



22nd Annual Mid-America Undergraduate Psychology Research Conference (MAUPRC)

Saturday, April 12, 2003

**Thomas More College
Crestview Hills, KY**

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. Cecilia Shore and Zak Birchmeier,
Miami University
- 1:30 – 1:45 Break
- 1:45 – 2:45 Session 4
- 2:30 – 3:30 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	Holbrook A
B	Holbrook B
C	Holbrook C
D	Holbrook D
E	Holbrook E
Posters (P)	Seiler Commons

- All talks will be held in the Holbrook Student Center.
- The Poster Session and Lunch will be held in Seiler Commons in the Administration Building.
- Posters may be set up starting at 2:00 PM.

Session 1A**Moderator****Robert Horton****Holbrook A****Wabash College**

8:45 AM – 9:00 AM

Social Physique Anxiety and Obligatory Exercise at Single-Sex and Coed Schools. **Zach Parrett & Jordan Boomer**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 1A1]

9:00 AM – 9:15 AM

Actions Speak Louder Than Words: Relationships Between Religiosity, Moral Behaviors, and Academic Achievement. **Jenna D. McCann**. Sponsored by Dr. Douglas S. Krull, Northern Kentucky University. [See abstract 1A2]

9:15 AM – 9:30 AM

Social Facilitation and Athletic Training: The Effects of Competition and the Coach on Swimming Performance. **Jeremy West**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 1A3]

9:30 AM – 9:45 AM

Mood or Music for the Mozart Effect? **Jayna A. Finesman & Amie M. Robinson**. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 1A4]**Session 1B****Moderator****Ray Bragiel****Holbrook B****Franklin College**

8:45 AM – 9:00 AM

Brainstorming Performance. **Jeremy Fletcher**. Sponsored by Dr. Sid Hall, University of Southern Indiana. [See abstract 1B1]

9:00 AM – 9:15 AM

Bisecting and Behavior: Does Lateral Inattention Predict Academic Performance? **Aron D. Gerhart**. Sponsored by Dr. Phil D. Wann, Missouri Western State College. [See abstract 1B2]

9:15 AM – 9:30 AM

Long-Lasting Effects of Maternal Deprivation on Serotonin-2A Receptor Function. **Jennifer M. Prudencio & Maureen Sheikh**. Sponsored by Dr. A. Michael Anch, St. Louis University. [See abstract 1B3]

9:30 AM – 9:45 AM

A Face By Any Other Name: Effects of Memory Strategy, Initial Letter of Names, Commonness of Names, and Need for Cognition. **Aaron Hamlin**. Sponsored by Dr. Douglas S. Krull, Northern Kentucky University. [See abstract 1B4]**Session 1C****Moderator****William Addison****Holbrook C****Eastern Illinois University**

8:45 AM – 9:00 AM

A Behavioral Approach to Weight Loss and Health Improvement. **Marilee M. Burnside**. Sponsored by Dr. Gordon O. Henry, Indiana University Southeast. [See abstract 1C1]

9:00 AM – 9:15 AM

Levels of Video Game Realism and Their Effect on Aggression. **Nathaniel Baldwin & James Fahey**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 1C2]

9:15 AM – 9:30 AM

Effects of Primed Temporal Cues on Preferred Mating Strategy. **David R. Weise**. Sponsored by Dr. Steven J. Scher, Eastern Illinois University. [See abstract 1C3]

9:30 AM – 9:45 AM

The Influence of Homophobic Attitudes on Perceptions of Interpersonal Touch. **Julie A. Skalitzyk**. Sponsored by Dr. Caridad F. Brito, Eastern Illinois University. [See abstract 1C4]

Session 1D
Moderator

Chi-en Hwang

Holbrook D
Cedarville University

8:45 AM – 9:00 AM

Student Perceptions of Irritating Behaviors in the College Classroom. **Kathleen McRee, Jessica Wisler, Daniel Napers, & Sean Thom.** Sponsored by Dr. Drew Appleby, Indiana University Purdue University Indianapolis. [See abstract 1D1]

9:00 AM – 9:15 AM

Conformity in the Cafeteria. **Amy Zeppenfeld & Tasha Lawson.** Sponsored by Dr. Charles D. Dolph, Cedarville University. [See abstract 1D2]

9:15 AM – 9:30 AM

Predicted Versus Actual Behavior of Resident Assistants. **Sarah E. McDivitt & Lucinda A. Hickey.** Sponsored by Dr. Charles D. Dolph, Cedarville University. [See abstract 1D3]

9:30 AM – 9:45 AM

Catastrophic Forgetting in Early Word Learning. **Emily B. Unikel.** Sponsored by Dr. Linda B. Smith, Indiana University. [See abstract 1D4]

Session 1E
Moderator

Vytenis Damusis

Holbrook E
Purdue University Calumet

8:45 AM – 9:00 AM

Solomon Asch Revisited. **Sarah M. Buccola, Roderick L. Dixon, & Gabriella A. Marks.** Sponsored by Dr. Tom Wilson, Bellarmine University. [See abstract 1E1]

9:00 AM – 9:15 AM

Factors Affecting Personal Estimates of Needed Weight Loss in a Sample of College Women. **Michele Ristovski, Shanna Conover, & Deanna Semovski.** Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 1E2]

9:15 AM – 9:30 AM

Differential Involvement of the Dorsal and Ventral Striatum in Amphetamine-Induced Hyperlocomotion. **Christopher M. Whitaker, James Armstrong, & Jessica Skeens.** Sponsored by Dr. Ilun M. White, Morehead State University. [See abstract 1E3]

9:30 AM – 9:45 AM

The Relationship Between Defense Style, Conflict Resolution Style, and Marital Satisfaction. **Amy M. Rich.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 1E4]

Session 2A**Holbrook A****Moderator****Michael Boivin****Indiana Wesleyan University**

- 10:00 AM – 10:15 AM The Just-World Hypothesis: How Race and Situational Variables Affect Perceptions of Male University Students. **Jordan Long & Mark Tedford**. Sponsored by Dr. Chi-en Hwang, Cedarville University. [See abstract 2A1]
- 10:15 AM – 10:30 AM A Study of the Probable Correlations Between Symptoms of ADHD and Peer Relationships, Academic Satisfaction, and Self-Image. **Annie R. Phillips**. Sponsored by Dr. Chi-en Hwang, Cedarville University. [See abstract 2A2]
- 10:30 AM – 10:45 AM Impact of Mother's Attributions on Children's Unintentional Injury Prevention. **Andrew E. Monroe**. Sponsored by Dr. Lisa Kindleberger, Southwestern Illinois College. [See abstract 2A3]
- 10:45 AM – 11:00 AM The Impact of Social Support on Quality-of-Life for Breast Cancer Patients. **Stephanie Straub & Michael Sawvel**. Sponsored by Dr. Michael J. Boivin, Indiana Wesleyan University. [See abstract 2A4]

Session 2B**Holbrook B****Moderator****Cyndi McDaniel****Northern Kentucky University**

- 10:00 AM – 10:15 AM Parental Divorce, Attachment Style, and Post-Relationship Dissolution Behavior. **Matt Boston**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 2B1]
- 10:15 AM – 10:30 AM Education to Improve Eyewitness Testimony. **Wes Ambrose**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 2B2]
- 10:30 AM – 10:45 AM Differences Among Vocational Identity Statuses on Established Measures of Career Exploration and Indecision. **Lindsay M. Nance**. Sponsored by Dr. James H. Thomas and Dr. Cyndi R. McDaniel, Northern Kentucky University. [See abstract 2B3]
- 10:45 AM – 11:00 AM Looking for Love in Personal Classifieds. **Deborah Miller, Jamie Marcotte, Amy Wagner, & Gina Budzevski**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 2B4]

Session 2C**Holbrook C****Moderator****Roger Ware****Indiana University Purdue University Indianapolis**

- 10:00 AM – 10:15 AM Personality Disorder Criteria: Ethnic and Gender Biases. **Melissa J. Sams**. Sponsored by Dr. Anu Sharma, Eastern Illinois University. [See abstract 2C1]
- 10:15 AM – 10:30 AM Adolescent Risk-Taking as a Function of Family Structure and Social Isolation. **Aaron A. Alvarez & Nick P. Cuban**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 2C2]
- 10:30 AM – 10:45 AM The Effectiveness of a Computer Based Problem Solving Test. **Shaun D. Howard**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 2C3]
- 10:45 AM – 11:00 AM Comparing the Effects of Mozart's Music to Other Music. **Gabriella A. Marks**. Sponsored by Dr. Tom Wilson, Bellarmine University. [See abstract 2C4]

Session 2D**Holbrook D****Moderator****Chris Bloom****University of Southern Indiana**

- 10:00 AM – 10:15 AM Conformity: A Replication of the Asch Experiment. **Richard D. Arledge**. Sponsored by Dr. Sid Hall, University of Southern Indiana. [See abstract 2D1]
- 10:15 AM – 10:30 AM Using Behavior Management Programs to Promote Increased Levels of Physical Activity. **Crista M. Davis**. Sponsored by Dr. Gordon O. Henry, Indiana University Southeast. [See abstract 2D2]
- 10:30 AM – 10:45 AM Predicting People's Perceptions of a Couple: The Roles of Sexual Orientation and Racial Mix. **Brendan K. Ryan**. Sponsored by Dr. Ronan Bernas, Eastern Illinois University. [See abstract 2D3]
- 10:45 AM – 11:00 AM Coping with Stress: Comparing the Coping Methods of Engaged and Single University Students. **Amanda Burger & Michelle Rigel**. Sponsored by Dr. Chi-en Hwang, Cedarville University. [See abstract 2D4]

Session 2E**Holbrook E****Moderator****Kathy Milar****Earlham College**

- 10:00 AM – 10:15 AM Birth Order Differences in Self-Esteem. **Valerie N. Fallon**. Sponsored by Dr. Tom Wilson, Bellarmine University. [See abstract 2E1]
- 10:15 AM – 10:30 AM Involvement of the Mesolimbic System in Amphetamine-Induced Hyperactivity in Rats. **Nao Hagiwara**. Sponsored by Dr. Ilsun M. White, Morehead State University. [See abstract 2E2]
- 10:30 AM – 10:45 AM Selective Attention to Musical Rhythms: Influence of Distractor Complexity and Meter in Musicians and Non-Musicians. **Dustin J. McKee**. Sponsored by Dr. Katharine S. Milar, Earlham College. [See abstract 2E3]
- 10:45 AM – 11:00 AM Sex Differences in Response to Emotional and Sexual Infidelity in Romantic Relationships. **Katrina L. Cook**. Sponsored by Dr. Caridad F. Brito, Eastern Illinois University. [See abstract 2E4]

Session 3A**Holbrook A****Moderator****Julie Evey****University of Southern Indiana**

- 11:15 AM– 11:30 AM Variation in Gender Role Identities between Age Groups. **Beth Zimmerman & Lucinda Hickey**. Sponsored by Dr. Chi-en Hwang, Cedarville University. [See abstract 3A1]
- 11:30 AM– 11:45 AM A Comparison of Parent and Teacher Ratings of Child Behavior. **Andrea L. Franka & Elizabeth M. Proemmel**. Sponsored by Dr. Michael Firmin, Cedarville University. [See abstract 3A2]
- 11:45 AM– 12:00 PM Effects of Encouragement Type on Performance, as Related to Personal Strategy. **Julia Koch**. Sponsored by Dr. Katharine S. Milar, Earlham College. [See abstract 3A3]
- 12:00 PM– 12:15 PM Student Evaluations of Teaching: Effects of Gender of Professor and Instructions Given to Students. **Shana L. Tabb**. Sponsored by Dr. William E. Addison, Eastern Illinois University. [See abstract 3A4]

Session 3B**Holbrook B****Moderator****Margaret Felton****University of Southern Indiana**

- 11:15 AM– 11:30 AM Does the Career Factors Inventory Really Measure Lack of Information? **Shannon K. Gillum**. Sponsored by Dr. James H. Thomas and Dr. Cyndi R. McDaniel, Northern Kentucky University. [See abstract 3B1]
- 11:30 AM– 11:45 AM Victim and Observer Agreement in Discrimination Recognition. **Kevin L. McPherson**. Sponsored by Dr. Ronan Bernas, Eastern Illinois University. [See abstract 3B2]
- 11:45 AM– 12:00 PM The Relationship Between Parental Influence and Marriage Role Expectations. **Luke Dennis**. Sponsored by Dr. Caridad F. Brito, Eastern Illinois University. [See abstract 3B3]
- 12:00 PM– 12:15 PM The Relationship of Family Status Change, Spiritual Well-Being and Loneliness. **Beatrice F. Brookins**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 3B4]

Session 3C**Holbrook C****Moderator****David Nalbone****Purdue University Calumet**

- 11:15 AM– 11:30 AM Narcissistic Attraction to an Upward Comparison Target: A Study in Self-Esteem Protection. **John A. Wood**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 3C1]
- 11:30 AM– 11:45 AM Serial Killer Prototypes: The Influence of Age, Experience, and Popular Culture. **Terry J. Archambeault**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 3C2]
- 11:45 AM– 12:00 PM Adult Self-Reports of AD/HD Behavior: Initial Normative and Convergence Data for the General ADD Symptom Checklist. **David Charles, Claude J. Robinson, Chad Sweatt, & Chrystin Hudson**. Sponsored by Dr. Sean P. Reilley, Morehead State University. [See abstract 3C3]
- 12:00 PM– 12:15 PM Senior Self-Appraised Well-Being, Activity Level and Locus of Control. **Amy Unwin & Angela Badie**. Sponsored by Dr. Anne B. Edwards, Purdue University Calumet. [See abstract 3C4]

Session 3D**Moderator****John Halpin****Holbrook D
Eureka College**

- 11:15 AM– 11:30 AM The Relationship Among Personality, Attribution Style and Social Factors and Academic Achievement. **Mary Hecht**. Sponsored by Dr. Assege HaileMariam, Eastern Illinois University. [See abstract 3D1]
- 11:30 AM– 11:45 AM Learning Styles: A Relationship to Speech and Reading Rate? **Anne F. Barnes**. Sponsored by Dr. John A. Halpin, Eureka College. [See abstract 3D2]
- 11:45 AM– 12:00 PM Say Please: Effect of the Word "Please" in Compliance-Seeking Requests. **Brian A. Iezzi, Janine M. Helmick, & Aaron J. Vaughn**. Sponsored by Dr. Michael Firmin, Cedarville University. [See abstract 3D3]
- 12:00 PM– 12:15 PM Early Childhood Discipline. **Melinda E. Miller & Tricia Wilkens**. Sponsored by Dr. Michael Firmin, Cedarville University. [See abstract 3D4]

Session 3E**Moderator****Tom Wilson****Holbrook E
Bellarmine University**

- 11:15 AM– 11:30 AM Love Styles and Attachment Styles: A Test of Relationship. **Laura A. Zierer & Leah Baker**. Sponsored by Dr. Tom Wilson, Bellarmine University. [See abstract 3E1]
- 11:30 AM– 11:45 AM An Examination of Self-Esteem, Relationship Status, and Reported Jealousy. **Christine Behrens-McShay**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 3E2]
- 11:45 AM– 12:00 PM Impact of Mood and Distraction on Short-term Memory. **J. Andy Clouse, Adam Layton, & Todd Small**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 3E3]
- 12:00 PM– 12:15 PM Racial Conformity: Does Varying Confederate Race Impact Normative Influence? **Jerry Bowie & Jeremy Priest**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 3E4]

Session 4A**Moderator****Luke Tse****Holbrook A
Cedarville University**

1:45 PM – 2:00 PM

Predicting Marital Readiness: A Look at Age, Length of Courtship, Marital History, and Sexual History. **Terra Posten, Andrea Link, & Danielle Esty**. Sponsored by Dr. Chi-en Hwang, Cedarville University. [See abstract 4A1]

2:00 PM – 2:15 PM

Spiritual Aptitude as a Measure of Psychological Reactance among Cedarville University Freshmen Based on Factors of College Choice. **Naomi R. Greenman, Ivana Batinic, Andrea J. Gillenwater, & Katherine L. Briggs**. Sponsored by Dr. Chi-en Hwang, Cedarville University. [See abstract 4A2]

2:15 PM – 2:30 PM

Stereotype Threat Among College Athletes. **Sally A. Emerson**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 4A3]

2:30 PM – 2:45 PM

Family Background Characteristics of Work and Home Life Satisfaction. **Allison Watts, Kari Flanigan, Staci Herrmann, & Julia Moore**. Sponsored by Dr. Vytenis B. Damusis, Purdue University Calumet. [See abstract 4A4]

Session 4B**Moderator****Gordon Henry****Holbrook B
Indiana University Southeast**

1:45 PM – 2:00 PM

The Effect of Innuendo on Attribution of Blame. **Kristina Heldmann**. Sponsored by Dr. George Bizer, Eastern Illinois University. [See abstract 4B1]

2:00 PM – 2:15 PM

Relaxation and In-Group/Out-Group Perceptions in Role Players and Athletes. **Daniel E. Bledsaw**. Sponsored by Dr. Caridad F. Brito, Eastern Illinois University. [See abstract 4B2]

2:15 PM – 2:30 PM

The Digit Vigilance Test: A Brief Measure for Assessing Sustained Attention Problems. **Chrystin Hudson, Chad Sweatt, Claude J. Robinson, & David Charles**. Sponsored by Dr. Sean P. Reilley, Morehead State University. [See abstract 4B3]

2:30 PM – 2:45 PM

A Behavioral Approach to Reducing Academic Procrastination. **Cherity L. Fordyce & Nicholas C. Martin**. Sponsored by Dr. Gordon O. Henry, Indiana University Southeast. [See abstract 4B4]

Session 4C**Moderator****Heike Minnich****Holbrook C
University of Indianapolis**

1:45 PM – 2:00 PM

The Difference in Stress Levels between Introversion and Extraversion. **Ashley B. Boston, Emily A. Hall, & Ashley S. Wells**. Sponsored by Dr. Tom Wilson, Bellarmine University. [See abstract 4C1]

2:00 PM – 2:15 PM

Differences in Fraternal Relationships of Men at Middle Age and Old Age. **Brandy Wilson, Beth Tatlock, & Maria Fryda**. Sponsored by Dr. Victoria Hilkevitch Bedford, University of Indianapolis. [See abstract 4C2]

2:15 PM – 2:30 PM

The Effectiveness of the Boy Scouts of American in Deterring Deviant Behavior. **James B. Tsujimoto**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 4C3]

2:30 PM – 2:45 PM

Parental Divorce During Latency-Stage of Childhood and Its Relation to Self-Competence and GPA in College Males. **Dale Flickinger**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 4C4]

Session 4D**Holbrook D****Moderator****Sid Hall****University of Southern Indiana**

- 1:45 PM – 2:00 PM The Effect of Feedback and Task Difficulty on Self-Efficacy. **Lucas A. Rumple**. Sponsored by Dr. Sid Hall, University of Southern Indiana. [See abstract 4D1]
- 2:00 PM – 2:15 PM Can High-risk Older Drivers be Identified through Performance on a Condensed Useful Field of View Test? **Heather A. Kossick & Jennifer A. Marlow**. Sponsored by Dr. Daniel Roenker, Western Kentucky University. [See abstract 4D2]
- 2:15 PM – 2:30 PM Mindful Learning vs. Traditional Methods of Learning: Reading and Listening. **Jennifer Hembree**. Sponsored by Dr. Assege HaileMariam, Eastern Illinois University. [See abstract 4D3]
- 2:30 PM – 2:45 PM Effects of Test Expectancy and Study Behavior on Test Performance. **Andrew K. Banks**. Sponsored by Dr. Katharine S. Milar, Earlham College. [See abstract 4D4]

Session 4E**Holbrook E****Moderator****James Thomas****Northern Kentucky University**

- 1:45 PM – 2:00 PM Fostering Pro-Environmental Behavior via Induced Moral Hypocrisy. **Jillian Ralick, Alicia Lankford, & Brande Banas**. Sponsored by Dr. David P. Nalbone, Purdue University Calumet. [See abstract 4E1]
- 2:00 PM – 2:15 PM Relationships Between Early Memories, Ego Identity Status and College Major. **Kimberly A. Wooldridge**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 4E2]
- 2:15 PM – 2:30 PM Vocational Identity Status and Career Decision-Making Difficulties. **Erin E. Bonar**. Sponsored by Dr. James H. Thomas and Dr. Cyndi R. McDaniel, Northern Kentucky University. [See abstract 4E3]
- 2:30 PM – 2:45 PM The Relationship Between White Racial Identity, Racist Attitudes, and Self Esteem. **Meghann Hastings**. Sponsored by Dr. Anu Sharma, Eastern Illinois University. [See abstract 4E4]

Session 5P**Seiler Commons**

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

- Relationship Between Personality Type, Spiritual Maturity and Alcohol Consumption. **Lori Hoppes**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 5P01]
- Relationship Between Materialism, Personality Type, and Sexual Role Identity. **Kathryn P. Mathie**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 5P02]
- The Effects of Positive Mood and Gratitude on Helping Behavior. **Elizabeth Huber, Angela Weyler, Amanda Christisen, Andrea Schwartz, Laura Hanson, Genevieve Benoy, & Joey Weissmann**. Sponsored by Dr. A. Michael Anch, St. Louis University. [See abstract 5P03]
- Effects of Obsessive Compulsive Behavior on Heart Rate and Attention. **Rachel K. Fry**. Sponsored by Dr. Jeffrey R. Stowell, Eastern Illinois University. [See abstract 5P04]
- The Relationships Among Specific Parent Involvement Activities, Employment Status and Socioeconomic Factors. **April D. Malone**. Sponsored by Dr. Karen Gavin, Indiana University Purdue University Indianapolis. [See abstract 5P05]
- Gender Differences in Ability to Divide Attention: Explaining Differences in Non-verbal Sensitivity. **Noah D. Haahr, Christina A. Hammond, Samantha G. Lord, Craig M. Moore, & LeeAnn M. Schuster**. Sponsored by Dr. Kelly B. Henry, Missouri Western State College. [See abstract 5P06]
- The Perpetuation of Ageist Stereotypes in Young and Older Adults. **Lauren Steck**. Sponsored by Dr. Michiko Nohara-LeClair, Lindenwood University. [See abstract 5P07]
- The Relationships Among GPA, Sleep, Athletic Participation, and Fraternity Membership in College Males. **J. Corey Asay & Judd P. Crowgey**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 5P08]
- An Examination of the Relationship Between Personality Types and Sex-roles on Spiritual Support and Spiritual Openness. **Melissa Lapadat**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 5P09]
- The Relationship between Personality Type and Trends of Life on Preferred Characteristics of an Ideal Romantic Partner. **Michael Kilty**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 5P10]
- The Physical Attractiveness Stereotype and Processing Efficiency: An Investigation of Voter Bias. **William Hart**. Sponsored by Dr. Victor Ottati, Loyola University Chicago. [See abstract 5P11]
- Physical Resemblance of Offspring to Biological Parents: A Test of the Paternity Uncertainty Hypothesis. **Patrice Finch**. Sponsored by Dr. Traci Sachteleben, Southwestern Illinois College. [See abstract 5P12]
- Amphetamine-Induced Hyperlocomotion Requires the Nucleus Accumbens and the Ventral Tegmental Area in Rats. **James Armstrong, Rajat Kaul, Bridgette Whitt, & Shilo Ringl**. Sponsored by Dr. Ilsun M. White, Morehead State University. [See abstract 5P13]
- Sense of Coherence and Personality Type Discrepancies. **Thomas H. Jordan, Jr.** Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 5P14]
- The Impact of Economic Heterogeneity and Resource Value Change on Cooperation in a Public Goods Dilemma. **Jordan Wagne & Becky Meyer**. Sponsored by Dr. Jeffrey Smith, Northern Kentucky University. [See abstract 5P15]

- Environmental Context, Environment Quality, and Memory. **Chris R. Kaminski**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 5P16]
- Race, Sense of Coherence and Academic Self-Efficacy. **James R. Kendrick**. Sponsored by Dr. Roger Ware, Indiana University Purdue University Indianapolis. [See abstract 5P17]
- The Impact of Mortality Salience and Belief in a Just World on Blame for a Victim and Perpetrator. **Gina M. Santagato**. Sponsored by Dr. Laura Billings, Southwestern Illinois College. [See abstract 5P18]
- Distraction Conflict and Basketball: The Role of Distracter Location in Free Throw Percentage. **Scott Riley**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 5P19]
- The Influence of Perceiver Age on the Halo Effect for Physical Beauty. **Tara D. Anderson, Daniel A. Harr, & Erika S. Pontius**. Sponsored by Dr. Kelly B. Henry, Missouri Western State College. [See abstract 5P20]
- Master Status and Living Environment: Does Single-sex Schooling Exacerbate the Judgmental Impact of Deviant Statuses? **Matt Osborne**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 5P21]
- Wallygoggles: Female Attractiveness Ratings as a Function of College Living Environment. **Josh H. Baker & Tyler Nance**. Sponsored by Dr. Robert S. Horton, Wabash College. [See abstract 5P22]

[1A1] Social Physique Anxiety and Obligatory Exercise at Single-Sex and Coed Schools. **Zach Parrett & Jordan Boomer**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Previous research has shown that participants from single-sex institutions tend to have a higher amount of body dissatisfaction (Mensing, J., 2002) and that body image is highly correlated with exercise motives for older adolescent males (Ingledew et al., 2002). Our study focuses on the incidence of obligatory exercise in college-aged men, at both coeducational and all-male institutions. Male participants from Wabash College and Depauw University completed the Obligatory Exercise Questionnaire (Thompson, J. K. & Pasman, L. 1991), the Exercise Imagery Inventory (Gammage, K. L. et al. 2000), and the Social Physique Anxiety Scale (Hart, E. A., et al. 1989) so that we might investigate the influence of school environment (co-ed vs. single-sex) on exercise obsession and body dissatisfaction. We expected that participants from Wabash College (a single-sex environment) would report greater prevalence of obligatory exercise, greater obsession with exercise, and more social physique anxiety than participants from Depauw University (a co-ed institution).

[1A2] Actions Speak Louder Than Words: Relationships Between Religiosity, Moral Behaviors, and Academic Achievement. **Jenna D. McCann**. Sponsored by Dr. Douglas S. Krull. Northern Kentucky University, Highland Heights, KY 41099.

This research investigated the relationship between religiosity, moral behaviors, and academic achievement in college students. Biblical religious beliefs (e.g., belief in God, belief in hell) were unrelated to moral behaviors (e.g., alcohol consumption, number of sexual partners). However, frequency of attendance at religious services was negatively correlated with frequency of smoking, alcohol consumption, and number of sexual partners and positively correlated with monthly charitable contributions. One possible explanation for this pattern of findings is that attendance at services indicates greater commitment than does belief alone. Attendance at religious services was also positively correlated with GPA, whereas religious beliefs were not. This finding may also indicate greater commitment and/or greater discipline.

[1A3] Social Facilitation and Athletic Training: The Effects of Competition and the Coach on Swimming Performance. **Jeremy West**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Social facilitation research suggests that an audience increases evaluation apprehension (i.e., anxiety that results from an awareness that one is being evaluated by others), which in turn, creates arousal. This arousal then enhances the performance of simple tasks and impedes the performance of complex tasks (Zajonc, Heingartner, & Herman, 1969). The current study investigated whether or not evaluation apprehension affects swimming performance. Half of the participants (all members of the Wabash college swim team) swam under the watchful eye of the swimming coach. The remaining half of participants swam without the coach being present. Additionally, half of the participants swam against another swimmer, whereas the remaining half swam alone. This latter manipulation allowed an investigation of the beneficial or detrimental impact of coaction (i.e., competition) on performance. I expected that participants would swim faster (1) with the coach present, rather than absent, and (2) when swimming with another person (competition condition), rather than alone.

[1A4] Mood or Music for the Mozart Effect? **Jayna A. Finesman & Amie M. Robinson**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

There has been a lack of consistency in replication of Rausher and Ky's (1993) Mozart Effect, which is a phenomenon that suggests that listening to Mozart's music increases performance on a spatial reasoning task. A possible explanation has been that positive mood is induced by the music and this positive mood, rather than the music itself, is the cause of the increase in performance. Subjects in the present study completed the PANAS, a short assessment of mood, and then a spatial reasoning task. Subjects were then assigned to one of four conditions, music, positive mood, negative mood, or silence. Subjects in the mood conditions participated in the Velten Mood Induction technique, while subjects in the music condition listened to Mozart's Sonata for Two Pianos in D Major. After the treatment condition subjects completed another PANAS to assess any significant mood changes and another spatial reasoning task. Results will be discussed and compared to current literature.

[1B1] Brainstorming Performance. **Jeremy Fletcher**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

This study explores the effect of number of people brainstorming on performance. Performance, in this case, is measured simply by the number of solutions generated. A multilevel one way analysis of variance was conducted with three levels of the independent variable. Those three levels are individuals, teams of two, and groups of three or four, with a dependent variable being the number of solutions given. A total of 108 Introduction to Psychology students were tested in this experiment. The brainstorm question involved possible ways of improving security on campus and a five minute period was timed for the brainstorming task. Although most previous research has found that individuals perform better than groups, groups in this experiment outperformed the individuals. No significant difference was found either way with the dyad condition. This may have been due to various confounding variables encountered during the study. Other possible confounding variables, along with suggestions for future research are provided.

[1B2] Bisecting and Behavior: Does Lateral Inattention Predict Academic Performance? **Aron D. Gerhart**. Sponsored by Dr. Phil D. Wann. Missouri Western State College, St. Joseph, MO 64507.

The purpose of this research is to examine the relationship between scores on a visual line-bisection task and academic performance. Previous research (e.g., Drake, 2002) has indicated that line-bisection, a measure of hemispheric activation, correlates with academic performance. Students with lateral inattention, a sign of a relatively active left hemisphere, did not do as well in course work as other students. In the current study, 141 students who were enrolled in an introductory psychology course at a small Midwestern college completed a task that involved bisecting five lines. An index score was then calculated using Drake's (2002) formula, $100 \times (R - L) / (R + L)$. These scores were correlated with the students' course point totals and grades at the end of the semester. The line bisection index and grades were not found to be significantly correlated ($r = -.044, p > .05$). A comparison of students with positive index scores and those with a negative index scores also failed to yield a statistically reliable result, ($t(118) = -.681, p > .05$). These results are not consistent with Drake's (2002) findings. One possible reason for this is that the current study examined cumulative academic performance for the entire semester, whereas the previous research looked at only short-term measures up to eight weeks into the academic term.

[1B3] Long-Lasting Effects of Maternal Deprivation on Serotonin-2A Receptor Function. **Jennifer M. Prudencio & Maureen Sheikh**. Sponsored by Dr. A. Michael Anch. St. Louis University, St. Louis, MO 63108.

During the stress-hypo-responsive period, occurring between postnatal days 3 and 14 in the infant rat pup, the hypothalamic-pituitary-adrenal (HPA) axis maintains low levels of CORT and ACTH. If a rat pup is deprived of maternal behavior (feeding, stroking) for 24 hours, the HPA is disinhibited and the endocrine stress response is increased. Maternal deprivation has been proposed as a possible animal model of schizophrenia, based upon observations of increased dopamine-agonist responsiveness and decreased prepulse inhibition of the startle response in maternally deprived rats. Animals show increases in 5-HT1a and 5-HT2a receptor mRNA alterations immediately following maternal deprivation. In the present study we examined whether or not long-term alterations in 5-HT1a and 5-HT2a receptor function changes are seen after 24 hours of maternal deprivation. To do this, 9-day-old rat pups were maternally deprived for 24 hours. A control group was left undisturbed during this time. At 90-days old, rats were injected subcutaneously with either a 5-HT1a or 5-HT2a agonist, and observed for specific agonist-mediated behaviors. For each agonist-responsiveness test, 10 non-deprived and 10 maternally-deprived animals were tested. We found a significant increase in 5-HT2a-agonist responsiveness in maternally deprived rats, but no difference between groups in 5-HT1a-agonist responsiveness.

[1B4] A Face By Any Other Name: Effects of Memory Strategy, Initial Letter of Names, Commonness of Names, and Need for Cognition. **Aaron Hamlin**. Sponsored by Dr. Douglas S. Krull. Northern Kentucky University, Highland Heights, KY 41099.

Memory for names is a practical ability to have. This study presented participants with faces and names and investigated how different memory strategies may aid recall for varying kinds of names. Need for cognition was also measured to determine whether scores may be correlated with recall under specific memory strategies. Memory strategy had three levels: repetition, generation of an appropriate trait, and whether the name fits the face. Name initial letter had two levels: all names starting with the same letter and names starting with different letters. Commonness of names had two levels: common names or unusual names. Faces were created by face generating software. The sample for the experiment consisted of 206 students from psychology courses at NKU. Our significant findings included a memory advantage for common names and for names that begin with different letters, as well as a three way interaction between memory strategy, commonness of names, and need for cognition score.

[1C1] A Behavioral Approach to Weight Loss and Health Improvement. **Marilee M. Burnside**. Sponsored by Dr. Gordon O. Henry. Indiana University Southeast, New Albany, IN 47150.

Obesity in the United States, as reported by national health organizations, is of epidemic proportions resulting in co-morbidity with other serious disease processes, as reported by St. Jeor et al. (2001). Billions of dollars are spent annually by American consumers for weight loss products and services (Golditz, 1992). Despite this outlay of resources, the incidence of obesity is increasing in adults, and the trend is expected to continue with a corresponding increase in obesity among children as reported by the Centers for Disease Control (2001). Behavioral interventions that rely on strategic use of consequences of a behavior to control it have been effective in improving a wide range of behaviors and hold great promise for doing so with regard to America's growing obesity problems (Baer, Wolf, & Risley, 1987). The current study used a changing criterion design to deliver contingent consequences for improvements in health indicators, weight loss, and exercise. The single subject showed improvements on all measures beyond those experienced using goal setting and self-monitoring procedures when an activity reinforcer was made contingent upon such improvements. Suggestions for extending the external validity of this research are made.

[1C2] Levels of Video Game Realism and Their Effect on Aggression. **Nathaniel Baldwin & James Fahey**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

Over the past few decades the market for video games has dramatically increased. With this increase there has been growing concern that video games, like television, have adverse effects on viewers. While older studies seem to find little cause for concern, newer studies are, to the contrary, finding video games to cause a notable increase in aggression in players. We hypothesized that while games may always have been perceived as "violent", the true cause behind their influence may be the level of realism with which the violence is portrayed. Studying three games, with differing levels of realism in violence, should show that the more realistic the game the higher the aggression scores should be. The subjects played one of the three games: a control game shown in previous studies not to increase aggression, a low realism violent game, and a high realism violent game. After 20 minutes of play participants were administered the Buss and Perry Aggression Questionnaire.

[1C3] Effects of Primed Temporal Cues on Preferred Mating Strategy. **David R. Weise**. Sponsored by Dr. Steven J. Scher. Eastern Illinois University, Charleston, IL 61920.

Buss and Schmitt (1993) theorize that two distinct mating strategies exist: a long-term and a short-term mating strategy. A long-term strategist commits to a single partner over an extended period of time. On the other hand, brief sexual liaisons involving multiple partners characterize a short-term strategy. Researchers (e.g., Buss & Schmitt, 1993; Belsky, Steinberg, & Draper, 1991) suggest these mating strategies are contextually dependent. Since humans can potentially pursue both mating strategies, I hypothesize that information in the environment can affect which mating strategy is preferred over the other. This study uses a priming methodology to look at how situational factors influence one's preference to engage in either a long-term or a short-term mating strategy.

[1C4] The Influence of Homophobic Attitudes on Perceptions of Interpersonal Touch. **Julie A. Skalitzky**. Sponsored by Dr. Caridad F. Brito. Eastern Illinois University, Charleston, IL 61920.

This study investigates the influence of homophobic attitudes on perceptions of interpersonal touch. Students from the Introductory Research pool at Eastern Illinois University were tested. Participants viewed videos portraying different types of interpersonal touch (e.g., handshake, hug, arms around the waist, hand-holding), along with a no-touch control. The videos depicted male-male, female-male, and female-female contact; each dyad was depicted performing every type of touch. Following each video, the participants were given a questionnaire asking them to rate the perceived normalcy of the behavior, their evaluations of the behavior, and their beliefs about the relationship type. After they viewed all the videos, participants were asked to complete the Homophobia Scale (Wright, Adams, & Bernat, 1999). It is hypothesized that males will have higher levels of homophobia than females. It is also hypothesized that different types of touch between dyads will lead to dissimilar ratings of normalcy and appropriateness of behavior, as well as varied ratings of relationship types. Finally, it is hypothesized that higher levels of homophobia will be related to more negative evaluations and perceptions of normalcy.

[1D1] Student Perceptions of Irritating Behaviors in the College Classroom. **Kathleen McRee, Jessica Wisler, Daniel Napers, & Sean Thom**. Sponsored by Dr. Drew Appleby. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

Previous studies have examined perceptions of irritating behaviors in the college classroom (Appleby, 1990; Boice, 1996; Perlman & McCann, 1998). The purpose of the present study was to identify and classify student perceptions of irritating behaviors of both faculty and fellow students and to compare these behaviors with the findings of previous research. Participants were asked to complete a survey by listing three irritating behaviors of faculty and fellow students, and their responses were content analyzed into categories. Results indicate that many of the behaviors which students find irritating are not new to this study. However, some behaviors appear to reflect the passage of time and the changing demographics of college students. Making faculty and students aware of these behaviors can provide the first step toward creating an environment more conducive to learning. Future research should examine the effect of clearly stated expectations of behavior by faculty as it relates to the deterrence of undesirable classroom behaviors. Additionally, future research should investigate the implementation of Astin's model of student involvement (1984) as a means of encouraging behavior more beneficial to the learning environment.

[1D2] Conformity in the Cafeteria. **Amy Zeppenfeld & Tasha Lawson**. Sponsored by Dr. Charles D. Dolph. Cedarville University, Cedarville, OH 45314.

Social norms are a large part of every day life. One of these norms we as Americans follow is that we do not eat food from another person's plate. Asking people for food in a public place, such as a cafeteria, is not acceptable behavior, especially if that person is a stranger. Therefore, we wanted to test what people's reactions would be to someone breaking this social norm. Our study involved two confederates: Confederate A observed while Confederate B approached 40 girls dining in groups of two. Confederate B, who is female, asked the girls at the table for a sample of their food, one at a time. In the groups of two, the first subject (Subject Y) who was asked complied 19 out of 20 times (95%), whereas the second subject (Subject Z) only complied 14 out of 20 times (70%). When Subject Y and Confederate B were acquaintances, Subject Y complied 100% of the time (20 out of 20). When Subject Y and Confederate B did not know each other, Subject Y complied 9 out of 10 times (90%). Subject Z only complied 5 out of 10 times (50%) when Confederate B and Subject Y knew each other, whereas Subject Z complied 9 out of 10 times (90%) when Subject Y did not know Confederate B. Our results suggested that a previously established relationship between Confederate B and Subject Y provided a foot in the door, causing the subject to comply with the request. When there was no relationship, the subject was less likely to conform because there was no reason for which to make an exception to the social norm.

[1D3] Predicted Versus Actual Behavior of Resident Assistants. **Sarah E. McDivitt & Lucinda A. Hickey**. Sponsored by Dr. Charles D. Dolph. Cedarville University, Cedarville, OH 45314.

Swim and Hyers (1999) demonstrated that college students are not good predictors of their own behavior. The purpose of our study was to replicate Swim and Hyers research on male and female college students at a private university in the American Midwest. We sent 125 male and female Resident Assistants (RAs) surveys with questions about their beliefs and behaviors regarding their enforcement of the university's rules. Seventy-four RA's responded. Their responses indicated that 71.6% would choose to confront a dress code violator, 21.6% would not, and 6.8% were unsure. We then placed students in the cafeteria who were clearly in violation of the dress code in plain sight of many RA's over a three and a half hour span at lunch. Not even one RA ever confronted the confederate dress code violator even though 71.6% had indicated in the survey that they would. This implies that RA's attitudes do not accurately predict their behavior, a finding that is consistent with Swim and Hyers research.

[1D4] Catastrophic Forgetting in Early Word Learning. **Emily B. Unikel**. Sponsored by Dr. Linda B. Smith. Indiana University, Bloomington, IN 47408.

There are certain situational contexts in which forgetting occurs more frequently than others. Previous research done relating to memory retrieval with neural networks and research conducted with adults suggests just that; memory retrieval is disrupted and forgetting occurs when something is learned in similar contexts and in a similar manner. The present longitudinal investigation takes this research a step further by conducting research with a sample including 18-21 month old children. In this paper we look at word-learning and forgetting in similar contexts versus differentiating contexts. These results have implications for how early language depends on and influences the development of basic memory processes.

[1E1] Solomon Asch Revisited. **Sarah M. Buccola, Roderick L. Dixon, & Gabriella A. Marks**. Sponsored by Dr. Tom Wilson. Bellarmine University, Louisville, KY 40205.

The famous Solomon E. Asch conformity study was replicated using 5 participants (3 females, 2 males). Six confederates joined one true subject in each session, judging the length of lines on 12 cards. It was hypothesized that Asch's original results would be obtained in that subjects would give inaccurate responses under group pressure. In support of our prediction, all 5 true subjects conformed to the group on at least one card. This finding is discussed in relation to recent arguments that present social influence is similar to conformity in Asch's day.

[1E2] Factors Affecting Personal Estimates of Needed Weight Loss in a Sample of College Women. **Michele Ristovski, Shanna Conover, & Deanna Semovski**. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

An available sample of 85 female college age respondents completed a comprehensive survey of their personal background, weight loss issues, nutritional knowledge, dieting experiences, level of physical activity and exercise. Respondent estimates of pounds they needed to lose were related to reported satisfaction with current eating habits, estimation of caloric content in commonly consumed fast foods, and reasons offered for losing weight. A significant interaction effect obtained in the estimation of needed weight loss between subjects over- and under-estimating calories and their satisfaction with eating habits. Controlling for their body mass, respondents who underestimated the caloric content of commonly consumed foods and were dissatisfied with their eating habits reported a need to lose twice as many pounds as those who were satisfied with their eating habits. There was no corresponding difference in desired weight loss for respondents overestimating caloric content of food. Reduction of dissonance was offered as an explanation for the difference between the satisfied and dissatisfied in estimated caloric content of commonly consumed foods.

[1E3] Differential Involvement of the Dorsal and Ventral Striatum in Amphetamine-Induced Hyperlocomotion. **Christopher M. Whitaker, James Armstrong, & Jessica Skeens**. Sponsored by Dr. Ilun M. White. Morehead State University, Morehead, KY 40351.

Although the ventral striatum, the nucleus accumbens (NAc), has been implicated for amphetamine-induced hyperlocomotion, neurophysiological studies have shown that systemic amphetamine excites neurons in the dorsal striatum (STRd) and produce hyperlocomotion in rats. The present study examined differential involvement of the STRd and NAc in amphetamine-induced hyperlocomotion using excitotoxic lesions and amphetamine microinfusions in these subregions. In the first experiment Wistar rats received either NMDA or sham lesions in STRd or NAc, and their activity was measured before and after systemic amphetamine injection (1mg/kg, i.p.). In the second experiment rats were implanted with bilateral cannulae in STRd or NAc for subsequent amphetamine microinfusions. Our hypothesis was that lesions in either subregion would suppress amphetamine-induced hyperlocomotion, and that direct amphetamine infusions in either subregion would produce hyperlocomotion. Activity of each animal was measured by distance traveled in an open-field. Data were collected at 5 min interval over a 60 min period. There was no difference in baseline activity level between lesioned rats and controls. Following systemic amphetamine, the control rats showed hyperlocomotion, whereas rats with NAc lesions showed markedly suppressed amphetamine-induced hyperlocomotion. In contrast, rats with STRd lesions showed hyperlocomotion comparable to that of the controls. Likewise, direct amphetamine infusions (10µg/µl, 0.6µl/site) into NAc produced hyperlocomotion, whereas amphetamine infusions in STRd failed to produce behavioral change. Locomotor activity following vehicle infusions in either subregion was comparable to the baseline activity. Our data provide evidence that NAc, but not STRd, is critical for amphetamine-induced hyperlocomotion, and that hyperlocomotion is due to enhanced dopamine transmission within NAc, but not STRd. Further research on regional specificity within the striatum in psychostimulant-related behavior is warranted. Supported by the grants from the Kentucky Academy of Science (KAS), the Kentucky Brain Infrastructure Network (KBRIN), and the NSF EPSCoR (4-65752-02-333) to Ilun M. White.

[1E4] The Relationship Between Defense Style, Conflict Resolution Style, and Marital Satisfaction. **Amy M. Rich**. Sponsored by Dr. Roger Ware. Indiana University Purdue University, Indianapolis, IN 46202.

The purpose of this research is to examine the relationship between defense style, conflict resolution style, and marital satisfaction. Approximately 100 surveys and questionnaires will be distributed among married students in introductory classes and Indiana University Purdue University Indianapolis. Independent variables will be defense style as measured through The Defense Style Questionnaire-40 and conflict resolutions style as measured through the 16-item Conflict Resolution Styles Inventory. The dependent variable will be marital satisfaction as measured through the Short Marital-Adjustment Test. Hypotheses are : There will be relationships between defense style and marital satisfaction as follows: 1) Participants reporting mature defense style will report higher marital defense style; 2) Participants reporting neurotic defense style and immature marital satisfaction than participants reporting immature defense style; and 3) Participants reporting immature defense style will report lower marital satisfaction than participants reporting mature defense style and immature defense style. Another hypothesis is that conflict resolution style is related to marital satisfaction as follows: 1) Participants reporting positive problem solving will report higher marital satisfaction than participants reporting conflict engagement, withdrawal, and compliance; 2) Participants reporting conflict engagement will report higher marital satisfaction than participants reporting withdrawal and compliance; 3) Participants reporting withdrawal will report higher marital satisfaction than participants reporting compliance; and 4) Participants reporting compliance will report lower marital satisfaction than participants reporting positive problem solving, conflict engagement, and withdrawal.

[2A1] The Just-World Hypothesis: How Race and Situational Variables Affect Perceptions of Male University Students. **Jordan Long & Mark Tedford**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

The concept of just-world was originally postulated by Melvin Lerner and associates, resulting in a unique understanding that people need to believe that their environments are just and orderly places where people get what they deserve (Lerner, 1980). To examine this phenomenon, a story of a rape victim with one of four conditions was given to a total of 100 male students: a white female who fought back against her attacker, a white female who submitted to her attacker, a black female who fought back against her attacker, and a black female who submitted to her attacker. All other elements within the story remained constant. A 20-question just-world survey was administered in each condition following the story. Results in different conditions were compared to evaluate what effect, if any, race or situational manipulation had on the male students' concept of the just-world. Data collection is currently in process and is expected to be completed by the end of March, with results discussed at the conference.

[2A2] A Study of the Probable Correlations Between Symptoms of ADHD and Peer Relationships, Academic Satisfaction, and Self-Image. **Annie R. Phillips**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

The purpose of this study was to examine the possible relationships between symptoms of ADHD, peer relations, academic performance, and self-image among university level students. Eighty-eight students at a Midwestern liberal arts institute participated in the study. None indicated that they had been previously diagnosed with ADHD or were currently receiving ADHD medication. The students were given the General Adult ADD Symptom Checklist and a series of questions on their perception of peer relations, academic performance, and self image. The results showed that 14% of the students displayed a significantly high number of ADHD symptoms. Significant correlations were found between a high prevalence of ADHD and poor peer relations, less satisfactory academic performance, and poor self image.

[2A3] Impact of Mother's Attributions on Children's Unintentional Injury Prevention. **Andrew E. Monroe**. Sponsored by Dr. Lisa Kindleberger. Southwestern Illinois College, Belleville, IL 62221.

Unintentional injuries rank as the number one cause of death of children under the age of 18 in the United States (Baker, O'Neill & Karpf, 1984). In fact, more children die from unintentional injuries than from all other childhood diseases combined (Scheidt, Harel, Trumble, Jones, Overpeck, & Bijur, 1994). Additionally, one in every three children goes to the emergency room each year because of an unintentional injury (Dershewitz & Williamson, 1977). Injury prevention research has attempted to identify some causal factors that may decrease children's unintentional injuries. Specifically, researchers argued that parental beliefs, such as perceived risk and parental attributions about children's unintentional injuries, may be predictive of the way in which parents protect their child from future injuries (Kronenfeld, and Jackson, 1991; McGillicuddy-De Lisi and Siegel, 1995; Peterson, et al., 1995). To further explore this theory, this study chose to examine whether mothers beliefs about children's unintentional injuries did in fact impact their behavioral intentions to protect their child from future injury. Ninety mothers of 3-5-year-old children were asked to fill out a packet of questionnaires about children's unintentional injuries, as well as, information about their child's previous injuries, and temperament. The results of this study revealed that attribution to injury, but not perceived risk of injury, was predictive of mother's behavioral intentions to supervise their child's future injuries. Thus, this study provides preliminary evidence to suggest that unintentional childhood injuries may be reduced if mothers make correct attributions for their child's injuries.

[2A4] The Impact of Social Support on Quality-of-Life for Breast Cancer Patients. **Stephanie Straub & Michael Sawvel**. Sponsored by Dr. Michael J. Boivin. Indiana Wesleyan University, Marion, IN 46953.

Twenty-nine women undergoing radiation treatment for breast cancer were compared to twenty-nine women no longer on active treatment, on a wide range of quality-of-life measures. The active-treatment women maintained a significantly higher degree of social support consisting primarily of family, spouse, friends, church or religious support groups, and non-religious support groups. For these women, level of social support (irrespective of specific source) was significantly related to less depression, less anxiety, fewer symptoms of fatigue, better physical quality-of-life in response to treatment, and higher degree of religious and existential (well-being). Preliminary results also suggest that higher social support is related to better sleep quality and better immunological response as measured by higher Natural Killer T cell (NK) cell levels in active cancer culture based on blood work based on samples drawn. The necessity and benefit of effective social support may be much more important for such patients than previously realized.

[2B1] Parental Divorce, Attachment Style, and Post-Relationship Dissolution Behavior. **Matt Boston**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Previous research suggests that people form attachment styles (secure, anxious, or avoidant) at a young age (Bowlby, 1969, 1973). Interestingly, research on adult attachment has found (1) surprising similarity between childhood and adult attachment patterns and (2) that adult attachment styles predict reactions to relationship dissolution. For example, avoidant adults avoid contact with their ex-partner or seem disinterested in subsequent relationship commitment. It is also interesting to note the adult children of divorce (ACD) have a tendency to gravitate towards unhealthy relationships and to have higher rates of divorce. The current project investigates whether ACD develop avoidant and anxious attachment styles more readily than adults whose parents never divorced. Furthermore, this project explores how ACD react to relationship dissolution and whether these reactions are predicted by attachment styles. One hundred males and one hundred females completed a survey assessing their attachment style, childhood family structure, and their typical post-relationship dissolution behavior. I expected that ACD would report more anxious and avoidant attachment patterns and would react to relationship dissolution in ways that mimic childhood attachment patterns (e.g., avoiding intimacy subsequent to break-up).

[2B2] Education to Improve Eyewitness Testimony. **Wes Ambrose**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Eyewitness testimony is one of the most powerful pieces of evidence used in courtrooms today. However, inaccurate and overly confident witnesses have been linked to thousands of wrongful convictions of indexed crimes. There has been very little research investigating possible ways of improving the testimonies of eyewitnesses. This project will investigate the effects of education about memory and eyewitness testimony errors on participants' recollection and their confidence in that recollection. A research confederate will be present at the beginning of the experiment but will leave shortly thereafter. As the first task of the study, participants will be asked to read information about either memory faults and eyewitness testimony or an irrelevant topic. Next, participants will complete a quiz over the information and then will be asked to recall physical details of the research confederate and to express their confidence in their memory for that confederate. I expect that participants who are educated about memory and eyewitness testimony will display more accurate recall of the confederate but will express less confidence in their recollections, as compared to the control participants.

[2B3] Differences Among Vocational Identity Statuses on Established Measures of Career Exploration and Indecision. **Lindsay M. Nance**. Sponsored by Dr. James H. Thomas and Dr. Cyndi R. McDaniel. Northern Kentucky University, Highland Heights, KY 41099.

Research on vocational identity status is based on the idea that career development involves two aspects: exploring career possibilities and deciding on a career path. In order to measure career development from this perspective, we created the Career Exploration and Decidedness Inventory (CEDI). The CEDI has two scales: four items measuring decidedness and four measuring exploration. Using the CEDI, we grouped introductory psychology students into the following four vocational identity statuses: Achievement, Moratorium, Foreclosure, and Diffusion. Individuals in the Achievement status (N = 32) were high in both exploration and decidedness, while those in the Moratorium status (N = 23) were high in exploration but low in career decidedness. Those in the Foreclosure status (N = 29) were high in career decidedness but low in exploration, while those in the Diffusion status (N = 36) were low in both career decidedness and exploration. As a test of the concurrent validity of the CEDI, students in the four statuses were then compared using the most popular measures of career indecision (Career Decision Scale - CDS) and career exploration (Career Exploration Survey - CES). As expected, the four statuses showed significant differences on both the CDS and the CES.

[2B4] Looking for Love in Personal Classifieds. **Deborah Miller, Jamie Marcotte, Amy Wagner, & Gina Budzevski**. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

Gender differences in 130 male and 130 female personal self-descriptions placed as advertisements in a local Midwestern newspaper serving an urban-industrial area were coded and analyzed. The heterosexual ads both for males seeking females and females seeking males were coded according to the limited demographic characteristics (age, race, marital status, etc.) supplied in the ad by the writers, the type of relationship they were looking for, their self-described personal preferences, attributes and interests. Hypotheses were tested based in social exchange theory predicting self-presentation and preferred characteristics in potential partners differed on the basis of sex and age. The results provide partial support for a social exchange explanation of mate-seeking behavior.

[2C1] Personality Disorder Criteria: Ethnic and Gender Biases. **Melissa J. Sams**. Sponsored by Dr. Anu Sharma. Eastern Illinois University, Charleston, IL 61920.

The Diagnostic and Statistical Manual (DSM-IV), published by the American Psychiatric Association (APA, 2000), is considered by most mental health professionals to be the definitive source for mental disorder classification. However, criticisms of the diagnostic classifications and criteria provided by the APA have been well documented (Rivas, 2001). One of the principal controversies of the DSM-IV involves the diagnosis of personality disorders (Sprock, Blashfield, & Smith, 1990). Many of the diagnostic criteria are vague and subjective, making personality disorders susceptible to bias in diagnosis. Earlier studies have provided evidence to suggest the PD diagnostic criteria contain either stereotypical gender or ethnic elements (Iwamasa, 2000). The purpose of my study will be to examine whether the criteria used to diagnose personality disorders, specifically Cluster B disorders, contain gender as well as ethnic biases.

[2C2] Adolescent Risk-Taking as a Function of Family Structure and Social Isolation. **Aaron A. Alvarez & Nick P. Cuban.** Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

In a survey sample of 550 high school students of both sexes risk-taking as an adolescent behavioral style was related to their family structure: whether from dual or single parent backgrounds, and to their self-appraised social isolation: whether they cited their primary reference groups as socially alienated or socially involved with the dominant school culture. Males from dual parent homes were more likely to exhibit greater risk-taking than those from single parent households. Socially alienated males were more likely to report a greater willingness to take risk than those more socially involved in school social life. Self image, personally described delinquency, detentions and perception of fellow student behaviors were consistently related to the respondents' school-based social identity. The relationships were moderated by the respondent's sex and peer group identity.

[2C3] The Effectiveness of a Computer Based Problem Solving Test. **Shaun D. Howard.** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

Today many problem solving tests are administered on computers, but how do the computerized test compare to standardized paper and pencil tests? The current study examines the strength of a new cognitive problem-solving test, introduced to the Procter & Gamble Company. The tests are not like everyday tests, more like memory games. This study compares performance of a paper and pencil problem-solving test with the new Computer test. Participants were asked to complete both a paper and pencil test and two of the four computer based problem solving tests. The scores on both tests were correlated, to determine the reliability and validity of the computer based tests.

[2C4] Comparing the Effects of Mozart's Music to Other Music. **Gabriella A. Marks.** Sponsored by Dr. Tom Wilson. Bellarmine University, Louisville, KY 40205.

This study attempted to show that listening to Mozart's music does facilitate intellectual functioning in support of the controversial Mozart Effect. College students volunteered as subjects in three groups, each given a pre-test of pencil-paper mazes, followed by one of three musical conditions, and then a post-test set of mazes to completed. Results indicate that under some circumstances Mozart's music showed similar effects to other patterned music.

[2D1] Conformity: A Replication of the Asch Experiment. **Richard D. Arledge.** Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

An Asch type situation was used to investigate the influence of group pressure on whether the unanimous responses of a group would influence a participant's answer to math questions. Sixteen participants were asked a series of twelve questions in the presence of a group. The group would give the same wrong answer aloud, then the participant would offer his/her answer. Previous research has indicated that a majority of the participants would have a high conformity rate. It was hypothesized that there would be a high conformity rate and that there would be no differences between genders. Results indicated an overall conformity rate of 41%. A difference between genders was also found; males conformed 20.5% and females 48%.

[2D2] Using Behavior Management Programs to Promote Increased Levels of Physical Activity. **Crista M. Davis.** Sponsored by Dr. Gordon O. Henry. Indiana University Southeast, New Albany, IN 47150.

Given the well-documented rise in certain health problems, such as obesity, in our society, many of which arise from our increasingly sedentary lifestyle, it is vitally important that we develop the ability to design and implement effective behavior management programs that promote increased levels of physical activity. The purpose of the current study is to document the effects of one such program. Physical activity can be evaluated using two criteria: performance, measured while physical activity is ongoing, and maintenance, measured by the persistence in which physical activity is engaged. In the current study, both of these criteria were targeted. Performance was measured by monitoring heart rate (to assess amount of fat being burned) using an interval recording system. Activity level was measured by counting the number of workout sessions attended each week. A secondary positive reinforcer was made contingent upon improvements on the activity, with plans being made to make such a reinforcer contingent upon the performance measure. Results showed that the number of exercise sessions attended per week was maintained at a high level when the reinforcement contingency was in effect. Suggestions for continuing maintenance of activity levels and for producing improvements in the performance measure were discussed.

[2D3] Predicting People's Perceptions of a Couple: The Roles of Sexual Orientation and Racial Mix. **Brendan K. Ryan.** Sponsored by Dr. Ronan Bernas. Eastern Illinois University, Charleston, IL 61920.

This study examined how the sexual orientation and racial mix of a couple influence people's perception and acceptance of the couple. It also tested whether the gender of the participants played a role. One hundred and eighty Caucasian Eastern Illinois undergraduate college students, aged 18-24, read a description of a couple. The descriptions varied by the sexuality (gay vs. lesbian vs. heterosexual) and the racial mix of the couple (white vs. black vs. mixed). Ten Likert-type items as well as a thirty three-item attitude scale measured the participants' acceptance of the couple and their perception of both homosexuality and interracial dating.

[2D4] Coping with Stress: Comparing the Coping Methods of Engaged and Single University Students. Amanda Burger & Michelle Rigel. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

Our study examined the coping styles between single and engaged students at a Midwestern university under the hypothesis that engaged students would utilize more positive coping methods because of the social support. Seventy-five students (41 single and 34 engaged) completed the 50-item version of the Ways of Coping Questionnaire. As a group, the participants had high scores for two of the positive strategies: planful problem solving and positive reappraisal, and there was a positive correlation between the uses of these two strategies. The most commonly used negative coping strategy was the distancing method. The student's GPA did not correlate with any of the coping strategies because the group was relatively homogeneous in GPA. We found, as hypothesized, that the engaged students did use the planful problem solving method more than the single students, and the single students used the distancing method more than the engaged students. However, the differences did not reach the level of statistical significance.

[2E1] Birth Order Differences in Self-Esteem. Valerie N. Fallon. Sponsored by Dr. Tom Wilson. Bellarmine University, Louisville, KY 40205.

This study was designed to determine whether an adult's order of birth has an effect on their self-esteem level. A total of 42 undergraduate psychology students volunteered for this study. Each filled out a questionnaire with 58 questions that measured self-esteem levels. There was one question that asked the subjects to determine if they were an only child, first born, second born, third born, or to state which order they were born if the other options did not apply. One-way analysis of variance performed over birth order levels resulted in a significant main effect on level of self-esteem.

[2E2] Involvement of the Mesolimbic System in Amphetamine-Induced Hyperactivity in Rats. Nao Hagiwara. Sponsored by Dr. Ilsun M. White. Morehead State University, Morehead, KY 40351.

Amphetamine produces hyperactivity in all mammalian species. Amphetamine-induced hyperactivity may be mediated via the mesolimbic dopamine system, which consists of the nucleus accumbens (NAc), the prefrontal cortex (PFC), and the ventral tegmental area. In particular, enhanced dopamine in NAc is thought to be critical for expression of hyperactivity. Recent studies, however, emphasize that inputs from other limbic structures, such as hippocampus, to NAc may play an important role in hyperactivity. The present study investigated differential effects of amphetamine infusions into PFC and NAc. We also examined hippocampal modulation of hyperactivity following amphetamine infusions in NAc. The hypothesis was that (1) amphetamine-infusions into NAc, but not PFC, would produce excitation; (2) excitation of hippocampus would augment hyperactivity, whereas inhibition of hippocampus would decrease hyperactivity following amphetamine infusions into NAc. Wistar rats were surgically implanted with bilateral cannulae for subsequent microinfusions and were allowed 7 days for recovery. Behavioral activity was tested in an open-field for 40 min. We found that amphetamine (10µg/0.5µl/site) infusions into NAc, but not PFC, produced hyperactivity, measured by distance traveled. This is consistent with our previous report that lesions in NAc, but not in PFC, suppressed hyperactivity following systemic amphetamine. Our data suggest that enhanced dopamine in NAc is critical for expression of hyperactivity. Hippocampal stimulation via NMDA (0.5µg/0.5µl/site) infusions augmented amphetamine-induced hyperactivity. Hippocampal inhibition via lidocaine (2%/0.5µl/site) infusions blocked amphetamine-induced hyperactivity. The present findings support our hypothesis and provide evidence for a critical involvement of hippocampus in amphetamine-induced hyperactivity, possibly via modulation of dopamine and/or glutamate in NAc. Future research on the precise role of hippocampus in hyperactivity will expand our understanding of behavioral changes associated with drugs of abuse. Supported by the grants from the Kentucky Biomedical Research Infrastructure Network (2002-003-068), Kentucky Academy of Science (KAS), and NSF Kentucky EPSCoR (4-65752-02-333) to Ilsun M. White.

[2E3] Selective Attention to Musical Rhythms: Influence of Distractor Complexity and Meter in Musicians and Non-Musicians. Dustin J. McKee. Sponsored by Dr. Katharine S. Milar. Earlham College, Richmond, IN 47374.

The performance of musicians and non-musicians on a selective attention task involving the reproduction of a short target rhythm while listening to various distractor rhythms was investigated. Thirty participants memorized and reproduced a short rhythmic phrase during five different distractor trials. Distractor rhythms were varied by complexity and meter. The results supported the hypotheses that more complex rhythmic phrases provide a greater distraction for participants: that musicians would perform the target rhythm more accurately across all distractor trials than non-musicians; and that musicians used organizational strategies from the LTM to aid them in the working memory task. The results provide insight into the methods used by musicians to overcome the limitations of working memory in attending tasks.

[2E4] Sex Differences in Respose to Emotional and Sexual Infidelity in Romantic Relationships. Katrina L. Cook. Sponsored by Dr. Caridad F. Brito. Eastern Illinois University, Charleston, IL 61920.

Infidelity (i.e., unfaithfulness) is a phenomenon that occurs in all forms of romantic relationships. Men tend to be more upset by sexual infidelity and women tend to be more upset by emotional infidelity (Buss et. al. 1992). An evolutionary perspective would suggest that the distress that is displayed is biological and due to the fact that both men and women are concerned about the passing on of their specific genes and evolutionarily have faced different tasks that would ensure the survival of any potential offspring (Symons 1979; Buss 2000). It has been suggested that the same evolutionary reasons that cause men and women to be distressed differently by the two different types of infidelity may also cause sex differences in whether or not a couple is likely to break up after an infidelity, be it sexual or emotional, occurs (Shackelford et. al. 2002). Because the validity of hypothetical situations has also been questioned, this study focuses on individuals who have experienced prior infidelities and assesses their behaviors, meaning whether or not they ended the relationship, at that time. Comparisons between predicted behaviors of individuals who have and have not experienced infidelity will also be made.

[3A1] Variation in Gender Role Identities between Age Groups. **Beth Zimmerman & Lucinda Hickey**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

This study was conducted in order to see if gender role identities differ across generations. In other words, are older people more androgynous than younger people? Using the Bem Sex-Role Inventory (BSRI), Christian adults (thirty college women and thirty-four college men aged between 18 and 24, thirteen men and twenty-seven women aged over sixty) were assessed on their masculinity and femininity levels. We found that older women had significantly higher femininity scores than younger women. Older men also had higher femininity scores than younger men but the difference was not statistically significant. However, we did not find significant differences in masculinity scores between generations in either men or women. All four groups had higher femininity scores than masculinity scores, but these differences only reached the statistical significance level ($p < .01$) for the two groups of women. We interpreted the results in light of the religious background of the participants.

[3A2] A Comparison of Parent and Teacher Ratings of Child Behavior. **Andrea L. Franka & Elizabeth M. Proemmel**. Sponsored by Dr. Michael Firmin. Cedarville University, Cedarville, OH 45314.

The purpose of this study is to analyze the differences between parent and teacher ratings of a child's behavior as measured by the Clinical Assessment of Behavior (CAB) Rating Forms. As part of a norming project for the CAB Forms, we collected results of 32 children from a local public school. The CAB Forms contain four categories: externalizing behaviors, internalizing behaviors, social skills, and competence. By grouping the questions into these categories, we will compare the parent and teacher ratings to see if they are significantly different. We will reveal these results at our presentation.

[3A3] Effects of Encouragement Type on Performance, as Related to Personal Strategy. **Julia Koch**. Sponsored by Dr. Katharine S. Milar. Earlham College, Richmond, IN 47374.

This study examined the relationship between encouragement type and personal mental strategy in an academic achievement setting. Forty-six participants filled out a questionnaire that was used to determine their personal strategies (defensive pessimism, strategic optimism, or aschematic). The participants completed a computer task that involved unscrambling words that appeared on the screen. There were 3 conditions for type of encouragement- mastery, coping, and no feedback. The hypothesis that defensive pessimists would perform best in the coping condition and strategic optimists would perform best in the no feedback condition was not confirmed. However, the results did have interesting implications for future study.

[3A4] Student Evaluations of Teaching: Effects of Gender of Professor and Instructions Given to Students. **Shana L. Tabb**. Sponsored by Dr. William E. Addison. Eastern Illinois University, Charleston, IL 61920.

The current study will examine any possible effects of gender of professor and/or instructions given to students on student ratings of teaching effectiveness. Participants will watch one of two videotaped lectures, with a male or female graduate student. Participants are then given a 9-item rating scale with one of three sets of instructions: be honest, be polite, or simply complete the scale. Data will be analyzed using a 2 (male or female) X 3 (instructions requesting participants to; be honest, be polite, or simply to complete the scale) analysis of variance (ANOVA). The main hypotheses of this study propose that students asked to be polite will give more positive ratings in their evaluations, and that, consistent with previous research, participants will rate the female lecturer more favorably. The expected effects also include a prediction of an interaction between the two variables: participants asked to be 'polite' to the female lecturer will give the highest ratings.

[3B1] Does the Career Factors Inventory Really Measure Lack of Information? **Shannon K. Gillum**. Sponsored by Dr. James H. Thomas and Dr. Cyndi R. McDaniel. Northern Kentucky University, Highland Heights, KY 41099.

The Career Factors Inventory (CFI) is based on the view that one of the major barriers to career decision making is a lack of needed career information or self knowledge. As part of a larger study, psychology majors ($N = 33$) completed the CFI along with two measures of career exploration (the Career Exploration and Decidedness Inventory - CEDI and the Career Exploration Survey - CES) and two measures of career information (the Psychology Majors Career Information Quiz - PMCIQ and the Psychology Majors Career Information Survey - PMCIS). We expected that students scoring high on the CFI "lack of information" measure would have low scores on the measures of career exploration and information. Surprisingly, the CFI measure was positively correlated with both the CEDI exploration scale ($r = .68$) and the CES ($r = .37$) and also with the PMCIQ ($r = .42$) and the PMCIS ($r = .31$).

[3B2] Victim and Observer Agreement in Discrimination Recognition. **Kevin L. McPherson**. Sponsored by Dr. Ronan Bernas. Eastern Illinois University, Charleston, IL 61920.

The purpose of the present study is to examine if and to what extent gender affects the perception of discrimination from the role of either victim or observer. In the current study, participants either played or observed a manipulated version of the popular game "Battle of the Sexes." The game involved creating same gender teams and informing participants that same gender individuals created the game "Gender Wars." Depending on which gender created the game, questions were rigged to favor the same gender and bias the opposite gender. Upon completion of the game, players and observers completed a questionnaire assessing their perception of bias and discrimination. It is hypothesized that males are more likely to report and observe discrimination, whereas females will observe discrimination more so than report it. Home community, self-esteem, political views, and overall beliefs of discrimination will be examined as additional factors possibly affecting perception of discrimination.

[3B3] The Relationship Between Parental Influence and Marriage Role Expectations. **Luke Dennis**. Sponsored by Dr. Caridad F. Brito. Eastern Illinois University, Charleston, IL 61920.

This study examined how we develop our impressions of what marriage roles are appropriate for each sex. Specifically, this study was designed to examine the relationship between college students' impressions of parental marriage roles and their expectations of their own future marriage roles. Subjects were undergraduate students at mid-sized mid-western University. Subjects completed a survey answering questions regarding their parental figures' relationships, their closeness with their parental figures, and their expectations of marriage roles in their future marriages. Items were designed to include subjects whose parents were no longer married, and/or were raised by figures other than their parents. The predictive relationships between parental relationships, closeness with parents, and expectations of marriage roles are examined.

[3B4] The Relationship of Family Status Change, Spiritual Well-Being and Loneliness. **Beatrice F. Brookins**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to examine the relationship between family status change, spiritual well-being and loneliness. The independent variables are family status change (age at which parental divorce occurred) and spiritual well-being (score of the Spiritual Well-Being Scale). The dependent variable will be reported loneliness (determined by score on the Revised UCLA Loneliness Scale). The first hypothesis is that the child who were older (after puberty) at the time of parental divorce will report higher loneliness scores than those who were younger (before puberty). The second hypothesis is that participants who report higher scores on the spiritual well-being scale will report lower scores on the loneliness scale. The third hypothesis is that participants who experienced parental divorce at an earlier age and who report higher scores on the spiritual well-being scale will report lower scores on the loneliness scale.

[3C1] Narcissistic Attraction to an Upward Comparison Target: A Study in Self-Esteem Protection. **John A. Wood**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

People often feel threatened and/or frustrated when presented with a superior other (i.e. an upward comparison). Frustration can result in the derogation of experimenters, methods, or the source of the upward comparison - all actions aimed at protecting self-esteem (Morf & Rhodewalt, 1993). Narcissists are acutely aware of self-esteem threats, so how will narcissists respond to upward comparisons? Participants completed the Narcissistic Personality Inventory and the Rosenberg self-esteem scale and were presented with two target persons, one who has average and one who has superior abilities in domains that are important to the participants' self-concepts. Participants then evaluated and expressed their attraction to each of the two targets. I expected high narcissists to react with more negativity towards the superior target (the upward comparison) than would low narcissists. More specifically, I predicted that high narcissists would give lower ratings than low narcissists to both targets, that narcissists would be less attracted to superior individuals, and that the difference between high and low narcissists in level of attraction would be greater for the superior target.

[3C2] Serial Killer Prototypes: The Influence of Age, Experience, and Popular Culture. **Terry J. Archambeault**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Research suggests that individuals form prototypes for different items or individuals, whereby they may more quickly identify them (Rosch & Mervis, 1975). Likewise, research shows that people hold naïve conceptions of items that lay outside their experience, such as crime. To "fill in" these blank areas, people use other sources, such as popular culture (Walh, 1995). The goal of this research is to investigate a popular culture prototype of serial killers, and to see if this prototype, and the influence of popular culture (i.e. movies) on this prototype, changes as a function of age and knowledge of real-life serial killers. Individuals will complete a Conception Checklist (to find their prototype of a serial killer), a Popular Culture Survey, which will assess how many serial killer movies participants have seen, and a Serial Killer Knowledge survey, which will assess participants' knowledge of real-life serial killers. I expect that younger individuals will have higher scores than older individuals on the Popular Culture Survey, will have relatively little knowledge of real-life serial killers, and thus, will have a serial killer prototype that is grounded in popular culture prototype. Older participants will have more knowledge of real-life serial killers and thus, will have a serial killer prototype that is (1) different than that of younger participants and (2) not dependent upon popular culture.

[3C3] Adult Self-Reports of AD/HD Behavior: Initial Normative and Convergence Data for the General ADD Symptom Checklist. **David Charles, Claude J. Robinson, Chad Sweatt, & Chrystin Hudson**. Sponsored by Dr. Sean P. Reilly. Morehead State University, Morehead, KY 40351.

Attention Deficit / Hyperactivity Disorder (AD/HD) is a lifespan disorder involving two separate, but correlated neurocognitive symptom dimensions, hyperactive/impulsive behavior and inattention. Self-report measures of attentional impairments are frequently used in the diagnostic process of differentiating AD/HD from other similar disorders. However, a majority of adult inventories inquire about current attention problems, or, retrospectively, ask about childhood attention problems; few encompass both domains which is a diagnostic requirement for AD/HD. We report normative and convergence validity data from 100 college-age adults (without AD/HD) who completed the General ADD Symptom Checklist, a new, broad-based, 78-item screening tool for assessing childhood history of AD/HD, present AD/HD symptoms (distractibility, short-term memory difficulties, poor organization, difficulties sustaining attention), and those involving depression and anxiety. In this study, a moderate to high level of convergence was observed between subscales of the General ADD Symptom Checklist and those from the well-utilized Brown Attention Deficit Disorder Scales. In addition, General ADD subscales pertaining to mood and anxiety symptoms were moderately correlated with scores on the Beck Depression Inventory-2 and State-Trait Anxiety Inventory, and, in some cases, yielded stronger associations than did those from the Brown ADD mood subscale. Future research and clinical implications for examining the General ADD Symptom Checklist are discussed in relation to other self-report attention inventories and behavioral measures of AD/HD symptoms.

[3C4] Senior Self-Appraised Well-Being, Activity Level and Locus of Control. **Amy Unwin & Angela Badie**. Sponsored by Dr. Anne B. Edwards. Purdue University Calumet, Hammond, IN 46323.

Self reported activity and perception of internal locus of health control were studied as part of a survey of demographic characteristics and life experience factors contributing to awareness and preparation of living wills with approximately 200 65 year or older male and female subjects. Self-reported level of personal well-being was related to the amount of difficulty in performing daily activities, age and self-rated internal locus of control. Remaining active and involvement in a social support system served as prominent factors in self-rated personal health. When controlled for age, females were more likely than males to report greater difficulty in maintaining an active life style. Not surprisingly, minority subjects perceived their health problems beyond their personal ability to control. The relationship of these variables to awareness and preparation of living wills was also explored.

[3D1] The Relationship Among Personality, Attribution Style and Social Factors and Academic Achievement. **Mary Hecht**. Sponsored by Dr. Assege HaileMariam. Eastern Illinois University, Charleston, IL 61920.

Research has suggested that various traits measured by the Five-Factor Model of Personality – Agreeableness, Conscientiousness, Extroversion, Neuroticism, and Openness – are correlated with an individual’s level of achievement, whether in academics, a career, or otherwise. Additionally, the tendency to attribute good and bad events either internally or externally is correlated with achievement. It has also been suggested that both personality and attribution style are affected by social factors. This study examines the relationship among personality, attribution style and social factors and academic achievement in college students, using an Attribution Questionnaire, the Five-Factor Model of Personality Rating Scale, Parental Influence Questionnaire and ACT/SAT Scores and GPA. The relationship between each factor and achievement and the interactions among the various factors, and the implication for the future are discussed.

[3D2] Learning Styles: A Relationship to Speech and Reading Rate? **Anne F. Barnes**. Sponsored by Dr. John A. Halpin. Eureka College, Eureka, IL 61530.

Learning style is a topic that is popular in the education field, despite a lack of conclusive research regarding its relevance to actual performance. This study sought to determine if learning style affects speech and reading rate, as speech and reading rate may have some impact on school success. The learning styles of 30 college students were defined as Auditory, Visual and Kinesthetic. Each subject was then interviewed to determine speech rate and given a standardized paragraph to measure reading rate. There were no statistically significant relationships among speech, reading rate and learning style. The appropriateness of focusing on learning style in the classroom will be discussed.

[3D3] Say Please: Effect of the Word "Please" in Compliance-Seeking Requests. **Brian A. Iezzi, Janine M. Helmick, & Aaron J. Vaughn**. Sponsored by Dr. Michael Firmin. Cedarville University, Cedarville, OH 45314.

The current study reported the results of an experiment which examined whether presenting a request which included the word “please” would facilitate greater compliance than a request that did not include the word “please.” Subjects consisted of 600 male and female undergraduates at a private, conservative university in the Midwest, and they aged from 18-24. Subjects were surveyed by 8 confederate callers; 4 presented a plead request, 4 presented a non-plead request. Data collection is currently in process and is expected to be completed by the end of March. Results from the experiment will be examined to determine the effect the word “please” has on compliance.

[3D4] Early Childhood Discipline. **Melinda E. Miller & Tricia Wilkens**. Sponsored by Dr. Michael Firmin. Cedarville University, Cedarville, OH 45314.

This paper is comprised of a literature review concerning early childhood discipline. Judith Harris’(1998) provocative publication, The Nurture Assumption, has heightened this controversial issue. The childhood developmental periods examined in this paper are preschool through adolescence. The paper specifically highlights discipline with regard to American children as cultural rifts are significant enough, thus creating the necessity for a mono-cultural examination. The discourse covers historical perspectives, generational theories, gender issues, parental styles, the methods of discipline, as well as corporal punishment. The section regarding corporal punishment addresses the history and manner of the debate, beliefs and practices, corporal punishment in public schools, in religion, and a conflation of the issues.

[3E1] Love Styles and Attachment Styles: A Test of Relationship. **Laura A. Zierer & Leah Baker**. Sponsored by Dr. Tom Wilson. Bellarmine University, Louisville, KY 40205.

The relationship between love styles and attachment styles was examined in 60 college students (40 females, 20 males). Individuals were categorized by their love styles (Eros Ludus, Storge, Mania, and Pragma) on the Love Style Survey (Rudin, 1973). Subject’s attachment styles were determined in the usual manner from the Adult Attachment Questionnaire (Shaver & Hazen, 1988). Chi-square test for independence indicated a relationship between love styles and attachment styles, in which Eros individuals showed a greater proportion with secure attachment and Mania individuals revealed a greater proportion of anxious and avoidant personalities.

[3E2] An Examination of Self-Esteem, Relationship Status, and Reported Jealousy. **Christine Behrens-McShay**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to examine the relationship between self-esteem, relationship status and reported jealousy. Surveys will be distributed to students currently enrolled in undergraduate Psychology classes at IUPUI. The first independent variable in the experiment is self-esteem and it will be measured by using the Coopersmith Inventory (3 levels of self-esteem being measured are general self, social self and self-peer). The second independent variable in the experiment is relationship status and it will be measured by using the CBM Relationship Questionnaire (3 levels of relationship status being measured are married, seriously dating and casually dating). The dependent variable in the experiment is jealousy and it will be measured by using the Self-Report Jealousy Scale ("dispositional jealousy" will be measured and it constitutes both person and situation variability). Three hypotheses will be examined in the experiment: (1) Participants who report low levels of self-esteem will also report higher jealousy scores. (2) Participants who report being married or who are seriously dating will also report higher jealousy scores. (3) Participants who report low levels of self-esteem and are married or seriously dating will also report higher jealousy scores. All data collected during the experimentation process will be destroyed upon completion of the experiment.

[3E3] Impact of Mood and Distraction on Short-term Memory. **J. Andy Clouse, Adam Layton, & Todd Small**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Empirical literature suggests that one can induce positive and negative moods by music (Kenealy, 1988). Further, empirical literature suggests that a positive mood leads to increases in scores on spatial reasoning and other cognitive tasks (Isen, 1999). On the other hand, distractions can hinder cognitive performance (Koester & Farley, 1982; Kovacs & Beck, 1977; O'Hanlon, 1981). Interestingly, much of the research on music, mood, distraction and cognitive performance has not been integrated into a single study assessing the effects that mood and distraction have on short-term memory. In this project we conducted a pilot study in order to select the "happiest" and "saddest" songs to use in our Mood Induction Procedure (MIP). In the main experiment participants were assigned randomly to listen to either the happy or sad song. Next, participants studied a list of words. For half of the participants, the words were accompanied by a cognitive distraction (an image in the background of the page on which words were printed), whereas the remaining half of participants studied without distraction. Finally, participants recalled as many of the words as possible. We expected that participants induced into a happy mood would recall more words than those in a sad mood, regardless of distraction. We expected the distraction to have a potentially detrimental effect on those participants who were induced into a sad mood.

[3E4] Racial Conformity: Does Varying Confederate Race Impact Normative Influence? **Jerry Bowie & Jeremy Priest**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

This experiment was conducted to determine the effect of race on normative influence in an all male environment. Solomon Asch conducted the seminal investigation of normative influences in which participants estimated the length of lines after hearing five responses from research confederates (Asch, 1956). This project extended Asch's findings by investigating the impact on conformity of race of confederates. We conducted a conformity game show in which each participant was asked a series of questions over a 25 to 30 minute time period. Participants were twenty White male introductory psychology students at Wabash College. Each of the participants responded to questions after hearing the responses of either 5 white or 5 black confederates. These confederates answered a series of questions incorrectly, creating the opportunity for participant conformity. We recorded the number of questions on which participants conformed and noted how long (in terms of questions) it took each participant to conform. We expected that participants would conform more often and earlier in the question series when confederates were Black, rather than White.

[4A1] Predicting Marital Readiness: A Look at Age, Length of Courtship, Marital History, and Sexual History. **Terra Posten, Andrea Link, & Danielle Esty**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

We believed that "readiness" was a key to marital success; therefore, we chose to take a closer look at the relationship between marital readiness and the couple's ages, length of courtship, premarital history and sexual involvement. The data was collected from premarital counseling files in a Midwest, church-based, counseling agency. Marital readiness was measured by the Premarital Personal And Relationship Evaluation, which is a valid instrument used by many counseling agencies. We correlated the demographic variables of 69 couples with their marital readiness scores. The only statistically significant correlation we found was between readiness and the male's age at the time of the intake. Other significant correlations were found between ages of the couples, and between the male's age and the couple's age difference.

[4A2] Spiritual Aptitude as a Measure of Psychological Reactance among Cedarville University Freshmen Based on Factors of College Choice. **Naomi R. Greenman, Ivana Batinic, Andrea J. Gillenwater, & Katherine L. Briggs**. Sponsored by Dr. Chi-en Hwang. Cedarville University, Cedarville, OH 45314.

The purpose of this study was to evaluate the effects of various factors on the spiritual well-being of Christina university students. Factors selected in our study were gender, class, student's financial responsibility, parental involvement in college choice, housing, and type of high school. Spiritual well-being was measured by the Spiritual Assessment Inventory (SAI; Hall and Edwards, 1996). A sample of 313 students (125 males and 185 females) from a Christian university in the Midwest was randomly selected from the entire student population. The results showed that none of the factors we studied had significant impact on the SAI scores of the students. In a closer examination of the data we found that the average SAI scores centered around 3.77 across all breakdowns by various factors indicating that the students are an extremely homogeneous group. The results were consistent with findings from a past study conducted on the same campus (Hwang and Riggs, 1997). Results of factor analysis of our data did not support the original SAI factor structure, casting doubt on the validity of the instrument in assessing this particular group.

[4A3] Stereotype Threat Among College Athletes. **Sally A. Emerson**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

Stereotype threat occurs when an individual is put into a situation where there is the possibility of confirming a negative stereotype. If the stereotype is implicitly activated then the result is a change in performance. Stereotypes can be activated when people are primed to think of themselves as members of a stereotyped group. This study examined the change in performance resulting from the common stereotype that student-athletes are not as intelligent as non-athletes. Students were primed by using a questionnaire. The experimental group questionnaire stimulated the student-athletes to think about themselves in the athletic role. The control group questionnaire consisted of neutral questions, such as the name of their pet. Each group then completed questions from the Graduate Record Examination (GRE) practice test. I hypothesized that the control group will perform better than those who are primed because the stereotype will debilitate the athletes' performance.

[4A4] Family Background Characteristics of Work and Home Life Satisfaction. **Allison Watts, Kari Flanigan, Staci Herrmann, & Julia Moore**. Sponsored by Dr. Vytenis B. Damusis. Purdue University Calumet, Hammond, IN 46323.

Using a survey including locally prepared and experimental measures, the relationships between work and life satisfaction, leadership style preferences, and selected respondent demographic characteristics were analyzed for 110 workers in a mid-western industrial-urban community. The mixed results suggested family status, amount of income, and parental work history contributed to self-reported satisfaction with life and home. The study was limited by sample size and restriction of range in the surveyed subject occupations. Recommendations for additional research and refinement of measures were indicated.

[4B1] The Effect of Innuendo on Attribution of Blame. **Kristina Heldmann**. Sponsored by Dr. George Bizer. Eastern Illinois University, Charleston, IL 61920.

A total of 34 fraternity and sorority members and 111 non-members read an article ostensibly from a newspaper describing either a positive or negative deed that was presented as fact or innuendo. Participants reported the likelihood that two Greek organizations (a fraternity and a sorority) were responsible for the reported deed. Contrary to the hypothesis that group membership would impact attribution of credit or blame to the Greek organizations, no effect of group membership was found, suggesting no real differences between members and non-members. However, when comparing participants who dislike fraternities and sororities with those who like fraternities and sororities, including both members and non-members of these organizations, results suggested that individuals who dislike fraternities and sororities are significantly more likely to blame Greek organizations for committing a negative deed. These results suggest that perceived differences solely based on group membership, in this case between members and non-members of fraternities and sororities, may not be as extreme as once thought.

[4B2] Relaxation and In-Group/Out-Group Perceptions in Role Players and Athletes. **Daniel E. Bledsaw**. Sponsored by Dr. Caridad F. Brito. Eastern Illinois University, Charleston, IL 61920.

This study is examining perceptions and level of relaxation between role-players and athletes. The participants are 30-40 undergraduate college students who are selected for participating in either role-playing games or athletic activities. Subjects are asked to fill out a series of questionnaires about their particular activity. There are two questionnaires which examine in- and out-group perceptions across the two groups and a final questionnaire which is given to test for the level of relaxation for participation in their respective activities. The perception questionnaires are in a semantic differential scale format and are assessed for their modes. The relaxation questionnaires are in a Likert-type survey format and are assessed for their means. It is hypothesized that the in- and out-group perceptions of athletes will be positively correlated whereas level of relaxation will be lower than that of role-players. It is also hypothesized that the in- and out-group perceptions of role-players will be negatively correlated whereas level of relaxation will be higher than that of athletes.

[4B3] The Digit Vigilance Test: A Brief Measure for Assessing Sustained Attention Problems. **Chrystin Hudson, Chad Sweatt, Claude J. Robinson, & David Charles**. Sponsored by Dr. Sean P. Reilley. Morehead State University, Morehead, KY, 40351.

The prevalence rates for college students with learning problems, including Attention Deficit/ Hyperactivity Disorder, have risen 71% over the past decade (APA, 2001); upper bound estimates for students with AD/HD may be as high as 11%. To date there is no single psychometric instrument available to clinicians that yields consistently high sensitivity and specificity rates. Empirical work linking adult self-reports of AD/HD symptoms with specific neurocognitive deficits is lacking in normative populations, especially for continuous performance tests, which are frequently under-utilized in AD/HD evaluations. Because there is a scarcity of available data, the present study provides normative data from 75 individuals (without AD/HD) who completed the Digit Vigilance Test (DVT), a visual sustained attention measure, and two self-reported attention inventories. In this study, modest to moderate correlations emerged for scores on the DVT and subscales of the General ADD Symptom Checklist and the Brown Attention Deficit Disorder Scales pertaining to sustained attention. Future research and clinical implications for examining the DVT in AD/HD populations are discussed in relation to other behavioral measures of AD/HD symptoms.

[4B4] A Behavioral Approach to Reducing Academic Procrastination. **Cherity L. Fordyce & Nicholos C. Martin.** Sponsored by Dr. Gordon O. Henry. Indiana University Southeast, New Albany, IN 47150.

While procrastination can be problematic in many settings in our society, it seems to be especially problematic in academic settings in which students have many competing demands on their time in addition to class responsibilities. It is important, then, that academicians design and implement programs effective in resolving problems of procrastination. Behavioral programs that rely on the manipulation of consequences of behavior to improve that behavior may be an effective means of addressing this problem. In the current study, researchers used latency recording to establish a baseline of when course assignments were completed in relation to when they were due for two undergraduate students. Latency information for both "minor" daily assignments and "major" assignments such as papers and projects was collected for each student. Individual goals with regard to how long prior to due date/time assignments would be completed were then established for each subject. Contingent upon reaching these anti-procrastination goals, a different activity reinforcer was delivered to each subject. Over the course of the semester, it is expected that this program of reinforcement will show beneficial effects on procrastination for each subject. Suggestions for extending such programs to other students and settings will be discussed.

[4C1] The Difference in Stress Levels between Introversions and Extraversions. **Ashley B. Boston, Emily A. Hall, & Ashley S. Wells.** Sponsored by Dr. Tom Wilson. Bellarmine University, Louisville, KY 40205.

The study examined the difference in stress levels between personality types. Fifty undergraduate college students ranging in age from 18-26 years participated as volunteer subjects. The quasi-experiment measured subjects' stress levels using the Hassles Scale for Students in College and subjects' personalities were classified using an adapted form of the Kiersey Bates Temperament Sorter. The null hypothesis that introverts experience similar stress levels to extraverts was supported in the data; no implication was found that stress levels differ between these personality types.

[4C2] Differences in Fraternal Relationships of Men at Middle Age and Old Age. **Brandy Wilson, Beth Tatlock, & Maria Fryda.** Sponsored by Dr. Victoria Hilkevitch Bedford. University of Indianapolis, Indianapolis, IN 46227.

Brothers may be an untapped source of social support to men in old age, especially after losing their partner. Yet, little is known about brothers' relationships. This study examines these relationships in order to determine whether the potential for intimacy increases as men develop from middle to old age. Normative role transitions, as well as birth cohort effects are likely to affect fraternal relationships. Focusing on cohort effects, we predicted that men in the WWII cohort will have the greatest potential for intimacy when compared to men in the Korean and Vietnam War cohorts. A secondary analysis was performed on a database from a longitudinal study of adult siblings which included qualitative data collected over a 16- year period using the Sibling Thematic Apperception Test (S-TAT) a projective measure consisting of six stimulus cards portraying siblings in interpersonal scenes. After the data were selected from male respondents aged 50-78, a thematic coding scheme was used that allowed for emerging themes. Three relationship themes arose - separation, social support, and communication. Comparing each cohort in terms of an overall increase or decrease in intimacy themes, it was concluded that the middle aged men (Vietnam cohort) displayed the greatest potential for intimacy. Ultimately, the study could be influential in designing an effective intervention for aiding brothers in achieving intimacy.

[4C3] The Effectiveness of the Boy Scouts of American in Deterring Deviant Behavior. **James B. Tsujimoto.** Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

The Boy Scouts of America is one of the fastest growing and most prominent youth-based organizations in the United States (Scoutorama 2002). The Boy Scout program promotes pro-social activities and helps raise young men into healthy productive adults. At the same time, Boy Scouts are given substantial independence and thus have many opportunities for deviant behavior. The current study examines the effectiveness of the Boy Scouts of America in deterring youth from deviant activities, such as marijuana use, underage drinking, and premarital sex. Data was collected via Internet survey, and participants were recruited through a chain style email. This email was sent to Boy Scouts in the Midwest and was forwarded to Boy Scout and non-Boy Scout associates. Participants were asked to report about deviant behaviors (e.g., drug use, alcohol use, premarital sex) that occurred prior to their 18th birthday. Boy Scouts and non-Boy Scouts were compared on the prevalence of these deviant behaviors. I expected that Boy Scouts would be less deviant than the population in general. However, I also expected that Boy Scouts who had long-term involvement (i.e. three years or more) in the program would be (1) less deviant than the general population but (2) more deviant than other Boy Scouts. The results of this study will serve as a beneficial expansion of the currently limited literature on the topic of youth-organizations.

[4C4] Parental Divorce During Latency-Stage of Childhood and Its Relation to Self-Competence and GPA in College Males. **Dale Flickinger.** Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

The current study investigated the significance of a child's age at parent's divorce on later well-being. I compared college men whose parents had divorced during the latency stage of their development (i.e., between ages 7 and 12; latency-stage men) to men whose parents had never divorced (never-divorced men) and to men whose parents divorced at any other stage of development (other than latency; other-stage men). The present research question is: Do latency-stage men have lower self-competence and lower GPA values than non-divorced or other-stage men? Two hundred participants reported their GPAs and their family structure and completed the Beck's depression inventory, the UCLA loneliness scale, and the Harter social competence assessment. I have hypothesized that: (1) latency-stage men would have lower self-competence than either non-divorced or other-stage men; (2) latency-stage men will have lower GPA values than non-divorced or other-stage men; (3) Participants with lower self-competence will report a higher depression level than participants with normal or high self-competence; (4) Participants who are depressed will also show higher levels of loneliness than participants who are not depressed; and (5) Participants who are lonely will have lower GPA values than participants who are not lonely. These hypotheses suggest that divorce during the latency stage of development activates in children a dangerous succession of outcomes (low self-competence, more loneliness, and greater depression) that eventually lead to poorer academic performance in college.

[4D1] The Effect of Feedback and Task Difficulty on Self-Efficacy. **Lucas A. Rumple**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

Self-efficacy can have a large effect on a person's life. One of the largest determining factors of one's level of self-efficacy is feedback. Feedback can come in two forms: interpersonal (from another person) or objective (a quantitative measure of performance). This study used word searches of different difficulties to provide objective feedback, plus the researcher provided many participants with interpersonal feedback. Each participant's self-efficacy was measured prior to and just after the study. An analysis of variance was conducted, and a significant difference was found at the $p < .01$ level was found between the positive and negative interpersonal feedback groups, as well as between those who received the easy vs. the difficult word search. A floor effect may have played a role in further relationships being determined.

[4D2] Can High-risk Older Drivers be Identified through Performance on a Condensed Useful Field of View Test? **Heather A. Kossick & Jennifer A. Marlow**. Sponsored by Dr. Daniel Roenker. Western Kentucky University, Bowling Green, KY 42104.

Older adults are more likely to be involved in a vehicle crash than younger adults. Furthermore, when older adults crash, the likelihood of severe injury or death is much higher than for any other age group. Given the anticipated increase in the population of older adults as the baby-boom generation ages, this increased crash risk may pose a serious health risk for society in general. Recent research (e.g., Owsley, Ball, McGwin, Sloane, Roenker, and Overley, 1998) has reported a brief measure (the Useful Field of View or UFOV) which successfully identifies older drivers with increased crash risk. This measure has been field tested on a large sample of older drivers ($N = 1900+$) at a driver's licensing agency (cf. Ball, Roenker, McGwin, Wadley, Raleigh, and Staplin, under review) and was found to be the single best predictor of future crashes in adults over the age of 55. However, for such a measure to gain wide acceptance by both the general public and motor vehicle administrators, the current duration of the test (10 minutes) must be shortened to less than 3 minutes. This project reports the results of a small-scale study designed to investigate the feasibility of developing such an abbreviated version of the UFOV measure. A brief version of the measure was tested on 30 older adults and was found to correlate highly with the complete measure and to have moderately high specificity and sensitivity.

[4D3] Mindful Learning vs. Traditional Methods of Learning: Reading and Listening. **Jennifer Hembree**. Sponsored by Dr. Assege HaileMariam. Eastern Illinois University, Charleston, IL 61920.

As suggested by mindfulness theory (Langer, 1989), cognitive researchers indicate that attention is drawn to, and held by, novelty rather than stillness and constancy in the environment (Carson, Shih, and Langer, 2001) challenging the traditional assumption that stillness is an essential element of attention. However, there is no research that compares mindful learning to traditional methods of learning. This pilot study compares three different learning methods: Reading, Listening, and Mindful Learning. First, freshman college students are randomly assigned to the Reading, Listening or Mindful Learning Group. Secondly, participants in each group are presented with material to learn (sitting still and reading, sitting still and listening, or moving around and exploring). Lastly, participants are tested for comprehension; and they also complete a questionnaire. It is hypothesized that participants in the Mindful Learning Group would demonstrate higher accuracy compared to the reading and listening group. Results and implications are discussed.

[4D4] Effects of Test Expectancy and Study Behavior on Test Performance. **Andrew K. Banks**. Sponsored by Dr. Katharine S. Milar. Earlham College, Richmond, IN 47374.

Investigating the effects of test expectancy and study behavior on test performance, 94 undergraduate students were given a test on a reading passage. Participants were instructed to either read the article, read and take notes, or read and underline, and they were led to expect either a multiple-choice test, a short-answer test, or a test containing both question types. The test contained both question types and was administered immediately following the reading and again one week later. Note takers and underliners scored higher on the test than readers, and participants' reading time significantly increased in the following order: read only, underline, take notes. Test expectancy produced no effects. Explanations and implications of this research are discussed.

[4E1] Fostering Pro-Environmental Behavior via Induced Moral Hypocrisy. **Jillian Ralick, Alicia Lankford, & Brande Banas**. Sponsored by Dr. David P. Nalbone. Purdue University Calumet, Hammond, IN 46323.

This research aims to build upon prior research that has used experimental methods to induce changes toward more positive attitudes and behavior (e.g., increased water conservation, decreased cheating) by having participants reflect upon their attitudes and their own or others' behavior. Specifically, we will present information to participants describing general principles related to the need for greater conservation of oil (due to both ongoing political events and longer-term environmental concerns). After doing so, we will ask participants to do one of three things: to discuss their own failures to live up to those principles (the induced discrepancy condition), to discuss others' failures to live up to those principles (the other discrepancy condition), or to reflect upon what they have read (the control condition). After that discussion or reflection, we will ask participants to fill out a questionnaire assessing their environmental attitudes and behavior. Responses to the questionnaire will tell us whether or not the experimental manipulation produced any positive changes in participants' expressed attitudes and behavior. In addition, we will contact participants 2-4 weeks after the first experimental session to have them fill out the questionnaire a second time, in order to determine whether or not any changes in their attitudes or behavior as a result of the experimental manipulation persisted.

[4E2] Relationships Between Early Memories, Ego Identity Status and College Major. **Kimberly A. Wooldridge**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this study is to investigate the relationship between early memories, ego identity status and college major. The following research gathered data from 97 undergraduate midwestern university students. This involved the subjects recalling 3 early memories before the age of nine, and an Objective Ego Identity Status scale to determine identity status of diffusion, foreclosure, moratorium and achievement, which had previously been studied by James Marcia. This study was also concerned with identifying memory themes in conjunction with the student's college major. Studied were memory themes that were previously looked in studies by Jane Kroger in 1990. Significant findings are that identity diffusers show more themes of longing for relationship and individuals who are in moratorium status have more memory themes of moving away from significant others in a familiar or outside setting. Other significant findings involved the mentions of important characters in student's memories. Psychology majors mentioned siblings more often than nursing majors and students who were majoring in non-helping professions mentioned people as groups more often than those in helping majors such as psychology, nursing, and social work.

[4E3] Vocational Identity Status and Career Decision-Making Difficulties. **Erin E. Bonar**. Sponsored by Dr. James H. Thomas and Dr. Cyndi R. McDaniel. Northern Kentucky University, Highland Heights, KY 41099.

Research on vocational identity status is based on the idea that career development involves two aspects: exploring career possibilities and deciding on a career path. In order to measure career development from this perspective, we created the Career Exploration and Decidedness Inventory (CEDI). The CEDI has two scales: four items measuring decidedness and four measuring exploration. Using the CEDI, we grouped introductory psychology students into the following four vocational identity statuses: Achievement, Moratorium, Foreclosure, and Diffusion. Individuals in the Achievement status (N = 32) were high in both exploration and decidedness, while those in the Moratorium status (N = 23) were high in exploration but low in career decidedness. Those in the Foreclosure status (N = 29) were high in career decidedness but low in exploration, while those in the Diffusion status (N = 36) were low in both career decidedness and exploration. Students in the four statuses were then compared using the Career Decision-Making Difficulties Questionnaire (CDDQ). Significant differences among the four statuses were found on the CDDQ total scores, as well as the subscales of Readiness, Lack of Information, and Inconsistent Information.

[4E4] The Relationship Between White Racial Identity, Racist Attitudes, and Self Esteem. **Meghann Hastings**. Sponsored by Dr. Anu Sharma. Eastern Illinois University, Charleston, IL 61920.

There has been a vast amount of research exploring the development of White racial identity (Silvestri & Richardson, 2001), but there are questions still left unanswered by published research. Helms (1993) defined White racial identity as the various ways in which White people can identify (or not identify) with other White people and evolve or avoid evolving a positive White racial identity. This study examined the relationship between White racial identity, racist attitudes, and individual and collective (how one feels about a certain social group in which they are a member) self-esteem in a sample of 100 undergraduate non-minority students.

[5P01] Relationship Between Personality Type, Spiritual Maturity and Alcohol Consumption. **Lori Hoppes**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to examine the relationship between personality type, spiritual maturity and alcohol consumption. The independent variables are personality type as measured by the Myers-Briggs Type Indicator (16 levels) and spiritual maturity as measured by the Revised Spiritual Experience Index (3 levels). The dependent variable is alcohol consumption as measured by the Hoppes Alcohol Consumption Questionnaire. My hypotheses are that Introverted Thinking (IT) personality types will report higher consumption than other personality types and that individuals who report high levels of spiritual maturity will report consuming less alcohol than individuals at lower levels. The third hypothesis is that IT personality types who report low levels of spirituality will report higher alcohol consumption.

[5P02] Relationship Between Materialism, Personality Type, and Sexual Role Identity. **Kathryn P. Mathie**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to examine the relationship between materialism, personality type, and sexual role identity. Independent variables will be Sexual Role Identity, measure by the Bem Sexual-Role Scale, and Personality Type, measured by the Meyers Briggs Type Inventory. The dependent variable will be Materialism, measured by the Belk Materialism Scale. Hypotheses are: 1) Participants reporting both Thinking and Sensing Personality Types will report high levels of Materialism. 2) Participants reporting Masculine Sexual Role Identity will report high levels of Materialism. 3) Participants reporting both Thinking and Sensing Personality Types and Masculine Sexual Role Identity will report higher levels of Materialism than individuals reporting only Thinking and Sensing Personality Types or individuals reporting only Masculine Sexual Role Identity.

[5P03] The Effects of Positive Mood and Gratitude on Helping Behavior. **Elizabeth Huber, Angela Weyler, Amanda Christisen, Andrea Schwartz, Laura Hanson, Genevieve Benoy, & Joey Weissmann**. Sponsored by Dr. A. Michael Anch. St. Louis University, St. Louis, MO 63108.

Gratitude can be described as both a state and a trait. Much of the previous literature has examined gratitude as a trait. The current research was conducted to examine gratitude as a state. Using brief vignettes, participants in this study were primed to feel grateful, indebted, or not grateful. One hundred and eighty participants were obtained through convenience sampling, and randomly assigned to one of the three priming conditions. Primed gratitude elicited significantly more positive emotions than the indebtedness or no gratitude conditions. Participants in the gratitude condition were also significantly more helpful than the indebtedness group. Our findings were consistent with previous research in this area.

[**5P04**] Effects of Obsessive Compulsive Behavior on Heart Rate and Attention. **Rachel K. Fry**. Sponsored by Dr. Jeffrey R. Stowell. Eastern Illinois University, Charleston, IL 61920.

There is controversy over exactly what the differences in attention are among those with obsessive-compulsive disorder. The purpose of this study was to compare attentional biases on a modified stroop task between an experimental group high in obsessive compulsive symptoms and a control group low in symptoms. Past studies of a similar nature have shown varied results, with some studies finding slower naming of colored OCD threat words, while others show faster naming. In this study, we measured the time and number of errors on a modified stroop task in the experimental and control groups. Subjects were shown lists of non-words, neutral words, and OCD threat words. The expected result was that the experimental (OCD) group would take a longer time and make more errors naming the color of threat words than the control group. The scores were measured before and after subjects read a story of a personal case of OCD. The results showed that in general, the OCD group named colors significantly slower than the control group.

[**5P05**] The Relationships Among Specific Parent Involvement Activities, Employment Status and Socioeconomic Factors. **April D. Malone**. Sponsored by Dr. Karen Gavin. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

Parental involvement in children's education is a popular issue in educational reform. Research suggests that certain parent involvement activities are related to socioeconomic factors. Often wealthier families show a higher level of school based volunteerism and greater benefits of including higher achievement scores and attendance rates. (McNeal, 2001). The purpose of this research was to examine the relationship among socioeconomic level (extreme poverty, poverty, working class, middle class, and above), employment status and different parent involvement activities such as; parenting, communicating, volunteering, learning activities at home, decision making, and collaborating with community. This study involved 82 African American caregivers of young children living in an economically diverse community. The census bureau poverty guidelines will be used to determine the poverty status of the families. We expect to find that working and middle class households along with employed parents will display higher levels of involvement.

[**5P06**] Gender Differences in Ability to Divide Attention: Explaining Differences in Non-verbal Sensitivity. **Noah D. Haahr, Christina A. Hammond, Samantha G. Lord, Craig M. Moore, & LeeAnn M. Schuster**. Sponsored by Dr. Kelly B. Henry. Missouri Western State College, St. Joseph, MO 64507.

Previous research has shown that females tend to have greater sensitivity to nonverbal communication. One explanation for this result could be that females are better able to divide attention across various communication channels (e.g., verbal, paraverbal, proxemics, and so on). We intend to test males versus females on this ability through the use of the Stroop task, which has been used as a measure of divided attention. Data will be analyzed using a 2 (males vs. females) x 2 (focused vs. divided attention task) repeated measures ANOVA. We predict gender will interact with the nature of the task. Results will be discussed with respect to nonverbal sensitivity and biological gender differences.

[**5P07**] The Perpetuation of Ageist Stereotypes in Young and Older Adults. **Lauren Steck**. Sponsored by Dr. Michiko Nohara-LeClair. Lindenwood University, St. Charles, MO 63301.

The study was conducted to determine if active older adults view old age from an out-group standpoint. Participants included 30 independently living older adults (65 years and older) and 28 independently living young adults (aged 18-22 years). Participants completed a demographic questionnaire, two scales of the Aging Opinion Survey (AOS), and the Facts on Aging Quiz (FAQ). While no group difference was detected on either scale of the AOA or on the types of answers given on the FAQ, both groups demonstrated significantly more negative than positive aging biases. Results indicate that healthy older adults may view old age from a negatively biased out-group standpoint to create a favorable comparison of themselves in reference to the "old."

[**5P08**] The Relationships Among GPA, Sleep, Athletic Participation, and Fraternity Membership in College Males. **J. Corey Asay & Judd P. Crowgey**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

This study investigated the relationships among grade point average, sleep, athletic participation, and fraternity membership. Participants from Wabash College completed a questionnaire that included items assessing demographic information and each of the domains listed above. Previous research has shown that less sleep is associated with psychological maladjustments such as increased tension, irritability, and depression, which then negatively affect academic performance (Kumar & Vaidya, 1982; Kumar & Vaidya, 1984; Soper, Kelly, & Von Bergen, 1997). We hypothesized that the more sleep one consistently receives, the better one's academic performance will be. Furthermore, some researchers suggest that athletics take time and energy away from academics (Coser, 1974; Goode, 1960), yet others say that it does not affect academic performance at all (Marks, 1977). Most of these studies have taken place at large Division I schools and not at smaller Division III schools, such as Wabash, which emphasize academics. We hypothesized that athletes at Wabash College will not suffer significantly in academic performance and will have GPA's similar to non-athletes. Lastly, we investigated GPA as a function of fraternity membership. There has been little research in this area, but the few studies that have investigated fraternity membership have associated fraternities with binge drinking and rape. In contrast, we expected that fraternities at Wabash may actually facilitate academic performance. Thus, we hypothesized that members of fraternities at Wabash will have GPA's that are higher than or equal to the GPA's of independent men.

[**5P09**] An Examination of the Relationship Between Personality Types and Sex-roles on Spiritual Support and Spiritual Openness. **Melissa Lapadat**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to provide a relationship between Myers-Briggs types, sex-roles on spiritual support and spiritual openness. The independent variables will be the personality types measured by Myers-Briggs Personality Indicator (16 levels) and sex-roles measured by Bem Sex-role Inventory. (3 levels) The dependent variables will be the reported scores on spiritual support and spiritual openness measured by the Revised Spiritual Experience Index. The hypotheses are: N and F personality types will report higher scores on spiritual support and spiritual openness, participants who report Androgynous scores will support higher scores on spiritual support and spiritual openness and N and F personality types and Androgynous sex-roles will report higher spiritual support and spiritual openness.

[**5P10**] The Relationship between Personality Type and Trends of Life on Preferred Characteristics of an Ideal Romantic Partner. **Michael Kilty**. Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine the relationship between personality type and trends of life on preferred characteristics of an ideal romantic partner. Independent variables will be personality type as measured by the Myers-Briggs Type Indicator (Form M) (2 levels) and Horney's Three Trends of Life as measured by the CAD scale (3 levels). The dependent variable will be the 13 preferred characteristics of an ideal romantic partner. Hypotheses are: There will be relationships between personality type and preferred characteristics as follows: 1) Extroverts will prefer the characteristic, exciting personality, in an ideal mate more than introverts. 2) Intuitives will prefer the characteristic, creativity, more than sensing individuals. There will be relationships between trends of life and preferred characteristics as follows: 1) Compliant people would prefer the characteristic, kindness and understanding, foremost in an ideal mate. 2) Aggressive people would prefer characteristics that would help them get ahead, such as attractiveness or an exciting personality. 3) Detached people would not rate or rank characteristics such as kindness and understanding and desire for children as very important.

[**5P11**] The Physical Attractiveness Stereotype and Processing Efficiency: An Investigation of Voter Bias. **William Hart**. Sponsored by Dr. Victor Ottati. Loyola University, Chicago, IL 60626.

The effect of a candidate's physical attractiveness on voters' evaluation of the candidate was investigated. All subjects read a candidate biography consisting of background information on the candidate, his voting record and/or stances on several issues, and a picture (either attractive or unattractive) of the candidate printed on the upper right hand corner of every page. After reading the candidate information, subjects completed measures that assessed their attitude toward the candidate. Physical attractiveness effects were found to be moderated by two individual difference variables that were interpreted as measures of processing efficiency. These two measures were political expertise and total recall of candidate issue stances. High scores on either variable were thought to correspond with efficient processing of the candidate information, whereas low scores on either index were interpreted as implying inefficient processing of the candidate information. Among low expertise or low recall participants, physical attractiveness produced an assimilation effect on evaluative judgments of the candidate. In contrast, high expertise or high recall perceivers appeared to over-correct for the candidate's physical attractiveness, engendering contrast effects on evaluative judgments. No main effects of physical attractiveness were found on attitude judgments toward the political figure after collapsing across processing efficiency measures. Mediating psychological processes that underlie these effects are discussed.

[**5P12**] Physical Resemblance of Offspring to Biological Parents: A Test of the Paternity Uncertainty Hypothesis. **Patrice Finch**. Sponsored by Dr. Traci Sachteleben. Southwestern Illinois College, Belleville, IL 62221.

According to evolutionary theory in psychology, males and females differ with respect to mate selection and retention strategies. It is assumed that females seek to mate with males who demonstrate a willingness to commit to caring for their offspring. Given the opportunity for mating with multiple partners, and barring modern DNA tests to determine paternity, it is assumed that a female will engage in attempts to convince her mate that an offspring is indeed his child in order to secure such commitment. (The problem of maternity uncertainty obviously does not exist.) Previous research has demonstrated one such strategy by which females attempt to assure mates of paternity certainty. According to audio and video evidence collected immediately after births in hospitals, a mother (and her parents, if present) will attempt to assure the male that he is the biological father of the offspring by commenting on the physical resemblance of said offspring to him (Daly & Wilson, 1982; Regalski & Gaulin, 1993). Buss (1999) portrays such evidence as irrefutable support for the evolutionary perspective. The present study represented an attempt to replicate these findings, albeit in a retrospective fashion. College students, with access to both biological parents, were recruited to simply ask their parents about their perceptions of the students' physical appearance at birth. Specifically, who did the participant most closely resemble at birth, the biological mother or the biological father? A second sample, consisting of parents with young children, were recruited from day care facilities and asked an analogous question. Results failed to support the previous research.

[**5P13**] Amphetamine-Induced Hyperlocomotion Requires the Nucleus Accumbens and the Ventral Tegmental Area in Rats. **James Armstrong, Rajat Kaul, Bridgette Whitt, & Shilo Ringl.** Sponsored by Dr. Ilsun M. White. Morehead State University, Morehead, KY 40351.

The mesolimbocortical dopamine system consists of the nucleus accumbens (NAc), the prefrontal cortex (PFC), and the ventral tegmental area (VTA), which sends dopaminergic inputs to NAc and PFC. Psychostimulant drugs, such as amphetamine and cocaine, increase dopamine transmission in NAc and PFC and also produce hyperactive behavior in both rats and humans. Nevertheless, the precise roles of these brain regions in psychostimulant-induced behavior are not clear. In the present study, we examined involvement of NAc, PFC, and VTA in amphetamine-induced hyperlocomotion following lesions in these brain areas. Wistar rats received either NMDA (10 µg/µl, 0.3µl/site) or sham lesions (saline, 0.3µl/site) bilaterally in NAc, PFC, or VTA. A recovery period of 18-21 days was allowed prior to testing in the open-field. Activity of the animal was measured by distance traveled. Behavioral data were recorded every 5 min for a 60 min period, spanning 3 days--habituation, vehicle, and amphetamine sessions. During habituation and vehicle session, behavioral activity did not differ between lesioned rats and the controls. Following systemic injection of amphetamine (1mg/kg, i.p.), however, rats with NAc lesions showed markedly suppressed locomotor activity compared to the control rats. Rats with VTA lesions produced a mild suppression of amphetamine-induced hyperlocomotion, whereas PFC lesion failed to do so. The present findings provide evidence that the NAc mediates amphetamine-induced hyperlocomotion, and that VTA also plays a role in this process. Given that NAc receives dopaminergic inputs from VTA, intact NAc and VTA must be required for expression of amphetamine-induced hyperlocomotion. Supported by the grants from the Kentucky Brain Infrastructure Network (KBRIN), the Kentucky Academy of Science (KAS), and the NSF EPSCoR (4-65752-02-333) to Ilsun M. White.

[**5P14**] Sense of Coherence and Personality Type Discrepancies. **Thomas H. Jordan, Jr.** Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this research is to determine the relationship between sense of coherence and personality type discrepancies between self and ideal. The independent variable is levels of sense of coherence as measured by the Antonovsky's sense of coherence scale--low medium and high. The dependent variable is personality type as measured by the Myers-Briggs Type Indicator. The hypothesis is that the higher the level of sense of coherence the smaller the discrepancy between personality type of self and ideal.

[**5P15**] The Impact of Economic Heterogeneity and Resource Value Change on Cooperation in a Public Goods Dilemma. **Jordan Wagne & Becky Meyer.** Sponsored by Dr. Jeffrey Smith. Northern Kentucky University, Highland Heights, KY 41099.

Inequalities in participant resources have been shown to both favor ("Olsen Effect") and inhibit contributions to a public good (Olsen, 1965 & Bardham, et al, 2000). This study compared the cooperative behavior of economically heterogeneous and homogeneous groups in a public goods dilemma game when the value of the good increased or decreased. 299 introductory psychology students participated in the study. The study design was a 2 (economic homogeneous vs. economic heterogeneity) X 2 (higher vs. lower reward value) mixed factorial design. Results indicated that the mixed endowment group was more willing to contribute to the public good than the same endowment group. Within the mixed endowment group no differences were found by level of endowment. In general, these results support the "Olsen Effect" with the economically advantaged groups being more willing to contribute to the public good. Surprisingly, the poor within the economically heterogeneous groups were as willing to contribute as the rich. Not surprisingly, participants were more willing to contribute to the public good when its value increased.

[**5P16**] Environmental Context, Environment Quality, and Memory. **Chris R. Kaminski.** Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Previous research on memory has explored memory as a function of environmental context. Godden and Braddely (1975) tested how well participants recalled words when encoding and recall occurred either in the same or in different environments. They found that memory recall was better when encoding and recall occurred in the same environment. In a related study Eric Eich (1985) found that a "good" environment, which included sufficient lighting, relaxing music, and comfortable seating, led to better memory than a "bad" environment. The current project represents a conceptual replication and combination of these two studies. Participants were presented with a list of words in either a "good" room or a "bad" room (with conditions that simulate Eich's research), completed a filler task in a neutral room, and recalled the words either in the same room in which they encoded the words or in the opposite room. I expected that participants would have better memory when they encoded and recalled words in the same room. Further, encoding in the good environment should lead to better memory, regardless of the recall environment, than encoding in the bad environment.

[**5P17**] Race, Sense of Coherence and Academic Self-Efficacy. **James R. Kendrick.** Sponsored by Dr. Roger Ware. Indiana University Purdue University Indianapolis, Indianapolis, IN 46202.

The purpose of this study is to determine the relationship between Race(African Americans and Whites)sense of coherence and academic self-efficacy. Independent variable(s)are Race(African American and White students)sense of coherence high, medium,and low as measured by the Life Orientation Scale. Dependent variable(s)are Academic Self-Efficacy and the Wood and Locke Scale. Hypotheses are:(1)There is no difference in academic self-efficacy scores between Race(African Americans and Whites),(2)Participants reporting a high sense of coherence will report a higher academic self-efficacy score than those reporting low scores on academic self-efficacy,(3)African Americans and Whites who report a high sense of coherence will also report high academic self-efficacy.

[**SP18**] The Impact of Mortality Salience and Belief in a Just World on Blame for a Victim and Perpetrator. **Gina M. Santagato**. Sponsored by Dr. Laura Billings. Southwestern Illinois College, Belleville, IL 62221.

Our 2 (Mortality Salience [MS]: yes or no) by 2 (Belief in a Just World [BJW]: high or low) by 2 (Sex: female or male) between-participants experiment examined the relationship between two variables, mortality salience and belief in a just world, in assignments of blame. We first manipulated MS by asking participants to think about either their own death or a neutral topic. Second, all participants read a vignette involving a rape; subsequently, they answered questions to assess their blame of both the perpetrator and the victim. Finally, all participants completed the Rubin and Peplau (1973) Belief in a Just World Scale. Our main prediction, a MS by BJW interaction, was based on both terror management theory (TMT) and Just-World theory. First, previous TMT research has shown that making people aware of their death strengthens their endorsement of cultural values, such that they more negatively evaluate moral transgressors who violate these values (see Pyszczynski, Greenberg, & Solomon, 1997, for a review). Based on this research, we expected that the blame assigned to the perpetrator relative to the victim would be higher in the MS than control condition, but only for low BJW participants. Second, according to Just-World theory, blaming an innocent victim enables one to maintain the belief that the world is fair and just (Lerner & Simmons, 1966). If we can construe BJW as a cultural value, then the pattern should be reversed for high BJW participants. That is, we expected the blame assigned to the perpetrator relative to the victim to be lower in the MS than control condition, given that MS participants should seek to maintain their belief in a just world by increasing their blame for the victim. We had no predictions concerning sex, but we included it as an exploratory variable.

[**SP19**] Distraction Conflict and Basketball: The Role of Distracter Location in Free Throw Percentage. **Scott Riley**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Previous research on social facilitation suggests that an audience creates arousal, which enhances the performance of simple tasks but impedes the performance of complex tasks. One explanation of the arousal-producing nature of an audience is that the audience creates distraction that overloads the cognitive system and causes arousal. Interestingly, most social facilitation research has investigated the impact of distracters that are placed in only one location (e.g., Baron, Moore, & Sanders, 1978). It seems that the location of an audience could be a critical variable to understand the amount of distraction (and thus arousal) that such an audience can create. The current project investigated the possibility that performance on a complex task (free throw shooting) would vary as a function of the location of an audience. The nature of the audience (people or cardboard cut-outs of people) was also manipulated to account for potential evaluation by the audience. Participants shot ten free throws with real people (evaluating audience) or cardboard people (non-evaluating audience) either behind the basket (high distraction) or off to side of the court (low distraction), and the total number of successful free throws was recorded. I expected that participants would be more successful when either the evaluating or non-evaluating audience was placed to the side of the court rather than under the basket.

[**SP20**] The Influence of Perceiver Age on the Halo Effect for Physical Beauty. **Tara D. Anderson, Daniel A. Harr, & Erika S. Pontius**. Sponsored by Dr. Kelly B. Henry. Missouri Western State College, St. Joseph, MO 64507.

The present study will examine the effect of the age of the perceiver on the robustness of the halo effect for physical beauty. Participants of a variety of ages will be recruited from a moderate sized shopping mall. They will be presented with a pre-tested female stimulus portrait that is either a beautiful or average face. A list of fifteen adjective pairs representing five dimensions will accompany each portrait. Participants will be asked to indicate which of the pair best fits the stimulus person. Data analysis will compare older versus younger participants on the percentage choosing the positive word in each pair. We predict that younger participants will be more likely to show the halo effect such that those who have seen a beautiful stimulus will select more positive adjectives across dimensions, while older participants will show more variability in the percent of positive adjectives selected.

[**SP21**] Master Status and Living Environment: Does Single-sex Schooling Exacerbate the Judgmental Impact of Deviant Statuses? **Matt Osborne**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Master status refers to an overriding characteristic that a person possesses (Frable, Blackstone, & Scherbaum 1990). Master statuses may be viewed as stereotypical traits, which provide extensive information about a target. When viewing a person who exhibits a master status, it is the master status trait that characterizes that person. Examples of master statuses include: the physically attractive, the talented, the homosexual, the wealthy, the obese and anyone of ethnic origins (Frable, Blackstone, & Scherbaum 1990). This quasi-experimental investigation will compare participants from Wabash College with those from DePauw University on the extent to which their social judgments are influenced by deviant (homosexuality, atheism) and non-deviant (republican, catholic) master statuses. The investigation will also include a control, no status group. All participants will be male, and each participant will be assigned randomly to evaluate a target person who is characterized (via a caption beneath their picture) by one of the master statuses described above. Participants will evaluate the target person on a variety of behaviors (e.g., likelihood of potential drug use); extreme responses suggest the influence of the master status on judgment. The hypothesis for the study is that Wabash College participants will evaluate homosexual, as compared to atheist, republican, or catholic, target persons with more extreme responses than will Depauw University participants.

[5P22] Wallygoggles: Female Attractiveness Ratings as a Function of College Living Environment. **Josh H. Baker & Tyler Nance**. Sponsored by Dr. Robert S. Horton. Wabash College, Crawfordsville, IN 47933.

Previous research investigating the impact of scarcity suggests that rare, unique, and scarce objects are regarded as more valuable than those that are commonplace. Additionally, and not unrelated to the phenomenon of scarcity, habituation research indicates that individuals will habituate to those stimuli to which they are consistently exposed. Using these two theoretical perspectives as a base, we investigated attractiveness ratings of females as a function of college living environment (single-sex vs. coed). Male students at Wabash College (a single-sex institution) and Depauw University (a co-ed institution) rated the attractiveness of a female who was presented to them in a photograph. Based upon the scarcity of women at Wabash College (i.e., there are none) and thus, the lack of habituation of Wabash males to females, we expected that Wabash College men would evaluate the female more positively than would Depauw University men. We also believed that the men from both groups who were currently in a romantic relationship would consistently rate the photographs of the women less favorably than would single men.

[1B3]	A. Anch / Prudencio
[5P03]	A. Anch / Huber
[3C4]	A. Edwards / Unwin
[2C1]	A. Sharma / Sams
[4E4]	A. Sharma / Hastings
[3B2]	A. HaileMariam / Hembree
[3D1]	A. HaileMariam / Hecht
[1C4]	C. Brito / Skalitzky
[2E4]	C. Brito / Cook
[3B3]	C. Brito / Dennis
[4B2]	C. Brito / Bledsaw
[1D2]	C. Dolph / Zeppenfeld
[1D3]	C. Dolph / McDivitt
[2A1]	C. Hwang / Long
[2A2]	C. Hwang / Phillips
[2D4]	C. Hwang / Burger
[3A1]	C. Hwang / Zimmerman
[4A1]	C. Hwang / Posten
[4A2]	C. Hwang / Greenman
[4D2]	D. Roenker / Kossick
[4E1]	D. Nalbhone / Ralick
[1A2]	D. Krull / McCann
[1B4]	D. Krull / Hamlin
[1D1]	D. Appleby / McRee
[4B1]	G. Bizer / Heldmann
[1C1]	G. Henry / Burnside
[2D2]	G. Henry / Davis
[4B4]	G. Henry / Fordyce
[1E3]	I. White / Whitaker
[2E2]	I. White / Hagiwara
[5P13]	I. White / Armstrong
[2B3]	J. Thomas & C. McDaniel / Nance
[3B1]	J. Thomas & C. McDaniel / Gillum
[4E3]	J. Thomas & C. McDaniel / Bonar
[5P04]	J. Stowell / Fry
[5P15]	J. Smith / Wagge
[3D2]	J. Halpin / Barnes
[5P05]	K. Gavin / Malone
[2E3]	K. Milar / McKee

[3A3]	K. Milar / Koch
[4D4]	K. Milar / Banks
[5P06]	K. Henry / Haahr
[5P20]	K. Henry / Anderson
[5P18]	L. Billings / Santagato
[1C2]	L. Boehm / Baldwin
[2C3]	L. Boehm / Howard
[4A3]	L. Boehm / Emerson
[1D4]	L. Smith / Unikel
[2A3]	L. Kindleberger / Monroe
[1A4]	M. McLean / Finesman
[3A2]	M. Firmin / Franka
[3D3]	M. Firmin / Iezzi
[3D4]	M. Firmin / Miller
[2A4]	M. Boivin / Straub
[5P07]	M. Nohara-LeClair / Steck
[1B2]	P. Wann / Gerhart
[1A1]	R. Horton / Parrett
[1A3]	R. Horton / West
[2B1]	R. Horton / Boston
[2B2]	R. Horton / Ambrose
[3C1]	R. Horton / Wood
[3C2]	R. Horton / Archambeault
[3E3]	R. Horton / Clouse
[3E4]	R. Horton / Bowie
[4C3]	R. Horton / Tsujimoto
[4C4]	R. Horton / Flickinger
[5P08]	R. Horton / Asay
[5P16]	R. Horton / Kaminski
[5P19]	R. Horton / Riley
[5P21]	R. Horton / Osborne
[5P22]	R. Horton / Baker
[1E4]	R. Ware / Rich
[3B4]	R. Ware / Brookins
[3E2]	R. Ware / Behrens- McShay
[4E2]	R. Ware / Wooldridge
[5P01]	R. Ware / Hoppes
[5P02]	R. Ware / Mathie
[5P09]	R. Ware / Lapadat
[5P10]	R. Ware / Kilty

[5P14]	R. Ware / Jordan, Jr.
[5P17]	R. Ware / Kendrick
[2D3]	R. Bernas / Ryan
[4D3]	R. Bernas / McPherson
[3C3]	S. Reilley / Charles
[4B3]	S. Reilley / Hudson
[1B1]	S. Hall / Fletcher
[2D1]	S. Hall / Arledge
[4D1]	S. Hall / Rumble
[1C3]	S. Scher / Weise
[1E1]	T. Wilson / Buccola
[2C4]	T. Wilson / Marks
[2E1]	T. Wilson / Fallon
[3E1]	T. Wilson / Zierer
[4C1]	T. Wilson / Boston
[5P12]	T. Sachteleben / Finch
[5P11]	V. Ottati / Hart
[4C2]	V. Hilkevitch Bedford / Wilson
[1E2]	V. Damusis / Ristovski
[2B4]	V. Damusis / Miller
[2C2]	V. Damusis / Alvarez
[4A4]	V. Damusis / Watts
[3A4]	W. Addison / Tabb