japanese, and Germans would be higher than in the original Seago study. Fifty-six participants, 24 males and 32 females, with an average age of 22.98 years, were given three surveys. Data analysis indicated that Afghanistan and Muslims were rated significantly higher than the Taliban and Al Qaeda. American allies such as Canada and Great Britain received highest ratings, and German, Japanese, Muslim, American, African American, British, Christian, and Jewish individuals were all described with more positive adjectives than groups such as the Taliban and Afghans. Results are discussed in light of research on stereotype formation and perceptions.

[4A1] Narcissism and Leadership. **Eric M. Rowan**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

The Dorlands Illustrated Medical Dictionary defines narcissism as, "dominant interest in oneself; the state in which ego is invested in oneself, rather than in another person; self-love." A study by Hill 1998, looked at the different levels of narcissism among leaders within a community. He found that leaders who are considered to be of higher status had higher levels of narcissism than those of lower status did. Similarly, Finch & Rowan found that the college seniors were more narcissistic than sophomores did. This is compared to Hill in that seniors are viewed as a higher status than sophomores who have only been at the college for just over one year. It can be concluded from these two studies that narcissists have a need for authority and leadership. Since authority and leadership are related to narcissism it may be believed that leaders of a small group are more narcissistic than the group members. However, a study by Smalley and Stake 1996, may contain evidence that shows other wise, they found that people with high levels of narcissism were more likely to become aggressive toward an evaluator when given negative feedback. This led me to the question of what would happen to a person who has a need for authority and leadership was denied a leadership position? To test this question a small group atmosphere was created by having participants take part in a teamwork activity called Traffic Jam, which required them to work together to achieve this task without using verbal communication. Participants were then asked to choose a leader from among the group to be the official leader of the next event. However, the participants were unaware that half the group had been randomly assigned to receive the leadership position. My hypothesis is that those who were not chosen to be the leader would have higher narcissism levels because they will feel their abilities threatened.

[4A2] Shifts in Personality of College Students Falling in Love: A Replication. **Maria C. Larson**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

This study examined changes in personality of males and females in love using Myers-Briggs Type Indicator (MBTI). The MBTI was administered to students enrolled in psychology classes at Indiana University Purdue University at Indianapolis (IUPUI). The first independent variable measured was the emotional state of students under normal emotional state, and under the state of love. For the purpose of this study, the emphasis was to study changes in personality, during the initial stages when a person falls "passionately in love" and experiences the more extreme responses to the other such as that sense of euphoria, anticipation, fear, anxiety, excitement, and intense longing experienced when an individual initially falls in "love". The second independent variable was gender. The dependent variable was shift in personality. It was predicted that students would have a shift in personality towards being more extraverted, intuitive, feeling, and perceptive (ENFP) when in the state of passionate love than when not in love. This shift toward ENFP was expected to be greater for males than for females due to males experiencing a greater increase in self-esteem than females when in love.

[4A3] The Relationship Between Language and Phonological Short-Term Memory. **Heather M. Day**. Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

Children at a local day care center were given several different tests to examine the relationships between receptive language and phonological short-term memory. Receptive language was measured with the Peabody Picture Vocabulary Test. Phonological short-term memory was measured by how well the children repeated back pseudowords. Based on the data collected to date, there is a positive relationship between scores on the PPVT and phonological short-term memory. This suggests that the longer you can hold sounds, the better your vocabulary should be. Further relationships will be discussed.

[4B1] The Relationship between Global Teaching Strategies, Immediacy Behaviors and Student Learning. **Christine Tejjido & Rebecca Carr**. Sponsored by Dr. Anu Sharma. Eastern Illinois University, Charleston, IL 61920.

The present study examined the relationship between global teaching strategies and immediacy behaviors and their effects on student learning. A sample of undergraduate students was recruited to complete surveys assessing teacher immediacy behaviors, global teaching strategies, and student learning. Preliminary analyses of data revealed that the student-centered approach was highly correlated with immediacy behaviors and student learning variables, and that student gender and year in school were correlated with perception of teaching strategy, amount of effort expended, and expected course grade. A conclusion can be drawn that students whose teachers employ a highly student-centered teaching approach are more motivated, expend more effort, give positive evaluations to teacher and course, and expect a higher grade.

[4B2] Reexamination of Gender Effects and Seating Position on Identification of Leader. **Lisa Kauffmann, Robert Kowsaluk, Kley Welsh, & Mindy Masterson.** Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

The present study examined the relationships among gender, seating position, and perception of a group leader. Each of four groups of subjects was exposed to one of four photographic conditions in which the seating position and the gender of the model at the head of the table were manipulated. Significant results revealed that the head of the table is generally perceived to be the group leader, except when the head of the table is female.

[4B3] Re-Examining the Effects of Physiological Arousal on Interpersonal Attraction. **Stacey A. Ramser.** Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

Attraction and Thematic Apperception Test (TAT) scores were obtained from 29 female introductory psychology students in a small liberal arts university in Louisville, Kentucky. Subjects, ranging in class status from freshman to senior, were run in either a physiologically arousing or control condition, in which each subject rated a variety of males on their personal attractiveness. Subjects were also asked to indicate the events, thoughts, and feelings she believed the model was expressing in each of 2 ambiguous pictures. Little support was given to the previously obtained effect of physiological arousal on interpersonal attraction. Further replication is necessary if one were to draw strong generalizations.

[4C1] The Effect of Art and Word Valence on Memory. **Ginger E. King.** Sponsored by Dr. Ted Jaeger. Westminster College, Fulton, MO 65251.

In this experiment, the memory of 40 participants for either positively (e.g., fun) or negatively (e.g., dreary) valenced words was studied. Each participant first examined and rated either positively or negatively valenced art work. Then a list of 12 words were presented and immediate written recall was made. Based on the person positivity bias, it was predicted that the positively valenced words would be remembered better. Based on mood congruency studies, it was predicted that art evoking a positive mood would enhance the recall of the positive words while art evoking a negative mood would increase the recall of the negatively valenced words. A preliminary examination of the data confirms that the positive words are recalled better and that congruency between moods induced by art and the words enhances memory.

[4C2] A Projective Assessment of Coping Strategies. **Michelle Fanslau & John Leonard.** Sponsored by Dr. Douglas A. Daugherty. Indiana Wesleyan University, Marion, IN 46953.

College students were tested to understand how they deal with life stressors. A projective assessment, based on geometric shapes, looked at each individual's coping strategies. The Coping Responses Inventory was used as a comparison measure, and eight scales of coping responses were assessed.

[4D1] Effects of Self-esteem on Judgments About Academic Institutions. **Kristine M. McGinnis.** Sponsored by Dr. Roger L. Thomas. Franklin College, Franklin, IN 46131.

The present study investigated the effects of a self-esteem manipulation on participants' opinions of their academic institution. Participants completed a brief general knowledge quiz, were randomly assigned either a high or low grade and were given a brief explanation of what the score indicated about them. They then completed a 25-item questionnaire that included questions about their academic institution and a self-esteem measure. Results are expected to show that participants who received feedback indicating a low grade on the general knowledge test will score lower on the self-esteem measure and have a more negative opinion about their school than subjects who received high grades.

[4D2] Nutrition, Exercise and Self-Image in a Sample of College Women. **Susan Lloyd, Tammi Kerr, & Selly Adler.** Sponsored by Dr. Vytenis B. Damasis. Purdue University Calumet, Hammond, IN 46324.

Over 90 female college student volunteers completed a questionnaire defining their diet, nutritional practices, exercise regimes and a series of brief self-report inventories measuring self-image, general guilt feelings and need for affiliation. The results support previous studies assessing the connection between emotional well-being, physical self-appraisal, nutrition and physical fitness. Participant self-image was related to number of times they began a diet during the past year, guilt associated with eating fast foods, awareness of nutritional values in foods, involvement in an exercise regimen, their perceived ease in controlling weight, their estimates of the number of pounds they needed to lose, their actual body mass(weight/height) and the amount of generalized guilt felt for norms violation.

[4E1] An Analysis of the Relationship between Emotional Intelligence and Parenting Style. **Matthew T. Tvehues.** Sponsored by Dr. Thomas L. Wilson. Bellarmine University, Louisville, KY 40205.

The study analyzed the relationship between subjects' emotional intelligence (EI) and parenting style they were raised with. 87 subjects, age 18-50, participated. Both the Parental Authority Questionnaire and the Bar-On EQ-i were administered. The EI test measured the five basic factors of EI, including recognition of intrapersonal emotions, recognition of interpersonal emotions, adaptability, stress management and general mood. Pearson's correlation was used to determine relationship of subjects' emotional intelligence and parenting style. Subjects' EI score was found to have significant relationship with both the maternal and paternal parenting style.

[4E2] Narcissism In Only-Children: The Influence of Indulgent Parenting. **C. Renie, M., Storm, & C. Aguirre**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

One theory regarding the development of narcissism is that parents provide a child with an inflated self-image, and once the child enters the "real world" he or she must adopt narcissistic characteristics in an attempt to maintain the inflated self-image. We feel that only-children may be more likely to receive the type of parenting that produces narcissism. In fact, previous studies have shown that only-children are more narcissistic than non-only children (Eyring & Sobelman, 1996). The current study investigates the effect that parenting style may have on levels of narcissism in only-children. A number of college freshman were given a questionnaire that contained a modified version of the Narcissistic Personality Inventory (Raskin & Hall, 1979) and a survey created by Lamborn, Mounts, Steinberg, and Dornbusch (1991) that assessed Maccoby and Martin's (1983) four-fold model of parenting styles. We expect to find (1) higher levels of narcissism among only-children, (2) higher levels of indulgent parenting among only-children, and (3) a strong relation between levels of narcissism and levels of indulgent parenting.

[4E3] Antecedents of Attitudes Toward the Poor. **Chris L. Coryn**. Sponsored by Dr. Catherine Borshuk. Indiana University South Bend, South Bend, IN 46634.

Approximately 32.3 million persons (11.8%) in the United States live at or below the official poverty level. And, the average income deficit needed to raise poor families above the poverty threshold is \$6,687 per family in the United States. Economic trends predict that the gap between the rich and poor will continue to widen. This economic disadvantage is especially great for certain ethnic and racial groups, and more so for households headed by single mothers. This study assessed attitudes toward the poor using just-world beliefs, attributions for poverty, and attributions for wealth as predictors. Just-world beliefs are the extent to which people believe the world is a just or unjust place, and that people get what they deserve. Attributions for poverty and wealth indicate the characteristics (or traits, motives, etc.) that people ascribe to themselves or others. In the sample (N = 112), just-world beliefs were found to be a significant predictor of attitudes toward the poor. Participants having high just-world beliefs had negative attitudes toward the poor, and participants who believed the world is unjust had more positive attitudes toward the poor. Attributions for poverty and wealth were not found to be significant predictors of attitudes toward the poor.

[5P01] Narcissism Among Male College Students: Are Wabash Fraternity Men or Non-Fraternity Men More Narcissistic?. **Kevin Lowry**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

The purpose of this research is to investigate the personality characteristics of college men who decide to join fraternities. One of the most important goals of social life is to attain status in the groups to which we belong (Anderson, John, Keltner, & Kring 2001). When young men join fraternities, they often feel required to fit a certain profile or stereotype. In earlier research, Biernat, Vescio, and Green (1996) found that fraternity members selectively stereotype themselves. Feeling the need to fit a certain stereotype may affect fraternity members' ideas of perfectionism. Previous research suggests that ideas of perfectionism while trying to fit certain profiles can cause a person to be more narcissistic (Watson, Varnell, & Morris 1999-2000). My hypothesis is that many fraternity members may feel required to fit a certain profile or stereotype. This in turn causes them to be more of a perfectionist, which also leads them to become more narcissistic. One hundred male participants from fraternities and independent living units completed the Narcissistic Personality Inventory to determine their levels of narcissism and were also asked whether or not they were a member of a fraternity. I expect to find that the fraternity members will show higher levels of narcissism, on average, than those who are not fraternity members.

[5P02] Relationships Between Locus of Control, Sense of Coherence, Aggression: Replication. **Pamela M. Lewis Reid**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to examine the relationships between locus of control, gender, sense of coherence, and aggression. The independent variables in the study are locus of control, gender. The dependent variables are sense of coherence and aggression. Three scales will be used in this research: Rotter's Locus of Control Scale (1966), which will be used to determine whether an individual has an internal or external locus of control. Antonoskys' Orientation to Life Questionnaire (1986) will be used to determine the strength of sense of coherence an individual possesses. And, the Buss and Perry's Aggression Questionnaire (1992) will be used to determine the individuals' level of aggression. The hypothesis for this research are: 1. Individuals with an external locus of control will report higher scores on the aggression questionnaire than individuals with an internal locus of control. 2. There will be more males with an internal locus of control than females. 3. Males will report higher scores on the aggression questionnaire than females. 4. Females with a strong sense of coherence will report lower scores on the aggression questionnaire than females with a low level of sense of coherence.

[5P03] Personality Type, Life Satisfaction, and Private Wishes. **Jennifer Adkins**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this study is to investigate how personality type and life satisfaction affects the types of wishes people make. The independent variables are personality type, as measured by the Myers-Briggs Type Indicator, and life satisfaction, using Diener's Satisfaction with Life Scale. The dependent variable is the type of wishes selected from Erlichman's Wish List. The hypotheses are: extraverts will make more wishes that involve others than will introverts; people who score high in judging will make more conscientious wishes than those high in perceiving; people who score high in intuition will make more wishes that involve openness to experience than those high in sensing; people who score high on feeling will make more agreeable and altruistic wishes than will those high in thinking; people who score high in life satisfaction will make more wishes that involve others and are altruistic than those scoring low in life satisfaction.

[5P04] The Effect of Time on GPA. **Dustin Scott**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Previous research finds that no studies report higher grade point averages (GPAs) for athletes compared to non-athletes, but some researchers report lower GPAs for athletes than nonathletes (Cantor & Prentice, 1996; Purdy et al., 1985; Pascarella, & Blimling, 1996). I wondered whether the difference in GPA between athletes and non-athletes was due to sport participation or to the amount of time athletes have to spend in training. I reasoned that if differences in athletes' and non-athletes' GPAs were due to time spent in athletics, then non-athletes who spend significant time in extracurricular activities should also show GPA deficits. In order to test this idea, I distributed 100 surveys to students at a small Midwest liberal arts college. The survey included questions about extracurricular activities participants participated in, the amount of time participants spent in each activity, and the participant's current GPA. I expect (1) that the more time a student spends in his/her activity, the lower that student's GPA will be, and (2) that on average, athletes will report spending more time with their extracurricular activities than will non-athletes. The results will be discussed in terms of (1) the potential impact extracurricular activities can have on GPA, (2) the implications of the data for our understanding of the impact of athletics on academic performance, and (3) different types of individuals who pursue extracurricular activities.

[5P05] The Effects of Similarity and Status on Influence. **Jason Bethay, John Crumacker, & Garrick Ledford**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Previous research in the field of persuasion has examined many areas of influence; including status and similarity. Research suggests that (1) people are more persuaded by similar rather than dissimilar targets (Byrne, 1971) and (2) people of high status are more persuasive than people of low status (Driskell and Mullen, 1990). Interestingly, no research has investigated how similarity and status might interact to influence persuasion. In this experiment eighty participants were randomly assigned to one of four groups created by a 2 (status) X 2 (similarity) between-participants, factorial design. Participants were told that they were working with a college professor (high status) or a local high school student (low status) and that they had either scored similarly to or very differently from their partner on a personality test. Next, participants read a college course description and favorable statements that the partner had ostensibly made about the course and then indicated how likely they would be to take the course described. We expect that participants will be most persuaded by a high status, similar source and will be least persuaded by low status, dissimilar source.

[5P06] The Impact of SES and Style on Attraction. **Don J. Przygodski**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47923.

Previous research has found that socio-economic status impacts first impressions and judgments (Harwood & Pound, 2000). Additionally, individuals who dress stylishly are favored over those who dress less stylishly (Wapnick, 1998). Both of these conditions (high SES and style) lead to attraction. In a previous study, I found a relationship between high style and attractiveness. However, I believe that there is more to attraction than just style. Money plays a large role in attraction, with a person's financial means creating their style and perceived attraction. This study attempts to answer the extent to which SES affects style and attraction. Eighty participants (Ps) completed the study and were assigned randomly to one of four conditions created by a 2 (style: high/low) X 2 (socioeconomic status: high/low) between participants factorial design. Ps were given a picture of an opposite sex individual along with a short description of the person pictured. Half the participants viewed a person who was dressed in a very stylish manner (high style condition); whereas the other half saw a person who was dressed in unstylish attire (low style condition). Half of each group was told that the individual earned \$75,000 annually (high SES condition), whereas the remaining half was told that the individual earned \$25,000 annually (low SES condition). Participants completed a survey that asked questions assessing SES, attraction to the individual and how stylish the pictured person was. I expect that Ps will be more attracted to and regard as more stylish the high SES target rather than the low SES target, independent of the style manipulation.

[5P07] Impact of Achievement Attitudes on Stress Levels in Relation to Gender. **Jamie L. Schaffer & Sarah M. Chappelow**. Sponsored by Dr. Mary Pritchard. University of Evansville, Evansville, IN 47714.

Previous studies found a relationship between achievement standards and stress in young people (Ainslie & Shafer, 1997). Few studies focus on gender differences in achievement attitudes and their relationship to specific stressors. Our research examined relationships among achievement standards, academic stress, social stress, and other stressors (i.e., financial). Overall achievement attitudes correlated to stress in females ($r = 0.22$, $p < 0.01$). Also, achievement standards correlated with academic stressors ($r = 0.24$, $p < 0.01$), social stressors ($r = 0.18$, $p < 0.01$), and other stressors ($r = 0.15$, $p < 0.05$) in females. Overall achievement standards affected stress levels significantly more for females ($M = 2.07$, $SD = 0.32$) than males ($M = 1.99$, $SD = 0.33$), $t(234.62) = -2.22$, $p < 0.05$. Social achievement standards also affected stress levels significantly more for females ($M = 2.00$, $SD = 0.30$) than males ($M = 1.93$, $SD = 0.33$), $t(222.28) = -1.95$, $p < 0.05$. Achievement attitudes affected stress levels more in females than males. Females feel more pressure to achieve. Therefore, when achievements fail to meet standards disappointment follows causing stress.

[5P08] Icing the Free-Throw Shooter: The Impact of Audience and Delay on Basketball Performance. **Daniel Roy & Andrew Roy.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

One of the most consistent findings in psychology is that task performance is influenced by factors that induce physiological arousal. For example, research on social facilitation suggests that the presence of an audience enhances performance on simple tasks but impairs performance on complex tasks (Poteet & Weinberg, 1980; Zajonc, 1965). Additionally, forcing participants to delay task performance for an extended period impairs performance, presumably due to arousal that builds during the delay (Kohlisch, & Kuhmann, 1997). In an effort to extend research regarding audience and delay effects, we assigned participants randomly to one of four conditions created by a 2 (audience: present/absent) X 2 (delay/no delay) between-participants factorial design. All participants were asked to shoot two free throws; however half the participants shot these two free throws in front of an audience. The remaining half shot the two free throws while alone. Half of each audience group was asked to wait 30 second between the two free throws; whereas the remaining did not delay between shots. We expect that participants who shoot alone, without a delay will be more successful on their second free throws than participants in all other conditions.

[5P09] Exercise as a Moderator for Type A Driver Behavior. **Erin H. Smith.** Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine the potential modifying effects of physical fitness activity on the driving behaviors of Type A individuals. The independent variables are the Type A/ Type B scores, being measured by a modified version of the Jenkins Activity Survey (JAS), and high, medium, or low fitness levels from a brief questionnaire. The dependent variable, driving vengeance, will be measured using the Driving Vengeance Questionnaire (DVQ). The results will contain the following hypotheses: a. participants who report Type A behavior will report higher driving vengeance than participants who report Type B behavior; b. low exercisers will report higher driving vengeance; c. participants who report Type A behavior and report higher driving vengeance will also be low exercisers.

[5P10] Social Influence in Attraction: Conformity Behavior in Rating Attractiveness. **Joseph A. DesJean & Jayson C. Martin.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Previous research suggests that people tend to conform to a majority opinion (Asch, 1956). In the current project, we examine two domains that might offer an explanation for such conformity behavior: self-esteem and public versus private expression of opinions. Individuals who have low self-esteem are more likely to conform (Singh & Prasad, 1973), and group influence is more powerful when opinions are expressed publicly, rather than privately (Lee, 2001). To investigate the role of self-esteem and public expression in the manifestation of conformity, we assigned participants randomly to one of eight groups created by a 2 (Shakira biased/control) x 2 (public/private expression) x 2 (order of music video) between participants design. All participants filled out a self-esteem survey before watching two music videos. Half the participants were shown a false statistic that men preferred female pop singer Shakira over her counterpart, Britney Spears. All participants watched two music videos, one from Shakira, one from Britney Spears. Half the participants saw the Britney video first; the remaining half saw the Shakira video first. All participants were asked to choose which singer they preferred and rate both singers on attractiveness. Half the participants expressed their ratings publicly while the other half's responses were collected privately. We expect people with low self-esteem to conform more than participants with high self-esteem. We expect participants will conform more in the public, versus the private, expression condition.

[5P11] Story-book Reading to Preschoolers: Talk about Mental States. **John Buckley, Erin George, & Kirsten Runkle.** Sponsored by Dr. Anne Watson. Illinois Wesleyan University, Bloomington, IL 61701.

In order to examine the idea that a theory of mind can be thought of as a set of complex concepts acquired through a sequence of cumulative experiences across time, we are analyzing a series of storybook-reading sessions (12 story-book reading sessions, approximately 3 to 5 days per week for 3-4 weeks) with an experimenter and preschool children (N=6, aged 44 - 57 months). Two types of discussions were led by the experimenter with different groups: in one group the discussion centered around the actions of the characters and in one group the discussion centered around the beliefs of the characters. Transcripts will be analyzed for the use of mental state terms and descriptions of actions and beliefs that the experimenter elicited from children.

[5P12] Sharing Behavior as a Function of Age and Sibling Interactions. **Nick Fanelli, Matt Abid, & Craig Hauptert.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Supportive relationships with older siblings tend to be associated with greater positivity in younger siblings' peer relationships (Hetherington, 1998). Young individuals use interactions with parents and siblings to inform peer interactions and later social encounters (John-Steiner, 1996). Since the ability to share can be learned through sibling interaction, we reason that the absence of sibling relations during the early developmental stage of a child's life could directly affect the child's willingness to share. The purpose of this study is to investigate the effects of siblings on sharing behavior. We sampled 20 fifth grade students from a local elementary school and 20 kindergarteners from a local kindergarten center. Half of each age group had siblings, whereas the remaining were only-children. Thus, we worked with a 2 (age; 5th grade/kindergarten) X 2 (siblings/no siblings) between participants quasi-experiment. Each participant was put into a situation where they had to make a choice, to share or not to share. After the situation was over, each participant was asked to rate his or her mood during the sharing situation (happy, neutral, or sad). We expect that the children that have siblings will be more likely to share and will enjoy sharing more than the children that have no siblings. We also expect that there will be a bigger discrepancy between the only children and non-only children who are fifth graders. After all, fifth graders who have siblings have interacted with their siblings longer than kindergarteners who have siblings.

[5P13] The relationship between Creativity and Birth Order & Gender. **Kenny Cook**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to find the relationship between Creativity and Birth Order & Gender. Three measures of creativity were given to 102 introductory Psychology students; Eisenmans' (1969) Personal Opinion Survey, a Polygon Preference measure, and an Unusual Uses test. The independent variables for this research are gender and birth order, and the dependent variable is creativity. Hypotheses are: 1.) First born males will be highest in creativity over later born males, 2.) Later born females will be highest in creativity over first-born females, and 3.) First-born males will be highest in creativity overall.

[5P14] Academic Self-Efficacy, Personality Type, and Grades: How Personality Type Relates to Academic Self-Efficacy and Grades. **Mona Zamber**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine the relationship between academic self-efficacy, measured by a survey from Wood and Locke's 1987 article: The Relation of Self-Efficacy and Grade Goals to Academic Performance; personality type, measured by the Myers-Briggs Type Indicator; and academic achievement, measured by the final grade of students in four introductory level psychology classes. The independent variables are personality type and academic self-efficacy. The dependent variable is each student's final grade from the introductory psychology classes. The participants will be asked to complete 2 questionnaires: a survey from Wood and Locke's 1987 article: The Relation of Self-Efficacy and Grade Goals to Academic Performance, and the Myers-Briggs Type Indicator. The questionnaires will be administered to approximately 120 volunteers. Hypotheses are 1. Participants with high self-efficacy will have higher grades. 2. Participants who have a preference for the thinking and judging types will have higher grades. 3. Participants who have high self-efficacy and have a preference for the thinking and the judging type will have higher grades.

[5P15] Photographs and Memories. **Elizabeth A. Tatlock**. Sponsored by Dr. Jill Booker. University of Indianapolis, Indianapolis, IN 46227.

People frequently take photographs to help them remember special events in their lives, but are autobiographical memories of events for which people have photographs really different than memories for events for which they do not have photographs? In this study, participants recalled two memories, one for which they have photographs and one for which they do not, and rated the qualitative characteristics of the memories (e.g., visual detail; emotions at the time of the event; when and where the event took place; sequence of events; overall vividness). We hypothesize that looking at photographs refreshes memory for the visual details of the event, and also leads people to think again about the memory and associated events. These additional rehearsals should help preserve the details in the memories, and thus we expect memories for which people have photographs to be rated as more detailed and more vivid than memories for which they do not have photographs.

[5P16] Characteristics of Proustian Experiences Cued By Odors and Other Sensory Modalities. **Courtney A. Smith & Maria E. Harriman**. Sponsored by Dr. Jill Booker. University of Indianapolis, Indianapolis, IN 46227.

A Proustian experience is a situation in which a cue, typically an odor, triggers a sudden, powerful feeling of being transported back to an earlier time. Past research on this phenomenon has focused primarily on using actual odors or odor names to evoke Proustian experiences. In the present study, however, participants are asked to identify odors and sounds that evoke Proustian experiences for them, and to rate the qualitative characteristics of these experiences. The study also examines the ability of visual, taste, and touch cues to evoke Proustian experiences.

[5P17] Prevalence of eating disorders and media effects on members of Greek Organizations. **Sara Ray, Emilie Horenkamp, & Lindsay Moss**. Sponsored by Dr. Mary Pritchard. University of Evansville, Evansville, IN 47714.

There is a need for concentration on the prevalence of eating disorders and media effects on people who are part of a Greek organization. In this study, done at the University of Evansville, a private university in southern Indiana, this prevalence was explored. Using a six-page questionnaire, participants were asked questions about their health habits. The study found that Greek women are in more risk than any other group regarding gender and Greek affiliation. Significant differences were found in comparing Greek and non-Greek women with eating disordered habits, and in comparing men and women with regards to both eating disordered habits and media influence. Although the study was done with a small sample size, significant differences were found.

[5P18] Relationship of Personality Type, Gender, and Empathy. **Tanya L. Cooper**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

Prior research suggests that a strong association exist between personality type, which deals with perspective taking, and the capacity to understand another individual's dilemma. Gender was also found to play a role in the individual ability to empathize with others. The purpose of this study was to examine personality type, gender and their association with empathy. For this study 101 IUPUI volunteer introductory psychology students completed both the Myers Briggs Type Indicator, and the Interpersonal Reactivity Index questionnaire forms. We predicted that a correlation would be found between Extroverted Sensing Personality Types (ESPT) and gender, that males would score higher on ESTP scales and lower on Interpersonal Reactivity Index (IRI) empathy scales and, that females would score higher on (IRI) empathic scales.

[5P19] Athletics' Effect on Self-Esteem and Appearance. **Eric Buck**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Women who participate in sports have higher self-esteem, have more positive body images, perceive themselves as more physically competent, and have stronger gender identity than do women who do not participate in athletics (Richman, & Shaffer, 2000). Past studies show that men are becoming more like women in that they are caring more about their appearance than in the past (Grogan, Richards, 2002). The current study will investigate whether or not body image, perception of physical competence, self-esteem, and gender identity will vary in men as a function of athletic participation. Forty students from a small, Midwestern, liberal arts college will be selected for participation. I will select twenty students who have played athletics prior to college and twenty students who have not played athletics prior to college. I expect that students who participated in pre-college athletics will perceive themselves as more physically competent, will have stronger gender identity, will have higher self-esteem, greater concern for their overall appearance, and a more positive body image than those who did not participate in athletics prior to college.

[5P20] The Effects of Arousal on Implicit Memory. **Sean Hayes & Tony Unfried**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Previous studies investigating the relationship between memory and arousal have provided conflicting results. Some studies suggest that arousal enhances memory (see Levine, 1997), while others indicate that memory is not affected by arousal (see Balch, 1999). Most of these studies involve long-term (see Bradley, 1992) or short-term explicit memory and focus on arousal in the encoding process of memory. The purpose of our study is to investigate whether or not arousal affects implicit memory for objects unrelated to the arousing stimulus. The results of our pilot study suggested that arousal impairs recall of unrelated objects. In the current study, we randomly assigned students to one of three groups (physical arousal, mental arousal, or control). First, the participants were placed in a room that had 15 different objects that were expected to trigger implicit memory (objects were out of the ordinary). The participants then watched a sexually arousing movie clip (mental arousal), did jumping jacks (physical arousal), or did no activity (control) before filling out a questionnaire testing their implicit memory. In accordance with our pilot study results, we expect participants in the physical arousal group to display poorer memory for unrelated objects than participants in the other two groups.

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[4E3]	C. Borshuk / Coryn
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[2B3]	C. Hwang / Vaughn
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[3D3]	C. Hwang / Hill
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[5P17]	M. Pritchard / Ray
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[4E2]	R. Horton / Renie
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[5P04]	R. Horton / Scott
[5P05]	R. Horton / Bethay
[5P06]	R. Horton / Przygodski
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Sponsor Index

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[2B2]	W. Addison / Woods
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