



34th Annual Mid-America Undergraduate Psychology Research Conference (MAUPRC)

Saturday, April 18, 2015

**Franklin College
Franklin, IN**

Sponsored by the Psychology Departments of

Earlham College
Eastern Illinois University
Franklin College
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:

- If you are a presenter, report to the room where your presentation is scheduled before your session and introduce yourself to your moderator so s/he knows you are there and how to pronounce your name during the introductions.
- Be sure to turn off your cell phone during paper sessions.
- Do not enter a session while a presentation is in progress and, if you must leave a session before it is over, wait until the break between presentations.
- Minimize unnecessary noise and conversation, both immediately outside and inside conference rooms.
- When presenting a paper, keep within the time limits so that subsequent presenters have sufficient time and sessions can be maintained on schedule.
- Engage in scholarly discussions, but show courtesy to the presenter.
- Wear your nametag prominently to facilitate communication and to identify you as an official registrant.
- Plan to stay for the entire conference (i.e., do not present your paper and then leave). Your presence as an audience member is a demonstration of support for your fellow presenters.
- Abide by the host institution's smoking policies.

Conference Schedule

☉ 7:00 – 8:00 Registration / Continental Breakfast

☉ **8:00 – 9:15 Session 1**

☉ 9:15 – 9:25 Break

☉ **9:25 – 10:40 Session 2**

☉ 10:40 – 10:50 Break

☉ **10:50 – 12:05 Session 3**

☉ 12:15 – 12:40 Lunch

☉ 12:30 – 1:15 Welcome / Keynote Address:

Dr. James E. Johnson teaches sport administration at Ball State University. He is the Coordinator of the Sport Administration Graduate Program at Ball State, and an alum of Franklin College. The title of his talk is “From Player to Coach: My Experiences in the Research Game.”

☉ 1:15 – 1:30 Break

☉ **1:30 – 2:00 Poster Session**

☉ **2:00 – 3:15 Session 4**

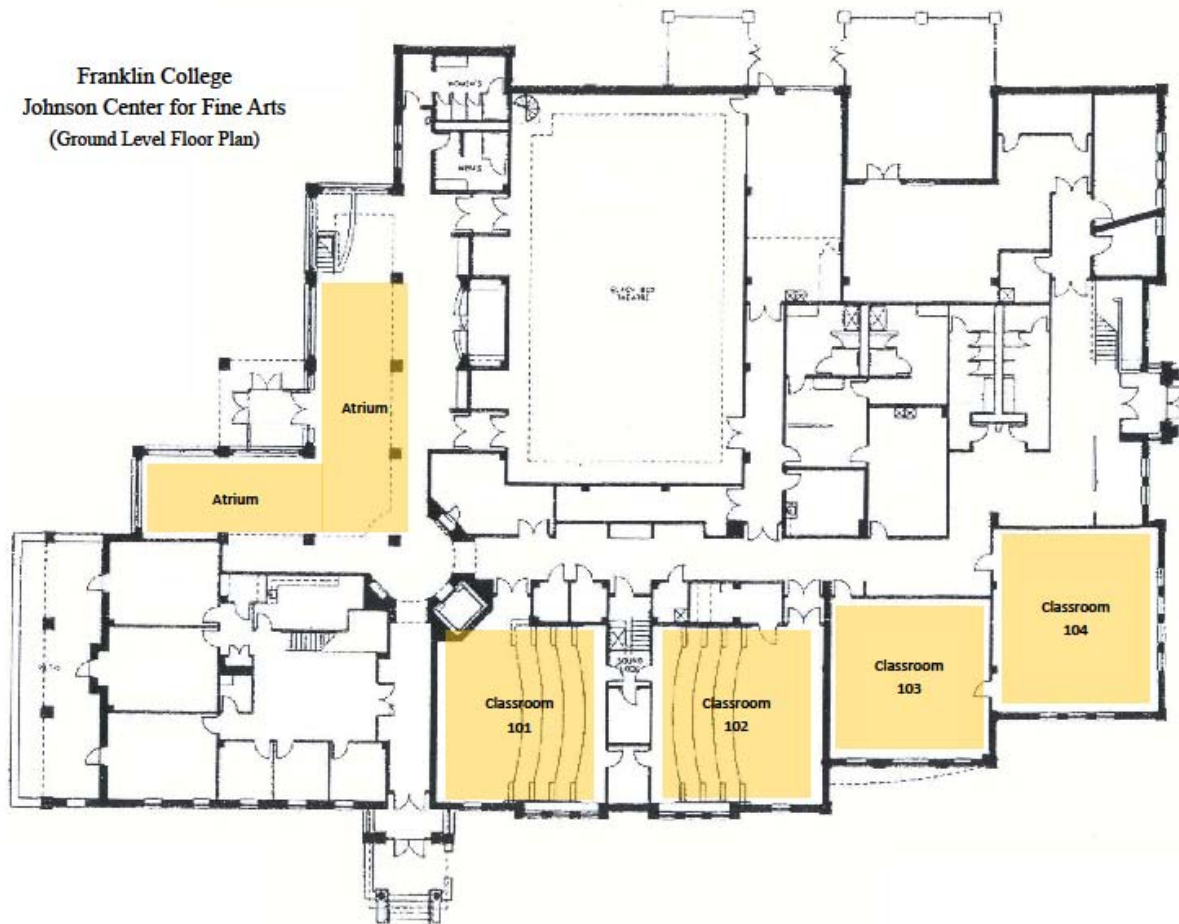
☉ 3:15 – 3:30 Wrap Up

General Information

- The MAUPRC will take place in the Johnson Center for Fine Arts (JCFA) building.
- Check-in/Registration & Breakfast will be held in the Atrium of the JCFA Building.
- Classrooms #101-104 are all in the same hallway right off the Atrium (where the check-in and breakfast will be), and the Henderson Conference Room (HCR) is directly upstairs.
- Lunch will be held in the Branigin Room, which is located in the Napolitan Student Center
- Posters may be set up starting before lunch.
- Wrap up will be in the Atrium of the JCFA Building
- Each paper presentation is identified in the program with a 3 character code.
“4C3” refers to the 4th Session, in room C, the 3rd paper.

Session Room Code	Rooms
A	#101
B	#102
C	#103
D	#104
E	HCR
Posters (P)	HCR

Location of Rooms



Wireless Internet & Social Media

You may use these credentials to connect to the
"Franklin College Guests" wireless network:

Username: MAUPRC
Password: guestFC

This year's conference includes a real-time social media interface!

[twitter](#)  #MAUPRC2015

Sessions

Session 1

Room 101	Abstract	Moderator: Dr. Larry Boehm, Thomas More College
8:00 - 8:12 am	1A1	Personalities and Spiritual Experiences. Kelsie M. Dickerson . Anderson University, Sponsored by Dr. Laura Stull.
8:15 - 8:27 am	1A2	Medical Choice as a Predictor of Self-Efficacy. Mallory Johnson . Anderson University, Sponsored by Dr. Laura Stull.
8:30 - 8:42 am	1A3	Physiological Responses to Differing Presentations of Taboo Words. Benjamin Linser, Ziyoda Gazieva, Megan Ashley, Jaclyn Fullove, Rachel Gonzales, & Cassandra Halbert . Ball State University, Sponsored by Dr. Stephanie Simon-Dack.
8:45 - 9:00 am	1A4	Don't be Deceived into Another Vacation: An Analysis of Subconscious Priming. Christina D. Newport-Brackett & Brent J. Emerson . Thomas More College, Sponsored by Dr. Maria McLean & Dr. Larry Boehm.
9:00 - 9:12 am	1A5	Sex and God #blessed: The Relationship between Faith and Reported Frequency of Hooking up Among College Students. Charles W. Woods, Janet A. Robinson, & Rachel P. Ryan . Drury University, Sponsored by Dr. Jennifer Silva Brown.
Room 102	Abstract	Moderator: Dr. Kathy Milar, Earlham College
8:00 - 8:12 am	1B1	Effect of Collective Narcissism on Group Chanting and Fan Aggression. Codie Blankenship . Wabash College, Sponsored by Dr. Robert Horton.
8:15 - 8:27 am	1B2	An Analysis of the Effects of Approach/Avoidance Motivation and Rivalry/Non-rivalry Competition on Performance. Cody Christopher . Wabash College, Sponsored by Dr. Robert Horton.
8:30 - 8:42 am	1B3	The Effects of Positive Psychology Exercises on Guilt and Shame Reduction. Annie T. Foley . Earlham College, Sponsored by Dr. Rachael Reavis.
8:45 - 9:00 am	1B4	How We Help those with Alzheimer's: A Look at Paternalism. Austin Robertson . Anderson University, Sponsored by Dr. Laura Stull.
9:00 - 9:12 am	1B5	The Effects of Label of Clinical Depression: The Perception of Student Competency. Katie Jerome . St. Catharine College, Sponsored by Dr. Todd Smith.
Room 103	Abstract	Moderator: Dr. Julie Evey, University of Southern Indiana
8:00 - 8:12 am	1C1	Media and Perceptions. Kelsey E. Miller . University of Southern Indiana, Sponsored by Dr. Aimee Mark.
8:15 - 8:27 am	1C2	An Analysis of the Tipping Process Reveals Whether or Not a Server Wearing Glasses and/or Makeup Correlates with a Higher Tip Percentage. Megan K. Madsen . University of Southern Indiana, Sponsored by Dr. Julie Evey.
8:30 - 8:42 am	1C3	News Media Credibility and Cultivating Public Opinion of Law Enforcement Personnel. Austin L. Ross & Shelby J. Hunsaker . Drury University, Sponsored by Dr. Mary Utley.
8:45 - 9:00 am	1C4	The Effect of Leader Gender on Follower Morale. Madison G. Giles, Jared T. McIninch, & Cody D.C. Warren . Franklin College, Sponsored by Dr. Amy Bracken.
9:00 - 9:12 am	1C5	Locus of Control and Guilt. Evan Krammes, Abigail Jacobson, & Jet Sevenshadows . Purdue University Calumet, Sponsored by Dr. Vytenis Damusis.
Room 104	Abstract	Moderator: Dr. Jeffery Batis, Indiana University Kokomo
8:00 - 8:12 am	1D1	Relationship of Gambling Frequency, Guilt and Risk Taking to Parental Modeling and Birth Order. Edward Fox, Kyle Schroeder, Ashlee Addison, & Vanessa Carroll . Purdue University Calumet, Sponsored by Dr. Vytenis Damusis.
8:15 - 8:27 am	1D2	The Effect of Social Media Profiles on an Individual's Body Image. Ashley Bazier, Jessica Leland, & Mikah Sizemore . Franklin College, Sponsored by Dr. Kristin Flora.
8:30 - 8:42 am	1D3	A Novel Method for Assessing Caffeine Dependence. Travis J. McGregor . Indiana University Kokomo, Sponsored by Dr. Jeffery Batis.
8:45 - 9:00 am	1D4	Cell Phone Dependency and Its Effects on Distraction and Impulsivity. Hezekiah T. Eibert . Wabash College, Sponsored by Dr. Neil Schmitzer-Torbert.
9:00 - 9:12 am	1D5	Deliberate Practice and Offline Mental Practice. Jackson Reid & Juan Meza . Wabash College, Sponsored by Dr. Ryan Rush.

Room HCR	Abstract	Moderator: Dr. Bill Addison, Eastern Illinois University
8:00 - 8:12 am	1E1	The Effect of Biofeedback Training on One Repetition Maximum Chest Press Performance. Joann C Wakefield . Eastern Illinois University, Sponsored by Dr. Amber Shipherd.
8:15 - 8:27 am	1E2	The Similarity-Leniency Hypothesis and Jurors' Decisions Regarding Defendants' Guilt, Sentence Length, and Type of Punishment. Jade N. Owen . Eastern Illinois University, Sponsored by Dr. William Addison.
8:30 - 8:42 am	1E3	[Withdrawn]
8:45 - 9:00 am	1E4	PTSD and Drug Use. Eleni C. Moreland . Oakland City University, Sponsored by Dr. Ashley Elliott.
9:00 - 9:12 am	1E5	How I Met Your Mother's Friends. Payton Schnarre & Hope Lutterbach . University of Southern Indiana, Sponsored by Dr. Aimee Adam.

Session 2

Room 101	Abstract	Moderator: Dr. Todd Smith, St. Catharine College
9:25 - 9:37 am	2A1	Running, Basketball, or Yoga: Which is Better for your Self-Esteem? Cheyenne Humphrey . University of Southern Indiana, Sponsored by Dr. Aimee Adam.
9:40 - 9:52 am	2A2	Social Perceptions of Statutory Rape. Lindsey Schmitt . University of Southern Indiana, Sponsored by Dr. Aimee Mark.
9:55 - 10:07 am	2A3	Group Creativity versus Individual Creativity. Cody Leonard Beasley . St. Catharine College, Sponsored by Dr. Todd Smith.
10:10 - 10:22 am	2A4	Non-cardinal mechanisms: Stimulus size matters. Colin O. Downey . Wabash College, Sponsored by Dr. Karen Gunther.
10:25 - 10:37 am	2A5	The Effects of Memory Conformity in a Co-Witness Forensic Context. Evan R. Rutter . Wabash College, Sponsored by Dr. Ryan Rush.
Room 102	Abstract	Moderator: Dr. Vytenis Damusis, Purdue University Calumet
9:25 - 9:37 am	2B1	Social Withdrawal and Aggression. Emma Harris . Eastern Kentucky University, Sponsored by Dr. Richard Osbaldiston.
9:40 - 9:52 am	2B2	Factors Influencing Views Toward Police Actions. Jon Hook . Purdue University Calumet, Sponsored by Dr. David Nalbene.
9:55 - 10:07 am	2B3	Adolescent Friendships and Depression. Gabrielle Reardon, Jeanna Comer, & Marie Puente . Purdue University Calumet, Sponsored by Dr. Vytenis Damusis.
10:10 - 10:22 am	2B4	Sense of Belonging and Persistence in Higher Education. Austin Lyon . Anderson University, Sponsored by Dr. Laura Stull.
10:25 - 10:37 am	2B5	Past Trauma and Current College Adjustment. Katelin Wagoner . Anderson University, Sponsored by Dr. Laura Stull.
Room 103	Abstract	Moderator: Dr. Abby Coats, Westminster College
9:25 - 9:37 am	2C1	Parent-Spectator Aggression and Athlete Performance in Team Sport Competition. Douglas S. Baker . Wabash College, Sponsored by Dr. Robert Horton.
9:40 - 9:52 am	2C2	The Effects of Pornography on Male Attention and Outlook Towards Women. Adam Boehm . Wabash College, Sponsored by Dr. Neil Schmitzer-Torbert.
9:55 - 10:07 am	2C3	Using a Turn-Taking Intervention to Lower Social Anxiety in College Students with Autism Spectrum Disorder. Jamie Striler, Melissa Buehner, Rylie Spriggs, & Novah Ali . Westminster College, Sponsored by Dr. Abby Coats.
10:10 - 10:22 am	2C4	Parents: Still Influencing Your Romantic Relationships Even When You are in College. Nicole Ward . University of Southern Indiana, Sponsored by Dr. Stephanie Scheider.
10:25 - 10:37 am	2C5	Examining the Mediators of Exercise Addiction. Austin Hawn . Wabash College, Sponsored by Dr. Neil Schmitzer-Torbert.
Room 104	Abstract	Moderator: Dr. Stephanie Simon-Dack, Ball State University
9:25 - 9:37 am	2D1	The Relationship between Ethnic Identity, Self-esteem, and Academic Achievement. Jessiah Haynes . Anderson University, Sponsored by Dr. Laura Stull.
9:40 - 9:52 am	2D2	Synesthesia and Memory: An Exploratory Analysis. Caleb Robinson . Ball State University, Sponsored by Dr. Stephanie Simon-Dack.
9:55 - 10:07 am	2D3	Chasing Love or Chasing Dreams: Relationships and Achievement Among College Students. Allison R. Hebert & Anna A. Stark . Drury University, Sponsored by Dr. Mary Uteley.
10:10 - 10:22 am	2D4	The Mediating Effects of Self-Esteem on Group Collaboration and Memory Recall. Rachel L. Swadley, Carson L. Teague, & Emma C. Huggett . Drury University, Sponsored by Dr. Jennifer Silva Brown.
10:25 - 10:37 am	2D5	Does Narcissism Mediate Humor Styles: FFM Confound Study. Carlos De La Cerda . Wabash College, Sponsored by Dr. Robert Horton.

Room HCR	Abstract	Moderator: Dr. Bill Addison, Eastern Illinois University
9:25 - 9:37 am	2E1	“The Effect of Viewing Violent Video Games on Aggression”. Melissa Logsdon & Michael Troutt. Franklin College, Sponsored by Dr. Amy Bracken.
9:40 - 9:52 am	2E2	Does Facebook Use Influence Relationship Satisfaction and Jealousy? Paige Rhodes. Eastern Illinois University, Sponsored by Dr. William Addison.
9:55 - 10:07 am	2E3	Exploring Effects of Media on Processing Neutral Faces. Sarah Davis. Hannibal-LaGrange University, Sponsored by Dr. Steven Voss.
10:10 - 10:22 am	2E4	Testing the Action-Specific Hypothesis Against Slope and Auditory Cues- Which Cue Will Prove to be More Salient During Reorientation? Jacob R. Johnston. Eastern Illinois University, Sponsored by Dr. Daniele Nardi.

Session 3

Room 101	Abstract	Moderator: Dr. Aimee Adam, University of Southern Indiana
10:50 - 11:02 am	3A1	Cupping Impressions: An Examination of Physical and Interpersonal Warmth. Amber Cunningham. University of Southern Indiana, Sponsored by Dr. Aimee Adam.
11:05 - 11:17 am	3A2	Happily Ever After? Portrayal Of Adoption In Movies. Tatyana Taake. University of Southern Indiana, Sponsored by Dr. Aimee Adam.
11:20 - 11:32 am	3A3	Cognitive Distractions Influencing Choice. Julissa Lopez & Brittany A. Komacsar. Purdue University Calumet, Sponsored by Dr. Vytenis Damusis.
11:35 - 11:47 am	3A4	Do Attachment and Autonomy Influence Coping Outcomes Among College Students? Elisabeth S. Horne, Rawan AlRadhwan, & D. Gage Jacobs. Drury University, Sponsored by Dr. Jennifer Silva Brown.
11:50 - 12:02 pm	3A5	Do People Prefer White Bosses? An Investigation into the Perceptions of Employers Based on Ethnicity. Derrick T. Mishler. University of Southern Indiana, Sponsored by Dr. Aimee Adam.
Room 102	Abstract	Moderator: Dr. Pamela Propsom, DePauw University
10:50 - 11:02 am	3B1	How Cultures Influence the Way We See: Differences between Collectivists and Individualists. Anh T. Dao. Wabash College, Sponsored by Dr. Robert Horton.
11:05 - 11:17 am	3B2	A Possible Intervention for Increasing Post traumatic Growth. Chelsea L. Duehmig. Anderson University, Sponsored by Dr. Laura Stull.
11:20 - 11:32 am	3B3	Tattoos as Mediators of Person Perception. Brooke Burton, Melissa Kerfoot, & Wade Thomas. Franklin College, Sponsored by Dr. Amy Bracken.
11:35 - 11:47 am	3B4	Play and Work: the Effect of Videogame Play on Cognitive Performance. Andrew J. Baker. Wabash College, Sponsored by Dr. Robert Horton.
11:50 - 12:02 pm	3B5	Patterns of Habitual Behavior in Control and Cocaine Exposed Rats. Donald B. Smith, Oliver Bauer, & Zach Boston. Wabash College, Sponsored by Dr. Neil Schmitzer-Torvert.
Room 103	Abstract	Moderator: Dr. Dan Nardi, Eastern Illinois University
10:50 - 11:02 am	3C1	The Combined Effect of Stereotype Threat and Attitude Towards Women on Math Tests. Bethany Oxford. Eastern Illinois University, Sponsored by Dr. William Addison.
11:05 - 11:17 am	3C2	Mousetracker as a Measure of Indecisiveness. Jacob Watson. Ball State University, Sponsored by Dr. Thomas Holtgraves.
11:20 - 11:32 am	3C3	Tracking the Change in Scientific Literacy in a Research Intensive Major. Alfred D. Sambo. Wabash College, Sponsored by Dr. Karen Gunther.
11:35 - 11:47 am	3C4	Validity of the Academic Maturity Scale. Sydney Rohmann & Trevor Levingston. Eastern Illinois University, Sponsored by Dr. William Addison.
11:50 - 12:02 pm	3C5	Comorbid Conditions and Autism Spectrum Disorder: Addressing the Extra Pieces of the Puzzle. Rebecca A. Bleeker & Melodi A. Dunski. Eastern Illinois University, Sponsored by Ms. Marjorie Hanft.
Room 104	Abstract	Moderator: Dr. Urska Dobersek, University of Indianapolis
10:50 - 11:02 am	3D1	State by State Analysis of Social Attitudes. Alyssa C. Wright & Robyn M. Cutlip. Purdue University Calumet, Sponsored by Dr. David Nalbone.
11:05 - 11:17 am	3D2	Social Media and Sexual Presentation: Does Sexualization of a Facebook Profile Picture Affect Personality Perception? Amber R. Cornelison & Marianna D. Wendt. Drury University, Sponsored by Dr. Mary Utley.
11:20 - 11:32 am	3D3	Effects of Atomoxetine and 7-NINA on Serotonin 1B-Induced Autism-like Non-Selective Attention Deficits in Mice: an Investigation of Novel Treatments. Rachel D. Steiner. Wittenberg University, Sponsored by Dr. Nancy Woehrl.
11:35 - 11:47 am	3D4	Impact of Having a Sibling with Chronic Illness. Kristen L. Zalewski. Anderson University, Sponsored by Dr. Laura Stull.
11:50 - 12:02 pm	3D5	Perceived Stigma's Relationship with Help Seeking Behavior on the College Campus. Chelsea Burge. Anderson University, Sponsored by Dr. Laura Stull.

Poster Session

1:30 – 2:30 pm

Room: HRC

Abstract Moderator: Franklin College Faculty

- 5P01 Religiosity and Connectedness with Nature: A Comparative Analysis of Victims and Non-Victims of the 2011 Joplin Tornado. **Jordan N. Henslee, Ashley N. Marmouget, Rachel L. Swadley, Rachel P. Ryan, Charles C. Woods, & Carson L. Teague.** Drury University, Sponsored by Dr. Jennifer Silva Brown.
- 5P02 The Effects of Unique Identifying Features with Simultaneous and Sequential Lineups. **Jaime Leon.** Thomas More College, Sponsored by Dr. Lawrence Boehm.
- 5P03 Can You Raed This: A Study of Orthographic Priming. **Emma Trammel.** University of Missouri-Saint Louis, Sponsored by Dr. Suzanne Welcome.
- 5P05 Major Personality: Are Certain Personality Traits Predictive of Declared Academic Major? **Nicole De Fries, Emily Hellmann, Wei He, & Ran Bi.** DePauw University, Sponsored by Dr. Pam Proptom.
- 5P06 The Relationship Between Perceived Social Support, Anxiety, Depression and Self-Esteem. **Bianca Vélez, Haley Shuemake, & Kaylee Smith.** Thomas More College, Sponsored by Dr. Maria McLean.
- 5P07 Sub-concussive Head Injury: Effects on Anxiety. **Paige Erb.** Wittenberg University, Sponsored by Dr. Nancy Woehrle.
- 5P08 Attitudes toward Bipolar Disorders and Eating Disorders. **Megan Sparks & Sydni Wainscott.** Thomas More College, Sponsored by Dr. Larry Boehm & Dr. Maria McLean.
- 5P09 Connectedness with Nature: Associations with Spirituality and Education among Joplin Tornado Memorial Garden Visitors. **Rachel P. Ryan, Charles C. Woods, Jordan N. Henslee, Ashley N. Marmouget, Rachel L. Swadley, & Carson L. Teague.** Drury University, Sponsored by Dr. Jennifer Silva Brown.
- 5P10 Got Faith? Comparing the Religiosity of Five Groups. **Nicole Stephenson.** Northern Kentucky University, Sponsored by Dr. Douglas Krull.
- 5P11 Alcohol Consumption and Cognitive Dissonance in College Students. **Kelsey D. Hinken, Lauren E. Rose, & Samantha E. Scheidler.** Thomas More College, Sponsored by Dr. Maria McLean.
- 5P13 Resilience as a Predictor of Institutional Commitment among College Students. **Melissa Buehner.** Westminster College, Sponsored by Dr. Abby Coats and Dr. Ryan Brunner.
- 5P14 The Difference in Conflict Resolution Styles Based on Dating Violence and Childhood Abuse Resolution. **Ashley N. Marmouget.** Drury University, Sponsored by Dr. Mary Utley.
- 5P15 Stress-Induced Coping Strategies and Physiological Characteristics. **Aries L. Powell & Hannah A. Devine.** Thomas More College, Sponsored by Dr. Maria McLean.
- 5P16 Perception of Space in Computer Images. **Anna M. Farris & Moriah T. Sven.** Eastern Illinois University, Sponsored by Dr. Daniele Nardi.

Session 4

Room 101	Abstract	Moderator: Dr. Jana Marcette, Harris-Stowe State University
2:00 - 2:12 pm	4A1	Post-Concussive Anxiety Levels of Male and Female Collegiate Athletes. Cori A. Conner . Anderson University, Sponsored by Dr. Laura Stull.
2:15 - 2:27 pm	4A2	Student Confidence Assessment In Courses Using Individual Response Learning Tactics. Erica Ross . Harris-Stowe State University, Sponsored by Dr. Jana Marcette.
2:30 - 2:42 pm	4A3	The Relationship between Homeschooling and College Adjustment. W. Michael Terwillegar . Anderson University, Sponsored by Dr. Laura Stull.
2:45 - 2:57 pm	4A4	Predicting Attitudes Toward Climate Change Mitigation. Alexzandra Chandler, Edward Fox, Michael Mose, & Kyle Schroeder . Purdue University Calumet, Sponsored by Dr. David Nalbhone.
3:00 - 3:12 pm	4A5	The Beauty and Background Bias: Attractiveness and Racial Bias in Hiring Situations. Jessica E. Tay & Daniel A. Hopfinger . Drury University, Sponsored by Dr. Mary Utley.
Room 102	Abstract	Moderator: Dr. Richard Osbaldiston, Eastern Kentucky University
2:00 - 2:12 pm	4B1	The Effects of Drugs on Memory Accuracy. Cecily Stilley, Alison Curtis . Eastern Kentucky University, Sponsored by Dr. Richard Osbaldiston.
2:15 - 2:27 pm	4B2	Knowledge of ADHD: A Comparison of International and American Students. Ryan Isenhower . Eastern Illinois University, Sponsored by Dr. Assege HaileMariam.
2:30 - 2:42 pm	4B3	Professor Attitude on Student Learning. Emma P. Petersen, Chelsea Bow, Holly Gardner, & Elizabeth Evans . Eastern Illinois University, Sponsored by Dr. Sri Dandotkar.
2:45 - 2:57 pm	4B4	I Speak Therefore I Am: How Language Makes Reasoning Possible. Colin Ulin . Earlham College, Sponsored by Dr. Kathy Milar.
3:00 - 3:12 pm	4B5	Physiological Response to Bullying; Empathy's Role in Physical Reaction. Antony S. Kanazeh, Amanda H. Lunderman, Kendra P. Stockberger, Joseph R. DeRegnaucourt, & Kathryn E. Winton . Ball State University, Sponsored by Dr. Stephanie Simon-Dack.
Room 103	Abstract	Moderator: Dr. Karen Gunther, Wabash College
2:00 - 2:12 pm	4C1	Feedback and Diet Choices: Does Criticism Make Us Eat Unhealthily? Ashlee Ellingsworth, Mariah Gove, & Christine Fish . Drury University, Sponsored by Dr. Mary Utley.
2:15 - 2:27 pm	4C2	How do Children Access the Unsaid? Yunan C. Wu, Erica J. Yoon, & Michael C. Frank . Wabash College, Sponsored by Dr. Karen Gunther.
2:30 - 2:42 pm	4C3	Lost in Development: Testing for Declines in Self-Efficacy as a Result of Listening to Music when Performing a Task. Kay L. Honeycutt, Jessica M. Brennan & Bethany R. Mitchell . Drury University, Sponsored by Dr. Jennifer Silva Brown.
2:45 - 2:57 pm	4C4	Self-Image Disparity in Adolescents and Emerging Adults. Eileen Kopyy, Tiffany Crawford, Mitchell McGill, Monica Bittner, & Tess Fessler . Westminster College, Sponsored by Dr. Abby Coats.
3:00 - 3:12 pm	4C5	Effects of Physical Appearance Change and Appearance-Change Instruction on Eyewitness Identification. Logan B. Burdick & Mac W. Bartlett . Wabash College, Sponsored by Dr. Ryan Rush.
Room 104	Abstract	Moderator: Dr. Aimee Mark, University of Southern Indiana
2:00 - 2:12 pm	4D1	Does Watching Romantic Movies Influence Beliefs about Love? Brittany McCollum . University of Southern Indiana, Sponsored by Dr. Aimee Adam.
2:15 - 2:27 pm	4D2	Locus of Control and its Relationship to Alcohol Dependency, Stress, and School Commitment in College Students. Rio Henry & Emily Holton . Thomas More College, Sponsored by Dr. Lawrence Boehm.
2:30 - 2:42 pm	4D3	The Effect of Background Stimuli on Short-term Memory in the Elderly. Cody J. Beeks, Cara J. Haynes, Julie M. Bazan, & Michelle N. Murphy . Franklin College, Sponsored by Dr. Amy Bracken.
2:45 - 2:57 pm	4D4	Love To Watch Them Walk Away. Olivia Belles . University of Southern Indiana, Sponsored by Dr. Stephanie Schneider.
3:00 - 3:12 pm	4D5	Humor Cognition. Dustin McDaniel . University of Southern Indiana, Sponsored by Dr. Aimee Mark.

Abstracts

[1A1] Personalities and Spiritual Experiences. Kelsie M. Dickerson. Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

The purpose of the current study was to identify personality traits that relate to the experiential aspect of spirituality. It was hypothesized that personality traits and spiritual identification would predict spiritual experiences. Participants completed demographics questions, the Big Five Inventory (John & Srivastava, 1999), the Spiritual Identification (SI) measure (Astin, Astin, & Lindholm, 2011), and an item on the frequency at which they have spiritual experiences. A hierarchical stepwise regression was performed to examine whether personality traits and SI predicted frequency of spiritual experiences. All personality traits and SI explained 10% of the variance in spiritual experiences, $R^2 = 0.10$, $F(2,138) = 6.19$, $p < 0.01$. SI and conscientiousness were significant individual predictors of frequency of spiritual experiences. The lower the conscientiousness score, the higher the reported frequency of spiritual experiences, supporting the hypothesis.

[1A2] Medical Choice as a Predictor of Self-Efficacy. Mallory Johnson. Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

Difficult medical situations can often lead to feelings of chaos or lack of control. Benefits of self-efficacy in a hospital setting have included measurable improvements and more rapid recovery rates (Lau-Walker, 2008). The current study examines whether or not having parents of children with a chronic illness be a part of setting goals or making decisions about their child's medical treatment can predict self-efficacy. It is hypothesized that medical choice will predict self-efficacy in parents of children with chronic illnesses. Participants will complete a demographic survey composed of six questions, the Decision Making Control Instrument (Miller et al., 2011), and the Decision Self-Efficacy Scale (O'Connor, 1995) via a link distributed on various online support group forums and social media pages. Data will be analyzed using a regression analysis and results will be discussed.

[1A3] Physiological Responses to Differing Presentations of Taboo Words. Benjamin Linser, Ziyoda Gazieva, Megan Ashley, Jaclyn Fullove, Rachel Gonzales, & Cassandra Halbert. Sponsored by Dr. Stephanie Simon-Dack. Ball State University, Muncie, IN 47306.

The goal of this study was to measure the effect of sexual stimuli on skin conductance level and heart rate response. Participants were exposed to sexual words in audio, visual, and multisensory conditions. Our hypotheses included predicting a greater physiological response when participants heard the sexual stimuli. We also hypothesized the lowest physiological response to seeing the words, leaving multisensory in the middle. A three way repeated measures ANOVA for heart rate across the three presentation levels showed differences approaching significance. A post-hoc Bonferroni t-test revealed a marginally significant decreased heart rate in the hearing condition.

[1A4] Don't be Deceived into Another Vacation: An Analysis of Subconscious Priming. Christina D. Newport-Brackett & Brent J. Emerson. Sponsored by Dr. Maria McLean & Dr. Larry Boehm. Thomas More College, Crestview Hills, KY 41017.

The purpose of this study was to investigate the effects of sub-conscious priming on recall. The researchers also evaluated the effects of self-efficacy on task performance on the sub-conscious recall task. The researchers hypothesized that participants with higher self-efficacy, as indicated by a higher score on the General Self-Efficacy Scale, would tend to perform better on the recall task than those participants with lower self-efficacy as indicated by a lower score on the GSE. The researchers also hypothesized that participants who were given the semantically related prime would have higher recall of the words in the dichotic listening task than participants who were given the unrelated prime. Results will be discussed and compared to the studies of Park and John (2014) and Bentin et al. (1995).

[1A5] Sex and God #blessed: The Relationship between Faith and Reported Frequency of Hooking up Among College Students. Charles W. Woods, Janet A. Robinson, & Rachel P. Ryan. Sponsored by Dr. Jennifer Silva Brown. Drury University, Springfield, MO 65802.

Hooking up is defined as a physical encounter between two individuals whom are not romantically involved with one another (Strokoff, et al., 2014). Students whose religion had a higher influence on daily life reported hooking up less frequently (Simons, et al., 2009). Limited research has been conducted to measure whether priming persons with their religious beliefs has an impact on the reported frequency of sexual health practices. This research extends the paradigm of Saroglou and Muñoz-García (2008) who used a technique in which they asked participants questions about their values and personality traits in differing orders. The current study seeks to investigate if the placement of religious questions has an influence on reported frequency of sexual health practices. Findings from this study will reveal the influence of religiosity on reported frequency of sexual health practices, which past literature would classify as hooking up, among college students.

[1B1] Effect of Collective Narcissism on Group Chanting and Fan Aggression. **Codie Blankenship**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

The present study tests whether there are links among collective narcissism, group chanting, and spectator aggression. Previous research suggests that spectators who participate in group chants are more likely to be aggressive toward the opposing team. Research also suggests that individuals higher in collective narcissism are more likely to be aggressive when the group's image is in jeopardy. To test the links among these variables, participants watched the first half of a Wabash College Basketball game and completed assessments of narcissism, hostility, and amount of group chanting. We expected that communal narcissism would be associated positively with hostility and that the link would be mediated by amount of group chanting. Data are currently being analyzed.

[1B2] An Analysis of the Effects of Approach/Avoidance Motivation and Rivalry/Non-rivalry Competition on Performance. **Cody Christopher**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

This project investigates the role of approach and avoidance motivation in rivalry competition, competition that is characterized by intensified cognitive, emotional, and motivational experiences (Neave & Wolfson, 2003; Smith & Swarz, 2003; Kilduff, 2014). Recent analyses of the competition-performance link observed no direct association but found a moderating effect of performance-approach and performance-avoidance motivational goals (Murayama & Elliot, 2012). Approach motivation is characterized by pursuit of a positive or desirable event, whereas avoidance motivation involves avoiding a negative or undesirable event (Elliot, 1999). We reasoned that such motivation might moderate the impact of rivalry (intensified competition) on performance. To test this notion, subjects completed (a) a measure of approach/avoidance motivation and (b) 5 rounds of a number task competing against the same person (rivalry) or different person (non-rivalry). We expected that approach-oriented individuals would perform better in the rivalry condition but that avoidance-oriented individuals would display the opposite pattern.

[1B3] The Effects of Positive Psychology Exercises on Guilt and Shame Reduction. **Annie T. Foley**. Sponsored by Dr. Rachael Reavis. Earlham College, Richmond, IN 47374.

The immediate effects of gratitude expression on guilt reduction was measured in order to investigate whether or not this intervention, used in positive psychology, played a role in the alleviation of guilt. The effect of neuroticism on guilt and guilt reduction was also examined. All participants were given a neuroticism survey, asked to recall a memory in which they did not live up to a moral obligation, and take a guilt measure. Next, participants were randomly assigned into either the gratitude condition or the control condition. Then, all participants took the guilt measure again. Results indicated that participants in the gratitude condition experienced less post-intervention guilt than those in the control condition. These results confirm that gratitude plays a role in reducing guilt, adding to the growing literature on positive psychology. This suggests that there is a quick intervention for managing negative emotions such as guilt. A follow-up study is examining the immediate effects of gratitude and signature strength expression on shame reduction.

[1B4] How We Help those with Alzheimer's: A Look at Paternalism. **Austin Robertson**. Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

Alzheimer's disease is a growing disorder affecting more people each year and with this increase comes an increased responsibility to help. Paternalism, the act of helping by restricting freedom and responsibility for a person's own good, is one way we help those who are otherwise difficult to help (Weiss, 1991). For purposes of the current study, paternalism was operational defined as a combination of authoritarianism and benevolence (e.g., Weiss, 1985). Authoritarianism, benevolence, and helping were measured in 100 undergraduate participants from a private University in the Midwest. I hypothesized that there would be a relationship between paternalism and helping. Results indicate that there is a negative relationship between authoritarianism and helping, and a negative relationship between paternalism and helping. This study points to there being a relationship between paternalistic behavior and helpfulness; more research is needed on how to help those with Alzheimer's.

[1B5] The Effects of Label of Clinical Depression: The Perception of Student Competency. **Katie Jerome**. Sponsored by Dr. Todd Smith. St. Catharine College, St Catharine, KY 40061.

Does a diagnosis of mental illness affect others ratings of competency in the college life of an individual? This study examined if college professors had a higher view of competency for those with a clinical label of depression than college students. 30 students and 26 professors received a scenario, also known as a vignette that includes a diagnosis of depression or one that does not include the diagnosis. After reading the vignette the participants completed a competency inventory with four competency sub-scales: academic, scholastic, social, and job competency. While diagnosis had no significant effect on perceived competency, professors rated scholastic competency significantly higher than students. Furthermore, in all cases, diagnosis was rated higher than non-diagnosis. Implications for this would be that this study was conducted on a college campus and therefore education plays a factor in stigma; education may have played a role in the outcome of this study.

[1C1] Media and Perceptions. **Kelsey E. Miller**. Sponsored by Dr. Aimee Mark. University of Southern Indiana, Evansville, IN 47712.

When movies and television portray those with mental illness it can influence how those individuals are thought of and treated. An experiment was conducted to test the hypothesis that media depictions can change a person's perception of mental illness. Forty undergraduate students were exposed to either a positive (treatment/psychotherapy sessions) or negative (clips of schizophrenic episodes) media depiction of a person with mental illness. Participants filled out two questionnaires before and after the depiction on their feelings towards people with mental illness. Participants who viewed the negative depictions of those with mental illness were less likely to rate higher than those who viewed positive depictions.

[1C2] An Analysis of the Tipping Process Reveals Whether or Not a Server Wearing Glasses and/or Makeup Correlates with a Higher Tip Percentage. **Megan K. Madsen**. Sponsored by Dr. Julie Evey. University of Southern Indiana, Evansville, IN 47712.

In Indiana, restaurant servers make \$2.13 an hour, which goes directly to taxes at the end of the day. At the restaurant for this study, servers are required to tip out 3.5% of their gross sales to a food runner, bartender, and busser. Therefore, if a guest leaves a 20% tip, their server only keeps 16.5% of it. We present a study that evaluates the effectiveness of increasing a server's tip percentage by increasing facial symmetry with eye-glasses and/or makeup. A 2 (glasses: with glasses or without glasses) x 2 (makeup: with makeup or without makeup) between-subjects analysis of variance was performed assessing the tipping process revealing whether glasses and/or makeup will increase a server's tip. Results showed a difference in tip percent based on the whether the server wore glasses or not, showing a higher tip without.

[1C3] News Media Credibility and Cultivating Public Opinion of Law Enforcement Personnel. **Austin L. Ross & Shelby J. Hunsaker**. Sponsored by Dr. Mary Utley. Drury University, Springfield, MO 65802.

In recent years news media has paid increased attention to the actions and conduct of law enforcement officers. With this added attention, law enforcement officers have come under a higher level of scrutiny. Cultivation theory states that exposure to certain types of media can result in the acceptance of a fabricated reality based on what is portrayed by the media (Gerbner, Gross, Morgan, Signorielli, & Shanahan, 2002). The current study attempts to examine the acceptance of both positive and negative perceptions of law enforcement officers from online news sites of three levels of credibility; determined through previous research by Mitchell, Gottfried, Kiley, and Matsa (2014). Participants were exposed to six different news articles from different sources and completed questionnaires to evaluate their perception of the officers portrayed in the stories as well as law enforcement officers in general. Data analysis is ongoing.

[1C4] The Effect of Leader Gender on Follower Morale. **Madison G. Giles, Jared T. McIninch, & Cody D.C. Warren**. Sponsored by Dr. Amy Bracken. Franklin College, Franklin, IN 46131.

There have been few experimental designs that focus on how male and female leaders are rated differently in terms of effectiveness. This study was designed similar to Morris, Hulbert, and Abrams (2000) in which participants were placed into groups with a confederate who acted as the leader and was rated on competency. However, a key difference for this study was that the sex of the confederate varied between groups. Participants were instructed to complete a group decision-making task in which the confederate was randomly selected to lead. The confederate read two workplace scenarios, made the final decision of keeping or firing an employee, and then was evaluated by the participants. It was hypothesized that the female leader would be rated lower on commitment, satisfaction, and competence, compared to male leaders. Results indicated a significant difference for perceived competency, but in the opposite direction of the hypothesis.

[1C5] Locus of Control and Guilt. **Evan Krammes, Abigail Jacobson, & Jet Sevenshadows**. Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

Does the degree of internal locus of control manifest itself in the amount of guilt individuals feel for violating social norms? Our research hypothesis predicts that individuals with a strong sense of internal locus of control will report higher guilt for transgression of social norms. Gender and age differences will moderate the expected relationship. An anonymous survey questionnaire with two principal measures will be completed by an available sample of approximately 150 participants recruited from students volunteering at a university campus. An experimental measure of guilt—the G/S Behavior Inventory, and Rotter's (1961) Locus of Control Scale Survey respondents with high scores on external locus of control are predicted to place responsibility for their transgressions on the environment and circumstances ("the devil made me do it") whereas high internal locus of control respondents find it difficult to blame their guilt arousing behaviors as beyond their control.

[1D1] Relationship of Gambling Frequency, Guilt and Risk Taking to Parental Modeling and Birth Order. **Edward Fox, Kyle Schroeder, Ashlee Addison, & Vanessa Carroll.** Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

In a survey of 198 casino-experienced recreational gamblers, their self-reported frequency of gambling, willingness to take risks and generalized guilt for norm violations were studied along with their parents' involvement in gambling. While all respondents whose parents were frequent gamblers indicated greater participation in gaming, only children were more prolific gamblers compared to either first or latter born. This interaction of father and mother's gambling history with birth order in self-reported gambling frequency emerged as a consistent finding on other measures of risk-taking as well. In addition, amount of gambling activity was inversely related to generally experienced guilt and need for affiliation, particularly for male gamblers.

[1D2] The Effect of Social Media Profiles on an Individual's Body Image. **Ashley Bazier, Jessica Leland, & Mikah Sizemore.** Sponsored by Dr. Kristin Flora. Franklin College, Franklin, IN 46131.

Past research shows that increased Internet exposure and photo activity on Facebook is positively correlated with body dissatisfaction and upward social comparison. The hypothesis of the current study states that when viewing a profile of a "fit" person, participants will feel worse about themselves than when viewing the profile of an "unfit" person. Participants were students from a small Midwestern college (N=XX). The sample was primarily female (85%) and Caucasian (90%). Four fake Facebook profiles (one fit female, one unfit female, one fit male, one unfit male) were used as stimuli. Participants were randomly assigned to view one of the profiles specific to their gender, then completed a questionnaire to assess their body image, after viewing the stimuli. Results showed that participants who viewed the fit profile viewed their body image as worse ($M=4.10$, $SD=1.73$) than the unfit profile ($M=2.05$, $SD=1.13$), supporting the hypothesis.

[1D3] A Novel Method for Assessing Caffeine Dependence. **Travis J. McGregor.** Sponsored by Dr. Jeffery Batis. Indiana University Kokomo, Kokomo, IN 46902.

The American Psychiatric Association proposed criteria for Caffeine Use Disorder (CaUD) in the DSM-5. The method for diagnosis has yes/no style questions; we propose utilizing a visual analog scale instead. A 28-question survey assessing caffeine use and the DSM-5 criteria for CaUD was administered via Qualtrics. There were 592 participants in the study. For comparison purposes, we calculated 4 different ways of endorsing a symptom using the visual analog scale: scores >0 , >10 , >25 , and >50 . According to the DSM-5, a CaUD diagnosis is given if the first three symptoms are endorsed. Using this method, the following participants would receive a diagnosis at each of the 4 thresholds: 339 (>0), 274 (>10), 239 (>25), and 134 (>50). Advantages of the proposed method are: it creates a standardized scale, gives clinicians the ability to find problem areas, limits subjective interpretation, and measures overall severity as well as severity for each symptom.

[1D4] Cell Phone Dependency and Its Effects on Distraction and Impulsivity. **Hezekiah T. Eibert.** Sponsored by Dr. Neil Schmitzer-Torbert. Wabash College, Crawfordsville, IN 47933.

Of the seven billion people on earth, approximately six billion have access to a cell phone, and the amount of time that people spend using their phone continues to increase. As cell phone use increases, some individuals show a pattern of problematic use, similar to other behavioral addictions. This study aims to examine the connection between cell phone usage, specifically problematic usage, and the ability to resist distraction. Participants completed a working memory task under distraction (with a cell phone present) or under control conditions (no phone), and cell phone dependency was measured using the Test of Mobile Dependency. We hypothesize that the presence of a cell phone would increase distraction during the working memory task, and also that the strength of this effect would be greater in those with higher dependency scores.

[1D5] Deliberate Practice and Offline Mental Practice. **Jackson Reid & Juan Meza.** Sponsored by Dr. Ryan Rush. Wabash College, Crawfordsville, IN 47933.

The current study aims to analyze the best means of practice for a physical task by comparing deliberate practice (physically practicing the task) vs. offline mental practice (mentally visualizing the physical task) vs. no practice. The current study analyzes both styles of practice through their respective use on a golf task. Participants were randomly assigned to a condition that involved deliberate practice, offline mental practice, or no practice. Subjects participated in a pre-test, 7 practice sessions, and a post-test. The results suggest that there was significant improvement for the deliberate practice group compared to the offline mental practice group, $t(19) = -3.92$, $p < .001$, and the control group, $t(20) = -2.68$, $p = .014$. There was no significant difference between the offline mental practice group's and the control group's improvement.

[1E1] The Effect of Biofeedback Training on One Repetition Maximum Chest Press Performance. **Joann C Wakefield.** Sponsored by Dr. Amber Shipherd. Eastern Illinois University, Charleston, IL 61920.

Biofeedback is a method of controlling normally automatic bodily functions by monitoring and training to acquire voluntary control over them (Galloway, 2011). The purpose of this study was to determine if a heart-rate variability training program utilizing the emWave biofeedback device could increase performance on a simple strength task. Participants (n = 18) were randomly assigned to one of three groups and data were collected for a period of seven weeks. Data collection consisted of participants receiving a training (experimental and placebo groups) or no training (control group), followed by a chest press one repetition maximum (1RM) assessment. A repeated measures ANOVA was conducted to assess group differences in chest press 1RM improvement over time. Results and implications of this research will be discussed for athletes and coaches.

[1E2] The Similarity-Leniency Hypothesis and Jurors' Decisions Regarding Defendants' Guilt, Sentence Length, and Type of Punishment. **Jade N. Owen.** Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

The similarity-leniency hypothesis suggests that individuals tend to give preferential treatment to similar others (Stevenson, Sorenson, Smith, Sekely, & Dwairo, 2009). Mitchell, Haw, Pfeifer, and Meisner (2005) found that participants were more likely to give longer sentences to other-race defendants, and Abwender and Hough (2001) found that African American participants showed greater leniency in sentencing when the defendant was African American. The purpose of the current study is to examine the influence of race, gender, and SES in the context of the similarity-leniency hypothesis. One hundred fifty college students read two crime vignettes about two different defendants who committed felony vehicular manslaughter, and then answered questions regarding the defendant's guilt, sentence length, and type of punishment. Results are expected to show that the greater the similarity between a juror and a defendant on race, gender, and socioeconomic status, the more lenient the decisions.

[1E3] [Withdrawn]

[1E4] PTSD and Drug Use. **Eleni C. Moreland.** Sponsored by Dr. Ashley Elliott. Oakland City University, Oakland City, IN 47660.

The purpose of this paper is to provide a better understanding of the relationship between PTSD and whether exposure to traumatic events increases the likelihood of substance use. Causal factors and symptoms related to PTSD will also be given to determine whether such factors play a role in drug use. The methods used are from quantitative and qualitative articles. The participants involved in these studies include veterans of the Afghanistan, Iraq, and Vietnam wars. These methods will help with determining the result of whether traumatic exposure increases the possibility of substance use. The findings in the studies showed that those diagnosed with PTSD were more likely to be dependent on prescribed opioids. This paper will provide helpful information that the reader can use to develop a clearer understanding of this condition. The information given is to increase the recognition of the illness, and increase the methods in treating PTSD.

[1E5] How I Met Your Mother's Friends. **Payton Schnarre & Hope Lutterbach.** Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

The purpose of this study is to examine participants' relationships to TV couples and how those relationships may affect their real lives. Researchers have found that media use is related to expectations for real-life relationships (Segrin & Nabi, 2002). People often form parasocial attachments, or one-sided relationships, to media characters (Horton & Wohl, 1956), and grieve when those characters are killed off or leave the air (Cohen, 2004) but no research has been conducted on relationships with fictional couples. We are conducting a between-subjects experiment on fans of the show *How I Met Your Mother* (HIMYM) to examine how breakup of favorite television couples affects participants. The independent variable is the type of breakup they are exposed to (HIMYM or *Friends*) or a neutral HIMYM episode with no breakup. The dependent variables are investment in the TV couple, parasocial breakup, and personal relationship satisfaction. Data is currently being collected (N = 28).

[2A1] Running, Basketball, or Yoga: Which is Better for your Self-Esteem? **Cheyenne Humphrey.** Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

It has been found that participation in physical play influences the development of a person's self-concept (Gruber, 1986). I am conducting a survey that looks at the relation between the amount of exercise a person participates in and the person's self-esteem. I was also interested in whether the type of exercise, aerobic, anaerobic, or flexibility, changed this relation. I hypothesize that people who exercise more often in their daily life have higher self-esteem than those who exercise less. I also predict that people who participate in more aerobic exercise will have higher self-esteem than those who participate in other exercises more often. The survey contains around 50 questions on exercise and includes a 36 question self-esteem scale (Fleming & Courtney, 1984). I have collected data from 43 participants as of now. Data analysis will begin next week.

[2A2] Social Perceptions of Statutory Rape. **Lindsey Schmitt**. Sponsored by Dr. Aimee Mark. University of Southern Indiana, Evansville, IN 47712.

There appears to be a double standard in today's society. Men and women are judged differently, both inside and outside the bedroom. According to society standards it is okay for men to engage in casual sex. This is in contrast to women, who are often called names and looked down upon for the same thing. The purpose of this research is to determine whether or not a double standard does exist in the way people perceive men and women who commit the same crime; more specifically those who commit statutory rape. It is expected that participants will rate the man as more dangerous compared to the woman. It is also expected that participants will assign longer and harsher sentences to men compared to woman. The data collection is ongoing.

[2A3] Group Creativity versus Individual Creativity. **Cody Leonard Beasley**. Sponsored by Dr. Todd Smith. St. Catharine College, St Catharine, KY 40061.

In the current experiment the purpose was to analyze the current make-up of American society and are approach in developing the most competent system of minds. It is clear that current America is based on Individualized Performance motivation system whereas it is proposed in the current article that Masterfully Pleasurable Motivation system would be a greater system of minds. This system of mind is measured through Creative Outcome Effectiveness (COE). The participants were placed in one of the two environments. Once they arrived they had two hours to complete an advertisement. Post completion of ad's they will be judged for COE by competent judges. The mean COE for the Masterfully pleasurable motivation groups advertisements ($M=16$, $SD = 1.41$) was higher then the mean COE for the Individualized performance motivations ($M = 11.75$, $SD = 0.95$). This difference was significant ($t(4) = 5.48$, $p = 0.005$). The implications apply to restructuring the system of minds in America.

[2A4] Non-cardinal mechanisms: Stimulus size matters. **Colin O. Downey**. Sponsored by Dr. Karen Gunther. Wabash College, Crawfordsville, IN 47933.

Studies have found better performance on cardinal than non-cardinal colors in the red-green/luminance (RG/LUM) and blue-yellow/LUM (BY/LUM) color planes, but equal performance in the RG/BY plane. Solomon et al. (2004) showed that stimulus size affects the strength of the luminance suppressive surround, which we hypothesize might make non-cardinal mechanisms in these two planes more sensitive to stimulus size. We tested 10 subjects on visual search at four dot sizes ($0.5, 1, 2, 3^\circ$) in each color plane. A two-way ANOVA yielded significant main effects of color axis and dot size, but no interaction, in all three planes. The largest effect size was seen in the RG/LUM color plane, suggesting that it may be more sensitive to stimulus size than the isoluminant plane. A second experiment was conducted at four smaller stimulus sizes ($0.25-2^\circ$), with similar results. In conclusion, RG/LUM non-cardinal mechanisms appear to be sensitive to dot size, whereas TRIT/LUM non-cardinal mechanisms do not.

[2A5] The Effects of Memory Conformity in a Co-Witness Forensic Context. **Evan R. Rutter**. Sponsored by Dr. Ryan Rush. Wabash College, Crawfordsville, IN 47933.

Memory conformity, the idea that others will come to believe situations to be true based on information presented by others, is prevalent throughout everyday life. The current study examines memory conformity within a forensic context, in which co-witnesses experienced the same event from different perspectives. Participants in this study were randomly assigned to individual recall or co-witness recall groups, where witnesses worked together to recall the event. The participants watched a short, simulated crime video and complete a questionnaire regarding the events either alone or with a co-witness. We expect to see relatively low levels of conformity among co-witnesses who were told that they are seeing the same crime from different perspectives. In contrast, we expect to see moderate to high levels of conformity among co-witnesses who were told that they viewed the same crime from the same perspective.

[2B1] Social Withdrawal and Aggression. **Emma Harris**. Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

Socially withdrawn children are at a risk of having many behavior issues throughout childhood, and perhaps the most concerning of these is aggressive behavior. In this study, a meta-analysis was conducted to answer the question, "Does being socially withdrawn affect a child's aggression?" From 11 empirical studies, we computed the effect size of the relationship between social withdrawal and aggressive behavior. The overall weighted average effect size was $d = 0.35$. This shows that aggression is moderately affected by a child being socially withdrawn. It was also found that age moderated this effect. Younger grades (PreK-6th) had an effect size of $d = 0.88$ whereas older grades had an effect size of $d = 0.02$. Gender also had a moderating effect, (boys $d = 0.45$, girls $d = 0.00$). Method of assessing social withdrawal also was a moderating variable (peer acceptance rating scales $d = 0.68$, scenario assessments $d = 0.38$).

[2B2] Factors Influencing Views Toward Police Actions. **Jon Hook**. Sponsored by Dr. David Nalbone. Purdue University Calumet, Hammond, IN 46323.

Public opinion on recent police actions, such as the killings of Eric Garner and Michael Brown, has reached a fever pitch. Despite a high level of interest, there is little data as to what motivates individual beliefs regarding police officers and their use of violence. We asked participants to rate their views towards police behavior, police policies, and racial stereotyping. Participants also rated themselves on items such as political orientation, income, racial views, and general trust measures. The purpose of this study is to determine what relationship, if any, exists between these factors and individual views towards police actions. We discuss how our results give insight into what motivates these views.

[2B3] Adolescent Friendships and Depression. **Gabrielle Reardon, Jeanna Comer, & Marie Puente**. Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

Perhaps the most serious social psychological stress of adolescence occurs when the young person considers him or herself unwanted by high school peers. Exclusion from participation in school-based social networks and the sense of being an outsider is related to behaviors that are often viewed as difficult or problematic (Clark, 1962; Kelly & Pink, 1973). Using an anonymously completed survey by a convenience sample of over 450 high school juniors and seniors allowed for a secondary analysis of the relationship between their self-appraisal, self-reported school-based friendships, depression and other emotional and behavioral expressions. We predicted a negative association between self-rated depression, self-rated attractiveness and overall self-esteem with / Percent of classmates estimated as liking the respondent / Percent of classmates estimated as liked by the respondent / Participants who perceive their liking for classmates as unreciprocated reported higher levels of depression a

[2B4] Sense of Belonging and Persistence in Higher Education. **Austin Lyon**. Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

Retention is on the minds of higher education professionals daily, particularly given “One-third of each year’s full-time freshmen are not at the same institution one year later” (King, 2005, p.1). The current study measured the student perspective of retention, specifically persistence and the sense of belonging that feeds into one’s willingness to persist. A total of 190 undergraduate students were surveyed. The research conducted focused on the effect that sense of belonging has on a student’s persistence. Results showed that having a higher sense of belonging was a significant predictor of a student’s intention to persist at an institution. Based on the current research, colleges and universities should consider student perspectives on peer support, faculty support, and what it means to not live in isolation when looking at retention.

[2B5] Past Trauma and Current College Adjustment. **Katelin Wagoner**. Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

Past research suggests that experiencing a past trauma may affect a student’s adjustment to college. The current study tested the hypothesis that students who have been exposed to a traumatic event will have lower levels of adjustment than their peers who have not been exposed to trauma. Participants (n=192) were from a Christian liberal arts university in the Midwest who were selected from various lower and upper division classes. They were first asked to sign informed consent and then received a 27 question survey containing demographic data, the College Adjustment Test (Pennebaker, 1990), and questions about experiencing a past trauma. Data were collected and entered into SPSS for analysis. Results showed that there was not a relationship between college adjustment and past trauma for this population; suggesting that adjustment to college is not something to examine for trauma survivors.

[2C1] Parent-Spectator Aggression and Athlete Performance in Team Sport Competition. **Douglas S. Baker**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

The present research examines and expands a connection between parent-spectator aggression and athlete performance in competition. Prior research with individual sport athletes has shown a correlation between these variables, and the present study examines the link in team sport athletes. Participants for this study included 1st and 2nd grade basketball league participants. Coaches rated the performance and ability of the competitors, and parents completed assessments of state and trait level aggression after a game. They also reported their own basketball knowledge and experience, so that we could control for these variables. We are predicting that athlete ability will be correlated positively with parent’s level of hostility after the game. Indeed, expect that the most talented athletes will also have the most intense parents. Data analyses are ongoing.

[2C2] The Effects of Pornography on Male Attention and Outlook Towards Women. **Adam Boehm.** Sponsored by Dr. Neil Schmitzer-Torbert. Wabash College, Crawfordsville, IN 47933.

fMRI studies show that brains of porn users closely resemble those of cocaine addicts. Studies also show that porn users experience a higher level of wanting sexually explicit material, yet have a lower level of liking, compared to non-users. Drug dependence commonly involves a difficulty disengaging attention from drug-related stimuli, therefore, given the similarities between cocaine and pornography, we examined pornography use in a cue-related distraction task. Participants were placed into either a “high user” or “low user” category, based on a prescreening survey, then completed a working memory task in which a distractor video (either pornographic or neutral) was played in the background on some trials. We hypothesize that “high users” will have a more difficult time disengaging from the pornographic stimuli, and will therefore have lower accuracy and longer response times in the working memory task than will “low users” when explicit, but not control, videos are presented.

[2C3] Using a Turn-Taking Intervention to Lower Social Anxiety in College Students with Autism Spectrum Disorder. **Jamie Striler, Melissa Buehner, Rylie Spriggs, & Novah Ali.** Sponsored by Dr. Abby Coats. Westminster College, Fulton, MO 65251.

The aim of this study was to test the effectiveness of an intervention that teaches turn taking to college students with Autism Spectrum Disorder. Students with ASD struggle to maintain socially acceptable conversations and require improved communication skills. The intervention given to the participants included a dyadic conversation with a person of the opposite gender. Utilizing the concept of a talking stick, experimenters promoted turn taking and gave direct feedback to help improve the students’ conversation skills. Ten male undergraduate students were given the intervention and surveys to evaluate their anxiety in social interactions. The results have implications for future interventions to reduce anxiety in students with ASD.

[2C4] Parents: Still Influencing Your Romantic Relationships Even When You are in College. **Nicole Ward.** Sponsored by Dr. Stephanie Scheider. University of Southern Indiana, Evansville, IN 47712.

For my experiment, I investigated the relationship between the success or failure of parental marriage and how it relates to the romantic relationship of their child who is in college. I predicted students who come from broken homes face a number of different challenges they must overcome in order to have successful romantic relationships themselves that students who live in intact homes may never come into contact with. Factors that will be discussed are: the relationship between the child and parents, the commitment level in the relationship, the effects of divorce on the overall psychological wellbeing of the child, the difference in male and female cognitions and behaviors in terms of the acceptance of divorce, difficulties in social skills students from broken homes might possess, attachment styles, and possible violence in relationships. I will discuss how all of these different aspects of an individual are important to understanding that individual's dating patterns in college.

[2C5] Examining the Mediators of Exercise Addiction. **Austin Hawn.** Sponsored by Dr. Neil Schmitzer-Torbert. Wabash College, Crawfordsville, IN 47933.

Adults are suggested to perform a minimum of 30 minutes of “moderately intense exercise” to promote a healthy lifestyle. However, some research has shown that excessive levels of exercise can lead to interruptions in an individual’s psychological well-being. This study investigates roles of impulsivity and motivation for exercising as mediators. Possessing intrinsic motivation to perform physical activity has been shown to contribute to a more consistent approach to exercise. Additionally, exercise addicts are likely to possess a compulsive attitude toward physical activity continuing exercise despite injury. Participants completed a set of surveys to measure, motivation to exercise, exercise dependence, and impulsivity. We hypothesize exercise addicts will demonstrate higher scores for compulsivity toward exercise. Exercise addicts are also likely to possess intrinsic motivation contributing to their obsessive exercise habits.

[2D1] The Relationship between Ethnic Identity, Self-esteem, and Academic Achievement. **Jessiah Haynes.** Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

The current study explores the relationship between ethnic identity, academic achievement, and self-esteem. Based on reviewed research on how ethnic identity affects a person’s self-esteem, as well as overall mental health and academic achievement, I hypothesized that there would be a positive correlation between self-esteem and ethnic identity. I also hypothesized that there would be a positive correlation between academic achievement and ethnic identity. The current study had 63 participants from a Christian college in the Midwest. My hypotheses were not supported. Interestingly, there was a significant negative correlation between self-esteem and academic achievement, $r = -.27$, $p < 0.05$. The limitations of this study include the small sample size and the lack of diversity among the participants. Future research is needed.

[2D2] Synesthesia and Memory: An Exploratory Analysis. **Caleb Robinson**. Sponsored by Dr. Stephanie Simon-Dack. Ball State University, Muncie, IN, 47306.

The topic of synesthesia has recently seen resurgence in scientific research. Only a handful of studies have measured how the memory of individuals with synesthesia is affected because of their perceptual experiences. The studies that have are inconclusive, as some have found that those with synesthesia exhibit superior memory capabilities while other studies have not. This study sought to replicate previous studies that have found effects of color congruency. In addition, this study broadened the scope of research by examining how color congruency may affect memory for a full text. A case study was given lists of words either presented in congruent or random colors, as well as words in black, then tested over her memory for the lists. M.P. was also given a brief passage about the Ebola virus and then tested over her memory for the text. Results were then compared to mean scores of a control group (n=15) who completed an identical task. Results show a deviation from the hypothesis.

[2D3] Chasing Love or Chasing Dreams: Relationships and Achievement Among College Students. **Allison R. Hebert & Anna A. Stark**. Sponsored by Dr. Mary Utley. Drury University, Springfield, MO 65802.

The purpose of this study was to focus on need for achievement and relationship wellbeing for college students. Both relationships and need for achievement are particularly unique factors that influence college students' mental health and success. Relationships among college students are beneficial to their mental health (Braithwaite et al., 2010). However, according to Whitton et al. (2013), college students are more susceptible to mental health problems and romantic relationships can negatively influence their mental health. The combination of need for achievement and relationships has not been previously investigated. For the present study, the researchers hypothesized that participants primed with an emotional narrative will report higher relationship wellbeing and investment than those primed with a neutral narrative. The researchers also predicted that participants who report higher need for achievement would also report higher relationship wellbeing. Data are being analyzed.

[2D4] The Mediating Effects of Self-Esteem on Group Collaboration and Memory Recall. **Rachel L. Swadley, Carson L. Teague, & Emma C. Huggett**. Sponsored by Dr. Jennifer Silva Brown. Drury University, Springfield, MO 65802.

Memory recall is often inhibited by group collaboration (Congleton & Rajaram, 2014). Thus far, research has not identified the possible mediating factors between these two constructs. The current study will examine the mediating effects of self-esteem on group collaboration and memory recall. Participants will be placed into one of three conditions based on self-esteem. Participants will then be divided into group-only recall or group plus individual recall of the word list stimulus. This study will be a 3 (low, high, mixed self-esteem group) x 2 (group vs. individual/group) design. It is hypothesized that group collaboration will negatively impact memory recall, individuals with high self-esteem will contribute more in group collaboration, and self-esteem will be a mediating variable between group collaboration and memory recall.

[2D5] Does Narcissism Mediate Humor Styles: FFM Confound Study. **Carlos De La Cerda**. Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

Research has observed associations between narcissism and humor styles. However, narcissism (grandiose and vulnerable) and humor styles (Adaptive: Affiliative & Self-enhancing; Maladaptive: Aggressive & Self-defeating) are also related to specific patterns of traits in the Five Factor Model of Personality. For example: grandiose narcissism is positively related to Extraversion, and so is adaptive humor. Vulnerable narcissism is positively related to neuroticism, and so is maladaptive humor. These associations open the possibility that the observed links between narcissism and humor styles are due to shared associations with big five personality traits. The current study attempted to untangle the links among narcissism, humor styles, and Big Five Personality. Participants completed measures of each construct, and statistical analyses will control for possible confounded relations with the Big Five when investigating the link between narcissism and humor styles.

[2E1] "The Effect of Viewing Violent Video Games on Aggression". **Melissa Logsdon & Michael Troutt**. Sponsored by Dr. Amy Bracken. Franklin College, Franklin, IN 46131.

Studies measuring the effects of playing violent video games on subsequent aggressive behavior have produced varying results. Findings include effects on aggressive behavior, desensitization, increased arousal levels, and deviant behavior. Due to recently growing popularity of streaming sites that allow for viewing the game play of others, this study aimed to go a step further and investigate the effects of viewing, rather than playing, violent video game play on aggressive feelings. The researchers' hypothesis was that viewing violent video game play would increase the aggressive tendencies of the viewer. Participants watched either a non-violent or violent clip of the game Grand Theft Auto V being played. An abbreviated version of the Aggression Questionnaire (Buss & Perry, 1992) was administered before and after viewing the clip, and heart rates were also measured at both time points.

[2E2] Does Facebook Use Influence Relationship Satisfaction and Jealousy? **Paige Rhodes**. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 62401.

Elphinston and Noller (2011) found that excessive use of Facebook can lead to jealousy and dissatisfaction in relationships. Women in particular have reported higher levels of jealousy with increased Facebook use (Muise, Christofides, & Desmarais, 2009). The current study was designed to examine the role of self-esteem in the association between Facebook use and relationship satisfaction and jealousy. Seventy-five college students reported the amount of time they spent online, including Facebook; they also completed The Rosenberg Scale (Rosenberg, 1965), a measure of self-esteem; the Relationship Assessment Scale (RAS; Hendrick, 1988), a measure of relationship satisfaction; and the Facebook Jealousy Scale (Muise et al. 2009). Results are expected to show that with self-esteem controlled for, individuals who spend a large amount of time on Facebook will report higher levels of jealousy and greater relationship dissatisfaction, and this effect will be more pronounced among women.

[2E3] Exploring Effects of Media on Processing Neutral Faces. **Sarah Davis**. Sponsored by Dr. Steven Voss. Hannibal LaGrange University, Hannibal, MO 63401.

Can watching horror movies change how an individual perceives another's emotions? This study explores this idea. Sixty participants were assigned to one of three groups. All completed the Taylor Manifest Anxiety Scale. Group 1 viewed a 7-minute neutral video. Group 2 watched three short horror stories 8-minutes total and group 3 watched the same clips after jogging in place. All participants were then asked to watch a presentation featuring six neutral male faces. While watching they completed a form that asked for what emotion they perceived on the faces. The data does not show significant differences between the three groups. Rather the data supports the null hypothesis as all of the faces are seen as neutral, except for face 5, which is rated as being angry across all groups. The current study is unable to show that horror movies contribute to an interpretation of negative emotions in neutral faces. Further research is needed on this topic.

[2E4] Testing the Action-Specific Hypothesis Against Slope and Auditory Cues- Which Cue Will Prove to be More Salient During Reorientation? **Jacob R. Johnston**. Sponsored by Dr. Daniele Nardi. Eastern Illinois University, Charleston, IL 61920.

In the past, a majority of spatial reorientation studies have focused on visual input and flat environments. However, there are often instances in which humans must reorient themselves using different cues. In this experiment, we examined whether people can effectively use terrain slope and auditory cues to localize a target. Furthermore, we tested if wearing a weighted backpack affects the salience of those cues. During the experiment, participants were disoriented and asked to search for a plushy doll on a sloped platform while being blindfolded. To solve the task, they could either use the slope of the floor or music played from a stereo. During test trials, the position of the music was rotated around the platform 90 degrees, to assess participants' reliance on either type of cue. Based on the action-specific view of perception (Witt, 2011), we expect that participants encumbered with heavily weighted backpacks will tend to rely on slope more than participants with light backpacks.

[3A1] Cupping Impressions: An Examination of Physical and Interpersonal Warmth. **Amber Cunningham**. Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

Since Harry Harlow's (1958) research on rhesus monkeys, the influence of physical warmth on attachment and social judgement has been a popular topic. Williams and Bargh (2008) found that physical warmth primed people to attribute warm qualities to a target person. However, other researchers have been unable to replicate this effect. Can physical warmth influence people's impressions? I conducted a replication of this between-subjects experiment. I hypothesized that participants who held a hot cup of coffee would attribute warmer qualities to a target person, and that participants who held a cold cup of coffee would attribute colder qualities to a target person. I randomly assigned participants to either a hot or cold condition and asked them to complete Asch's impression scale about a target person (Asch, 1946). They also completed the mini IPIP to cover the intent of the study. I am currently in the middle of data collection.

[3A2] Happily Ever After? Portrayal Of Adoption In Movies. **Tatyana Taake**. Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

The purpose of this study is to better understand perception of adoption in the media, specifically in movies. Many people who have been adopted or fostered struggle with behavioral and attachment issues (Stams, Jugger, Rispen & Hoksbergen, 2000). The struggles of adopting do not end with the adoption of the child: there are usually always things to be worked on, such as issues with attachment. However, I feel that movies such as Annie do not portray adoption realistically. I am conducting a content analysis on ten movies featuring adoption that were categorized as animation, documentary, neutral, horror, or musical. I am coding the movies on adoption struggles including anti-behavioral issues, emotional issues, and identity issues (Kline, Karel, & Chatterjee, 2006). I also looked at whether the family was portrayed as living happily ever after or not. This allowed me to see if media portrays adoption accurately. I am currently still in the middle of coding.

[3A3] Cognitive Distractions Influencing Choice. **Julissa Lopez & Brittany A. Komacsar.** Sponsored by Dr. Vytenis Damusis. Purdue University Calumet, Hammond, IN 46323.

This study explores the interference of stress levels on decision making during a memorization cognitive task. All participants follow a controlled and scripted procedure consisting of four stations. Each participant is randomly assigned a card containing two or four phrases from a poem to memorize and deliver. Before the participant can recite the phrases, they must choose a snack: celery sticks and carrots, or cheesecake. After delivering the phrases to personnel, the participant fills out a State-Trait Anxiety Inventory to indicate stress levels. If a cognitive task with a higher cognitive load produces more stress, then the participants will choose more decadent snack selection. If a cognitive task with a lower cognitive load produces less stress, then the participant will choose the less decadent snack. To support the hypotheses, all data collected from participants for analysis include: snack selection, time and accuracy of phrase delivery, STAI, and a demographic survey.

[3A4] Do Attachment and Autonomy Influence Coping Outcomes Among College Students? **Elisabeth S. Horne, Rawan AlRadhwan, & D. Gage Jacobs.** Sponsored by Dr. Jennifer Silva Brown. Drury University, Springfield, MO 65802.

Research demonstrates that implementation of adaptive coping behaviors mitigates the health-damaging effects of stress. Few studies have explored how specific stressors impact coping preferences among individuals with different attachment orientations and levels of autonomy. This study, which will be completed in the spring of 2015, will examine autonomy scores in addition to attachment avoidance and anxiety scores on coping outcomes in response to occupational/academic and interpersonal stressors. The researchers hypothesize that the stressor groups will vary in preferred coping styles in accordance with attachment styles and autonomy orientations. The design for the experiment includes a 3 (academic/occupational stressor, interpersonal stressor, control) x 2 (high autonomy, low autonomy) factorial on coping outcomes. In addition, a MANOVA will examine group differences on coping dispositions. Correlation analyses among coping, autonomy, and attachment scores will also be utilized.

[3A5] Do People Prefer White Bosses? An Investigation into the Perceptions of Employers Based on Ethnicity. **Derrick T. Mishler.** Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

Psychologists have long been interested in perceptions of individuals based on their ethnicity. For example, individuals tend to link positive characteristics with Caucasians and negative characteristics with African-Americans (Dovidio, Evans, & Tyler, 1986). The present study examines how race may influence perceptions of a potential employer. A 2-groups design, between-subjects experiment was conducted to better understand participants' perceptions of people based on ethnicity. The study was unlike past research on perception due to ratings of employers. Participants were given surveys containing profiles of fictitious employers. Based on the employers' profiles and photos, participants rated the employers across several dimensions: personal liking, employer strengths, and competence. It is anticipated that participants will be more favorable in their ratings of Caucasian employers compared to African-American employers. Data collection is ongoing and results will be discussed.

[3B1] How Cultures Influence the Way We See: Differences between Collectivists and Individualists. **Anh T. Dao.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

The current study investigated the moderating effect of self-construal on the contrast effect. Previous research suggests that individualists fixate on focal objects in a visual scene, whereas collectivists tend to look at the entire scene. This finding suggests that the contrast effect – the unconscious comparison between multiple stimuli along the same dimension– should manifest differently among individualists and collectivists. To test this idea, subjects rated the attractiveness of people in photographs either when the photographs were presented one at a time (control condition) or when presented two at a time (creating the opportunity for contrast; contrast condition). I expected ratings to be more polarized in the contrast condition, displaying the typical contrast effect, and that this effect would be particularly pronounced for participants high in collectivism.

[3B2] A Possible Intervention for Increasing Post traumatic Growth. **Chelsea L. Duehmig.** Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

In America, 67% of individuals report having experienced a traumatic event in their lives (Shakespeare-Finch et al., 2013). The research on this topic has begun focusing on how to treat individuals with severe negative consequences resulting from traumatic experiences. New research suggests that trauma can also result in personal growth (Tedeschi & McNally, 2011). The current study examined the effects of an intervention video. The participants include 36 students from a small Midwest university. Participants who had experienced trauma and whom had not experienced a trauma were represented. Each participant completed the Posttraumatic Growth Inventory Scale (Anderson, 2008) before and after watching an intervention video. Results indicated a significant decrease in scores after participants viewed the intervention video. However, there was no significant difference between individuals who experienced trauma and those who did not. The findings of the study indicate the need for future research.

[3B3] Tattoos as Mediators of Person Perception. **Brooke Burton, Melissa Kerfoot, & Wade Thomas.** Sponsored by Dr. Amy Bracken. Franklin College, Franklin, IN 46131.

Research has shown that people form impressions of others based on mere milliseconds of observation. These impressions can be made based on multiple characteristics of a person. This study specifically observed the effect of tattoos on participants' perceptions of attractiveness, likeability, and intelligence. The participants saw one of two different slideshows, both showing images of people with or without tattoos. The perceptions were measured via Likert scale ratings and open-ended questions, in order to get both qualitative and quantitative data. The researchers expected to see a negative correlation between the participants' perceptions of these three characteristics and the presence of tattoos, based on first impressions. They also expected that participants who had their own body tattoos would perceive people with tattoos in a more positive manner.

[3B4] Play and Work: the Effect of Videogame Play on Cognitive Performance. **Andrew J. Baker.** Sponsored by Dr. Robert Horton. Wabash College, Crawfordsville, IN 47933.

In light of the growing influence of video games on society, this study aimed to test a main effect of changing video game difficulty on cognitive performance. This research was guided by the literature of the effects of videogame play on cognition and the literature of the effects of flow state on performance. Participants played two stages of the game Rayman Legends, in which the difficulty of the second stage was manipulated. Directly after gameplay, perceptual speed was measured using the Counting A's task and flow state was measured using the Flow State Scale. A pilot study found that changing video game difficulty had no significant effect on the experience of flow state. We hypothesized that high levels of videogame difficulty should lead to lower levels of flow state, which we predicted would lead to lower scores on the Counting A's task.

[3B5] Patterns of Habitual Behavior in Control and Cocaine Exposed Rats. **Donald B. Smith, Oliver Bauer, & Zach Boston.** Sponsored by Dr. Neil Schmitzer-Torvert. Wabash College, Crawfordsville, IN 47933.

Operant behaviors are often goal-directed, but typically become habitual with extended training. Research on goal-directed and habitual behaviors most often differentiate between each type of response using tests (such as extinction testing after manipulating outcome value), but it is unknown if other behavioral measures differentiate between goal-directed and habitual behavior. To determine if such behavioral measures exist, rats were trained to lever-press; half of which received post-training injections of cocaine (10 mg/kg) to accelerate habit learning, while half received saline injections. Extinction tests were performed after 1,3,7, and 11 days of training to identify habitual and goal-directed responding. We hypothesize that cocaine will accelerate the transition to habitual behavior, and that our behavioral measures will discriminate between goal-directed and habitual responding and between injection conditions.

[3C1] The Combined Effect of Stereotype Threat and Attitude Towards Women on Math Tests. **Bethany Oxford.** Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Stereotype threat is defined as being at risk of confirming a negative stereotype about one's group (Steele, 1995). For example, Steele (1998) found that when under a stereotype threat condition, Black students underperformed when given the same test as White students. The purpose of the current study is to examine the combined influence of stereotype threat and attitude toward women on math performance in female college students. Approximately 70 undergraduate female students completed the Attitude Toward Women Scale (ATWS) after taking a 15-item math test. Half of the participants were tested in a stereotype-threat condition. A high score on the ATWS indicates a more pro-feminist, contemporary attitude, and a low score on the ATWS indicates a more traditional, conservative attitude. Results are expected to show that women who score high on the ATWS are less likely to be influenced by stereotype threat than women who score low on the ATWS.

[3C2] Mousetracker as a Measure of Indecisiveness. **Jacob Watson.** Sponsored by Dr. Thomas Holtgraves. Ball State University, Muncie, IN, 47306.

Indecisiveness is often described as a person's difficulty making decisions. Much of indecisiveness research has focused on career indecisiveness, however, the trait can be manifested in any situation in which a decision must be made. There is little research demonstrating the effect of indecisiveness on basic decision-making processes. Frost and Shows (1993) created one operational definition of indecisiveness and corresponding self-report measure. The present study examined the relationship between variability on this measure of indecisiveness and behavior while making binary decisions. Participants completed Frost and Shows' measure of indecisiveness and indicated preferences for various stimuli using a cursor-tracking program. It was expected that participants scoring higher in indecisiveness would take more time to respond and have more changes in cursor trajectory. Results will be discussed.

[3C3] Tracking the Change in Scientific Literacy in a Research Intensive Major. **Alfred D. Sambo**. Sponsored by Dr. Karen Gunther. Wabash College, Crawfordsville, IN 47933.

Scientific literacy is important to both the scientific community and to the general population. In order for people to understand aspects of modern life such as medical treatments and global warming, they need to be scientifically literate. Scientific literacy is the knowledge and understanding of scientific concepts and processes. The current study assessed scientific literacy in undergraduate liberal arts students pursuing a research oriented Psychology major. A total of 29 subjects (17 intro psych and 12 senior capstone) took a survey that asked questions assessing their scientific literacy. An independent samples t-test using SPSS showed a significant difference between the groups supporting the hypothesis of the enhancement of scientific literacy through research oriented majors $t(27) = 40.11, p > .001$. The results show the importance for research oriented majors and enhancement of scientific literacy in students.

[3C4] Validity of the Academic Maturity Scale. **Sydney Rohmann & Trevor Levingston**. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Academic maturity is defined as the extent to which college students maximize their academic potentials. Addison, Althoff, and Pexold (2009) designed the 100-item Academic Maturity Scale (AMS) to measure this construct. Using factor analyses, the AMS was reduced to 30 items and four factors: time management, focus, motivation, and responsibility. Previous studies have supported the validity of the first three subscales. The current study examined the validity of the responsibility subscale of the AMS. We expect to find significant, positive correlations among scores on the responsibility subscale of the AMS and scores on three other instruments: the 10-Item Self-Scoring Self-Control Scale (Tangney, Baumeister, & Boone, 2004), the Learning Responsibility Scale, and the Seeking Assistance scale, the latter two of which are subscales of The Academic Self-Regulation Scale (Magno, 2010). These findings would support the validity of the responsibility subscale of the AMS.

[3C5] Comorbid Conditions and Autism Spectrum Disorder: Addressing the Extra Pieces of the Puzzle. **Rebecca A. Bleeker & Melodi A. Dunski**. Sponsored by Ms. Marjorie Hanft. Eastern Illinois University, Charleston, IL 61920.

There is significant literature indicating that many individuals diagnosed with autism spectrum disorder also have a comorbid or secondary diagnosis. Common additional diagnoses include obsessive compulsive disorder, anxiety disorders such as generalized anxiety disorder, attention deficit hyperactivity disorder, mood disorders, tic disorders, and when there is a comorbid medical condition, some type of seizure disorder. This study includes a literature review of the research regarding autism and comorbidity as well as the results of observations of individuals of various ages with autism spectrum disorder who display additional diagnostic symptoms. Suggestions will be made concerning the complexity of addressing primary and secondary symptoms.

[3D1] State by State Analysis of Social Attitudes. **Alyssa C. Wright & Robyn M. Cutlip**. Sponsored by Dr. David Nalbone. Purdue University Calumet, Hammond, IN 46323.

Publicly available data has expanded the ability of researchers to examine relationships among variables that are of interest. A secondary data analysis was conducted on publicly available state-level data measuring several social, economic, religious, and health-related variables. Recent public policy debates (on same-sex marriage and medical marijuana) spurred interest in the current study, which examined several predictors of same-sex marriage legality, marijuana legality, and medical marijuana legality. After constructing a model of the predicted relationships among the variables, we tested that model using structural equation modeling. Several interesting results emerged, and demonstrated the at-times conflicting relationships among overlapping variables. We discuss the results in terms of the value of examining publicly available data to answer current social questions, and in terms of the expected future direction of the specific issues we examined.

[3D2] Social Media and Sexual Presentation: Does Sexualization of a Facebook Profile Picture Affect Personality Perception? **Amber R. Cornelison & Marianna D. Wendt**. Sponsored by Dr. Mary Utley. Drury University, Springfield, MO 65802.

The largest social media website in terms of users is Facebook, which outperforms its biggest competitor by nearly six million users per month (eBizMBA, 2014). Because of this, Facebook is an ideal background for investigating online presentation. The present study examined the relationship between sexualization on Facebook and peer perception of personality traits. The researchers hypothesized that: (H1) participants who view a sexualized photo will rate a person higher in extroversion, but lower in conscientiousness compared to participants who view a nonsexualized photo; that (H2) sexualized photos of female profile owners will elicit a higher rating in extroversion, but a lower rating in conscientiousness than sexualized photos of male profile owners; and that (H3) ratings of photographs will differ between male and female participants. A total of 91 participants were evaluated. Preliminary results reveal an interaction effect between profile sex and profile sexualization level.

[3D3] Effects of Atomoxetine and 7-NINA on Serotonin 1B-Induced Autism-like Non-Selective Attention Deficits in Mice: an Investigation of Novel Treatments. **Rachel D. Steiner.** Sponsored by Dr. Nancy Woehrl. Wittenberg University, Springfield, OH 45504.

This project investigates treatments for non-selective attention (NSA) deficits, an associated feature in autism. Currently, no FDA approved medications for the attentional deficits in autism exist. In mice, average rearing duration (ARD) in an open field chamber provides an index of NSA, which is the active spreading of attention across a visual field. Here, we induce autism-like NSA deficits in mice using a serotonin 1B agonist drug (RU24969). Then, we examine the ability of atomoxetine, an approved treatment for ADHD, or the nitric oxide synthase inhibitor 7-NINA, a drug found to increase NSA in animal studies, to reverse these deficits. In mice injected with RU24969, we hypothesized that RU24969 would decrease ARD, while atomoxetine and 7-NINA injections would increase ARD. We found that RU24969 decreased ARD, atomoxetine did not affect ARD, and 7-NINA further decreased ARD. This suggests that neither medication were effective for treating the NSA deficits induced by RU24969.

[3D4] Impact of Having a Sibling with Chronic Illness. **Kristen L. Zalewski.** Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

Research by Kao, Plante, and Lobato (2008) indicates that a child's chronic illness significantly affects the family as a whole. The hypotheses of this study were 1) Participants who have not had a sibling with chronic illness will have healthier family functioning (family of origin) than those who have. 2) Participants who have had a sibling with chronic illness will be less satisfied with life than those who have not. Participants included 230 students from a small Midwestern university. Participants completed a demographics questionnaire, followed by a 5 item Satisfaction with Life Scale (cite), and a 60 item Family Assessment Device (cite). Results indicated people who have a sibling with chronic illness were not significantly less satisfied with life, nor was family functioning significantly different from those who do not. These findings indicate further research should attempt to find possible explanations for the discrepancies between this study and prior research.

[3D5] Perceived Stigma's Relationship with Help Seeking Behavior on the College Campus. **Chelsea Burge.** Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

The stress that comes with second level education is on the rise with thirty percent of college students feeling so overwhelming depressed that they have trouble completing their daily tasks (Williams, 2014). The current study examined whether stigma of mental health within a college community has a relationship with help seeking behavior. It is hypothesized that higher levels of perceived stigma will predict more negative attitudes towards seeking professional psychological help. The sample participants consisted of 114 college students in 36 different majors from a small liberal arts university in the Midwest. Participants completed demographic questions including age, gender, year in college, and major. They then completed the California Assessment of Stigma Change (Corrigan et. al, 2014) followed by the Attitudes towards Seeking Professional Psychological Help scale (Fischer & Turner, 1970). Data was analyzed using a multiple regression and the results were discussed.

[4A1] Post-Concussive Anxiety Levels of Male and Female Collegiate Athletes. **Cori A. Conner.** Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

A common traumatic brain injury in sports is a concussion, which has been found to affect the mental health of both male and female athletes (Halstead, 2010). The current study compared anxiety levels of male and female athletes, while also examining differences in anxiety levels between athletes who had and had not experienced concussions. Participants included 135 Division III athletes from a university in the Midwest who were given the 20-item Self-Rating Anxiety Scale (Zung, 1971) and demographic questions. Results indicated that anxiety was significantly higher in female athletes compared to male athletes, and athletes who reported having had a concussion had significantly higher anxiety levels than those who reported not having had a concussion. These results suggest that it is crucial for medical professionals to look at both physical and psychological effects of a concussion, and to continue to monitor and support athletes after they have recovered from their concussion.

[4A2] Student Confidence Assessment In Courses Using Individual Response Learning Tactics. **Erica Ross.** Sponsored by Dr. Jana Marcette. Harris-Stowe State University, St. Louis, MO 63103.

Both social and academic factors contribute to the academic success and persistence of students. These factors manifest themselves in class-time behaviors. We modified the Academic Behavioral Confidence Survey created by Psychology Professor Dr. Paul Sander to explore the role of individual-response learning on students' confidence. We find that students have great levels of confidence in their ability to graduate with a college degree, and "catch-up" when they are not doing well in a class. We also see differences in confidence-related behaviors likely to contribute to the success of students including asking questions during structured class-time. If students are not comfortable exposing their difficulties, they are "on their own" in terms of overcoming any academic stumbling blocks. Through our studies we intend to assess the role of Academic Behavioral Confidence in academic success and persistence, and to build strategies that promote the academic achievement of students.

[4A3] The Relationship between Homeschooling and College Adjustment. **W. Michael Terwilligar**. Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

The current study aimed to examine differences among college students who were and were not homeschooled before college, with specific focus on college adjustment and academic achievement. It was hypothesized that those who were homeschooled would have higher levels of college adjustment and higher levels of academic achievement. The sample of participants consisted of 162 college age students. Participants completed demographic questions including amount of previous homeschooling, the College Adjustment Test (CAT) (Pennebaker, 2013), and GPA. Data were analyzed using an ANOVA. There were no significant differences between the groups on college adjustment or on academic achievement. Follow up analyses revealed that one subscale of the CAT, college having a positive affect, was significantly different, with homeschooled students having higher scores. This study suggests that homeschooled students perform at a competitive level among peers.

[4A4] Predicting Attitudes Toward Climate Change Mitigation. **Alexzandra Chandler, Edward Fox, Michael Mose, & Kyle Schroeder**. Sponsored by Dr. David Nalbone. Purdue University Calumet, Hammond, IN 46323.

The majority of climate change experts agree that the earth is warming and sea levels are slowly rising; in fact, over 97% of peer reviewed abstracts indicated agreement that climate change is due to humans (Cook et al., 2013). This study investigates where the general population's priorities lie on climate change. The sample consisted of 107 psychology undergraduate students enrolled in an industrialized mid-western suburban university. Participants were instructed to take a survey which manipulated self-affirmation, mortality salience, and temporal focus, and which contained scales measuring attitudes toward climate change. Respondents were instructed to answer the survey while focusing on themselves or on future generations (their children and grandchildren). Results indicated that those who were asked to focus on themselves (versus those who answered when focusing on future generations) were more concerned about climate change and its potential devastating effects.

[4A5] The Beauty and Background Bias: Attractiveness and Racial Bias in Hiring Situations. **Jessica E. Tay & Daniel A. Hopfinger**. Sponsored by Dr. Mary Utley. Drury University, Springfield, MO 65802.

The purpose of this study was to see the interaction of differing levels of attractiveness, race, and education on hiring decisions. Previous research indicated that attractive applicants are more likely to be hired as an employee, (Johnson, Podratz, Dipboye, & Gibbons, 2010) than unattractive candidates. Research also indicated huge racial disparities in unemployment (Pager & Shepard, 2008). The combination of the three variables has not been previously studied. Résumés including pictures, with the different combinations of the three independent variables, were presented to participants. Researchers hypothesized White, attractive, and better educated would be rated higher in job suitability, perceived success, and likeliness of hiring more often than Asian, unattractive, and less educated candidates. Preliminary results show significant interactions between race and job suitability, and perceived success.

[4B1] The Effects of Drugs on Memory Accuracy. **Cecily Stilley & Alison Curtis**. Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

Drugs affect individuals in a wide variety of ways. Our current meta-analysis focuses on drug use and the effect it has on memory. We located 19 empirical research studies which addressed our research question. These studies examined how several different types of drugs make an impact on one's cognitive abilities regarding memory. We focused on the uses of nicotine, caffeine, ecstasy, prescription medications, cannabis, alcohol, and poly-drugs. We also looked at how different types of memory (long-term, short-term, and working memory) were affected by these drugs throughout our analysis. Using the 19 studies that measured the relationship between drugs and memory, the overall weighted effect size was $d = 0.31$, representing a moderate relationship.

[4B2] Knowledge of ADHD: A Comparison of International and American Students. **Ryan Isenhower**. Sponsored by Dr. Assege HaileMariam. Eastern Illinois University, Charleston, IL 61920.

The purpose of this study was to assess International and American college students' knowledge of Attention-Deficit Hyperactivity Disorder (ADHD). Although ADHD is one of the most common developmental disorders, affecting an estimated 9.5 percent of school age children and adolescents worldwide, the disorder is less recognized in most Non-Western countries. Given ADHD is associated with negative learning and career outcomes, it is important to understand what people outside of the United States know about ADHD. Participants completed a questionnaire to assess their knowledge of symptoms, diagnoses, and treatment of ADHD. Preliminary results show that American students have a better understanding of ADHD than International students. Results and implications will be discussed.

[4B3] Professor Attitude on Student Learning. **Emma P. Petersen, Chelsea Bow, Holly Gardner, & Elizabeth Evans.** Sponsored by Dr. Sri Dandotkar. Eastern Illinois University, Charleston, IL 61920.

This study examined the commonly overlooked relationship between professors and students. Although previous research suggests that a professor's reliability and clarity as a teacher affects student learning and wellbeing, not many studies have looked at the difference a professor's attitude can make on student learning and wellbeing. So, in this particular study, we examined how specifically a professor's attitude affects student memory retention, student stress, and student perception of professor. Students watched a video portraying either a tolerant or intolerant professor. After watching one of the two videos, students were asked a series of questions regarding the content presented in the video, their stress levels, and the perceptions they had of the professor in the video. The results indicate that a tolerant professor helps students retain information better. Results additionally suggest that the more tolerant a professor is, the better students perceive them.

[4B4] I Speak Therefore I Am: How Language Makes Reasoning Possible. **Colin Ulin.** Sponsored by Dr. Kathy Milar. Earlham College, Richmond, IN 47374.

Studies on spatial reasoning show that children and animals have difficulty orienting themselves based on information from different domains, such as landmarks and room shape. Adults easily combine this information in normal and control conditions, but perform significantly worse when involved in a linguistic shadowing exercise, suggesting that language is implicated in certain cognitive tasks. The reason that language augments cognition is explored in the current study through college student participants' completion of a difficult spatial reasoning test and a secondary task involving word association, verbal shadowing, or non-verbal shadowing. Results indicated that inhibiting the use of language significantly decreased performance on difficult reasoning puzzles. Furthermore, participation in the word association condition resulted in the lowest test scores, demonstrating that creating connections between different concepts is one way in which language improves cognitive ability.

[4B5] Physiological Response to Bullying; Empathy's Role in Physical Reaction. **Antony S. Kanazeh, Amanda H. Lunderman, Kendra P. Stockberger, Joseph R. DeRegnaucourt, & Kathryn E. Winton.** Sponsored by Dr. Stephanie Simon-Dack. Ball State University, Muncie, IN 47306.

We examined the relationship between empathy and physiological response when viewing instances of bullying. Previous research focused on this relationship in regards to children; this research examined the reaction in adults. Total empathy scores were not found to be significant with regards to physiological response. However, one component, Fantasy Empathy, significantly predicted heart rate. We interpret this to mean that those who score higher on this area of the empathy measure are better able to control their heart rate in response to stress than those who do not, thus allowing a more empathic response.

[4C1] Feedback and Diet Choices: Does Criticism Make Us Eat Unhealthily? **Ashlee Ellingsworth, Mariah Gove, & Christine Fish.** Sponsored by Dr. Mary Utley. Drury University, Springfield, MO 65802.

A major decision that people make is what to eat. People do not realize they can be influenced in changing that decision. Factors like emotion and stress have major effects on food decisions (Hall, Hammond, & Rahmandad, 2014). Also, positive feedback and constructive criticism have been found to affect food choices (Hall et al., 2014). Another factor is gender. It was found that women with lower self-esteem were more likely to have food issues (Sira & White, 2010). The researchers hypothesize (H1) that college students who received positive feedback on their performance on Operation will choose a healthier snack compared to the no feedback and the constructive criticism conditions. Those who receive constructive criticism will choose one of the unhealthier snacks. (H2) In the constructive criticism condition, women will be more likely than men to choose an unhealthy snack. Preliminary results show no support for significant differences, but analyses are on-going.

[4C2] How do Children Access the Unsaid? **Yunan C. Wu, Erica J. Yoon, & Michael C. Frank.** Sponsored by Dr. Karen Gunther. Wabash College, Crawfordsville, IN 47933.

Communication contains both explicit and implicit information. Children are unable to process some sentences that convey implicit information. Yet they understand ad-hoc implicatures, which also convey implicit information but are illustrated by a visual context. We assessed whether prosodic cues (rhythm and stress variations), help 3 to 4-year-old children's real-time processing of ad-hoc implicatures. Three-year-old (n=17) and 4-year-old (n=31) English speakers were recruited to watch a short cartoon with an ad-hoc implicature task, and prosodic cues were added to the task in the experimental group. Results show that prosodic cues helped 3-year-olds but not 4-year-olds infer the correct referent from a sentence as measured by eye gazes. We conclude that prosody has at least weak effects in comprehending implicatures. Thus, the study identifies prosodic cues that potentially aid children in processing implicatures, which have been problematic for children in previous studies.

[4C3] Lost in Development: Testing for Declines in Self-Efficacy as a Result of Listening to Music when Performing a Task. **Kay L. Honeycutt, Jessica M. Brennan & Bethany R. Mitchell.** Sponsored by Dr. Jennifer Silva Brown. Drury University, Springfield, MO 65802.

The current study evaluates the impact of music (invasive, non-invasive, vs. control) and task type (reading/RCT vs. math/MCT) on self-efficacy (SE) and performance. A 3x2 design was used to evaluate the effect on SE and task performance. By random assignment participants completed a personality assessment, a SE pretest, either a RCT/control, MCT/control, RCT/invasive, MCT/invasive, RCT/non-invasive, or MCT/non-invasive, and a SE posttest. Invasive and non-invasive music (determined by timbre, texture, tempo, and harmonic structure) is expected to decrease performance and SE, with invasive music having the greatest effect. It is predicted MCT/RCT scores will be positively correlated with SE and personality type will correlate with task performance. Two 3x2x2 repeated measures ANOVAs assessed SE changes and a 3x2x2 ANOVA assessed performance. Correlational analyses will also be used to assess personality type.

[4C4] Self-Image Disparity in Adolescents and Emerging Adults. **Eileen Kopyy, Tiffany Crawford, Mitchell McGill, Monica Bittner, & Tess Fessler.** Sponsored by Dr. Abby Coats. Westminster College, Fulton, MO 65251.

This research provides insight into self-image disparity by comparing helping behavior and prosocial moral reasoning. This measurement of self-image disparity is analyzed as a function of development, by recording the differences between late adolescents and emerging adults. Participants completed a Prosocial Tendencies Measure (PTM) to provide a self-report score that accurately depicts their personal belief of their prosocial tendencies. Participants' helping behavior was measured by their reaction time after a confederate drops their books. This reaction time will provide an accurate, real-life depiction of an individual's prosocial tendencies. Researchers hypothesize that the PTM score in emerging adults will more closely correlate with real life reaction time than correlative scores of adolescents. These results on age differences in self-image disparity provide insights into social cognitive development during the transition from adolescence to emerging adulthood.

[4C5] Effects of Physical Appearance Change and Appearance-Change Instruction on Eyewitness Identification. **Logan B. Burdick & Mac W. Bartlett.** Sponsored by Dr. Ryan Rush. Wabash College, Crawfordsville, IN 47933.

The appearance-change instruction is a warning to an eyewitness that the perpetrator's appearance may have changed since the time of the crime. However, previous research has shown that this instruction tends to decrease correct identifications while increasing false identifications (Charman & Wells, 2007; Molinaro, Arndorfer, & Charman, 2013). Research has also found that the ACI increases witness response time while systematically reducing witness identification confidence (Charman & Wells, 2007). The current research further investigates the instruction by implementing a more realistic scenario, an immediate appearance change, and a measure of eyewitness self-confidence. Participants were randomly assigned to either receive the appearance-change instruction or not as well as to receive a lineup with a physical appearance change or not. The current study predicts that the appearance-change instruction will decrease eyewitness accuracy and reduce the confidence of the eyewitness.

[4D1] Does Watching Romantic Movies Influence Beliefs about Love? **Brittany McCollum.** Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

We are investigating how movies influence our beliefs and perceptions. We think that watching movies makes certain beliefs come more easily to mind (will be more accessible). Researchers understand that people are more likely to use easily accessible information when making decisions (Tversky & Kahneman, 1974). We are conducting a between-subjects experiment to investigate whether exposure to romantic movies (The Princess Bride or 50 First Dates) would make individuals respond more quickly to questions about romance than individuals exposed to a non-romantic movie (Madagascar). Participants are recruited through an online participant pool or through fliers on campus. They watched a movie then completed a series of tasks including a lexical decision task for romantic/non-romantic words/non-words, and answered questions asking them to make romance-related judgments. We currently have run 28 participants, and have 29 scheduled for next week, after which we will analyze our data.

[4D2] Locus of Control and its Relationship to Alcohol Dependency, Stress, and School Commitment in College Students. **Rio Henry & Emily Holton.** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills. KY 41017.

We examined the relationship between locus of control and three variables: alcohol dependency, stress, and school commitment. Participants were given surveys measuring their alcohol use, locus of control, stress levels, school commitment, and demographic characteristics. We predicted that individuals with higher levels of stress would have an external locus of control, work more hours on average, and have less school commitment. Similarly, we predicted that participants who had lower stress levels would have an internal locus of control, work fewer hours, and have more school commitment. There were significant positive correlations between stress, alcohol dependency, and locus of control, indicating those with an external locus of control had higher levels of stress and alcohol dependency. There was a significant negative correlation between school commitment and locus of control, showing those with an internal locus of control had a higher level of school commitment.

[4D3] The Effect of Background Stimuli on Short-term Memory in the Elderly. **Cody J. Beeks, Cara J. Haynes, Julie M. Bazan, & Michelle N. Murphy.** Sponsored by Dr. Amy Bracken. Franklin College, Franklin, IN 46131.

As the elderly population continues to grow, there is an evident relationship between this increasing age group and the amount of attention they need in regards to their cognitive functioning. Research has been conducted on background stimuli affecting memory in middle aged and elder adults, but little has focused on the healthy elderly. This study investigated the participants' performance in a digit-span task. Healthy elderly adults over the age of fifty saw a random sequence of 8 digits presented on a computer at a rate of one digit per one second. The participants saw three sequences of numbers during each auditory condition including lyrical music, instrumental music, and silence. Immediately after viewing each sequence, they were asked to state the sequence out loud to the researcher. It was hypothesized that lyrical music would have the greatest impairment on participant's memory. However, no significant differences were found among the three auditory conditions.

[4D4] Love To Watch Them Walk Away. **Olivia Belles.** Sponsored by Dr. Stephanie Schneider. University of Southern Indiana, Evansville, IN 47712.

This research study is concerned with the perception of gait by outside observers. This perception is translated into personality characteristics. As an adaptive function, humans use very little information to make insights about strangers based solely on their gait. This research seeks to determine what effect different types of shoes will have on gait and perceived personality characteristics. It is hypothesized that subjects in high heels will be perceived as less sexy and less powerful. Also, athletic shoes will make the sex identification of the subject more difficult. To test this hypothesis the point-light technique will be employed to film subjects walking, and participants will watch the clips and assess the subject on certain physical movement characteristics as well as personality traits.

[4D5] Humor Cognition. **Dustin McDaniel.** Sponsored by Dr. Aimee Mark. University of Southern Indiana, Evansville, IN 47712.

What makes a joke funny? How do we go about our day and find certain social situations or instances of everyday life amusing? The incongruity-resolution theory suggests that the connections made of previous incongruent concepts, ideas, or schemas leads to amusement in participants through the resolution. Specifically, this study examines the addition of background incongruities to written jokes. These background incongruities are only detected by participants if they have more knowledge regarding the specific joke incongruities in order to connect with the foreground incongruities that are easier to detect, understand, and connect together. More knowledge about incongruent concepts should yield more amusement. With the addition of background incongruities, and their detection by participants, the incongruity-resolution theory suggests an increase of amusement should be measurable compared to a simplified version of the same written joke with no background incongruities.

[5P01] Religiosity and Connectedness with Nature: A Comparative Analysis of Victims and Non-Victims of the 2011 Joplin Tornado. **Jordan N. Henslee, Ashley N. Marmouget, Rachel L. Swadley, Rachel P. Ryan, Charles C. Woods, & Carson L. Teague.** Sponsored by Dr. Jennifer Silva Brown. Drury University, Springfield, MO 65802.

Religion and nature are a part of the lives of many individuals. Kamitsis and Francis (2013) discovered that someone who is strongly connected with nature is also likely to have a strong sense of spirituality. When thoughts about death and destruction are involved, Vess, Arndt and Cox (2012) found a negative correlation relationship between religion and nature. In the current study, data was collected from 56 adult persons who visited the Cunningham Park Butterfly Garden, a memorial site, built to reflect upon the 2011 Joplin Tornado. The survey aimed to examine several psychological constructs, which included connectedness with nature (CWN), religiosity, resilience, and tornado exposure. Data analysis found that when splitting the participant sample into subgroups, a significant relationship between CWN and religiosity was only observed between non-victims. Those persons who experienced the Joplin tornado did not report a significant link between CWN and religiosity.

[5P02] The Effects of Unique Identifying Features with Simultaneous and Sequential Lineups. **Jaime Leon.** Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

Mistaken eyewitness can lead to false convictions. The goal of this experiment was to discover which of two lineups (traditional or sequential lineup) was more accurate. Another goal was to discover which of two methods, replication (marks, scars, characteristics features replicated on the suspect's face) or concealment method (marks, scars, characteristics feature eliminated from the suspect's face), helped identifying the culprit. The task required participants to watch a crime scene simulation, look at photographs of the possible suspects, and pick out the culprit by circling one of the eight photos. The independent variables were the replication or concealment method and the two lineup types, while the dependent variable was accuracy in identifying the subject. In contrast to previous research, the results did not find differences between lineups or presentations methods.

[5P03] Can You Raed This: A Study of Orthographic Priming. **Emma Trammel.** Sponsored by Dr. Suzanne Welcome. University of Missouri-Saint Louis, Saint Louis, MO 63121.

Orthographic priming is the process of decreasing response times to target words after the brief presentation of a prime word with a visual relationship to the target. We hypothesized that individuals with more exposure to print would have better orthographic processing skills from increased lexical exposure, resulting in stronger effects of priming. Participants performed a lexical decision task on targets preceded by primes that varied in their relationship to the target and completed a series of tasks to evaluate spelling skill and exposure to print. Our results show the expected orthographic priming effect and a significant relationship between the degree of priming and performance on a spelling task. In a subset of participants, ERP was used to investigate the effects of orthographic priming on an individual's N100 and N400 components. Preliminary results suggest that those individuals with the largest priming effects are those with stronger reading skills.

[5P05] Major Personality: Are Certain Personality Traits Predictive of Declared Academic Major? **Nicole De Fries, Emily Hellmann, Wei He, & Ran Bi.** Sponsored by Dr. Pam Propsom. DePauw University, Greencastle, IN 46135.

Previous studies have shown that people's personality traits might push them towards certain undergraduate majors. If this is, in fact, true, we should see those who are more introverted and less open tending towards the sciences, and those who are more extraverted and open preferring to study the arts and humanities or social sciences. The participants in this study—students at a small liberal arts college—completed a personality inventory, which showed some key differences between major distributions in the levels of extraversion, agreeableness, and openness. Social science majors tended to be more extraverted than science and math majors, while arts and humanities majors tended to be more agreeable than social science majors. Arts and humanities majors were also generally more open than either social science or science and math majors. These results imply that personality traits may have an effect on major choice, and thereby career choice.

[5P06] The Relationship Between Perceived Social Support, Anxiety, Depression and Self-Esteem. **Bianca Vélez, Haley Shuemaker, & Kaylee Smith.** Sponsored by Dr. Maria McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this study was to examine the relationship between college students' perceived social support, and levels of anxiety, depression, and self-esteem. The researchers hypothesized that 1) those who perceived themselves as having higher levels of social support, as indicated by a higher score on the Multidimensional Scale of Perceived Social Support (MSPSS), would report lower levels of anxiety and depression, and higher levels of self-esteem, than those who perceived themselves as having low social support, and 2) females would report higher levels of depression and anxiety than male participants. The participants (n=60) completed 3 questionnaires: the Depression Anxiety Stress Scale (Lovibond & Lovibond, 1996), Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet, & Farley, 1988), and the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Results will be compared to Cai, Zhang, Zhou, and Zhu (2013).

[5P07] Sub-concussive Head Injury: Effects on Anxiety. **Paige Erb.** Sponsored by Dr. Nancy Woehrl. Wittenberg University, Springfield, OH 45504.

Pediatric traumatic brain injury (TBI) is the leading cause of death and disability in children and affects approximately 322,000 children under the age of 9 every year (Langlois, et al., 2006). Thus, concussion rates and outcomes in adolescents have received much attention in recent years. As with concussions, repeated sub-concussive head injury has been shown to increase risk for cognitive and behavioral decline. Yet, the long-term consequences of repeated sub-concussive head injuries are not well described. For example, the effects of sub-concussive head injury on ability to manage anxiety remain unknown. Previous work has shown that TBI can lead to deficits in stress reactivity and ability to manage anxiety. We hypothesize that individuals suffering from a sub-concussive head injury would face similar deficits in stress reactivity and anxiety management. Here, we examine the relationship between sub-concussive head injury and anxiety.

[5P08] Attitudes toward Bipolar Disorders and Eating Disorders. **Megan Sparks & Sydni Wainscott.** Sponsored by Dr. Larry Boehm & Dr. Maria McLean. Thomas More College, Crestview Hills, KY 41017.

The goal of this study was to continue the research on reducing stigma of bipolar disorders and eating disorders. The hypothesis was that a positive case vignette would create a more positive attitude and a neutral case vignette would create an unchanged or more negative attitude. Participants included 32 males and 48 females. Participants were placed into one of four groups: the experimental bipolar disorder group, the control bipolar disorder group, the experimental eating disorder group, or the control eating disorder group. Two surveys that were parallel forms were used. Participants took the first survey, and then participants in the experimental groups received a positive case vignette while participants in the control groups received a neutral case vignette about the respective disorders. Participants then took the second survey. The hypotheses were partially supported and there is evidence that positive case vignettes can create a more positive attitude.

[5P09] Connectedness with Nature: Associations with Spirituality and Education among Joplin Tornado Memorial Garden Visitors. **Rachel P. Ryan, Charles C. Woods, Jordan N. Henslee, Ashley N. Marmouget, Rachel L. Swadley, & Carson L. Teague.** Sponsored by Dr. Jennifer Silva Brown. Drury University, Springfield, MO 65802.

Past research had revealed that connectedness with nature (CWN) is linked to such factors as demographic identifiers, self-reported spirituality, resilience, socioeconomic status (SES), and physical health (Ingulli & Lindbloom, 2013; Kamitsis & Andrew, 2013; Loureiro & Veloso, 2014). The purpose of this study was to explore the relationship between CWN, SES, education, religiosity/spirituality, resilience, and physical health. In order to make a novel contribution to the existing literature, the current investigation sought to examine patrons of the Cunningham Park Butterfly Garden, a memorial site built to reflect upon the 2011 Joplin Tornado. Participants were 56 adults (18-84 years), 45% male, and predominantly Caucasian. Results found that contrary to previous literature, CWN was only significantly related to self-reported religiosity/spirituality and level of education. Results concerning CWN among disaster population survivors will be discussed.

[5P10] Got Faith? Comparing the Religiosity of Five Groups. **Nicole Stephenson.** Sponsored by Dr. Douglas Krull. Northern Kentucky University, Highland Heights, KY 41099.

Although interest in the psychology of religion has increased in recent years, there has been less interest in the religion of psychologists. This project compared the religiosity of psychology students, MTurk participants, psychology faculty from institutions in the Council for Christian Colleges and Universities (CCCU), recruits from the APA Division 36 (Society for the Psychology of Religion and Spirituality) listserv, and recruits from the Teaching In the Psychological Sciences (TIPS) listserv. As expected, TIPS participants were the least religious and CCCU participants were the most religious. Division 36 participants displayed religiosity higher than the college student participants. Researchers' religiosity might influence the research process and instructors' religiosity might influence interactions with students.

[5P11] Alcohol Consumption and Cognitive Dissonance in College Students. **Kelsey D. Hinken, Lauren E. Rose, & Samantha E. Scheidler.** Sponsored by Dr. Maria McLean. Thomas More College, Crestview Hills, KY 41017.

This experiment examined college students' drinking behaviors in relation to their self-awareness of the risks of alcohol consumption. Researchers hypothesized that participants who consumed more alcohol would believe themselves to be more exempt from health risks related to alcohol than participants who drank less or no alcohol. Researchers also hypothesized there would be a gender and age differences in perceived self-exemption. Participants (n=61) were asked to complete a perceived self-exemption questionnaire and a questionnaire related to alcohol consumption and risks associated with alcohol use. Results indicated that students who consumed more alcohol believed themselves more exempt from alcohol-related health risks. Results also indicated that these same participants engaged in more risky behavior related to alcohol consumption. Data will be evaluated in light of previous research of Chapman et al (1993), Markowitz (2000), and Wechsler et al (2000).

[5P13] Resilience as a Predictor of Institutional Commitment among College Students. **Melissa Buehner.** Sponsored by Dr. Abby Coats & Dr. Ryan Brunner. Westminster College, Fulton, MO 65251.

The goal of this study is to measure retention-related outcomes at Westminster College. This study aims to predict the effectiveness of resilience and demographic factors that influence students' feelings of belonging. Past research has shown that students who believe that the mind is similar to a muscle tend to be more successful over those that believe the mind is fixed. We developed an intervention to promote adaptive mindsets in order to improve retention among college students. The results illuminated the importance of growth mindset for promoting college retention.

[5P14] The Difference in Conflict Resolution Styles Based on Dating Violence and Childhood Abuse Resolution. **Ashley N. Marmouget.** Sponsored by Dr. Mary Utley. Drury University, Springfield, MO 65802.

Dating violence is a common problem throughout the United States. In studies done on college students, 20% - 40% of the students reported experiencing a form of physical abuse in their dating relationships (Fiorillo, Papa, & Follette, 2013). Figuring out ways to have a safe and healthy relationship is important to most college students. The proposed project seeks to examine the type of conflict resolution style used to solve a situation and if that resolution style is correlated with dating violence or child abuse. It is hypothesized that when a participant is shown a situation involving conflict, the participant who has experienced dating violence will choose the more aggressive approach to solving the conflict compared to those who have not experienced dating violence. It is also hypothesized that when a participant is shown a situation involving conflict, women will choose the more aggressive approach to solving the conflict compared to men. Data is currently being examined.

[5P15] Stress-Induced Coping Strategies and Physiological Characteristics. **Aries L. Powell & Hannah A. Devine.** Sponsored by Dr. Maria McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this experiment was to assess whether there is a correlation between physiological measures, stress, and the ability to cope with stress. The experimenters hypothesized that an individual with elevated resting heart rate and/or hypertension would have higher stress and would be likely to score low in use of healthy coping strategies and high in use of less healthy coping strategies. Participants (n=40) were asked to rest for 5-10 minutes under the supervision of the experimenters. Cardiovascular activity was measured; participants were given 3 questionnaires to identify stressors that were present in the last 6 months, the amount of stress the participant has experienced, and how the participant copes with stress he/she has experienced. Results supported a negative correlation between resting heart rate, blood pressure and use of less healthy coping strategies. Results are similar to Smith et al. (2000) who also found a relationship between physical health and stress.

[5P16] Perception of Space in Computer Images. **Anna M. Farris & Moriah T. Sven.** Sponsored by Dr. Daniele Nardi. Eastern Illinois University, Charleston, IL 61920.

The purpose of this research is to identify if handedness has an impact on how people perceive and prefer visual stimuli. Previous research on the theory of body specificity, (Cassasanto, 2009) has shown that people with different body types interact and perceive the environment differently. In particular, studies have found that people with different dominant hands perceive stimuli on their dominant side as more positive than that of their non-dominant side. If two images on a computer with neutral differences were shown to a person, would they prefer and fixate more on the one on their dominant side? We addressed this question by showing participants paired images of animals with slight differences between them. We used an eye-tracking device that followed the participants' gaze and counted amount of fixations on each side. Our expected results are that participants would spend more time fixating on the image on their dominant side when asked to find the more positive stimulus.

Presenters

A - C

Ashlee Addison	1D1
Novah Ali	2C3
Rawan AlRadhwan	3A4
Megan Ashley	1A3
Douglas S. Baker	2C1
Andrew J. Baker	3B4
Mac W. Bartlett	4C5
Oliver Bauer	3B5
Julie M. Bazan	4D3
Ashley Bazier	1D2
Cody Leonard Beasley	2A3
Cody J. Beeks	4D3
Olivia Belles	4D4
Ran Bi	5P05
Monica Bittner	4C4
Codie Blankenship	1B1
Rebecca A. Bleeker	3C5
Adam Boehm	2C2
Zach Boston	3B5
Chelsea Bow	4B3
Jessica M. Brennan	4C3
Melissa Buehner	2C3, 5P13
Logan B. Burdick	4C5
Chelsea Burge	3D5
Brooke Burton	3B3
Vanessa Carroll	1D1
Alexzandra Chandler	4A4
Cody Christopher	1B2
Jeanna Comer	2B3
Cori A. Conner	4A1
Amber R. Cornelison	3D2
Tiffany Crawford	4C4
Amber Cunningham	3A1
Alison Curtis	4B1
Robyn M. Cutlip	3D1

D - H

Anh T. Dao	3B1
Sarah Davis	2E3
Nicole De Fries	5P05
Carlos De La Cerda	2D5
Joseph R. DeRegnaucourt	4B5
Hannah A. Devine	5P15
Kelsie M. Dickerson	1A1
Colin O. Downey	2A4
Chelsea L. Duehmig	3B2
Melodi A. Dunski	3C5
Hezekiah T. Eibert	1D4
Ashlee Ellingsworth	4C1
Brent J. Emerson	1A4
Paige Erb	5P07
Elizabeth Evans	4B3
Anna M. Farris	5P16
Tess Fessler	4C4
Christine Fish	4C1
Annie T. Foley	1B3
Edward Fox	1D1, 4A4
Michael C. Frank	4C2
Jaclyn Fullove	1A3
Holly Gardner	4B3
Ziyoda Gazieva	1A3
Madison G. Giles	1C4
Rachel Gonzales	1A3
Mariah Gove	4C1
Cassandra Halbert	1A3
Emma Harris	2B1
Austin Hawn	2C5
Jessiah Haynes	2D1
Cara J. Haynes	4D3
Wei He	5P05
Allison R. Hebert	2D3
Emily Hellmann	5P05
Rio Henry	4D2
Jordan N. Henslee	5P01, 5P09
Kelsey D. Hinken	5P11

Emily Holton	4D2
Kay L. Honeycutt	4C3
Jon Hook	2B2
Daniel A. Hopfinger	4A5
Elisabeth S. Horne	3A4
Emma C. Huggett	2D4
Cheyenne Humphrey	2A1
Shelby J. Hunsaker	1C3

I - L

Ryan Isenhower	4B2
D. Gage Jacobs	3A4
Abigail Jacobson	1C5
Katie Jerome	1B5
Mallory Johnson	1A2
Jacob R. Johnston	2E4
Antony S. Kanazeh	4B5
Melissa Kerfoot	3B3
Brittany A. Komacsar	3A3
Eileen Koppy	4C4
Evan Krammes	1C5
Jessica Leland	1D2
Jaime Leon	5P02
Trevor Levingston	3C4
Benjamin Linser	1A3
Melissa Logsdon	2E1
Julissa Lopez	3A3
Amanda H. Lunderman	4B5
Hope Lutterbach	1E5
Austin Lyon	2B4

M - R

Megan K. Madsen	1C2
Ashley N. Marmouget	5P01, 5P09, 5P14
Brittany McCollum	4D1
Dustin McDaniel	4D5
Mitchell McGill	4C4
Travis J. McGregor	1D3
Jared T. McIninch	1C4
Juan Meza	1D5
Kelsey E. Miller	1C1
Derrick T. Mishler	3A5
Bethany R. Mitchell	4C3
Eleni C. Moreland	1E4
Michael Mose	4A4
Michelle N. Murphy	4D3
Christina D. Newport-Brackett	1A4
Jade N. Owen	1E2
Bethany Oxford	3C1
Emma P. Petersen	4B3
Aries L. Powell	5P15
Marie Puente	2B3
Gabrielle Reardon	2B3
Jackson Reid	1D5
Paige Rhodes	2E2
Austin Robertson	1B4
Caleb Robinson	2D2
Janet A. Robinson	1A5
Sydney Rohmann	3C4
Lauren E. Rose	5P11
Austin L. Ross	1C3
Erica Ross	4A2
Evan R. Rutter	2A5
Rachel P. Ryan	1A5, 5P01, 5P09

S - T

Alfred D. Sambo	3C3
Samantha E. Scheidler	5P11
Lindsey Schmitt	2A2
Payton Schnarre	1E5
Kyle Schroeder	1D1, 4A4
Jet Sevenshadows	1C5
Haley Shuemade	5P06
Mikah Sizemore	1D2
Donald B. Smith	3B5
Kaylee Smith	5P06
Megan Sparks	5P08
Rylie Spriggs	2C3
Anna A. Stark	2D3
Rachel D. Steiner	3D3
Nicole Stephenson	5P10
Cecily Stilley	4B1
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Drew Appleby, PhD

Psi Chi Address: The Kisses of Death in the Graduate School Application Process

Faculty Workshop Talk: Skills Based Advising Strategies to Enable Job-Seeking College Graduates to Be Hired, Be Promoted, and Keep Their Jobs

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