



**33rd Annual Mid-America Undergraduate
Psychology Research Conference
(MAUPRC)**

Saturday, April 5, 2014

**Thomas More College
Crestview Hills, KY**

Sponsored by the Psychology Departments of

Earlham College
Eastern Illinois University
Franklin College
Thomas More College
University of Indianapolis
University of Southern Indiana

With a Special Thanks to **Dr. Joseph Palladino**
for his continued support and sponsorship of MAUPRC

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 at a Glance

- 7:30 – 8:30 Registration / Continental Breakfast
- **8:30 – 9:30 Session 1**
- 9:30 – 9:45 Break
- **9:45 – 10:45 Session 2**
- 10:45 – 11:00 Break
- **11:00 – 12:00 Session 3**
- 12:00 – 12:30 Lunch
- 12:30 – 1:15 Welcome / Keynote Address:
 - **Dr. Lori Crosby**
Dr. Crosby is a professor of pediatrics at the Cincinnati Children’s Hospital Medical Center and the University of Cincinnati College of Medicine. The title of her talk is “Mission Possible: Improving the Health of Adolescents.”
- 1:15 – 1:30 Break
- **1:30 – 2:30 Session 4**
- **2:30 – 3:30 Session 5 - Posters**
- 3:00 – 3:30 Wrap Up

General Information

- Each 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	Room
A	Science #401
B	Science #417
C	Library #136
D	Library #315
Posters (P)	Library Corridor

- All presentations will be given in the Library Classrooms and Adjacent Science Wing.
- Registration/Check-in, Breakfast, & Friday “Meet-and-Greet” will be held in the Saints Center.
- Lunch will be in Steigerwald Hall, in the Saints Center.
- Posters will set-up in the Library-Science Hallway Corridor; posters may be set up starting at 1:15 PM.
- Wrap up will take place during the poster session.

Notes

Session 1A	Science #401	Moderator: Stowell—Eastern Illinois
8:30 AM – 8:42 AM	Induction of Lucid Dreams using the Mnemonic Technique (MILD): A Case Study. Felisha McCullum . Sponsored by Dr. Russel Gruber, Eastern Illinois University. [See abstract 1A1]	
8:45 AM – 8:57 AM	The Effect of Listening to Music on Extraverted and Introverted Students While Performing College Level Cognitive Tasks. Kyle Dombroski . Sponsored by Dr. Ronan S. Bernas, Eastern Illinois University. [See abstract 1A2]	
9:00 AM – 9:12 AM	Findings from a Drug Court Program of Female Offenders with Co-Occurring Disorders. Mara J. Richman . Sponsored by Dr. Kathleen Moore, Kalamazoo College. [See abstract 1A3]	
9:15 AM – 9:27 AM	Predictors and Outcomes of Motivation. Haley K. Beer . Sponsored by Dr. Laura Stull, Anderson University. [See abstract 1A4]	
Session 1B	Science #417	Moderator: Hall—U Southern Illinois
8:30 AM – 8:42 AM	Childhood Disorders that Predict Antisocial Behavior. Adam Kimbler, Tessa Conlin, Alajywon Dean, & Kayla Pingleton . Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 1B1]	
8:45 AM – 8:57 AM	Defendant Remorse and Method of Delivery. Mary Miller . Sponsored by Dr. Sid Hall, University of Southern Indiana. [See abstract 1B2]	
9:00 AM – 9:12 AM	The Effects of Music and Smell on Autobiographical Memory. Rhonda L. Kraft . Sponsored by Dr. Sid Hall, University of Southern Indiana. [See abstract 1B3]	
9:15 AM – 9:27 AM	Modality Switch and Conditional Reasoning. Nathan Young . Sponsored by Dr. Srikanth Dandotkar, Eastern Illinois University. [See abstract 1B4]	
Session 1C	Library #136	Moderator: Ernst—Thomas More
8:30 AM – 8:42 AM	Projection of Induced Mood onto Neutral Facial Expressions. Katharine M. Schneller . Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 1C1]	
8:45 AM – 8:57 AM	Effects of Reward Cues on Item and Associative Recognition. Allison A. Steen & Meagan D. Luttrell . Sponsored by Dr. Sharon A. Mutter, Western Kentucky University. [See abstract 1C2]	
9:00 AM – 9:12 AM	Chew on This: What Do Neuroticism and Anxiety Have to Do With Nail-Biting? Christina Danielle Brackett-Newport . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 1C3]	
9:15 AM – 9:27 AM	Are You “Under the Influence” of Social Media? The Relationship between Alcohol Use and Internet Use. Jamie A. Hennies . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 1C4]	
Session 1D	Library #315	Moderator: Jenkins—Eastern Illinois
8:30 AM – 8:42 AM	Factors Influencing Prosocial Behavior. Karsen Z. Cronin . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 1D1]	
8:45 AM – 8:57 AM	Beauty Is In the Eye of Symmetry. Sarah D. Healey . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 1D2]	
9:00 AM – 9:12 AM	Student Engagement: Antecedents and Outcomes at the Professor, Course, and Program Level. Kathryn A. Weiskircher . Sponsored by Dr. Stacie Furst-Holloway, University of Cincinnati. [See abstract 1D3]	
9:15 AM – 9:27 AM	Meta-Analysis on the Factors of Attrition. Dustin P. Griffin, Jordan M. Hensley, & Brendan O. Kirwan . Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 1D4]	

Session 2A	Science #401	Moderator: Bracken—Franklin
9:45 AM – 9:57 AM	Effectiveness of Treatment on ADHD. Kari Goodrow, Joe Livingston III, Sarah Thompson, & Lindsey Walton. Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 2A1]	
10:00 AM – 10:12 AM	The Effects of Culture and Religion On the Locus of Control and Psychological Well-being Relationship. Dustin P. Griffin. Sponsored by Dr. Adam Lawson, Eastern Kentucky University. [See abstract 2A2]	
10:15 AM – 10:27 AM	Effects of Physical Attractiveness on the Perception of Mental Illness. Caitlin P. Garstkiewicz. Sponsored by Dr. Jeffrey Stowell, Eastern Illinois University. [See abstract 2A3]	
10:30 AM – 10:42 AM	Rates of Teacher’s Behavior Specific Praise and Relation to Disruptive Behavior. Sawyer D. Howe & Morgan A. Eldridge. Sponsored by Dr. Lyndsay Jenkins, Eastern Illinois University. [See abstract 2A4]	
Session 2B	Science #417	Moderator: Thomas—Northern Kentucky
9:45 AM – 9:57 AM	The Influence of Gender and Emotional Intelligence on the Recognition of Facial Expression of Emotion. Kaylee Ernst. Sponsored by Dr. William E. Addison, Eastern Illinois University. [See abstract 2B1]	
10:00 AM – 10:12 AM	Students' Epistemological Beliefs and Argument Evaluation. Nicole Kulis & Abigail Shackleton. Sponsored by Dr. Srikanth Dandotkar, Eastern Illinois University. [See abstract 2B2]	
10:15 AM – 10:27 AM	Comparing College Success of Students in Achievement and Diffusion Identity Statuses. Stefanie A. Kozlowski. Sponsored by Dr. Robin M. Bartlett, Northern Kentucky University. [See abstract 2B3]	
10:30 AM – 10:42 AM	It’s Your Own Fault: Stigma Associated with Different Cancer Diagnoses. Emilie C. Lanter. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 2B4]	
Session 2C	Library #136	Moderator: Nolan—Quincy
9:45 AM – 9:57 AM	Flipping Out Over Flip Cup – An Assessment of Male Competition and Persistence. Brent Joseph Emerson. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 2C1]	
10:00 AM – 10:12 AM	The Relationship between Physical Activity, Stress, and Self-Esteem. Courtney J. Clark. Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 2C2]	
10:15 AM – 10:27 AM	Does Affectionate Parenting Affect Bullying in Students? Joshua Back, Jennifer Duke, & Mary Dusing. Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 2C3]	
10:30 AM – 10:42 AM	Effectiveness of PTSD Therapy Treatments for Veterans: A Meta-analysis of the Last Decade of Research. Denise Patrick & Virginia Jones. Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 2C4]	
Session 2D	Library #315	Moderator: Mark—U Southern Indiana
9:45 AM – 9:57 AM	Study on Memory. Ashley Rakers. Sponsored by Dr. Aimee Adam, University of Southern Indiana. [See abstract 2D1]	
10:00 AM – 10:12 AM	Seeing is Deceiving: In-groups and Out-groups in Change Blindness. Olivia Engle. Sponsored by Dr. Katharine Milar, Earlham College. [See abstract 2D2]	
10:15 AM – 10:27 AM	Study on Long-Term Memory. Melanie Phillips. Sponsored by Dr. Aimee Adam, University of Southern Indiana. [See abstract 2D3]	
10:30 AM – 10:42 AM	The Effect of Cognitive Hostility on Self-Control. M. Justin Miller. Sponsored by Dr. Lucinda Woodward & Dr. Bernado Carducci, Indiana University Southeast. [See abstract 2D4]	

Session 3A	Science #401	Moderator: Evey—U Southern Indiana
11:00 AM– 11:22 AM	The Influence of Gender on College Students' Career Preferences. Emily A. Rardin . Sponsored by Dr. William Addison, Eastern Illinois University. [See abstract 3A1]	
11:15 AM– 11:27 AM	Nightmares and Kindergarten-Aged Children. Megan A. Dandurand . Sponsored by Dr. Margaret Floress, Eastern Illinois University. [See abstract 3A2]	
11:30 AM– 11:42 AM	The Effects of Stigma on Treatment of Individuals with Substance Use Disorder. Lindsey R. Banka, Bonnie Martin, Alexandra Watkins, & Dionne Winn . Sponsored by Dr. David Nalbome, Purdue University Calumet. [See abstract 3A3]	
11:45 AM– 11:57 AM	An Investigation into the Effects of Exercise on Memory and Multitasking. Ian A. LaMar . Sponsored by Dr. Aimee Adam, University of Southern Indiana. [See abstract 3A4]	
Session 3B	Science #417	Moderator: Milar—Earlham
11:00 AM– 11:22 AM	The Effect of Animal-Human Interaction on Human-Human Empathy. Eleanor Mayne . Sponsored by Dr. Rachael Reavis, Earlham College. [See abstract 3B1]	
11:15 AM– 11:27 AM	Life History Strategies, Risk-taking, and Personality. Kristen Taulbee . Sponsored by Dr. Meg Upchurch, Transylvania University. [See abstract 3B2]	
11:30 AM– 11:42 AM	Teacher Praise in General Education Classrooms. Brianne N. Dennis-Gary & Christina Bounds . Sponsored by Dr. Margaret Floress, Eastern Illinois University. [See abstract 3B3]	
11:45 AM– 11:57 AM	Bullying: Different types of Defending Behaviors and Social Skills. Erin Tomasino . Sponsored by Dr. Lyndsay Jenkins, Eastern Illinois University. [See abstract 3B4]	
Session 3C	Library #136	Moderator: McLean—Thomas More
11:00 AM– 11:22 AM	The Effects of State Anxiety and Distractions on Student Test Performance. Dillon K. Seiler . Sponsored by Dr. Aimee Adam, University of Southern Indiana. [See abstract 3C1]	
11:15 AM– 11:27 AM	Personality and Attraction. Monica Ehrhart . Sponsored by Dr. Aimee Adam, University of Southern Indiana. [See abstract 3C2]	
11:30 AM– 11:42 AM	Are College Students Satisfied with Work? The Relationship between Job Satisfaction and Self-Esteem in the College-Age Work Force. Brittany L. Elliott . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 3C3]	
11:45 AM– 11:57 AM	Binge Drinking Among College Undergraduates. Jenna L. Waymeyer . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 3C4]	
Session 3D	Library #315	Moderator: Osbaldiston—Eastern Kentucky
11:00 AM– 11:22 AM	Do Close Relationships Have an Effect on Goal Attainment? Amanda Brady, Nichole Davis, & Jennifer Wilson . Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 3D1]	
11:15 AM– 11:27 AM	Stigma of People with Developmental Disabilities. Sarah Tanselle . Sponsored by Dr. Laura Stull, Anderson University. [See abstract 3D2]	
11:30 AM– 11:42 AM	Individual Differences in the Effects of a Career Planning Course. Elizabeth E. Foote . Sponsored by Dr. Robin M. Bartlett & Dr. James H. Thomas, Northern Kentucky University. [See abstract 3D3]	
11:45 AM– 11:57 AM	The Effectiveness of Various Treatments on Depression: A Meta-Analysis Study. Taylor Thomas, Gentry Hayes, Alexandra Szarabajko, & Cody Martinez . Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 3D4]	

Session 4A	Science #401	Moderator: Bromley—Franklin
1:30 PM – 1:42 PM	The Sensory Piece of the Puzzle: How Can Responses to Sensory Input Guide Interventions for Autism Spectrum Disorder? Jenny Martin, Danielle Newcomer, & Amanda Hoelscher . Sponsored by Ms. Marjorie Hanft, Eastern Illinois University. [See abstract 4A1]	
1:45 PM – 1:57 PM	A Whole Different Ball Game? Comparison of Portrayals of Alcoholic Beverages and Usage in Commercials during NFL and NBA Broadcasts. Jessica M. Petri, Gabrielle N. Falco, Trevor Morris, & Abigail Maristela . Sponsored by Dr. Christian M. End, Xavier University. [See abstract 4A2]	
2:00 PM – 2:12 PM	Your Resume's Gay: Do LGBTQ Affiliations Affect Your Chance of Employment? Andrew G. Wilmes . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 4A3]	
2:15 PM – 2:27 PM	Perceptions of Foster Care: Does Your Background Matter? Krista K. Lorenz . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 4A4]	
Session 4B	Science #417	Moderator: Addison—Eastern Illinois
1:30 PM – 1:42 PM	Child Abuse and BPD. Stevy Jones & Lauren Mahoney . Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 4B1]	
1:45 PM – 1:57 PM	Alexithymia and its Correlation with Posttraumatic Stress Disorder. Megan Fuller & Christopher Miracle . Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 4B2]	
2:00 PM – 2:12 PM	The Combined Influence of Stereotype Threat and Attitude Toward Women on Math Performance. Bethany R. Oxford . Sponsored by Dr. William Addison, Eastern Illinois University. [See abstract 4B3]	
2:15 PM – 2:27 PM	How Personality Influences the Relationship between Intensity of Facebook Use and Well-Being. Tim A. Geiselman . Sponsored by Dr. Ronan S. Bernas, Eastern Illinois University. [See abstract 4B4]	
Session 4C	Library #136	Moderator: Flora—Franklin
1:30 PM – 1:42 PM	Shyness, Self-Esteem and Use of Social Networking. Danielle A. Adams . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 4C1]	
1:45 PM – 1:57 PM	Is Greener Better? Perceptions of Organic Foods and Organic Consumers. Jennifer L Adkins . Sponsored by Dr. Maria S. McLean, Thomas More College. [See abstract 4C2]	
2:00 PM – 2:12 PM	Self-Efficacy, Academic Achievement, and Homework Assistance. Megan Scherzer . Sponsored by Dr. Laura Stull, Anderson University. [See abstract 4C3]	
2:15 PM – 2:27 PM	Meta-Analysis of the Effect of Substance Abuse on Family Relationships. Dennis Deeken, India Barger, Kevin Gaerke, & Cody Vogelpohl . Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 4C4]	
Session 4D	Library #315	Moderator: Adam—U Southern Indiana
1:30 PM – 1:42 PM	The Effects of Non-hostile Humor on Emotions. Rachel Milah . Sponsored by Dr. Maggie Thomas, Earlham College. [See abstract 4D1]	
1:45 PM – 1:57 PM	"I Can't Get No (Body) Satisfaction": How the Lack of Diverse Bodies in the Media Affects Our Perception and Self-Esteem. Mary Reynolds . Sponsored by Dr. Aimee Adam, University of Southern Indiana. [See abstract 4D2]	
2:00 PM – 2:12 PM	Severity and Coping for Parents of Children Diagnosed with Autism Disorder. Katrina Flessas . Sponsored by Dr. G. Thomas Frost, University of Southern Indiana. [See abstract 4D3]	
2:15 PM – 2:27 PM		

Session 5—Posters Library Corridor**Moderator: Ernst—Thomas More**

- Comparison of Student and Faculty Perceptions of Characteristics of Effective Teaching. **Damon Smith, Garrett Dickerson, & Nickie Miskell**. Sponsored by Dr. Michael Drysdale, Vincennes University. [See abstract 5P01]
- Resting EEG Activity in Correlation with Right to Left Interhemispheric Transfer. **Benjamin Linser, Rebecca Liston, & Isaac Eckert**. Sponsored by Dr. Stephanie Simon-Dack, Ball State University. [See abstract 5P02]
- Undergraduate Retention Perspectives at a Four-year Commuter School. **Peter M. Arian**. Sponsored by Dr. Christopher France, Cleveland State University. [See abstract 5P03]
- How Beauty has Changed. **Hope Jerrils & Keisha Cost**. Sponsored by Dr. Mike Drysdale, Vincennes University. [See abstract 5P04]
- Future Orientation and Suicidal Behavior in Fibromyalgia: Health Related Quality of Life as a Mediator. **Haley A. Wise, Kayla R. Mitchell, Jessica J. McKinney, & Dakotah L. Williams**. Sponsored by Dr. Jameson Hirsch, East Tennessee State University. [See abstract 5P05]
- First Impressions and Perceived Like-ability. **Abigail M. Shackleton, Anthony J. Warpecha, & Nicole E. Kulis**. Sponsored by Dr. Srikanth Dandotkar, Eastern Illinois University. [See abstract 5P06]
- Perspectives of Pornography. **Kaitlen J. Long & Jeremy Wooldridge**. Sponsored by Dr. Mike Drysdale, Vincennes University. [See abstract 5P07]
- Effectiveness of PTSD Therapy Treatments for Veterans: A Meta-analysis of the Last Decade of Research. **Patricia Ward & Elizabeth Vance**. Sponsored by Dr. Richard Osbaldiston, Eastern Kentucky University. [See abstract 5P08]
- Associations Between Pornographic Consumption and Emotional Intelligence. **Alan Murray**. Sponsored by Dr. Kimdy Le, Indiana University-Purdue University Columbus. [See abstract 5P09]
- Effects of Gender and Identifiability on Social Loafing. **Amber Massa & John Geach Jr.**. Sponsored by Dr. Lawrence Boehm, Thomas More College. [See abstract 5P10]
- The Effects of Energy Drinks on Stroop Test Performance. **Garret H. Huber**. Sponsored by Dr. Brian C. Nolan, Quincy University. [See abstract 5P11]
- Investigating Empirical Correlates of Aggressive Behavior in Middle Childhood. **Brooke Boyts & Brett Enneking**. Sponsored by Dr. Neil Perdue, University of Indianapolis. [See abstract 5P12]
- The Relationship Between ADHD and Control novice drivers and the Positive Illusory Bias. **Morgan E. Bamberger**. Sponsored by Dr. Jeffery N. Epstein, University of Cincinnati. [See abstract 5P13]
- Effects of Television on Same-Sex Marriage Opinions. **Kristen Hammer**. Sponsored by Dr. Aimee Adam, University of Southern Indiana. [See abstract 5P14]
- Childhood Environmental Factors in Juvenile Sexual Offending. **Ariana Larson**. Sponsored by Dr. Stephanie Little, Wittenberg University. [See abstract 5P15]
- Dream Study. **Sahrayah Blackburn**. Sponsored by Dr. Aimee Adam, University of Southern Indiana. [See abstract 5P16]

[1A1] Induction of Lucid Dreams using the Mnemonic Technique (MILD): A Case Study. **Felisha McCullum**. Sponsored by Dr. Russel Gruber. Eastern Illinois University, Charleston, IL 61920.

Finding a reliable technique that induces lucid dreams (dreams in which the dreamer knows they are dreaming) can help to reduce stress, nightmares, and fulfill voids in the lives of human beings. The goal of this case study was to increase the frequency of lucid dreams in the participant/researcher using the mnemonic technique also known as MILD (mnemonic induction of lucid dreams). For 30 days the participant/researcher was asked to: 1. Wake at least 90 minutes prior to normal waking time and rehearse the dream they were awoken from or another if no dream was recalled upon waking. 2. Engage in 15 minutes of reading or other activity that requires full wakefulness. 3. Return to sleep and say "Next time I am dreaming, I want to remember I am dreaming." 4. Repeat quote from step 3 multiple times until the intention is set. 5. Visualize themselves in the rehearsed dream, or any dream if none was recalled upon waking, until they have fallen back to sleep.

[1A2] The Effect of Listening to Music on Extraverted and Introverted Students While Performing College Level Cognitive Tasks. **Kyle Dombroski**. Sponsored by Dr. Ronan S. Bernas. Eastern Illinois University, Charleston, IL 61920.

Previous studies on the effects of background music on cognitive performance in work and laboratory settings have produced varied results. The purpose of my research was to take into account the limitations of previous studies and to determine whether listening to no music or to background music with opposing structural dimensions of 'mellow' versus 'intense' will have a positive or negative effect while students complete college level 'reading comprehension' and 'reasoning' tasks. It also tested whether such effects interact with or vary depending on the student's personality trait level of extraversion. It was predicted that when listening to no music or 'mellow' music, more introverted students will perform better on both reading comprehension and verbal reasoning than more extraverted ones, while more extraverted students will perform better when listening to 'intense' music.

[1A3] Findings from a Drug Court Program of Female Offenders with Co-Occurring Disorders. **Mara J. Richman**. Sponsored by Dr. Kathleen Moore. Kalamazoo College, Kalamazoo, MI 49006.

The present study assessed mental health symptomatology and substance abuse frequency of female drug court offenders with prescription drug abuse issues. This analysis included 102 female drug court offenders evaluated under a prior SAMHSA grant-funded to Pinellas County Adult Drug Court in Florida entitled "Women Empowered to Cope with Addictions to Narcotics" (WeCan!). Measures included substance use and mental health symptomatology using the Global Assessment of Individual Need (GAIN) at baseline, six, and twelve-month follow up. Additionally, interviews conducted with drug court key stakeholders were used to inform the quantitative data. Findings from a repeated measures ANOVA revealed mental health and substance issues significantly decreased from baseline to six- and twelve-month follow up. Key stakeholder interviews provided insight into female co-occurring mental health issues. Implications and suggestions for further research and co-occurring specific treatment are discussed.

[1A4] Predictors and Outcomes of Motivation. **Haley K. Beer**. Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

Two studies examined motivation; study 1 looked at life satisfaction and hope as predictors of motivation in a homeless population. Study 2 examined motivation types as predictors of physical, psychological, and social health in college students. Hope was a marginally significant predictor of autonomous motivation. Autonomous motivation predicted healthy behaviors. Implications from the results of both studies related to the importance of motivation will be discussed.

[1B1] Childhood Disorders that Predict Antisocial Behavior. **Adam Kimbler, Tessa Conlin, Alajywon Dean, & Kayla Pingleton**. Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

Antisocial behavior is thought to be strongly related to criminal activity, and as many as 47% of men and 21% of women exhibit the criteria to be diagnosed with antisocial personality disorder (ASPD). In this study the researchers were seeking to answer the question "What common childhood disorders are predictors of adult antisocial behavior (AAB)?" A meta-analysis of 12 studies was conducted to analyze the relationship between specific childhood disorders and adult antisocial behavior, and the overall effect size was $r = .29$. The strongest predictor was substance abuse disorder ($r = .31$) followed by conduct disorder ($r = .29$), attention deficit hyperactivity disorder ($r = .20$), and anxiety disorder ($r = .07$). In conclusion, several childhood disorders have a small effect on the prediction of adult antisocial behavior, and it may be beneficial to focus on these childhood disorders in order to prevent future antisocial behavior.

[1B2] Defendant Remorse and Method of Delivery. **Mary Miller**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

Research on individual difference in Need for Affect has been used to explore the predictability of persuasion in jury trials. The present research explored how method of delivery (with or without affect), Need for Affect (NFA) and Need for Cognition (NFC) affected perceived remorse and sentencing decisions. Because previous research claimed young jurors lack the maturity to assign responsibility in sentencing decisions, the current research explored these factors in a mock student-run honor court. A videotaped remorse statement was shown to participants; the accused crime was sexual misconduct with a female classmate. Results indicated that individuals high in NFA were less likely to assign a more severe punishment than those low in NFA. Also, participants low in NFA in the affective condition all issued the harshest punishment. No significant effects were found related to perceived remorse or NFC. Limitations and implications of the present research are discussed.

[1B3] The Effects of Music and Smell on Autobiographical Memory. **Rhonda L. Kraft**. Sponsored by Dr. Sid Hall. University of Southern Indiana, Evansville, IN 47712.

Based on previous studies conducted by Chu and Downes (2002), Hertz (2004), Willander and Larsson (2006), and Janata, Tomic, and Rakowski (2007), this research examined the emotionality, vividness, the feeling of being brought back in time, pleasantness, and age during the recall of autobiographical memory. The self-reported memories were measured using sensory modalities of olfactory and auditory. Odorants chosen were representative of stimulants used in previous experiments. The stimulants representative of the auditory portion were American Children's Folk Songs, presumably learned in the first decade of life. Results revealed the smells were equal in evoking memory but did not show statistical significance in emotionality, vividness, the feeling of being brought back in time, pleasantness and age during memory, however, the songs selected indicate a statistical significance. These findings could be helpful in the experimentation of memory retrieval.

[1B4] Modality Switch and Conditional Reasoning. **Nathan Young**. Sponsored by Dr. Srikanth Dandotkar. Eastern Illinois University, Charleston, IL 61920.

Recently a phenomena known as modality switch effect (MSE), has been found in support for the perceptual perspective of knowledge representation. MSE is an increase in response time when verifying the property of a concept that is different than the previous property of the previous concept. This increase in response time demonstrates support for the perceptual perspective because of the grounded perceptual states that this theory proposes. If the alternative perspective known as the amodal perspective was correct then this difference in response time would not occur because of the switch in property type. However, further research into more complex tasks than property verification has not found this same effect. One reason for this could be that they examined the effects after each premise rather than within a given premise. This study takes the possibly subtlety of the MSE into account by examining a possible switching effect between the clauses of the reasoning problems.

[1C1] Projection of Induced Mood onto Neutral Facial Expressions. **Katharine M. Schneller**. Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

This experiment investigated emotion projection by participants who were induced to feel happy or sad. There were 40 student participants from Earlham College, ages ranging from 18-22 years. Participants watched either a happy or a sad video, and then answered a questionnaire on their perception of the level of emotion of five different neutral faces. Emotion was successfully induced as shown by both physiological and psychological measures, but projection of emotion by either the sad group or the happy group did not occur.

[1C2] Effects of Reward Cues on Item and Associative Recognition. **Allison A. Steen & Meagan D. Luttrell**. Sponsored by Dr. Sharon A. Mutter. Western Kentucky University, Bowling Green, KY 42101.

Relatively little is known about how motivational variables affect memory. To explore this issue, we presented high or low value reward cues prior to each word pair in a study list and examined how this manipulation affected subsequent item recognition (i.e., cued recognition and context recognition) and associative recognition (i.e., pair recognition and associative recognition). Preserved semantic context led to better item recognition performance, but reward value had no effect on either cued or context recognition. Associative recognition was poorer than pair recognition and reward value had a large effect on both of these tests. These findings suggest that reward motivation plays a more important role in the cognitive control processes responsible for item – item binding than in those responsible for context - item binding.

[1C3] Chew on This: What Do Neuroticism and Anxiety Have to Do With Nail-Biting? **Christina Danielle Brackett-Newport**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this study was to examine nail-biting behavior in male and female college students and to compare nail-biters and non-nail-biters on their anxiety and neuroticism scores. The participants were ninety-three students from TMC. There were 59 nail-biters and 34 non-nail-biters. Participants completed a demographics questionnaire, the State-Trait Anxiety Inventory, Beck's Depression Inventory, and The Big Five Personality Inventory. The researcher hypothesized that males would be more likely to bite their nails than females. The researcher hypothesized that those who bit their nails would tend to score higher in anxiety than those who did not bite their nails. Lastly, the researcher predicted that those who bit their nails would score higher in neuroticism than those who did not. The second hypothesis was supported. Although not hypothesized, the researcher found significant gender differences in depression and neuroticism. Findings were compared to previous literature.

[1C4] Are You "Under the Influence" of Social Media? The Relationship between Alcohol Use and Internet Use. **Jamie A. Hennies**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this experiment was to examine the relationship between alcohol use and Internet use. Hypotheses included that there would be a positive correlation between harmful alcohol use and harmful Internet use, and there would be a relationship between harmful alcohol use and the likelihood of committing an embarrassing act online as well as a relationship between harmful Internet use and the likelihood of committing an embarrassing act online. Participants (n=54) completed a sequence of questionnaires including the Alcohol Use Disorders Identification Test, Young's Internet Addiction Test, and an online experiences survey and demographics form created by the researcher. Data were analyzed and a significant relationship between alcohol use and the likelihood of committing an embarrassing act online was found, as well as other relationships that were not hypothesized. Results are compared to Yen et al. (2009) and Wolfe (2012). Suggestions for future research are discussed.

[1D1] Factors Influencing Prosocial Behavior. **Karsen Z. Cronin.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this research was to examine factors that may influence prosocial altruistic behavior. Participants completed two questionnaires on altruism and religiosity, completed a demographics survey, and answered questions about awarding a hypothetical scholarship. The researcher hypothesized that females would have higher altruism scores than males, those with higher religiosity scores would have higher altruism scores, and those with a lower annual household income would be more altruistic than those with a higher annual household income. The researcher also hypothesized that participants would choose a less altruistic option in the scholarship task. The hypothesis that those with a lower annual household income would be more altruistic than those with a higher annual household income was supported. Although not hypothesized, athletes showed higher altruism scores than non-athletes. Findings are discussed and compared to previous literature.

[1D2] Beauty Is In the Eye of Symmetry. **Sarah D. Healey.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this study was to determine if facial symmetry and race affect interpersonal attraction. Participants ($n = 68$) were students from general psychology courses at Thomas More College. Participants viewed 8 facial images, half of which were horizontally and vertically symmetrical, and completed the Attractiveness Rating Scale and Interpersonal Attractiveness Assessment for each face. The researcher hypothesized that symmetrical faces and same-race faces would be rated more attractive overall (physically and psychologically), and that symmetrical and African American faces would be rated more physically attractive. Results indicated that symmetrical faces were rated more attractive than asymmetrical faces. Ratings were generally similar across races. Interesting results regarding the influence of physical attractiveness were also found. The data were compared to Grammer and Thornhill (1994), Shackelford and Larsen (1997), and Fink, Grammer, and Thornhill (2001).

[1D3] Student Engagement: Antecedents and Outcomes at the Professor, Course, and Program Level. **Kathryn A. Weiskircher.** Sponsored by Dr. Stacie Furst-Holloway. University of Cincinnati, Cincinnati, OH 45221.

Using a mixed method approach, this study focused on student engagement and aimed to identify antecedents and outcomes. In Phase 1, a current student focus group ($N = 8$) was audio recorded and coded revealing three factors that may drive engagement (professor, classroom, and program). Phase 2 administered an online survey to current students ($N = 42$) at a large Midwestern university to quantitatively test the three factors derived from Phase 1. The survey included the UWES-S scale to measure student engagement, as well as, each of the three factors identified in Phase 1. Demographic items were also collected, such as GPA, major, and year in school. Using confirmatory factor analysis and scale reliability analysis, the three factors identified in Phase 1 were confirmed and strongly predicted student engagement using multiple regression techniques. Additionally, results showed a stronger relationship between engagement and major GPA compared to cumulative GPA.

[1D4] Meta-Analysis on the Factors of Attrition. **Dustin P. Griffin, Jordan M. Hensley, & Brendan O. Kirwan.** Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

This study meta-analyzes factors that influence attrition. Attrition directly relates to a businesses; greatest expense: the hiring, firing, and training of new employees. Twenty-three studies were synthesized into eight categories of factors; including workplace, turnover intention, reasons for leaving, job satisfaction, service history, demographics, individual characteristics, worker type, and social organization. The factors accounted for an overall effect size of $-.05$. The variable of worker type ($r = -0.17$), job satisfaction ($r = -0.17$), and social orientation ($r = 0.12$) were found to have the greatest effect size. Based on the analysis of these factors, this meta-analysis implies that there are other factors that have a greater effect size on attrition, suggesting future research is needed.

[2A1] Effectiveness of Treatment on ADHD. **Kari Goodrow, Joe Livingston III, Sarah Thompson, & Lindsey Walton.** Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

In the United States, millions of people are affected by Attention-Deficit/Hyperactivity disorder. There are several different options a person suffering from ADHD can pursue to lessen their symptoms. In this study, a meta-analysis was performed to test the efficacy of different treatment options for ADHD. Using 20 studies that analyzed the relationship between treatment type and its effect, the overall effect size was $d = 0.61$, representing a moderate relationship. The type of treatment the participants received had a large effect on the results. Therapy had the greatest effect on the participants, followed by medication then other types of treatment. The age of the participants also had a large effect on the results. Children that received any type of treatment did better than adults who received treatment.

[2A2] The Effects of Culture and Religion On the Locus of Control and Psychological Well-being Relationship. **Dustin P. Griffin.** Sponsored by Dr. Adam Lawson. Eastern Kentucky University, Richmond, KY 40475.

In previous studies, when measuring the effects of other variables to locus of control, internal and external locus of control have been combined into a single construct, and scored across a single continuum. In this study, with a sample of 150 college students, it is hypothesized that, when using a two-factor model that separates internal and external locus of control, culture and religious identification will reveal significantly different effects on an individual's locus of control. This will show that locus of controls prediction of variance in psychological well-being is a more flexible construct, and cannot be defined from only the western world viewpoint.

[2A3] Effects of Physical Attractiveness on the Perception of Mental Illness. **Caitlin P. Garstkiewicz**. Sponsored by Dr. Jeffrey Stowell. Eastern Illinois University, Charleston, IL 61920.

The following study looks at the effects of physical attractiveness on the perception of mental illness. This study will explore the Halo Effect in relation to how others will perceive individuals with a mental illness. In this study, participants will be asked to view either physically attractive or non-attractive individuals while they are read descriptions explaining their mental illness. Participants will be both male and female undergraduate, psychology students. It is hypothesized that those who are presented with physically attractive images will rate the individual's symptoms more positively. Contrarily, for participants that view images of physically unattractive individuals, it is hypothesized that they would attribute negative characteristics to the individual's mental illness. After all data is collected, it will be analyzed using a 2 (male/female) x 2 (attractive/unattractive) x 2 (depression/schizophrenia) ANOVA with mental illness perception as the dependent variable.

[2A4] Rates of Teacher's Behavior Specific Praise and Relation to Disruptive Behavior. **Sawyer D. Howe & Morgan A. Eldridge**. Sponsored by Dr. Lyndsay Jenkins. Eastern Illinois University, Charleston, IL 61920.

Researchers suggest that there is a direct causal relationship between academic problems and inappropriate classroom behaviors (Kalis, Vannest, Parker, 2007). Previous research suggests that teachers who deliver high rates of praise experience fewer off-task or disruptive behaviors from their students (Espin & Yell, 1994). Disruptive behavior is "defined as any statement or action that could be predicted to disrupt or interfere with ongoing classroom activities for the teacher and one or more peers, including but not limited to negative verbal and physical interactions, talking without permission, being out of their seat without permission, and noncompliance" (Reinke, Lewis-Palmer, Martin, 2007, p. 251). Hawkins & Heflin (2011) contended that teacher praise is more operative when it is descriptive. Determining if there is a relationship between high rates of BSP and low rates of disruptive behavior could help teachers in the field who are struggling with classroom management.

[2B1] The Influence of Gender and Emotional Intelligence on the Recognition of Facial Expression of Emotion. **Kaylee Ernst**. Sponsored by Dr. William E. Addison. Eastern Illinois University, Charelston, IL. 61920.

Studies on the recognition of emotions have found that women are better than men at detecting and expressing emotions (Cozby, 1973, cited in Thayer & Johnsen, 2000). The purpose of the current study is to examine the influence of gender and emotional intelligence on the recognition of facial expressions of emotion. Emotional intelligence involves the ability to recognize and regulate emotions in oneself and others (Spector, 2005). Approximately 120 undergraduate students completed the Schutte Self-Report Emotional Intelligence Test (Schutte, Malouff, & Bhullar, 2009) and an emotion recognition task. Results are expected to show that women outperform men in facial recognition of emotional expression, and that their facial recognition scores are relatively unaffected by their level of emotional intelligence. In contrast, we expect to find that men with high emotional intelligence outperform men with low emotional intelligence on the facial recognition task.

[2B2] Students' Epistemological Beliefs and Argument Evaluation. **Nicole Kulis & Abigail Shackleton**. Sponsored by Dr. Srikanth Dandotkar. Eastern Illinois University, Charleston, IL 61920.

Epistemological beliefs (EBS) are individual's beliefs about knowledge and learning. Research suggests a strong relationship between epistemic beliefs and students' learning abilities. Particularly, Weinstock, Neuman, and Tabak's work revealed that students' argument norms may influence how they evaluate arguments (2004). Evaluation of arguments is an essential skill to succeed in college; however, whether EBS affects one's evaluative abilities has not been studied. The goal of the current study is to find whether EBS has an effect on evaluative abilities. Each subject will be presented with a survey that will conclude their five epistemic beliefs, and those results will be compared with the responses to the flawed argument task that assesses their evaluative ability of simple informal arguments. It is important to understand whether EBS affects the evaluation of arguments because it would impact teaching methods.

[2B3] Comparing College Success of Students in Achievement and Diffusion Identity Statuses. **Stefanie A. Kozlowski**. Sponsored by Dr. Robin M. Bartlett. Northern Kentucky University, Highland Heights, KY 41076.

Individuals' vocational identities fall into one of four "statuses" based on their commitment to a vocation and their degree of self and career exploration: (1) Achievement, (2) Moratorium, (3) Foreclosure, and (4) Diffusion. A previous study of college freshmen found that Diffusion status students, who are low in career decidedness and exploration, are also low in conscientiousness, career decision-making self-efficacy, and self-concept clarity. Thus, they show few of the attributes usually associated with college success and appear to be "at risk". The current study was a 6-year follow-up examining the college success of the students in the Diffusion and Achievement statuses. As expected, students in the Diffusion status group had lower total GPAs and graduation rates even though the two groups did not differ in composite ACT scores.

[2B4] It's Your Own Fault: Stigma Associated with Different Cancer Diagnoses. **Emilie C. Lanter**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The researcher examined the stigma associated with certain cancer diagnoses, especially those with preventable risk factors often associated with them. Students at a small Midwestern suburban college (N=89) completed a demographics questionnaire indicating certain preventable cancer risk factors, a Public Perceptions of Cancer scale, and 4 versions of the Prejudicial Evaluation and Social Interaction Scale (one for brain cancer, one for lung cancer, one for leukemia, and one for skin cancer). Leukemia and brain cancer were found to be assigned lower levels of stigma than lung and skin cancer, without any indication of whether or not the patient participated in the risk factors. Other results were inconsistent with those of Bresnahan, Silk, and Zhuang (2013).

[2C1] Flipping Out Over Flip Cup – An Assessment of Male Competition and Persistence. **Brent Joseph Emerson**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

To analyze male competition and persistence, male participants were asked to compete in a motor skills game called Flip Cup. Participants also completed the Bem Sex Role Inventory (Bem, 1971) for an assessment of masculine personality traits. The researcher hypothesized that males exposed to a sex-related competition cue would exhibit greater persistence and competitiveness in the Flip Cup game when compared to those who did not receive the sex-related competition cue. The researcher also hypothesized that males with higher masculine personality traits would display higher competitiveness and persistence. The first hypothesis was partially supported. The experimental group had a significant improvement in competition time from their first to their final trial, while the control group did not. Directions for additional research are discussed.

[2C2] The Relationship between Physical Activity, Stress, and Self-Esteem. **Courtney J. Clark**. Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this study was to examine the relationship between physical activity, stress, and self-esteem. Participants (n=80) completed a demographics questionnaire, the Inventory of College Students' Recent Life Experiences, the Obligatory Exercise Questionnaire, the Perceived Stress Scale, and the Rosenberg Self-Esteem Scale. The researcher hypothesized that students who participate in a collegiate sport would have lower levels of stress than those who do not participate in a collegiate sport and students who participate in a collegiate sport would have higher self-esteem than those who do not participate in a collegiate sport. Results indicated that neither hypothesis was supported. However, perceived stress levels positively correlated with frequency of recent life hassles and negatively correlated with self-esteem. Findings are discussed and compared to previous research.

[2C3] Does Affectionate Parenting Affect Bullying in Students? **Joshua Back, Jennifer Duke, & Mary Dusing**. Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

Bullying is prevalent in many schools throughout the world. Previous research has indicated that certain parenting styles may be directly correlated with bullying. For this study, we meta-analyzed 19 articles searching for a relationship between affectionate parenting and bullying tendencies. The overall weighted effect size was found to be very weak ($r = .04$). Two moderator variables were found: national setting and age of students. Both national settings, United States and outside of United States, had very weak positive correlations ($r = .02$, $r = .04$). For studies examining students ages 4-7 and 12+, very weak negative correlations were observed ($r = -.09$, $r = -.02$). For studies examining students ages 8-11, a very weak positive correlation was found ($r = .06$). Very weak correlations were observed throughout the study, indicating that affectionate parenting and bullying tendencies are not directly related.

[2C4] Effectiveness of PTSD Therapy Treatments for Veterans: A Meta-analysis of the Last Decade of Research. **Denise Patrick & Virginia Jones**. Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

PTSD in veterans is both common and debilitating. About 30% of veterans returning from Vietnam had PTSD, and about 20% of veterans returning from Iraq have it, also. PTSD inhibits healthy adult life. Veterans with PTSD suffer from depression, substance abuse, and a variety of other negative life outcomes at much greater rates. Thus, it is important to determine the most effective treatments for veterans with PTSD. For this meta-analysis, we located 30 studies that compared non-pharmaceutical treatments for PTSD in veterans. All studies used a research design that was either pre-post or randomized clinical trial. Of the six types of treatments, all were shown to be fairly effective, but the most effective were prolonged exposure therapy and group-based exposure therapy. Both outpatient therapy and remote therapy (phone or internet-based) were more effective than inpatient therapy, but with the caveat that most inpatient patients probably had more severe symptoms to begin with.

[2D1] Study on Memory. **Ashley Rakers**. Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

I am examining if men and women are affected in the same way by gender stereotypes. Colley, Ball, Kirby, Harvey, and Vingelen (2002) found that although people do better on memory tasks that relate to stereotypes about their own sex, women perform better on stereotypically "female" tasks than men, and are comparable to men on "masculine" tasks. I am conducting a mixed factorial experiment to replicate this finding. I am looking at whether sex of the participant (male or female) and the task type (male, female, or gender neutral) affects the participant's memory for the tasks. Participants in my study are recruited from introductory psychology classes. All participants are given three lists of words relating to masculine stereotypes, feminine stereotypes, or a gender-neutral list. Participants are also given a list of instructions on how to make a workbench and a skirt. After each list or task, participants recall as much as they can. This study is in progress.

[2D2] Seeing is Deceiving: In-groups and Out-groups in Change Blindness. **Olivia Engle**. Sponsored by Dr. Katharine Milar. Earlham College, Richmond, IN 47374.

Forty-eight undergraduate students participated in the experiment that investigated the effects of in-group or out-group membership on change blindness. One half of the participants were shown a video of an advisor and student having a conversation where the student switched places with another student and the other half of the participants viewed a video where the advisor switched. The participants were then asked various questions about the video including whether they noticed the switch. The results showed that participants were significantly more likely to notice the switch when it occurred between the advisors than when it occurred between the students.

[2D3] Study on Long-Term Memory. **Melanie Phillips**. Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

Although research has been done on whether people remember things better while reading silently, reading aloud, seeing pictures, or hearing words, not many studies have examined all of these different learning modalities together. My study was designed to test whether auditory, pictorial, vocalization, or reading is a superior learning modality for long-term memory. This study's design was a within-subjects experiment. Thirty students taking the introduction to psychology course at the University of Southern Indiana were recruited to participate in this study. Using a computer, each participant was presented 20 items for each modality, for a total of 80 items. After each list of 10 items, participants were asked to record how many of the items they could recall. Data collection is complete. I expect to find that hearing the items will not result in the best long-term memory. The results will also allow me to determine whether pictorial or vocalization are better for long-term memory.

[2D4] The Effect of Cognitive Hostility on Self-Control. **M. Justin Miller**. Sponsored by Dr. Lucinda Woodward & Dr. Bernado Carducci, Indiana University Southeast, New Albany, IN 47150.

The current study examined the relationship between cognitive hostility on self-control in a population of college students enrolled in an introductory psychology course. More than 110 participants completed an online survey assessing self-reported cognitive hostility and impulsivity. It was hypothesized that cognitive hostility would have a positive relationship with impulsivity. A correlational analysis was performed to establish the nature and direction of the proposed hypotheses. Implications and applications for suicide prevention research, strategies, and techniques based on the findings are discussed herein.

[3A1] The Influence of Gender on College Students' Career Preferences. **Emily A. Rardin**. Sponsored by Dr. William Addison. Eastern Illinois University, Charleston, IL 61920.

Not surprisingly, research has shown that female college students are more likely to choose feminine majors and male students are more likely to choose masculine majors (Rudman & Phelan, 2010; Bona, Kelly, & Jung, 2010). The purpose of the current study is to determine how gender, motivation, and expectations of the future influence an individual's choice of major. Approximately 200 college undergraduates completed the Intrinsic Motivation Inventory (IMI), on which they rated 25 items on a 7-point scale. Based on expectancy-value theory, the IMI measures four components of motivation: attainment value, intrinsic value, utility value, and cost; which are used in the current study to predict how likely a student is to choose a feminine, masculine, or neutral major. Results are expected to show that students with lower scores in these components are more likely to have a gender-typical major.

[3A2] Nightmares and Kindergarten-Aged Children. **Megan A. Dandurand**. Sponsored by Dr. Margaret Floress. Eastern Illinois University, Charleston, IL 61920.

The purpose of this study was to examine the relationships between nightmare frequency/intensity and anxiety traits in kindergarten-aged children. Parents and children were instructed to report nightmare frequency/intensity, with children defining nightmare to demonstrate understanding or lack thereof. Parents filled out anxiety scales to measure observed anxiety traits in children. This study asked the following research questions: (1) Do children report experiencing nightmares at a higher frequency and intensity compared to parents' report of their child's nightmares? (2) Does higher nightmare distress (self-reported or parent reported) correlate with higher trait anxiety? (3) Is there a difference in prevalence or intensity of nightmares between genders?

[3A3] The Effects of Stigma on Treatment of Individuals with Substance Use Disorder. **Lindsey R. Banka, Bonnie Martin, Alexandra Watkins, & Dionne Winn**. Sponsored by Dr. David Nalbhone. Purdue University Calumet, Hammond, IN 46323.

In 2011, 20.6 million people 12 and over were classified with Substance Use Disorder (SUD), one of the most prevalent psychiatric disorders. Stigmatization affects nearly every aspect of their lives--even decisions for treatment or incarceration. Due to SUD prevalence, measuring and identifying the effects of stigma are important. Data collected through surveys on MTurk measured personal characteristics associated with substance users, punitive responses desired for SUD individuals, and intervention recommendations. Results indicated agreement with negative characterizations of SUD individuals and those characterizations being predictive of punitive recommendations. There was a difference between whites and non-whites with non-whites holding a more stigmatized view. These results imply stigma impacts individuals with SUDs and can affect the quality of therapeutic treatments, recommendations, and social acceptance.

[3A4] An Investigation into the Effects of Exercise on Memory and Multitasking. **Ian A. LaMar**. Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47701.

In this study I intend to determine whether a single bout of mild intensity exercise improves the working memory and multitasking abilities in participants. The participants are Introductory to Psychology students at the University of Southern Indiana. These participants engage in 15 minutes of mild intensity stationary bicycle exercise and view an NBC news clip on autism or view the news clip only. Immediately following each condition all participants engage in a test of working memory (i.e. the n-back test) and multitasking (i.e. reciting alphabet while engaging in n-back). The n-back is a working memory task which requires participants to identify whether a digit matches the digit displayed 1 or 2 (n) digits before. I am currently collecting data.

[3B1] The Effect of Animal-Human Interaction on Human-Human Empathy. **Eleanor Mayne**. Sponsored by Dr. Rachael Reavis. Earlham College, Richmond, IN 47374.

Humans have been working and living alongside animals for centuries, but the effect that animals have on humans is only recently beginning to be studied. It has been shown that animals are useful in reducing stress, and that growing up with animals is beneficial for a child's emotional development. The present study tested to see if short term exposure to an animal would affect a participant's level of empathy. Participants were divided into a dog group or a no dog group. Participants in the dog group interacted with dog for 10 min before answering the empathy questionnaire; while participants in the no dog group worked on simple math puzzles for 10 min before answering the questionnaire. Those who had interacted with the dog scored higher on the empathy questionnaire. These findings suggest that even short term interaction with a friendly animal is enough to affect emotional responses toward other humans.

[3B2] Life History Strategies, Risk-taking, and Personality. **Kristen Taulbee**. Sponsored by Dr. Meg Upchurch. Transylvania University, Lexington, KY 40508.

A great body of research, including that of Griskevicius, Tybur, Delton & Robertson (2010), shows that there is a relationship between risk-taking behavior and LH Strategies. We conducted a study to assess how the relationship between LH strategies and risk-taking is moderated by personality. To define personality traits, we used the Five Factor Personality model. The Angling Risk Task (Pleskac, 2008) was used to assess risk preferences through a fishing scenario. To assess LH strategies, both the Mini-K and Insight, Control, and Planning surveys from the larger Arizona Life History Battery were filled out by participants. Our results supported the hypothesized relationship between LH strategies and risk-taking, where those with faster strategies took more risks than those with slower strategies, but the five personality characteristics did not have a significant influence on the relationship.

[3B3] Teacher Praise in General Education Classrooms. **Brianne N. Dennis-Gary & Christina Bounds**. Sponsored by Dr. Margaret Floress. Eastern Illinois University, Charleston, IL 61920.

Teachers today often struggle with classroom management. A simple strategy that has long demonstrated to have a positive effect on disruptive behavior is praise. Praise has been shown to both increase on-task behavior and reduce problem behavior (Becker, Madsen, Arnold, & Thomas, 1967; Ferguson & Houghton, 1992; Hall, Lund, & Jackson, 1968; Kirby & Shields, 1972; Madsen, Becker, & Thomas, 1968; Thomas, Becker, & Armstrong, 1968). However, there is limited research on teachers' natural use of praise in general education classrooms. This study will contribute to the existing literature by examining the natural rates of praise among general education kindergarten teachers. Results indicate that teachers used more general praise (8.9/ hr) than behavior-specific praise (33.3/hr). Results also show use of individual praise (22.8/hr) over large group (17.7/ hr) and small group (1.7/hr).

[3B4] Bullying: Different types of Defending Behaviors and Social Skills. **Erin Tomasino**. Sponsored by Dr. Lyndsay Jenkins. Eastern Illinois University, Charleston, IL 61920.

Bullying has become a widespread problem that has sparked the interest of many psychologists. There are many different bullying roles, including bullies, assistants, victims, defenders, and outsiders. A defender is unique because he or she is a student stands up for the victim in some way. Given the potentially positive impact of defenders, it is important to have a better understanding of the behaviors that defenders engage in and interpersonal characteristics of these individuals. More research is beginning to emerge about these important individuals. For example, one study examined different types of defending among third, fourth, and fifth graders. The study focused on the different methods the children used while defending their peers, which were labeled "tell teacher", "confront bully", or "help victim" (Rock & Baird, 2012). The goal of the current study was to examine types of defending among students in a larger sample that includes more grade levels.

[3C1] The Effects of State Anxiety and Distractions on Student Test Performance. **Dillon K. Seiler**. Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

The purpose of this study is to examine the effects that testing environment can have on student academic performance. Specifically, I am examining the effect of distractions and state anxiety on math test scores. Participants in this study will include 60 male and female undergraduate students from a mid-sized, mid-western university, who are over the age of 18. The design of this study is a simple between-subjects design utilizing a control group and an experimental group. The control group will take a 15 minute general mathematics test in a controlled test environment, followed by an anxiety survey. The experimental group will take the same test, but will be exposed to consistent distractions from two study confederates. I expect to find that the experimental group will exhibit significantly lower tests scores, and higher state anxiety. I am currently collecting data for this experiment.

[3C2] Personality and Attraction. **Monica Ehrhart**. Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

The purpose of this study is to see if attractive individuals are judged on personality differently compared to their lesser attractive counterparts. I predict that attractive individuals will have higher scores on positive personality traits compared to their lesser counterparts. I used a within-subject design to see how attractiveness changes people's perceptions of others' personality characteristics. I gathered 40 participants who are taking an introduction of psychology course from a Midwestern University. Participants were asked to look at four different pictures, and then asked to answer 20 questions from the mini IPIP (which measures the big five personality traits) for each picture. Data analysis is under way.

[3C3] Are College Students Satisfied with Work? The Relationship between Job Satisfaction and Self-Esteem in the College-Age Work Force. **Brittany L. Elliott.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

This experiment assessed differences between men and women in job satisfaction and self-esteem. The participants (n=80) (28 males and 52 females) were all Thomas More College students. All participants were given five questionnaires: the Job Satisfaction Questionnaire, Job Diagnostic Survey, the Coopersmith Self-Esteem Inventory, the Bristol Stress and Health Study, and a demographics survey. The investigator hypothesized there would be a positive correlation between self-esteem and job satisfaction and that women would score lower on the job satisfaction and self-esteem questionnaires. The first hypothesis was supported and the second hypothesis was not. Comparison with previous findings and directions for future research are discussed.

[3C4] Binge Drinking Among College Undergraduates. **Jenna L. Waymeyer.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of this experiment was to examine binge drinking among undergraduates. The researcher hypothesized that the scores of women binge drinkers on alcohol use surveys would be greater than the scores of men binge drinkers. She also hypothesized that the scores of athlete binge drinkers would be greater than the scores of non-athlete binge drinkers. Participants (n=60) were asked to fill out two questionnaires as well as a demographics form. The questionnaires were the Harvard School of Public Health College Alcohol Survey (Wechsler, 2002) and a questionnaire from the Alcohol Use Disorders Identification Test (AUDIT) (Saunders et al, 1993). Results indicated that, contrary to predictions, men who binge drink had higher scores than women, with significant differences between men's and women's scores on both questionnaires. Also, there were no differences between athletes and non-athletes on scores for either questionnaire. Findings are compared with previous literature.

[3D1] Do Close Relationships Have an Effect on Goal Attainment? **Amanda Brady, Nichole Davis, & Jennifer Wilson.** Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

Everyone has goals that they desire to achieve in their lives. These goals span across all areas such as: relationships, education, career, health, etc. There are many factors that motivate people to achieve those goals. The researchers were specifically interested in examining how goal attainment was different if people were personally motivated or if they were motivated by a significant other in their lives. The researchers completed a meta-analysis that examined the question: "Does close relationships have an effect on goal attainment?" The researchers examined studies that compared personally-autonomous reasons (PAR) in children and adults to relationally-autonomous reasons (RAR) in children and adults. The researchers compared 19 studies that studied these factors. They found that, RAR (d =0.27) for goal pursuit were higher than PAR (d =0.18). When the researchers broke these numbers down and compared children to adults, the researchers found an even more significant difference.

[3D2] Stigma of People with Developmental Disabilities. **Sarah Tanselle.** Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

Previous research has studied the contact hypothesis and found that having personal contact with stigmatized groups is an effective method for reducing levels of stigma (Allport, 1974). The purpose of the current study is to examine stigma and the contact hypothesis as it relates to those with a certain disability. While previous studies have examined children, in the current study focus was directed toward the experiences and attitudes of college-aged adults. The Level of Contact Report (Holmes, Corrigan, Williams, Canar, & Kubiak, 1999), was used to assess prior level of contact with persons with a set of selected disabilities. An Attribution Vignette (Corrigan, Markowitz, Watson, Rowan, & Kubiak, 2003), was used to assess level of stigma. A total of 150 participants were recruited. Data will be analyzed and results will be discussed.

[3D3] Individual Differences in the Effects of a Career Planning Course. **Elizabeth E. Foote.** Sponsored by Dr. Robin M. Bartlett & Dr. James H. Thomas. Northern Kentucky University, Highland Heights, KY 41099.

This study is part of a larger project designed to replicate and extend research on the effects of our department's required "career planning" course. While previous studies have shown pre vs. post course differences on a variety of measures, the current project is focused more on individual differences, specifically examining whether the course has different effects on students who begin with different levels of "career decidedness". This study, based on pre-course questionnaires, describes the differences between "decided" and "undecided" students and suggests several questions to examine in the post-course data. Analyses showed that "undecided" students scored lower on measures of both self and career exploration and perceived (but not actual) career-related knowledge. They also scored lower on measures of self-concept clarity and career decision-making self-efficacy and higher on the personality characteristic of neuroticism and a measure of career decision difficulties.

[3D4] The Effectiveness of Various Treatments on Depression: A Meta-Analysis Study. **Taylor Thomas, Gentry Hayes, Alexandra Szarabajko, & Cody Martinez.** Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

Depression is one of the most commonly occurring mental disorders in our society today. The purpose of this meta-analysis is to determine whether there are any significant differences between various forms of depression treatments. Some estimates show depression occurring in 9.1% of adults nationwide, with up to 4.1% of adults meeting criteria for severe depression. According to the 16 research articles compiled for this meta-analysis, the most effective treatment for depression is Cognitive Therapy, which scored much higher than the other treatments examined in these studies. With so many people suffering from depression, there is a need to provide effective therapies, and it seems that Cognitive Therapy is the most effective treatment.

[4A1] The Sensory Piece of the Puzzle: How Can Responses to Sensory Input Guide Interventions for Autism Spectrum Disorder? **Jenny Martin, Danielle Newcomer, & Amanda Hoelscher.** Sponsored by Ms. Marjorie Hanft. Eastern Illinois University, Charleston, IL 61920.

A review of the literature in a variety of fields, including psychology, occupational therapy, pediatric neurology, psychiatry, and speech language pathology suggests that atypical sensory-based behaviors are a common feature of autism spectrum disorder. The DSM criterion for autism spectrum disorder, with regard to addressing responses to sensory stimuli, is relatively unchanged from previous DSM descriptions of the disorder with regard to the description of sensory-based behavior. This study explores the role of atypical sensory experiences in contributing to social and communication challenges in autism spectrum disorder. Such areas as auditory sensory processing, tactile sensory processing, and visual sensory processing will be considered as well as the concept of deficits in multisensory integration. Case studies will be examined and current sensory assessment and intervention practices will be explored.

[4A2] A Whole Different Ball Game? Comparison of Portrayals of Alcoholic Beverages and Usage in Commercials during NFL and NBA Broadcasts. **Jessica M. Petri, Gabrielle N. Falco, Trevor Morris, & Abigail Maristela.** Sponsored by Dr. Christian M. End. Xavier University, Cincinnati, OH 45207.

Inconsistent conclusions regarding the relationship between sports fandom and alcohol consumption have left unanswered questions regarding how sports fans and nonfans of various sports differ in their alcohol use patterns. To quantify fans' exposure to alcohol, commercial content during televised NFL and NBA broadcasts was analyzed. Overall, there were 119 and 125 alcohol-related advertisements out of 1343 commercials in 37 hours of NFL coverage and 1243 ads in 38 hours of NBA coverage, respectively. Follow up chi-square tests of independence indicated that commercials differed significantly by source in the amount and type of alcohol portrayed (wine, beer, liquor, mixed drinks) and in the race and location of persons depicted consuming alcohol in commercials. These findings are key to understanding how the media may be publicizing an image of the "typical" NFL or NBA fan that is too close to call.

[4A3] Your Resume's Gay: Do LGBTQ Affiliations Affect Your Chance of Employment? **Andrew G. Wilmes.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

In this experiment, participants looked at sample resumes of two young men, one with homosexual affiliations and one with neutral affiliations. They then rated the resumes and selected one of the two for a job as a gas station manager. In line with research done by Ford et al. (2005), the researcher hypothesized that participants held accountable for their selection would generally rate the resumes higher than participants not held accountable. The researcher also hypothesized that participants would select the non-LGBTQ affiliated resume for the job more often than the LGBTQ affiliated resume. This second hypothesis was based on research done by Derous et al. (2009). Results for the first hypothesis indicated a significant accountability effect, but in a direction opposite from that predicted. The second hypothesis was not supported. Candidates were selected equally often and results indicated the LGBTQ affiliated resume was, overall, rated higher than the neutral affiliated resume.

[4A4] Perceptions of Foster Care: Does Your Background Matter? **Krista K. Lorenz.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of the current study was to see if there are negative attitudes towards individuals who have been in the foster care system at some point. The researcher hypothesized that those who were associated with having a past in the foster care system would be more negatively viewed than those who had no past with the foster care system. Participants (n=64) were randomly assigned to four different groups: female foster care, female non-foster care, male foster care, and male non-foster care. Based on group assignment, participants were given a scenario about a person they were dating describing the person's childhood. Participants were then asked to complete questionnaires that included a social distance scale, a stereotype activation task, and a demographics survey. The hypothesis that individuals associated with foster care would be more negatively viewed was not supported. The results are discussed and compared to previous research.

[4B1] Child Abuse and BPD. **Stevy Jones & Lauren Mahoney.** Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

Abuse of any kind is a horrible event. Individuals are left with physical and emotional scars that can last a lifetime. Abuse during childhood can be detrimental to a person's psychological adjustment during adolescence and adulthood. We sought to answer the research question, "Does child abuse positively correlate with Borderline Personality Disorder?" We analyzed 12 studies that compared different types of child abuse and the effects it has on Borderline Personality Disorder (BPD). For these 12 studies, the average effect size was $r = .22$. Emotional abuse had the highest correlation ($r = .26$) and then sexual abuse ($r = .22$). The other moderator variables did not have significant results. The average effect size is a moderate size, and it does show that there is an important correlation between abuse and BPD.

[4B2] Alexithymia and its Correlation with Posttraumatic Stress Disorder. **Megan Fuller & Christopher Miracle.** Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

Post-traumatic Stress Disorder (PTSD) affects nearly eight million American adults. An issue that is related to PTSD is alexithymia. Alexithymia is defined as the inability to identify or describe your own emotions and generally involves a lack of empathy for others. A meta-analysis was performed to determine whether there was an existing relationship between the mental construct alexithymia and PTSD, using 19 studies with a total of 4,652 participants who all had PTSD from childhood trauma, rape, military combat, and Holocaust survivors, each victim was given a Toronto Alexithymia Scale (TAS-20) and the results showed that there was a statistically significant relationship between Alexithymia and PTSD ($d=0.37$). More research needs to be done to determine how far the relationship goes.

[4B3] The Combined Influence of Stereotype Threat and Attitude Toward Women on Math Performance. **Bethany R. 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, African American 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 120 undergraduate female students completed the Attitude Toward Women Scale (ATWS) after taking a 20-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, whereas 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.

[4B4] How Personality Influences the Relationship between Intensity of Facebook Use and Well-Being. **Tim A. Geiselman.** Sponsored by Dr. Ronan S. Bernas. Eastern Illinois University, Charleston, IL 61920.

Studies have documented the beneficial effects of Facebook (FB) showing increases in social trust, involvement, political participation, social capital, and decrease in loneliness. In contrast, other studies have shown detrimental effects such as heightened feelings of jealousy, envy, and addictive Facebook use. Such inconsistencies however, may be partly due to a failure to take into account the role that individual differences in personality might play. This study examines if the beneficial or detrimental effects of Facebook use on well-being depend on the user's personality. Is being more involved in FB associated with higher or lower levels of well-being? Will the relationship between intensity of FB use and well-being vary depending on one's level of openness, conscientiousness, extraversion, agreeableness, and neuroticism?

[4C1] Shyness, Self-Esteem and Use of Social Networking. **Danielle A. Adams.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

The purpose of the current study was to investigate the relationship between personality characteristics and use of social networking sites. The researcher hypothesized that individuals who were shy would report spending more time on social networking sites than non-shy individuals, and individuals with low self-esteem would report spending more time on social networking sites than individuals with high self-esteem. Participants (n=60) were asked to complete the Revised Cheek and Buss Shyness Scale (1981), an Index of Self-Esteem (Hudson 1984), an Online Cognition Scale (Davis, Flett, & Besser 2002), and a demographics questionnaire created by the researcher. Results indicated no significant relationships between shyness, self-esteem and time spent social networking; however, significant correlations were found between shyness, self-esteem and problematic internet use. Results are compared to previous research and suggestions for future research are discussed.

[4C2] Is Greener Better? Perceptions of Organic Foods and Organic Consumers. **Jennifer L Adkins.** Sponsored by Dr. Maria S. McLean. Thomas More College, Crestview Hills, KY 41017.

This experiment addressed opinions about the healthiness and environmental conscientiousness of organic consumers from the point of view of both organic and conventional consumers. All 50 participants were students of Thomas More College. Subjects were separated into groups of organic and conventional consumers based on a personal statement. Two surveys measured knowledge and attitudes about organic foods, including the perceived healthfulness of organic foods and consumers, as well as the environmental friendliness of both the food and consumers. It was hypothesized that organic consumers would be seen as more environmentally friendly than conventional consumers. In addition, it was hypothesized that organic consumers would be seen as healthier than conventional consumers. The hypothesis relating to perceived healthiness of organic consumers was supported. Results are discussed in light of previous research findings.

[4C3] Self-Efficacy, Academic Achievement, and Homework Assistance. **Megan Scherzer.** Sponsored by Dr. Laura Stull. Anderson University, Anderson, IN 46012.

Self-efficacy beliefs are predictive of two components of students' effort: rate of performance and expenditure of energy (Schunk, Hanson, & Cox, 1987). Higher rates of self-efficacy have been found to increase academic achievement and a student's efforts to succeed. Different types of homework assistance have been found to affect a student's self-efficacy levels and also impact academic achievement. A survey was completed by 85 undergraduate students aged 18 years and older. There has been a lot of research conducted on self-efficacy and academic achievement, but very little on homework assistance and after school programs. The research conducted will focus on the impact homework assistance has on both academic achievement and self-efficacy. Data will be analyzed and disclosed upon presentation.

[4C4] Meta-Analysis of the Effect of Substance Abuse on Family Relationships. **Dennis Deeken, India Barger, Kevin Gaerke, & Cody Vogelpohl.** Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

It is estimated that 23.5 million people* suffer from substance abuse disorders. Not only does substance abuse have a negative impact on the misuser but on others around them as well and with such a large number of people struggling with addictions there must be a significant effect on society. We decided to research, specifically, about the effect that substance abuse has on the family. To conduct our research we analyzed twenty studies focused on how substance abuse affects familial relationships categorized by internal and external conflicts. For these studies the average effect size was .13. We concluded that substance abuse has a significant effect on the cohesion of families as a whole and that the individual lives of the family members are affected by their relative's substance abuse problem.

[4D1] The Effects of Non-hostile Humor on Emotions. **Rachel Milah.** Sponsored by Dr. Maggie Thomas. Earlham College, Richmond, IN 47374.

This study investigated the ameliorating effects of non-hostile humor on negative emotions and hostile actions. Forty undergraduate 18- and 24-years-olds participated in this experiment. Negative emotion was induced by writing about a situation in which participants felt personally wronged by someone. They then watched either a humorous or neutral two-minute web video, and completed an assessment of their current emotions. As a behavioral measure of aggression displacement, participants were asked to physically season another person's food with hot sauce under the guise of participating in an unrelated study about the perceptions of taste preferences. Results indicated that exposure to the humorous video decreased feelings of negative emotions such as bitterness, loneliness, boredom, and hatefulness, although there was no effect on amount of hot sauce given. These results suggest that even a short humorous, pleasant stimulus can attenuate negative emotions aroused by an adverse experience.

[4D2] "I Can't Get No (Body) Satisfaction": How the Lack of Diverse Bodies in the Media Affects Our Perception and Self-Esteem. **Mary Reynolds.** Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

Research has examined how exposure to thin-idealized images can negatively affect women's body image. The purpose of the present study is to test women's body dissatisfaction and self-esteem after increased exposure to more diverse body types in media. Participants in this study will be women enrolled at the University of Southern Indiana. Participants will be randomly assigned to one of three different groups. The control group will see images with product-only ads, the second group will see ads with "average" size women and the third group will see ads with plus-size women. Participants will be informed that the purpose of the study is to test their preference for advertising and products. They will fill out advertising surveys after each set of pictures. After completing the advertising portion of the study, participants will complete a body dissatisfaction scale and 10 questions from the Rosenberg self-esteem scale. I am currently collecting data for my study.

[4D3] Severity and Coping for Parents of Children Diagnosed with Autism Disorder. **Katrina Flessas.** Sponsored by Dr. G. Thomas Frost. University of Southern Indiana, Evansville, IN 47712.

The purpose of this research is to examine the relationship between parents coping styles and the severity level of their child's autism. All participants were given a demographic questionnaire, the BRIEF Cope Scale, and the Satisfaction with Life Survey to complete online. Nine participants have completed this survey so far. Participants were mostly Caucasian mothers with children on the autism spectrum who have a moderate household income. Currently, the data indicates that the severity of the child's autism does not have a significant impact on how his/her parent copes. Most of the parents seem to use "Planning" (mean score: 6.22 out of 8.00) and "Acceptance" (mean score: 6.56 out of 8.00) coping strategies most often (Carver, 1997). All parents use very little "Behavioral Disengagement" (mean score: 2.56 out of 8.00) and "Denial" (mean score: 2.22 out of 8.00) as ways to cope (Carver, 1997). More data needs to be collected before accurate conclusions are drawn.

[5P01] Comparison of Student and Faculty Perceptions of Characteristics of Effective Teaching. **Damon Smith, Garrett Dickerson, & Nickie Miskell.** Sponsored by Dr. Michael Drysdale. Vincennes University, Vincennes, IN 47591.

Throughout our schooling there are teachers who have had an ability to enhance our lives for the better. This study looks to faculty for their opinions on what constitutes an effective teacher. Caring was reported most by faculty (48 out of 159). Knowledgeable was also highly reported (45 out of 159). It can be seen, with senior faculty (20 years or more experience), more reported the characteristic of knowledgeable than caring. The research indicates that as faculty progress in their careers other characteristics seem to become important (i.e., knowledgeable ranking higher than caring). Further research could examine student perspectives regarding these characteristics determined by faculty members.

[5P02] Resting EEG Activity in Correlation with Right to Left Interhemispheric Transfer. **Benjamin Linser, Rebecca Liston, & Isaac Eckert.** Sponsored by Dr. Stephanie Simon-Dack. Ball State University, Muncie, IN 47306.

The goal of the present research was to examine the relationship between participants' resting neural firing patterns and their rates of interhemispheric transfer (IHT) by recording 5 minutes of resting EEG, and having participants perform a behavioral IHT task. The task, called the Poffenberger Paradigm, can be divided into a right-hand (RH) or left-hand (LH) component used to calculate right-to-left (RH) hemispheric or left-to-right (LH) hemispheric IHT. Previous research has shown that some participants exhibit a negative RH IHT, meaning stimuli requiring an IHT are taking longer to be processed than stimuli not requiring a transfer. This is a phenomenon that deserves investigation. We hypothesized that participants who exhibit a negative RH IHT would also demonstrate non-task specific differential EEG activity. Our results suggest that individuals who exhibit a negative RH IHT are more likely to exhibit lower resting gamma-activity at frontal and parieto-central electrode clusters.

[5P03] Undergraduate Retention Perspectives at a Four-year Commuter School. **Peter M. Arian.** Sponsored by Dr. Christopher France. Cleveland State University, Cleveland, OH 44115.

Our current study explores undergraduate college student's perceptions as to what are the most pressing issues concerning college undergraduate retention rates. Our study targets students attending a four-year, urban, commuter school. Past work has fallen short in overgeneralizing findings across different types of college settings. Issues effecting retention rates may be vastly different at a university where the majority of students live on campus compared to a largely commuter school for example. We will use an online survey to obtain our data. We hope to have N=200+. Our data will be descriptive. We will use several inferential tests including one-way ANOVAs as well as T-tests to compare responses between different groups. Hopefully our findings will help schools and researchers to better understand factors effecting retention rates at a four-year, urban, commuter school so that future applications of these findings may be tailored appropriately in the correct context or setting.

[5P04] How Beauty has Changed. **Hope Jerrils & Keisha Cost.** Sponsored by Dr. Mike Drysdale. Vincennes University, Vincennes, IN 47591.

Attractiveness is an attribute that can vary from person to person. Males and females of all ages have differing opinions on what is considered attractive. For our experiment, we wanted to find out specifically, what society finds to be appealing. We first conducted a survey asking various questions concerning attractiveness. Our survey was posed to a variety of college students and faculty ages 18 and above. Our findings concerning attractiveness varied, as expected. We also presented questions to the survey-takers regarding what society has found attractive over the centuries, and why. We then compiled and condensed the information into visible graphs and charts for presentation of the results. We were generally pleased by how varied the results were amongst the two groups.

[5P05] Future Orientation and Suicidal Behavior in Fibromyalgia: Health Related Quality of Life as a Mediator. **Haley A. Wise, Kayla R. Mitchell, Jessica J. McKinney, & Dakotah L. Williams.** Sponsored by Dr. Jameson Hirsch. East Tennessee State University, Johnson City, TN 37601.

Suicidal behavior (SB), including suicide ideation and attempts, is common but not ubiquitous in individuals with chronic illness. Individual-level characteristics such as future orientation (FO), an individual's adaptive or maladaptive perception about the future outcome of current actions, and health-related quality of life (HRQL), which is a subjective, multidimensional construct that includes social, physical and psychological functioning, may influence suicide risk. We hypothesized that HRQL would mediate the relationship between FO and SB. Persons with fibromyalgia (N=303) completed self-report surveys: Future Orientation Scale, SF-36 Health Survey, and Suicidal Behaviors Questionnaire. In partial support of hypotheses, an indirect only effect existed for the FO-SB linkage via HRQL. Promotion of adaptive future orientation, perhaps through goal setting or motivational strategies, may improve psychosocial functioning and consequent suicide risk in those with chronic illness.

[5P06] First Impressions and Perceived Like-ability. **Abigail M. Shackleton, Anthony J. Warpecha, & Nicole E. Kulis.** Sponsored by Dr. Srikanth Dandotkar. Eastern Illinois University, Charleston, IL 61920.

Research suggests that individuals who are viewed as more attractive are seen with greater normative accuracy, or positivity. However, the effect of physical features on immediate perceived like-ability and accuracy in first impressions of personality is still unclear. The current study explored the effect of time and gender on perceived like-ability of an individual. A 2(Time: 100ms vs. 500ms) X 3(Gender Match: Same Gender vs. Different Gender vs. Picture Gender) X 2(Gender: Male vs. Female) mixed factorial design as time and gender match as the within subject variables and gender as the between subject variable. A 2X3X2 mixed ANOVA was conducted and indicated that participants gave less like-able ratings to a picture that did not match them in gender, but was viewed during the shorter level of time, as opposed to a picture of the same gender.

[5P07] Perspectives of Pornography. **Kaitlen J. Long & Jeremy Wooldridge.** Sponsored by Dr. Mike Drysdale. Vincennes University, Vincennes, IN 40591.

Pornography is marketed worldwide. It is everywhere! We hear it being spoken of in hushed tones and occasionally run into it on accident through the internet. We cannot help but wonder and therefore we have sought public opinions on pornography. We surveyed students (N=101) and faculty (N=10) in a classroom setting. Through our survey we have concluded not everyone is in exact agreement on pornography. Answers varied based on age and gender. Students and faculty even had a difference of opinion on certain aspects of pornography. Though there are differences of opinion there did seem to be a consensus that pornography is not something people discuss openly. Through this survey we have concluded that technology has changed how pornography is received, but it still seems to be the "elephant in the room."

[5P08] Effectiveness of PTSD Therapy Treatments for Veterans: A Meta-analysis of the Last Decade of Research. **Patricia Ward & Elizabeth Vance.** Sponsored by Dr. Richard Osbaldiston. Eastern Kentucky University, Richmond, KY 40475.

PTSD in veterans is both common and debilitating. About 30% of veterans returning from Vietnam had PTSD, and about 20% of veterans returning from Iraq have it, also. PTSD inhibits healthy adult life. Veterans with PTSD suffer from depression, substance abuse, and a variety of other negative life outcomes at much greater rates. Thus, it is important to determine the most effective treatments for veterans with PTSD. For this meta-analysis, we located 30 studies that compared non-pharmaceutical treatments for PTSD in veterans. All studies used a research design that was either pre-post or randomized clinical trial. Of the six types of treatments, all were shown to be fairly effective, but the most effective were prolonged exposure therapy and group-based exposure therapy. Both outpatient therapy and remote therapy (phone or internet-based) were more effective than inpatient therapy, but with the caveat that most inpatient patients probably had more severe symptoms to begin with.

[5P09] Associations Between Pornographic Consumption and Emotional Intelligence. **Alan Murray**. Sponsored by Dr. Kimdy Le. Indiana University-Purdue University Columbus, Columbus, IN 47203.

Existing research has minimally explored the effects of pornographic exposure on healthy psychological functioning. This topic is becoming more important in recent years, with internet usage increasing the amount of pornography available for consumption and ease of access. As described in Philip Zimbardo's book 'The Demise of Guys', more men are experiencing issues with attention, addiction, and social functioning, and pornographic consumption habits may be partially responsible for these issues. This study examines pornographic consumption in the context of emotional intelligence (recognizing emotion, managing emotion, stress management, and social ability). Emotional intelligence subscale scores were compared with levels of pornography consumption to establish correlational patterns. Associations were also examined between emotional intelligence and hypersexuality and substance abuse, because previous research indicates that these problems may be related. Gender differences were also

[5P10] Effects of Gender and Identifiability on Social Loafing. **Amber Massa & John Geach Jr.**. Sponsored by Dr. Lawrence Boehm. Thomas More College, Crestview Hills, KY 41017.

This study examined the effects of identifiability and gender on social loafing. Participants were separated by gender then randomly assigned to an identifiability or group condition. Participants first read a recycling article as a stimulus prompt for a brainstorming task. In the brainstorming task, participants were asked to generate a list of their own ideas to help the environment. Individual effort was emphasized in the identifiability condition whereas group performance was emphasized in the group condition. Social loafing was measured by the quantity of responses listed. The identifiability condition listed significantly more ideas compared to the group condition. Also, men produced significantly fewer ideas than women. There was no interaction between gender and experimental conditions. Implications of this study are discussed.

[5P11] The Effects of Energy Drinks on Stroop Test Performance. **Garret H. Huber**. Sponsored by Dr. Brian C. Nolan. Quincy University, Quincy, IL 62301.

The present study examines the cognitive effects of energy drinks. A computerized Stroop Test, a test which measures cognitive processing, was used to evaluate 4 conditions: 57 mL 5-hour Energy®, 57 mL Decaf 5-hour Energy®, 200 mg caffeine pills, and 325 mg acetaminophen pills (placebo). Participants were college age volunteers randomly placed into 1 of 4 conditions and administered the appropriated drug. Participants took the Stroop Test (pre-test) and filled out a screening questionnaire. Participants took the Stroop Test again 40 minutes after consuming their drug and filled out an exit questionnaire. A 2x2x2 ANOVA was used for statistical analysis. The 5-hour Energy® and caffeine groups were found to have significant effects when compared to the placebo, but not the Decaf 5-hour Energy® group.

[5P12] Investigating Empirical Correlates of Aggressive Behavior in Middle Childhood. **Brooke Boyts & Brett Enneking**. Sponsored by Dr. Neil Perdue. University of Indianapolis, Indianapolis, IN 46227.

Previous research (e.g., Williford et al., 2011) has demonstrated a link between aggressive behavior towards peers and victimization by peers in late elementary school. The current study seeks to replicate and extend the results of previous research through the examination of a multitude of variables in a representative sample at grade five, including aggression, victimization, and the child's level of socio-emotional development. Data were drawn from the NICHD's SECCYD (n = 925), and a Pearson correlation was used to determine the strength of association between variables. Results demonstrated that aggression toward peers was positively associated with both exclusion and victimization by peers. Additionally, aggression was negatively associated with the child's current social and emotional development. This suggests that children who are more socially skilled are less likely to aggress against their peers than children who lack important social skills.

[5P13] The Relationship Between ADHD and Control novice drivers and the Positive Illusory Bias. **Morgan E. Bamberger**. Sponsored by Dr. Jeffery N. Epstein. University of Cincinnati, Cincinnati, OH 45221.

The role of positive illusory bias (PIB), overestimating one's abilities, in contributing to driving problems in teens with ADHD was considered. Sixty-one teens (28 ADHD; 33 control) participated in a simulated drive. Variability of lateral position (SDL) was measured and participants completed a self-rating item post-drive. Lower ratings indicated better-perceived performance. Z-scores were calculated for performance and self-ratings and the former was subtracted from the latter. Negative scores indicated greater PIB. Group differences in PIB were analyzed using ANCOVA covarying for the effects of sex and driving experience. PIB group differences were non-significant [M (SD)Control = .32 (1.08) vs. M (SD)ADHD = -.18 (1.38), F(1,59) = 1.83, p = .18]; however, males [M (SD) = -.20(1.32)] exhibited a greater PIB than females [M (SD) = .64(.86)], t(57) = -2.62, p = .011. Though teens with ADHD do not overestimate their driving abilities, male teen drivers do regardless of ADHD status.

[5P14] Effects of Television on Same-Sex Marriage Opinions. **Kristen Hammer**. Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

Much research has been done that demonstrates that the mass media can influence people's beliefs, attitudes, and behaviors. The purpose of my study is to determine if a television show will have an effect on participants' views on same-sex marriage. Sixty University of Southern Indiana Introduction to Psychology students will be recruited to participate in my study. I am conducting a between-subjects experiment. Participants will be randomly assigned to watch either *How I Met Your Mother* or *Modern Family*. Both episodes feature a marriage proposal; however, in *How I Met Your Mother* the proposal was between a heterosexual couple and in *Modern Family* the proposal was between a same-sex couple. Participants will be asked to complete a survey determine their views on same sex marriage. I hypothesize that students that watch *Modern Family* will have more acceptance of same-sex marriage than those that watch *How I Met Your Mother*. I am currently collecting data.

[5P15] Childhood Environmental Factors in Juvenile Sexual Offending. **Ariana Larson**. Sponsored by Dr. Stephanie Little. Wittenberg University, Springfield, OH 45501.

The relationship between different types of deviant sexual behaviors and childhood environment were examined in 720 juvenile sexual offenders. Utilizing a secondary data set from Massachusetts, an association was found between all categories of deviant sexual behaviors except vaginal and anal penetration and juveniles witnessing sexually deviant behavior in the home. Other home factors were not found to be significantly associated with any of the sexually offending behaviors. These findings suggest that certain sexual behaviors among juvenile sex offenders may be more common if they grew up in a home that caters to sexual deviance. All forms of childhood abuse (sexual, physical, psychological, and neglect) were found to have a significant association with deviant sexual behavior; sexual abuse was found to be the most significant type of abuse. These findings suggest that any form of childhood abuse, especially sexual abuse, could be a risk factor for subsequent juvenile sex offending.

[5P16] Dream Study. **Sahrayah Blackburn**. Sponsored by Dr. Aimee Adam. University of Southern Indiana, Evansville, IN 47712.

The study focuses on the relationship between music and dreams, specifically the effect of music on dream frequencies. Since prior research has suggested that classical music reduces stress and anxiety before sleeping, music should be beneficial to dreaming. Participants in this study consist of students above the age of 18 in an Introduction to Psychology class. Sixty participants are being randomly assigned to one of two groups in this study. This between-group design is a self-report study, taking place in the participants' own homes. Both groups are instructed to report into a dream journal before and after one night of sleep; one group having the presence of music and one group with the absence. Participants are asked to briefly describe their dreams and a few other questions concerning their sleep. I expect to find the mean number of dreams for the experimental group to be higher than the control group. I'm in the process of collecting data.

2014 MAUPRC**Sponsor Last Name / First Author Last Name****School Index*****Anderson University***

[1A4] Stull / Beer
 [3D2] Stull / Tanselle
 [4C3] Stull / Scherzer

Ball State University

[5P02] Simon-Dack / Linser

Cleveland State University

[5P03] France / Arian

Earlham College

[1C1] Milar / Schneller
 [2D2] Milar / Engle
 [3B1] Reavis / Mayne
 [4D1] Thomas / Milah

East Tennessee State University

[5P05] Hirsch / Wise

Eastern Illinois University

[1A1] Gruber / McCullum
 [1A2] Bernas / Dombroski
 [1B4] Dandotkar / Young
 [2A3] Stowell / Garstkiewicz
 [2A4] Jenkins / Howe
 [2B1] Addison / Ernst
 [2B2] Dandotkar / Kulis
 [3A1] Addison / Rardin
 [3A2] Floress / Dandurand
 [3B3] Floress / Dennis-Gary
 [3B4] Jenkins / Suchy
 [4A1] Hanft / Martin
 [4B3] Addison / Oxford
 [4B4] Bernas / Geiselman
 [5P06] Dandotkar / Shackleton

Eastern Kentucky University

[1B1] Osbaldiston / Kimbler
 [1D4] Osbaldiston / Griffin
 [2A1] Osbaldiston / Goodrow
 [2A2] Lawson / Griffin
 [2C3] Osbaldiston / Back
 [2C4] Osbaldiston / Patrick
 [3D1] Osbaldiston / Brady
 [3D4] Osbaldiston / Thomas
 [4B1] Osbaldiston / Jones
 [4B2] Osbaldiston / Fuller
 [4C4] Osbaldiston / Deeken
 [5P08] Osbaldiston / Ward

Indiana University-Purdue University Columbus

[5P09] Le / Murray

Indiana University Southeast

[2D4] Woodward & Carducci / Miller

Kalamazoo College

[1A3] Moore / Richman

Northern Kentucky University

[2B3] Bartlett / Kozlowski
 [3D3] Bartlett & Thomas / Foote

Purdue University Calumet

[3A3] Nalbone / Banka

Quincy University

[5P11] D Nolan / Huber

Thomas More College

[1C3] McLean / Brackett-Newport
 [1C4] McLean / Hennies
 [1D1] McLean / Cronin
 [1D2] McLean / Healey
 [2B4] McLean / Lanter
 [2C1] McLean / Emerson
 [2C2] McLean / Clark
 [3C3] McLean / Elliott
 [3C4] McLean / Waymeyer
 [4A3] McLean / Wilmes
 [4A4] McLean / Lorenz
 [4C1] McLean / Adams

[4C2] McLean / Adkins

[5P10] Boehm / Massa

Transylvania University

[3B2] Upchurch / Taulbee

University of Cincinnati

[1D3] Furst-Holloway / Weiskircher
 [5P13] Epstein / Bamberger

University of Indianapolis

[5P12] Perdue / Boyts

University of Southern Indiana

[1B2] Hall / Miller
 [1B3] Hall / Kraft
 [2D1] Adam / Rakers
 [2D3] Adam / Phillips
 [3A4] Adam / LaMar
 [3C1] Adam / Seiler
 [3C2] Adam / Ehrhart
 [4D2] Adam / Reynolds
 [4D3] Frost / Flessas
 [5P14] Adam / Hammer
 [5P16] Adam / Blackburn

Vincennes University

[5P01] Drysdale / Smith
 [5P04] Drysdale / Jerrils
 [5P07] Drysdale / Long

Western Kentucky University

[1C2] Mutter / Steen

Wittenberg University

[5P15] Little / Larson

Xavier University

[4A2] End / Petri