

Welcome to the 31<sup>st</sup> Annual  
Western Pennsylvania Undergraduate  
Psychology Conference  
*at Mercyhurst College*



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universities of WPUPC and Mercyhurst College*

*Organized by Terry Pettijohn, Marilyn Livosky,  
Rob Hoff & Gerry Barron*

*Special thanks to Sharon Sisco, Liz Miller (Graphic Design),  
the Mercyhurst Ambassadors, faculty paper session chairs,  
and our student volunteers*

# Keynote Speaker

*John A. Bargh, Ph.D.*

Dr. Bargh grew up Champaign, Illinois and attended the University of Illinois as an undergraduate. He went to graduate school at the University of Michigan and studied social psychology under Robert Zajonc, earning his PhD in 1981. After graduation, he moved to NYU, where he is currently Julius Silver Professor of Psychology. He received the Society for Experimental Social Psychology (SESP) Dissertation Award in 1982, the American Psychological Association (APA) Early Career Award for contributions to psychology in 1989, and the Max Planck Society (Germany) Research Prize, with P. Gollwitzer, in 1990. Dr. Bargh is a past-president of SESP and a Fellow of both APA and APS. He has published numerous books and articles in highly recognized journals, many on the topic of automaticity of social behavior. For 1999-2004, Dr. Bargh was appointed Visiting Professor at the University of Konstanz, Germany.



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## Keynote Address

*Mind Control*

# Conference Schedule

*Saturday, April 12<sup>th</sup>, 2003*

Start Time	End Time	Event	Location
7:45	8:15	Registration & Continental Breakfast <i>(Presenters: Take posters to Mercy Heritage Hall and take PowerPoint files to session rooms in Hirt)</i>	Audrey Hirt Academic Center
8:30	9:15	Early Morning Paper Sessions	Hirt Center
		Session 1: Developmental	Room 314
		Session 2: Emotion/Applied	Room 313
		Session 3: Experimental/Comparative	Room 306
		Session 4: Social/Legal	Room 209
		Session 5: Social/Perception	Room 212
		Session 6: Testing/Order Effect	Room 213
9:30	10:45	Keynote Address: Dr. John Bargh – <i>Mind Control</i>	Mary D'Angelo Performing Arts Center
11:00	11:45	Late Morning Paper Sessions	Hirt Center
		Session 7: Clinical/Personality	Room 314
		Session 8: Memory/Emotion	Room 313
		Session 9: Neuroscience/Comparative	Room 209
		Session 10: Social/Cognition	Room 212
		Session 11: Social/Impressions	Room 213
		Session 12: Sports/Performance	Room 306
12:00	12:45	Lunch	Dining Hall
1:00	2:30	Poster Session	Mercy Heritage Hall, Sullivan Hall

# Early Morning Paper Sessions (8:30-9:15)

*Hirt Academic Center*

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## Paper Session 1: Developmental

Room 314

Chair: Dr. Ingrid Johnston-Robledo

- 8:30 1. The Effects of Contact Between Senior Citizens and School-Age Children  
*Allison Gadzichowski (Jennifer O'Donnell, J.W. Heuchert), Allegheny College*
- 8:45 2. The Relations of Parental Dialogic Reading Behaviors on Child MLUw  
*Ryan Peterson (Andrea Zevenbergen), SUNY College at Fredonia*
- 9:00 3. Personal and Social Factors That Influence Children's Use of Computers  
*Alyssa Leavy (Mandy Medvin), Westminster College*
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## Paper Session 2: Emotion/Applied

Room 313

Chair: Dr. Marjorie Krebs

- 8:30 4. The Effects of Gender and Relationship Type on Nonverbal Emotion Expression  
*Holly Wertz (Sandra Webster), Westminster College*
- 8:45 5. The Influence of Product Saliency on Advertisement Recall  
*Jonathan Errigo (Marjorie Krebs), Gannon University*
- 9:00 6. Effect of Attachment Styles and Jealousy Linked Emotions on Romantic Jealousy  
*Richard A. King (Mandy Medvin), Westminster College*
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## Paper Session 3: Experimental/Comparative

Room 306

Chair: Dr. Ron Craig

- 8:30 7. Effects of Proactive and Retroactive Interference on DNMTs in Rats  
*Richelle Vajdich (Alan Gittis), Westminster College*
- 8:45 8. Assessing Validity of Computerized Voice Stress Analysis  
*Kathryn Ober (Ron Craig), Edinboro University of Pennsylvania*
- 9:00 9. Comparison of Acute Versus Chronic Postpartum Administration of Quinpirole  
*Erica A. Peterson (Alan Gittis), Westminster College*
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**Paper Session 4: Social/Legal**  
**Room 209                      Chair: Dr. Elizabeth Bennett**

- 8:30    **10. Effects of Distracter Information on Formation of False Memory**  
*Jane Burlingame, Wendy Ewing, Cynthia LaRusch (Ken Milles), Edinboro University of Pennsylvania*
- 8:45    **11. Effects of Credentials and Level of Jargon on Mock Jurors' Verdicts**  
*Kaleen Spangler (Elizabeth Bennett), Washington & Jefferson College*
- 9:00    **12. The Effects of Inadmissible Evidence on Mock Jurors with Varying Authoritarian Levels**  
*Robert Zarecky (David Gray), Westminster College*
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**Paper Session 5: Social/Perception**  
**Room 212                      Chair: Dr. Cheryl Drout**

- 8:30    **13. The Effects of Mood and Type of Help on Volunteerism**  
*Elizabeth Dougherty (Sandra Webster), Westminster College*
- 8:45    **14. The Effect of Appearance on Pedestrians' Willingness to Assist a Stranger**  
*Robin Haag, Matthew Schmitt, Ashley Walker (Elizabeth Bennett), Washington & Jefferson College*
- 9:00    **15. Influence of Personality, Social Perceptions, and Legitimacy on Responses**  
*Tracy Gesselman (Mandy Medvin), Westminster College*
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**Paper Session 6: Testing/Order Effect**  
**Room 213                      Chair: Dr. David Anderson**

- 8:30    **16. Effects of Test Question Order on Test Performance**  
*Matthew Sacco (Terry F. Pettijohn II), Mercyhurst College*
- 8:45    **17. Parental Blame and the Order Effect**  
*Joseph Hengle (Gary Levine), Edinboro University of Pennsylvania*
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# Late Morning Paper Sessions (11:00-11:45)

*Hirt Academic Center*

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## Paper Session 7: Clinical/Personality

Room 314

Chair: Dr. Jocelyn Cooledge

- 11:00 18. A Case Study Analyzing the Effects of 72 Hours of Total Sleep Deprivation  
*Julia A. Diveglia, Abby E. Clements (Jocelyn Cooledge), Bethany College*
- 11:15 19. Influences of Education on Tolerance and Identification of Mental Disorders  
*Mackenzie Tobin, Stephanie Arnold (Thomas Hershberger), Chatham College*
- 11:30 20. Workplace Situational Stress and Control, Personal Control and Coping  
*Courtney Henry (Sandra Webster), Westminster College*
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## Paper Session 8: Memory/Emotion

Room 313

Chair: Dr. Sandra Webster

- 11:00 21. The Effect of Emotions on Subsequent Word Recall  
*Gia C. Jones (Marjorie Krebs), Gannon University*
- 11:15 22. Effects of Positive and Negative Emotion Regulation on Episodic Memory  
*Anna Thomas (Sandra Webster), Westminster College*
- 11:30 98. The Influence of Positive and Negative Emotion and State-Dependency on Facial and Verbal Content Recognition  
*Diana Moore (Sandra Webster), Westminster College*
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## Paper Session 9: Neuroscience/Comparative

Room 209

Chair: Dr. Joseph Wister

- 11:00 23. Analysis of Prefrontal Dopaminergic Circuitry in Memory in the Rat  
*Kathleen Alexander (Alan Gittis), Westminster College*
- 11:15 24. EEG Analysis of Music and Emotion Reactivity Among Depressed and Non-depressed Participants  
*Lisa Weed (Jeffrey Cross), Allegheny College*
- 11:30 25. The Effects of Unilateral Hippocampal Lesioning on a Water Maze Task  
*Joshua Sunderlin (Alan Gittis), Westminster College*
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**Paper Session 10: Social/Cognition**  
**Room 212                      Chair: Dr. Thomas Hershberger**

- 11:00 26. The Effects of Praise on Task Performance  
*Darryl Perecko (Marjorie Krebs), Gannon University*
- 11:15 27. Self-Efficacy and Performance  
*Jacob Stumpf (David Gray), Westminster College*
- 11:30 28. A Look at Ingroup Bias Using SYMLOG  
*Elizabeth Pipher, Steve Verstraete (Thomas Rywick), SUNY College at Fredonia*
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**Paper Session 11: Social/Impressions**  
**Room 213                      Chair: Dr. Sharon Hamilton**

- 11:00 29. The Effects of Label and Behavior on Impressions Formed of Children  
*Sarah Holowach (Jeffrey T. Coldren), Youngstown State University*
- 11:15 30. Effects of Causal Information on Perceptions of Physical and Behavioral Differences  
*Kathy J. Nowotny (Mandy Medvin), Westminster College*
- 11:30 31. Primacy Effects on Impression Formation  
*Jessica Kramarik (Marjorie Krebs), Gannon University*
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**Paper Session 12: Sports/Performance**  
**Room 306                      Chair: Dr. JW P. Heuchert**

- 11:00 55. The Effect of Optimism and Feedback Sign on Performance  
*Amanda Olinger (David Gray), Westminster College*
- 11:15 96. Effects of Team Cohesion and Mood on Sport Performance  
*Katie Spehar (David Gray), Westminster College*
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# Poster Session (1:00-2:30)

*Mercy Heritage Hall, Sullivan Hall*

Numbers correspond to locations on tables where poster should be setup  
(Faculty supervisors listed in parentheses)

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## ***Clinical***

**32. Training in the Provision of Mental Health Services to the Elderly**  
*Katherine Fazio (Andrea Zevenbergen), SUNY College at Fredonia*

**33. Students and the Rorschach: Attitudes and Knowledge**  
*Rachel Paulus, Que-Anh Le (Sharon Hamilton), Edinboro University of Pennsylvania*

**34. Coping, Self-Esteem, and Attention Deficit Hyperactivity Disorder**  
*Sally Hoople (J.W. Heuchert), Allegheny College*

## ***Cognitive***

**35. The Acquisition of Temporal Systems in Child Language Development**  
*Jessica S. Oehlrich (Richard M. Weist), SUNY College at Fredonia*

**36. Cue Dependent Recall Using Music as a Cue**  
*Kathryn Law (Joseph Wister), Chatham College*

**37. Effects of Music on the Memories of Introverts and Extroverts**  
*Vesta Klein (Terry F. Pettijohn II), Mercyhurst College*

**38. Eyewitness Identification**  
*Allison Tome (Terry F. Pettijohn II), Mercyhurst College*

**39. The Modality Effect and Suggestibility in College Students**  
*Sarah Hildreth, Brandi Napenas, Rebekah Jimenez (Derek Mace), Pennsylvania State University - The Behrend College*

**40. Memory and Responsibility Ratings Following a "Basketbrawl"**  
*Kelley J. Holsinger, Brandis Brown (Kenneth Milles), Edinboro University of Pennsylvania*

**41. Saturday is STILL red: Synesthetic responses from 180 college students**  
*Andrew Russell (Stephen Paul), Robert Morris University*



**42. Flashbulb Memories of September 11th**

*Matthew Dumuhosky, Stacy Claire Lach (Nancy Gee, Jennifer Dyck), SUNY College at Fredonia*

**43. Have We Forgotten? Assessing Flashbulb Memory from September 11, 2001**

*Stacy Claire Lach, Matthew Dumuhosky (Jennifer Dyck, Nancy Gee), SUNY College at Fredonia*

**44. Influence of Language on Eyewitness Testimony in College Students**

*Kelley Holsinger, Brandis Brown, Maria Szymecki (Kenneth Milles), Edinboro University of Pennsylvania*

**45. Comparison of Nonsense Shapes and Letters In STM for College Students**

*Jessica Stalder, Dorren Sarris, Ed Plonsky (Ken Milles), Edinboro University of Pennsylvania*

**46. False Memory and Non-Traditional College Students**

*Meadow Scherer, Michelle Curry, Katie Heard (Ken Milles), Edinboro University of Pennsylvania*

**97. False Memory: A Comparison of Idetic and Semantic Memory**

*Ross Markle, Greg Burchard, Josh Ciminella, Brian Ziemer (Ken Milles), Edinboro University of Pennsylvania*

***Developmental***

**47. The emergence of agreement and tense morphology**

*Karen Hoffman, Ryan Peterson (Richard M. Weist), SUNY College at Fredonia*

**48. The Development of Future Temporal References in Child Language**

*Audra Montgomery (Richard M. Weist), SUNY College at Fredonia*

***Emotion/Motivation***

**49. The Effects of Self-esteem on Jealousy in Romantic Relationships**

*Melissa Yerkes (Terry F. Pettijohn II), Mercyhurst College*

**50. Relationship of Stress Level and Stage of Change in Exercise Behavior**

*Chris Spada (Gerard T. Barron), Mercyhurst College*

**51. Self-Esteem, Efficacy, & Exercise Adherence in Females**

*Christina Reimondo (Terry F. Pettijohn II), Mercyhurst College*

**52. Jealousy-Induction and its Influence on Aggression in College Love Relationships**

*Jennifer Stanford, Amy McElhaney, Lindsay Pfahler (Derek Mace), Pennsylvania State University - The Behrend College*

**53. Effects of Dog Ownership on Perceived Levels of Stress**

*Stephanie A. Dulaney (Gerard T. Barron), Mercyhurst College*

**54. The Work Ethic of College Students**

*Joshua Ciminella (Gary Levine), Edinboro University of Pennsylvania*

***Gender/Culture***

**56. Masculinity Compared Between Female Criminals and Female Non-Criminals**

*Matthew Miller, Nicole Steetle, Brenna Morgan (Derek Mace), Pennsylvania State University - The Behrend College*

**57. College Students' Perceptions of Men and Women with Genital Herpes**

*Melissa Morgan, Michelle Blair (Ingrid Johnston-Robledo), SUNY College at Fredonia*

**58. Psychological and Physiological Messages in Advertisements for Menstrual Products**

*Holly Brown, Aviance Taylor, Vanessa Everette, Adria Walden, Kelly Main (Thomas Hershberger), Chatham College*

**59. Attitudes of Perceived Attractiveness Among Black Females**

*Tamika Jones (Gerard Barron), Mercyhurst College*

**60. The Relationship Between Conformity and Eating Behaviors**

*Dodie Hammond (Terry F. Pettijohn II), Mercyhurst College*

**61. Gender differences in jealousy: Does race increase levels of jealousy**

*Angela Dean (Terry F. Pettijohn II), Mercyhurst College*

**62. Rape Myth Acceptance Among High School Students**

*Michelle Niehaus, Tamara Foster, Adrienne Skrzypek (Cheryl Drout), SUNY College at Fredonia*

***Learning***

**63. Teachers' Views on Standardized Testing: More Cons Than Pros**

*Nicole Brown, Ana Maria Klein (Andrea Zevenbergen), SUNY College at Fredonia*

**64. Demonstration of a Three Component Stimulus Chain: Rat Soccer**

*Lindsey Katora, Alexander Persoskie (Rodney Clark), Allegheny College*

**65. Strain Differences in Novel Object Recognition**

*Katy Yellen, Jessica Williams, Katie M. Ashton, Matthew J. Anderson (David C. Riccio), Kent State University*

**66. The alleviation of ontogenetic forgetting in novel object recognition**

*Diana Karash, Matthew J. Anderson (David C. Riccio), Kent State University*

**67. Environmental Distractions in the Classroom**

*Julianne Randazzo (Terry F. Pettijohn II), Mercyhurst College*

***Perception***

**68. Effects of Verb Usage on Accurate Recall: A Comparison Across Genders**

*Nicole M. Farrell (Gerard T. Barron), Mercyhurst College*

**69. Students' Perceptions on the Attractiveness of Young Adult Parents**

*Debra Hallberg (Gary Levine), Edinboro University*

***Personality***

**70. Individualism/Collectivism and Acceptance of End-of-Life Issues**

*Nichole K. Bayliss (Lynne E. Curtis), Chatham College*

**71. Zodiac Compatibility and Relationships**

*Courtney Smolko (Terry F. Pettijohn II), Mercyhurst College*

**72. Self-Esteem in Winning and Losing Tennis Players**

*Lindsay Zimm (Terry F. Pettijohn II), Mercyhurst College*

***Physiological/Neuroscience***

**73. Behavioral and anatomical effects of prenatal valproic acid exposure: An animal model of autism**

*Devon Brost (Jeffrey Cross), Allegheny College*

**74. Hippocampal kindling and antiepileptic drug effects on memory**

*Sharon Christie (Jeff Cross), Allegheny College*

**75. Methylphenidate effects on spatial learning and behavior in rats**

*Corrine Kaiser (Jeff Cross), Allegheny College*

## ***Social/Group Behavior***

### **76. The Traumatic Loss & Grief Coping Skills of One Family**

*Carla Rose Gampolo (Eric D. Miller), Kent State University, East Liverpool*

### **77. Influences of Stress on the Behavior of College Students**

*Kathryn Weinschenker, Breanna Soder, Kristen Kento (Derek Mace), Pennsylvania State University - The Behrend College*

### **78. Comparing Self-Esteem Values of Smoking and Non-Smoking Females**

*Jami Petrosewitz (Gerard T. Barron), Mercyhurst College*

### **79. Effect of smiling on participants' perceptions of job applicants**

*Heather Vanderoef (Gary Levine), Edinboro University of Pennsylvania*

### **80. Interpersonal Relationships and Task Performance**

*Alison M. Abiecunas (Terry F. Pettijohn II), Mercyhurst College*

### **81. Evaluating the Content of Video Clips: The Effects of Viewing Aggressive Behavior**

*Radhina Ramirez, Kelly Conroe, Yelana Kerr (Derek Mace), Pennsylvania State University - The Behrend College*

### **82. The Effects of Dogs and Cats on Perceived Attractiveness and Friendliness**

*Tara Barker (Terry F. Pettijohn II), Mercyhurst College*

### **83. Male and Female Perceptions of Their Own Traits in Comparison to Gender Stereotypes**

*Leslie Tomer (Gary Levine), Edinboro University of Pennsylvania*

### **84. Boredom vs. Interest in the Classroom**

*Jonathan Raybuck (Gary Levine), Edinboro University of Pennsylvania*

### **85. How much to eat a worm? Personal perspective influences value.**

*Juliet Pishinsky, William Beaver (Stephen Paul), Robert Morris University*

### **86. The Attitudes of Mental Illness Among College Students**

*Nichole Novak (Gary Levine), Edinboro University of Pennsylvania*

### **87. Effects of Physical Appearance and Gender on Helping Behavior**

*Lyndsay Gray (Gerard T. Barron), Mercyhurst College*

### **88. U. S. Perception of Terrorist Threat Post 9-11: Fearless with Duct Tape**

*Tiffany DeHaven, Anna Ferguson, Kim Talbott (Eric D. Miller), Kent State University, East Liverpool Campus*

**89. Comparing Identification and Empathy**

*Kristin Carlisle (Terry F. Pettijohn II), Mercyhurst College*

**90. Relationship Between Self-Esteem, Life Satisfaction, Perceived Competence**

*Brenda J. Dunmire (Thomas Hershberger), Chatham College*

**91. Effects of Social Influence on Memory Conformity**

*Christa Mancini (Gerard T. Barron), Mercyhurst College*

**92. Social and Economic Relationships with Playboy Playmates**

*Brian Jungeberg (Terry F. Pettijohn II), Mercyhurst College*

**93. Relationship between Narcissism and Aggressive Driving**

*Chandra Taormina (Gary Levine), Edinboro University of Pennsylvania*

**94. Social Comparison: Do romantic short stories affect self-judgments?**

*Shannon E. Leake (Terry F. Pettijohn II), Mercyhurst College*

**95. Recommendations of the Death Penalty Based on Race and Strength of Evidence**

*Sarah Cavrak (Gary Levine), Edinboro University of Pennsylvania*

# Conference Abstracts

(Faculty supervisors listed in parentheses)

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## **1. The Effects of Contact Between Senior Citizens and School-Age Children**

*Allison Gadzichowski (Jennifer O'Donnell, J.W. Heuchert)*

*Allegheny College*

Children and the elderly are among the most underutilized populations in society. The present study sought to resolve this deficit by examining an intergenerational program and the relationships formed therein. Eleven children and four seniors participated in a study that examined the effects of intergenerational contact on their self-esteem, interaction, and well-being. Both old and young participants' interactive behavior and physical, social, emotional, and psychological well-being increased, while children's self-esteem was consistently high. Such results call for a re-evaluation of children and the elderly, allowing them to contribute to society while improving the lives of one another.

## **2. The Relations of Parental Dialogic Reading Behaviors on Child MLUw**

*Ryan Peterson (Andrea Zevenbergen)*

*SUNY College at Fredonia*

The current study analyzed the relationship between parents' natural use of dialogic reading behavior (Whitehurst et al., 1988) and their children's MLUw across all child utterances and across the child's longest 10% of utterances during picture book reading. Statistical analyses revealed a significant positive correlation between parents' use of relevant conversation and children's MLUw and between parents' use of praise/confirmations and children's MLUw. A significant negative correlation was found between parents' use of evocative techniques as a whole and children's upper-limit MLUw.

## **3. Personal and Social Factors That Influence Children's Use of Computers**

*Alyssa Leavy (Mandy Medvin)*

*Westminster College*

This study examined specific factors that are thought to contribute to the gender gap in computer use among children. Bandura and Bussey's (1999) theory of triadic reciprocal causation model was used as a base to further understand personal and social influences on computer use. These factors were used to observe the outcomes it had in a child's attitude towards computers and the quality of their computer use. Approximately 60-80 students between the ages of 9 and 13 were tested using self-report measures. The predictors in this study looked at personal characteristics and social factors that are thought to affect the gender gap.

## **4. The Effects of Gender and Relationship Type on Nonverbal Emotion Expression**

*Holly Wertz (Sandra Webster)*

*Westminster College*

This study investigated the effects of sender gender, receiver gender, relationship type (close vs. distant), and emotion type (pleasure, arousal and dominance) on nonverbal emotion expression efficacy. Twelve participants brought a same-sex friend and an opposite-sex romantic partner to the study. Women were most effective sending to their romantic partner. Emotion type influenced men's efficacy in sending emotions to women (romantic partner and strangers). Emotions seldom communicated among friends and romantic partners were perceived best in stranger dyad conditions.

## **5. The Influence of Product Saliency on Advertisement Recall**

*Jonathan Errigo (Marjorie Krebs)*

*Gannon University*

The purpose of the study was to look at the recall of alcohol advertisements from popular magazines. It was expected that students would remember alcohol ads more than any other. The test group consisted of 64 students and the ads for a variety of products were derived from popular magazines that college students typically look at. The ads were presented using power point. The students were then asked to recall as many of the advertisements as possible. It was found that the students did recall more of the alcohol related advertisements than any other.

## **6. Effect of Attachment Styles and Jealousy Linked Emotions On Romantic Jealousy**

*Richard A. King (Mandy Medvin)*

*Westminster College*

This study examined how the four attachment styles affect romantic jealousy and the intensity of emotions felt during a jealous reaction. Gender issues were also explored. College undergraduates who are currently involved in a steady relationship were presented with two jealousy-provoking scenarios, which differ in their level of threat. They were asked to rate the emotional reactions that they felt during these scenarios. The results of this study were near the predictions but no significant results were found in the link between jealousy, and the emotions felt, and attachment style.

## **7. Effects of Proactive and Retroactive Interference on DNMTS in Rats**

*Richelle Vajdich (Alan Gittis)*

*Westminster College*

This study examines interference effects on prospective and retrospective memories in rats when interfering events are imposed during a retention interval in a DNMTS task. Twelve rats learned a DNMTS task, which was later manipulated by inserting a proactively or retroactively interfering task into the delay interval. The PI condition yielded an average of 5.0333 errors, which was significantly different from the 1.8167 average errors found in the RI condition. These results suggest that rehearsal processes and the hippocampus play a role in the preservation of past memories and future plans, thus giving insight into the specific interferences that affect memory consolidation.

## **8. Assessing Validity of Computerized Voice Stress Analysis**

*Kathryn Ober (Ron Craig)*

*Edinboro University of Pennsylvania*

To assess the validity of the computerized voice stress analysis test (VSAT), 16 undergraduates participated in a standard mock crime scenario. Eight participants committed a mock theft and lied about their involvement and 8 were falsely accused of the theft. All were given a VSAT to assess the veracity of their denials. Next participants completed the defining moral issues test and were then asked what they remembered about the questions from the VSAT. Accuracy rates of the VSAT and the relationships between accuracy, moral development, and types of questions remembered will be analyzed.

## **9. Comparison of Acute Versus Chronic Postpartum Administration of Quinpirole**

*Ericka A. Peterson (Alan Gittis)*

*Westminster College*

This study investigated the effect of quinpirole hydrochloride in a rat's pup retrieval response. QNP was administered one day postpartum in acute and chronic phases to rat dams (N=12) in order to observe levels of sensitization. The behavior was measured in two conditions. The out-pup condition set all pups outside the nest except for one. The in-pup condition was the reverse. The chronic phase, specifically, augmented retrieval patterns and interrupted retrieval response, while increasing motor behavior. Several deficits were observed in the dams' ability to terminate the retrieval response.

### **10. Effects of Distracter Information on Formation of False Memory**

*Jane Burlingame, Wendy Ewing, Cynthia LaRusch (Ken Milles)*

*Edinboro University of Pennsylvania*

Nineteen college freshmen participated in an experiment examining the effects of distracter information on false memory. A video clip of a murder was shown followed by information read about several serial killers. A questionnaire pertaining to the video was administered using distracter information about serial killers. Effects of distracter information on creating false memories were found to be statistically significant for several questions. The results are consistent with current research on false memory.

### **11. Effects of Credentials and Level of Jargon on Mock Jurors' Verdicts**

*Kaleen Spangler (Elizabeth Bennett)*

*Washington & Jefferson College*

This study examines the effect of the credentials of an expert witness and the level of jargon in the expert's testimony on mock juror verdicts. Mock jurors read a transcript of a brief robbery trial. The trial contained testimony by a DNA expert who had weak, moderate, or strong credentials. The expert used high or low levels of jargon. The effect of credentials and jargon on mock jurors' verdicts and ratings of witness credibility were measured.

### **12. The Effects of Inadmissible Evidence on Mock Jurors with Varying Authoritarian Levels**

*Robert Zarecky (David Gray)*

*Westminster College*

This study was a 3X3X2 mixed factorial design that tested to see if mock jurors are biased by inadmissible evidence. The mock jurors were presented with three court cases and asked to give a verdict for each. The variables were judge's ruling, evidence characteristics, and the participants' authoritarian levels. It was predicted that the participants in the inadmissible condition would be more likely to rule guilty than innocent. The results indicated that the inadmissible evidence in the third court case (The case of Adam Baines), a due process violation, biased the participants

### **13. The Effects of Mood and Type of Help on Volunteerism**

*Elizabeth Dougherty (Sandra Webster)*

*Westminster College*

The effects of mood and help type on volunteerism were investigated. Sixty college women were randomly assigned to three mood (positive, neutral, or negative) and three help conditions (give, receive, or no help). Emotion regulation, mood maintenance and future volunteerism (calls made, messages left and people talked to) were measured. Giving help led to greater amounts of subsequent volunteerism than did the other conditions. Mood had no effect on future volunteerism. Based on these results, giving of help should be promoted to increase future volunteerism.

### **14. The Effect of Appearance on Pedestrians' Willingness to Assist a Stranger**

*Robin Haag, Matthew Schmitt, Ashley Walker (Elizabeth Bennett)*

*Washington & Jefferson College*

This experiment examines the effects of physical appearance on pedestrians' willingness to assist a stranger with directions. A random sample of pedestrians from Pittsburgh, Pennsylvania unknowingly participated in this experiment. Participants were asked for directions to a specific location. The experimenters recorded distance between the participant and the confederate, time spent with the confederate, and detail of directions given by the participant to the confederate. The main effects of the confederate's outward appearance on distance, time, and detail of directions were examined.



### **15. Influence of Personality, Social Perceptions, and Legitimacy on Responses**

*Tracy Gesselman (Mandy Medvin)*

*Westminster College*

Approximately 73 children (Boys=35,Girls=38)read hypothetical scenarios of peer group entry situations and rated behavioral responses. They also answered questions related to implicit personality,social perceptions, and aggression. Children who were higher on the legitimacy scale were more likely to choose an aggressive response and less likely to choose an avoidant response. When intercorrelating the questions that involved the scenarios, the more a child chose an aggressive response, the more likely the child chose an avoidant response. No relationship was found between how incremental and helpless a child was. In addition, social confidence was not related to children's responses to scenarios.

### **16. Effects of Test Question Order on Test Performance**

*Matthew Sacco (Terry F. Pettijohn II)*

*Mercyhurst College*

The differences among scores and amount of time needed to complete a sequentially, a randomly, or a reverse ordered multiple-choice psychology test was investigated. Sixty-six participants from two sections of an introduction to psychology class were tested four separate times on material they had covered in class. Each time they were given a version of the test that they had not previously taken, and the final exam version was randomly assigned. Also, a learning styles questionnaire, locus of control, perceived knowledge of material, and amount of time the material was studied was also completed. Results are anticipated to show differences

### **17. Parental Blame and the Order Effect**

*Joseph Hengle (Gary Levine)*

*Edinboro University of Pennsylvania*

Research has shown that the order in which questions are asked may have an effect on how people respond. Participants received one of two randomly assigned surveys. The questions were identical other than the order asked. One section of questions asked participants to rate how much blame parents in general should have for teenage misbehaviors while the other section asked them to rate how much blame their own parents should have. As predicted, participants who answered questions about themselves first, blamed parents in general less than participants who answered those questions second.

### **18. A Case Study Analyzing the Effects of 72 Hours of Total Sleep Deprivation**

*Julia A. Diveglia, Abby E. Clements (Jocelyn Cooledge)*

*Bethany College*

College-aged students are often chronically sleep deprived. This study evaluated whether 72 hours of total sleep deprivation altered short-term depression, anxiety, social desirability, ratings of sleepiness, interpersonal relationships, and learning and memory. Two subjects underwent 8 testing sessions including pre- and post tests. The results showed that throughout testing, the two subjects demonstrated progressive impairments in higher cognitive functioning. In addition, for both subjects sleep deprivation was associated with higher levels of depression.

### **19. Influences of Education on Tolerance and Identification of Mental Disorders**

*Mackenzie Tobin, Stephanie Arnold (Thomas Hershberger)*

*Chatham College*

The purpose of this study is to examine the impact and significance of psychology education on the ability to identify a mental illness, make an appropriate referral, and tolerance level toward mental illness. An instrument containing four vignettes, which reflect four common mental disorders, was administered to approximately seventy students at three education levels: general psychology, sophomore majors, and graduate counseling. The results are discussed in terms of the effects of psychological education on knowledge and tolerance of mental illness.

## **20. Workplace Situational Stress and Control, Personal Control and Coping**

*Courtney Henry (Sandra Webster)*

*Westminster College*

The study examines the relationships among stress, control, and coping. Eighty-three college students rated four scenarios that manipulated situational control and stress. Personal need for control and coping style were measured. The scenario's results showed four types of coping. A 2x2 repeated measures factorial ANOVA showed a significant interaction for one's use of emotion centered coping in a high stress, high control and in a low stress, high control situation. Personal need for control was not significantly related to one's coping style.

## **21. The Effect of Emotions on Subsequent Word Recall**

*Gia C. Jones (Marjorie Krebs)*

*Gannon University*

In this study of 55 undergraduates, the relationship between memory and mood was examined. The participants studied words with positive, negative and neutral implications. Scenes from the film Patch Adams, depicting either a happy or sad content, were viewed and then participants wrote down from memory as many words as possible. My hypothesis was that the emotive inferences of the film clips would affect the type of word recalled. The results show that the number of negative words recalled for both scenes was more than the number of positive words recalled.

## **22. Effects of Positive and Negative Emotion Regulation on Episodic Memory**

*Anna Thomas (Sandra Webster)*

*Westminster College*

The effects of positive and negative emotion regulation on episodic memory were studied. Film elicited joy, amusement, sadness, or disgust in 78 female college students, who were randomly assigned to only watch or regulate emotions by suppression or reappraisal. It was predicted that the positive emotion conditions would elicit better episodic memory than the negative, and suppression would have a more detrimental effect than reappraisal or watch conditions. Sadness elicited better memory than the other emotion conditions and reappraisal elicited better memory than suppression.

## **23. Analysis of Prefrontal Dopaminergic Circuitry in Memory in the Rat**

*Kathleen Alexander (Alan Gittis)*

*Westminster College*

The effects of dopamine blockage on memory performance in rats are studied. The participants are eight male rats. On each day of testing, the participants get one of four drug treatments (saline, haloperidol, risperidone, or scopolamine) paired with one of two delay conditions (no delay or 30 second delay). It was found that haloperidol caused a slight delay over both delay conditions. Risperidone was found to cause no deficit in either delay condition. Scopolamine was found to cause a slight deficit in the delay condition and a more significant deficit in the non-delay condition.

## **24. EEG Analysis of Music and Emotion Reactivity Among Depressed and Non-Depressed Participants**

*Lisa Weed (Jeffrey Cross)*

*Allegheny College*

Electroencephalograms (EEG) examined the brain's response to emotions in music in depressed and non-depressed participants. The Beck Depression Inventory defined seven non-depressed and seven depressed subjects. EEG was measured as participants listened to six pieces of music with different affective quality, happy, sad, or neutral. Results showed a difference in relaxation between the depressed and non-depressed subjects. Happy music elicited more relaxation than sad or neutral music in the depressed group. Music also lessened EEG asymmetry in the depressed group.

## **25. The Effects of Unilateral Hippocampal Lesioning on a Water Maze Task**

*Joshua Sunderlin (Alan Gittis)*

*Westminster College*

After preoperatively learning to complete a water maze task, the rats were given either sham or unilateral hippocampus lesions, and then postoperatively tested with a relocated escape platform. Performance was based on the latency to the platform, time spent in the zone which previously contained the escape platform preoperatively, and the number of times the rat enters that zone. Both groups did manage to improve their performance significantly between trials, which indicates that learning can occur without a fully functioning hippocampus.

## **26. The Effects of Praise on Task Performance**

*Darryl Perecko (Marjorie Krebs)*

*Gannon University*

This experiment was designed to study the effects of praise on task performance. The experiment consisted of sixty participants who read two different stories. The participants were asked to circle as many three letter words as they could find in the stories. Some participants were given praise for their performance on the first task, others received no praise. The hypothesis was that the subjects who were given praise after the first story would locate more words than those who were not given praise. An independent samples t-test showed the differences were not significant.

## **27. Self-Efficacy and Performance**

*Jacob Stumpf (David Gray)*

*Westminster College*

In 1997 Bandura proposed a model for action that showed the effect of self-efficacy upon performance. This model also included outcome expectations and the outcome. Outcome expectancy can be influenced by feedback and locus of control. This study was conducted to determine what the strongest predictors of performance are and what factors are related, according to Bandura's theory. There was no significant predictor (outcome expectancy was the strongest). The results show that increasing outcome expectations can increase performance score.

## **28. A Look at Ingroup Bias Using SYMLOG**

*Elizabeth Pipher, Steve Verstraete (Thomas Rywick)*

*SUNY College at Fredonia*

Using college students in groups of three, the effects of manipulated task performance on ingroup bias was examined using Bales's SYMLOG model of interpersonal values. It was hypothesized that successful groups would show more ingroup bias on values that were pre-rated as important to group success and that unsuccessful groups would show more ingroup bias on values that were rated as not relevant to group success. Results supported the hypothesis and showed a marginally significant ( $p < .07$ ) interaction between group success and dimension importance.

## **29. The Effects of Label and Behavior on Impressions Formed of Children**

*Sarah Holowach (Jeffrey T. Coldren)*

*Youngstown State University*

The current study examines the effects of diagnostic labels and behaviors on impressions formed of children. Eighty participants viewed a video of a child, read a vignette, and completed a questionnaire packet. Groups varied by how the child was labeled (i.e. normal or ADHD) and by whether the child displayed normal or ADHD behaviors in the video. Results revealed a significant effect for behavior but not for label or a behavior by label interaction. It is concluded that displayed behaviors, and not diagnostic labels, affect perceptions of children.

### **30. Effects of Causal Information on Perceptions of Physical and Behavioral Differences**

*Kathy J. Nowotny (Mandy Medvin)*

*Westminster College*

This study, using attribution theory as the model, investigated how causal information affects children's perceptions of peers with behavioral or physical differences. Using 113 4th and 5th-grade students as participants and sketches of targets with 4 distinct stigmas—disability, obesity, withdrawal, and aggression—the survey found that participants generally held the most positive views of the disabled and withdrawn targets, followed by the overweight targets, and lastly, the aggressive ones. Causal information somewhat influenced perceptions of the targets; however, the type of difference itself seemed to be the most important determinant of how the targets were perceived.

### **31. Primacy Effects on Impression Formation**

*Jessica Kramarik (Marjorie Krebs)*

*Gannon University*

This experiment looked at the effects of order on impression formation. Participants rated the likeableness of an imagined person after being given one of two lists that were identical with regard to their members; they differed only in the order of the words. It was hypothesized that when adjectives with positive meaning were given first, participants would tend to rate the person more positively; and vice versa. An independent samples t-test revealed that the difference between the scores for the two groups was statistically significant based on primacy effects.

### **32. Training in the Provision of Mental Health Services to the Elderly**

*Katherine Fazio (Andrea Zevenbergen)*

*SUNY College at Fredonia*

Awareness of the elderly population is expanding but there is concern as to whether enough is being done to meet the mental health needs of this population. The present study investigated the extent to which issues of training for work with the elderly is mentioned in the philosophy statements of clinical, counseling, and PsyD programs. It was found that only 15% of programs mentioned preparing students to work with elderly individuals. The results of this study demonstrate a lack of attention to the mental health needs of the elderly.

### **33. Students and the Rorschach: Attitudes and Knowledge**

*Rachel Paulus, Que-Anh Le (Sharon Hamilton)*

*Edinboro University of Pennsylvania*

Exner (2002) has noted a split between clinical practice and academia concerning the Rorschach Inkblot Test. The test is frequently used in clinical practice, although it has not always been popular in academia. The present study assessed students knowledge of and attitudes about the test. An 18 item survey was developed. Forty-five undergraduate students in advanced psychology classes completed the survey. Results are presented in terms of frequencies scores for potential answers for each item. In addition, conflicting opinions from the literature concerning some items are discussed.

### **34. Coping, Self-Esteem, and Attention Deficit Hyperactivity Disorder**

*Sally Hoople (J.W. Heuchert)*

*Allegheny College*

The relationships among Attention Deficit Hyperactivity Disorder, Self-esteem, and Coping Strategies were examined using self-reported scores from a series of three surveys. It was found that those with a high level of ADHD symptoms did have decreased self-esteem and relied more heavily on reactive coping strategies than did those with a low level of symptoms. It was predicted that a subgroup of individuals who use an increased amount of proactive coping strategies would be found, however, no support was found for the existence of such a subgroup. The implications of this were discussed.

### **35. The Acquisition of Temporal Systems in Child Language Development**

*Jessica S. Oehlrich (Richard M. Weist)*

*SUNY College at Fredonia*

The purpose of this research was to investigate the acquisition of temporal systems in child language. The analysis focused on the event time (ET) and reference time (RT) systems. The ET system was found to emerge between 1 ½ to 2 ½ years (e.g., Weist, 1986). The RT system involves when / then, before / after, and yesterday / tomorrow constructions. Methodology included identifying the first occurrence of RT constructions and related error patterns. Six children in the CHILDES archive were included. Results indicated that RT did emerge subsequent to ET, from 2 ½ to 3 ½ years of age.

### **36. Cue Dependent Recall Using Music as a Cue**

*Kathryn Law (Joseph Wister)*

*Chatham College*

The objective of this study is to examine cue-dependent learning using music as a context. Fifty subjects will be exposed to one of five different musical conditions. In each condition, the participants will listen to a recording of a voice reading a list of words. After listening to that recording, the subjects will recall the words in the same or different musical context. It is predicted that recall will be greatest when musical conditions of training and recall are identical.

### **37. Effects of Music on the Memories of Introverts and Extroverts**

*Vesta Klein (Terry F. Pettijohn II)*

*Mercyhurst College*

This study is testing the idea that music affects the memories of students. The personalities of introverts and extroverts will be compared based on the scores of memory tests conducted in the presence or lack of music. Each of the 50 students took a memory test and general personality questionnaire. It was predicted that music, especially pop music, would decrease the memory of introverts more than the memory of extroverts. However, when no music was playing, it was hypothesized that extroverts and introverts memory scores would not vary.

### **38. Eyewitness Identification**

*Allison Tome (Terry F. Pettijohn II)*

*Mercyhurst College*

Eyewitness identification has been scrutinized because of faulty identifications. Either the incorrect suspect is chosen in lineup, or the guilty suspect is unidentified by the witness; thus, damaging effects are seen in both scenarios. In this study, the transference effects from mug shot to lineup were studied compared to number of mug shots shown. By comparing two conditions, it was hypothesized that the group viewing the fewest number of mug shots would exhibit higher transference. The study will spur future studies examining effects of the number of mug shots shown in a criminal case.

### **39. The Modality Effect and Suggestibility in College Students**

*Sarah Hildreth, Brandi Napenas, Rebekah Jimenez (Derek Mace)*

*Pennsylvania State University - The Behrend College*

False memory may be dependant on the modality of stimulus presentation. Findings support the idea that means of presentation can affect how accurately information is recalled. However, studies have used paradigms such as the DRM that limit the generalizability of results by using word lists. Using the Gudjonsson Suggestibility Scale 2 we may extend the modality effect to a more ecologically valid task. In the GSS2, subjects either read or hear a story, followed by free recall and questions about the story. Initial results seem to suggest that subjects who read the GSS remember it more accurately. This research will contribute to a greater understanding false memories and modality.

#### **40. Memory and Responsibility Ratings Following a "Basketbrawl"**

*Kelley J. Holsinger, Brandis Brown (Kenneth Milles)*

*Edinboro University of Pennsylvania*

College students viewed a news segment about a disturbance that occurred at a basketball game. The study examined how different perspectives affect students' assignment of responsibility. Participants focused on one of three individuals involved in the disturbance and rated each individual on how responsible they were for starting it. The three different perspectives had no significant effect on the responsibility ratings. Also, differences between genders were examined. It was found that females tend to assign significantly more blame to the individuals than males did.

#### **41. Saturday is STILL red: Synesthetic responses from 180 college students**

*Andrew Russell (Stephen Paul)*

*Robert Morris University*

About 13% of the population claims to experience cross-sensory events (synesthesia). Our previous work demonstrated synesthetic responses among college students. When students provided colors for each day of the week, consistent patterns emerged. The present study extends those findings by examining the extent that color-preferences remain stable over time (beginning vs. end of the semester). Our results show that students generally did not pick the same colors at both tests. Despite that, overall color patterns remained relatively stable across tests. Reasons for this outcome are discussed.

#### **42. Flashbulb Memories of September 11th**

*Matthew Dumuhosky, Stacy Claire Lach (Nancy Gee, Jennifer Dyck)*

*SUNY College at Fredonia*

This study examines the consistency of flashbulb memories for the events of 9/11/01. Subjects completed two personal narratives concerning the events. The narratives examined consistency of memory at one and three month intervals. There was an expected drop-off in consistency from the one to the three-month interval. The subjects were more consistent with the factual than the flashbulb information at the one-month interval, however this was reversed in the three-month follow up. This could be due to the revision of factual memory based on television coverage.

#### **43. Have We Forgotten? Assessing Flashbulb Memory from September 11, 2001**

*Stacy Claire Lach, Matthew Dumuhosky (Jennifer Dyck, Nancy Gee)*

*SUNY College at Fredonia*

We examined flashbulb memory for the 9-11-01 tragedy, surveying 454 subjects within three days of the event and comparing their initial responses with a 12-month follow up survey, consisting of flashbulb and factual questions. Both flashbulb and factual memory declined over time, however, factual memory decreased more, most likely due to factual information being received from multiple sources. These findings suggest that flashbulb memories are not encoded with a distinct type of memory mechanism; rather it supports the explanation that flashbulb memories are part of ordinary memory processes.

#### **44. Influence of Language on Eyewitness Testimony in College Students**

*Kelley Holsinger, Brandis Brown, Maria Szymecki (Kenneth Milles)*

*Edinboro University of Pennsylvania*

The purpose of the present experiment was to examine two influences on eyewitness testimony, descriptive words and gender of the participant. Fifty-two college students were shown a short movie clip and were given a questionnaire consisting of one of four conditions. The conditions referred to the characters as either lovers or individuals and asked whether they saw a wheelchair or the wheel chair. A 2X2 ANOVA was used to conduct this experiment. No significant effect was found in either language conditions and no interaction was found between the gender and character description.

#### **45. Comparison of Nonsense Shapes and Letters In STM for College Students**

*Jessica Stalder, Dorren Sarris, Ed Plonsky (Ken Milles)*

*Edinboro University of Pennsylvania*

Twelve college students completed 48 trials in which they were to recognize whether or not a probe was part of a previous memory series. For each trial, the series consisted of five letters or five nonsense shapes, and was followed by a 5, 10, or 15 sec distracter task. The distracter task consisted of identifying colors shown for 1 sec each. For both letters and shapes, negative responses were significantly more accurate than positive responses. The interaction between delay condition and response type (positive vs. negative) was significant when nonsense shapes were used.

#### **46. False Memory and Non-Traditional College Students**

*Meadow Scherer, Michelle Curry, Katie Heard (Ken Milles)*

*Edinboro University of Pennsylvania*

The purpose of this within groups and paired samples design was to see if time or environmental conditions had an effect on memory. In the current experiment 14 undergraduate nurse majors listened to The War of Ghosts. Half of the participants were asked to write the story, and the other half discussed it. Two weeks later all of the participants were asked to write the story down as they recalled hearing it. The results revealed that there was no significant effect on the recall of the story in either the environmental condition, or the time.

#### **47. The Emergence of Agreement and Tense Morphology**

*Karen Hoffman, Ryan Peterson (Richard M. Weist)*

*SUNY College at Fredonia*

We examined the emergence of agreement and tense contrasts between atelic (play) and telic (fall) dynamic verbs versus stative (like) verbs, using existing data on six children found in the CHILDES archives. Tracking the development of individual verbs, we observed the first occurrence of progressive and non-progressive forms in the past, present, and future tense for third person singular and non-third person singular. The findings indicate that the semantic structure of the verb (i.e., dynamic / stative) influences the pattern in the acquisition of agreement and tense morphology.

#### **48. The Development of Future Temporal References in Child Language**

*Audra Montgomery (Richard M. Weist)*

*SUNY College at Fredonia*

The purpose of this research was to examine the development of future temporal references in child language. The data from six children learning English, found in the CHILDES archives, was utilized in this research. A set of modal constructions were classified as coding future reference (will / going to) versus desire (want to) and obligation (have to). The methodology involved verb tracking, where the age of the emergence of the three target meanings was determined for a set of verbs within each child. The research showed that children express desire prior to either obligation or future reference.

#### **49. The Effects of Self-esteem on Jealousy in Romantic Relationships**

*Melissa Yerkes (Terry F. Pettijohn II)*

*Mercyhurst College*

The effect self-esteem has on jealousy in a romantic relationship was tested by manipulating self-esteem. Mercyhurst College students took a communications test as the means of manipulation and were randomly given feedback of above or below average to alter self-esteem. Then both self-esteem and jealousy were measured using questionnaires. The results should show that those given below average feedback would score significantly higher on jealousy measures than those given positive feedback. Self-esteem and jealousy scores will be correlated to test the relationship between the variables.

## **50. Relationship of Stress Level and Stage of Change in Exercise Behavior**

*Chris Spada (Gerard T. Barron)*

*Mercyhurst College*

Fifty college students were classified according to their stage of change for exercise behavior using Prochaska & DiClemente's Transtheoretical Model and their self reported levels of stress were obtained. The Exercise: Stages of Change - Short Form was used to classify the participants and self reported stress level was measured using the RISC Inventory. It is anticipated participants in the contemplation stage for exercise will report higher levels of stress than the participants in any of the other four stages of change of the Transtheoretical Model.

## **51. Self-Esteem, Efficacy, & Exercise Adherence in Females**

*Christina Reimondo (Terry F. Pettijohn II)*

*Mercyhurst College*

After joining *Curves for Women*, 27 women completed measures of exercise self-efficacy and body-esteem; attendance was monitored over four weeks. Afterwards, the measures were completed again. Half of the participants were called at home and encouraged to come in. Those who are encouraged are expected to adhere more, see more inch and pound loss and show greater increases in self-esteem and self-efficacy compared to those not encouraged. Also, it is anticipated that adherence levels are positively correlated to self-efficacy and self-esteem. These results can help shape future exercise programs to increase their client adherence and the results they achieve.

## **52. Jealousy-Induction and its Influence on Aggression in College Love Relationships**

*Jennifer Stanford, Amy McElhaney, Lindsay Pfahler (Derek Mace)*

*Pennsylvania State University - The Behrend College*

While there is a large body of research on romantic jealousy, prior research has focused mainly on gender differences and evolutionary perspectives. Few researchers have looked at jealousy-inducing stimuli, particularly various levels of stimuli. The purpose of this study is to investigate the relationship between jealousy and aggression in college relationships. College students are administered hypothetical vignettes followed by the Buss Aggression Questionnaire (1992). We anticipate the vignettes containing high jealousy will have higher aggression scores than those with low jealousy.

## **53. Effects of Dog Ownership on Perceived Levels of Stress**

*Stephanie A. Dulaney (Gerard T. Barron)*

*Mercyhurst College*

The effects of dog ownership on perceived levels of stress were tested through the Perceived Stress Scale, developed by Sheldon Cohen. The subjects, who consisted of retired, elderly people, were each given this questionnaire along with some basic questions about their demographics. The questionnaire took approximately between 10 – 15 minutes to complete. The prediction is that those who own dogs will have a lower level of perceived stress. The results were measured using the result scale provided by the questionnaire.

## **54. The Work Ethic of College Students**

*Joshua Ciminella (Gary Levine)*

*Edinboro University of Pennsylvania*

The purpose of this study is to examine the relationship between whether a college student likes or dislikes their job and school based on the work ethic. College students were asked questions about their work performance, work attitudes, and school performance. Based on the responses a correlation may be made between the participant's work ethic and how well they possibly like or dislike their jobs or school.



### **55. The Effect of Optimism and Feedback Sign on Performance**

*Amanda Olinger (David Gray)*

*Westminster College*

This study assesses the relationship between optimism/pessimism and goal setting and feedback, and the effect that they both have on performance. In prior research optimism and setting goals and receiving feedback has been found to have a positive effect on both psychological well-being and performance. Positive coping styles have been positively correlated with high optimism. This study will have twenty-six participants from a small, Division III, liberal arts college swim team in the Northeast. The participants will be assessed by a swimming and math performance. The results have shown participants with high optimism perform better than those with low optimism, but not significantly.

### **56. Masculinity Compared Between Female Criminals and Female Non-Criminals**

*Matthew Miller, Nicole Steetle, Brenna Morgan (Derek Mace)*

*Pennsylvania State University - The Behrend College*

Walters (2001) proposed when a high level of masculinity is found, the participant seems to show a higher level of pathology. Our study will compare the female criminal population and the female non-criminal population on their level of masculinity using the Bem Sex-Role Inventory. We will be surveying 50 inmates from a women's prison and 50 women from PSU Behrend. The data will be compared using the Independent Samples t test. Our hypothesis is that female criminal participants will show a higher amount of masculinity than the non-criminal female population.

### **57. College Students' Perceptions of Men and Women with Genital Herpes**

*Melissa Morgan, Michelle Blair (Ingrid Johnston-Robledo)*

*SUNY College at Fredonia*

The purpose of this study was to investigate college students' perceptions of women and men diagnosed with genital herpes. We hypothesized that female targets would be judged as more promiscuous, more responsible for contracting the disease, and more impacted by their diagnosis than male targets. Male targets were judged as having less healthy lifestyles, including less condom use, and more alcohol and drug use. Female targets were rated as more concerned about their infections. There was no difference found in judgements of promiscuity between male and female targets. This study indicates that variables other than gender may influence judgements of persons with genital herpes.

### **58. Psychological and Physiological Messages in Advertisements for Menstrual Products**

*Holly Brown, Aviance Taylor, Vanessa Everette, Adria Walden, Kelly Main (Thomas Hershberger)*

*Chatham College*

The purpose of this study was to measure the frequency of physiological and psychological references in advertisements for menstrual pads and tampons. Using a content analysis, with random sampling, 147 ads from 1970-2001 from McCalls and Seventeen were examined. The results suggested that there was a decline in the number of physiological references in the ads, ( $p < .06$ ), but the number of psychological references remained constant. We concluded that there were greater attempts to convey positive psychological messages within the advertisements, particularly to younger women.

### **59. Attitudes of Perceived Attractiveness Among Black Females**

*Tamika Jones (Gerard Barron)*

*Mercyhurst College*

The relationship between perceived attractiveness, facial features, and skin color was determined. Twenty-five black females served as subjects. A rating of physical attractiveness or unattractiveness by independent judges was given to fifteen pictures prior to the study. Data was collected by administering questionnaires that rated physical attractiveness of faces. Ratings of skin color were also measured. It was predicted that skin color would influence the attractiveness ratings assigned to black females. It is anticipated that there will be a strong relationship between ratings of attractiveness or unattractiveness when pictures are rated by subjects.

### **60. The Relationship Between Conformity and Eating Behaviors**

*Dodie Hammond (Terry F. Pettijohn II)*

*Mercyhurst College*

The relationship between conformity and eating behaviors was investigated with college-age women. The students answered several questionnaires dealing with conformity, self-esteem, body image, and a survey about eating habits. Results are expected to show that girls who are high in conformity will also be more likely to change eating habits to more closely resemble others', whether it is positive or negative eating behaviors. This will be shown with a correlation test and a dependent t-test. These findings will show similar results as other studies done on the same subject.

### **61. Gender differences in jealousy: Does race increase levels of jealousy**

*Angela Dean (Terry F. Pettijohn II)*

*Mercyhurst College*

Research has suggested that men become more upset by the discovery of a woman's sexual infidelity, whereas women are more distressed by a man's emotional infidelity. Evolutionary theory suggests that there are innate differences, arising from a man's need for paternity and a woman's need for male investment for the children (Buss, 1995). In the case that the person is of a different race as the couple, jealousy is predicted to increase because that is seen as more of a threat. Expectation was that women will report more distressed feelings over a man's emotional infidelity and a man over a woman's infidelity, overall the distress will increase if that person is of a different race.

### **62. Rape Myth Acceptance Among High School Students**

*Michelle Niehaus, Tamara Foster, Adrienne Skrzypek (Cheryl Drout)*

*SUNY College at Fredonia*

The current study involved the examination of rape myth attitudes among high school students. Thirty-seven high school students (20 female & 17 male) ranging in age from 14 to 18 completed a survey developed by Ruth Kershner(1996). The survey was distributed in health classes and participation was completely voluntary. The current high school sample was compared to Kershner's original sample. It was expected that current students would endorse fewer rape myths than the previous sample and that attitudes would vary by gender as well. Data partially supported the hypotheses.

### **63. Teachers' Views on Standardized Testing: More Cons Than Pros**

*Nicole Brown, Ana Maria Klein (Andrea Zevenbergen)*

*SUNY College at Fredonia*

The purpose of this study was to examine teachers' thoughts and feelings about standardized testing. Twenty-one teachers in Western NY completed a questionnaire about their views. A qualitative analysis of the data was conducted using the constant comparison method. Five themes (impact on curriculum, influence on students' trajectories, accountability, test content, and influence on students' views of themselves and their education) were revealed in the questionnaire data. Within each theme the teachers identified both negative and positive aspects of standardized testing. The results showed that the teachers in general viewed standardized testing more negatively than positively.

### **64. Demonstration of a Three Component Stimulus Chain: Rat Soccer**

*Lindsey Katora, Alexander Persoskie (Rodney Clark)*

*Allegheny College*

This study extends the findings of past research on chained schedules of reinforcement. Specifically, it used the technique of backward chaining to condition two experimentally experienced rats to "play soccer." The training procedure consisted of two independent chained FR1 FR1 FR1 schedules of reinforcement with each schedule culminating in the delivery of food reinforcement. An in-depth behavioral explanation of these procedures is provided, along with a discussion of the rats' behavior. The results of this study illustrate that behavioral procedures can be used to condition rats to execute a complex sequence of responses commonly thought to be unique to humans.

### **65. Strain Differences in Novel Object Recognition**

*Katy Yellen, Jessica Williams, Katie M. Ashton, Matthew J. Anderson (David C. Riccio)*

*Kent State University*

Andrews, et al (1995) investigated novel object discrimination in rats found strain differences between Sprague-Dawleys and Long-Evans, with the later performing better. However, findings from this study are questionable as it used simpler methods than those typically employed. The reduced procedures may have affected the strains differently, possibly leaving the Spragues more anxious. In the current study, all animals received 2 days of both handling and context pre-exposure prior to training/test. With these enhanced methods, results indicate no learning differences between the strains.

### **66. The Alleviation of Ontogenetic Forgetting in Novel Object Recognition**

*Diana Karash, Matthew J. Anderson (David C. Riccio)*

*Kent State University*

Recently we have shown that age differences in non-associative memory do exist in the novel object recognition task for rats (Anderson, Moody, Ashton, & Riccio, 2002). Other data from our lab has demonstrated that with adult rats forgetting is not permanent and that certain reminders effectively enhance test performance (Anderson, Ashton, & Riccio, 2003). The current study examined if similar reminders are effective in enhancing the performance of 18-day-old rats. Results indicated that while contextual reminders do not enhance pup test performance, 30-sec training-object reminders do.

## **67. Environmental Distractions in the Classroom**

*Julianne Randazzo (Terry F. Pettijohn II)*

*Mercyhurst College*

Thirty-four boys and girls in second and fourth grades participated in this study. This experiment examined whether environmental distractions seen through the classroom windows are enough of a distraction to hinder test performance. On each test day, the blinds in each classroom were either open or closed. This was done four times, twice open and twice closed. The test scores of all the children were collected, averaged for each occasion, and then analyzed. The anticipated results are that the test performance of the children will have decreased on days when the blinds were open. Developmental changes will also be looked for to see if children's ability to focus improves with age.

## **68. Effects of Verb Usage on Accurate Recall: A Comparison Across Genders**

*Nicole M. Farrell (Gerard T. Barron)*

*Mercyhurst College*

The effects of verb usage were tested through a questionnaire. Twenty college students were divided into two groups on the basis of gender. Both groups viewed a fight scene from *West Side Story*. After a brief distraction period they completed one of two questionnaires; one used neutral verb forms and the other used more intense forms. Subjects answered the questions by estimating how many times they recalled a particular action occurring in the film. It is anticipated that females are more likely to recall specifics of an event when asked, regardless of the verb used in the questioning.

## **69. Students' Perceptions on the Attractiveness of Young Adult Parents**

*Debra Hallberg (Gary Levine)*

*Edinboro University*

Participants received a packet containing four pictures of individuals, two females and two males, along with a brief description of each person. Two individuals in each packet, one male and one female, were described as having a child at a young age. The participants were then asked to rate each person on two key questions involving the attractiveness of the individual. It is predicted that having a child will affect female's attractiveness rating more than males.

## **70. Individualism/Collectivism and Acceptance of End-of-Life Issues**

*Nichole K. Bayliss (Lynne E. Curtis)*

*Chatham College*

The purpose of this study was to examine the influence of individualism and collectivism on acceptance of physician-assisted suicide, euthanasia and advance directives. One hundred-eight surveys, composed of an individualism measure and a self-designed measure examining acceptance of certain end-of-life issues, were given to faculty and students—79 returned surveys were determined to be usable. No significant relationship was found between individualism and collectivism and acceptance of physician-assisted suicide, euthanasia and advance directives. However, further examination has shown that age, education, ethnicity, religion, and level of religious activity can be predictors.

## **71. Zodiac Compatibility and Relationships**

*Courtney Smolko (Terry F. Pettijohn II)*

*Mercyhurst College*

The relationships among the various sun signs and how individuals perceive astrological and psychological based research was tested. The participants were asked to complete a questionnaire on relationships and were then asked to complete a compatibility test. They then received an assessment based on either psychological or astrological research. The results will either support the idea that an individual's predisposition to astrology will affect their perceived compatibility or support the idea that there is no relationship between birth dates and compatibility. It was hypothesized that both astrology and psychology would change the participants view on compatibility.

## **72. Self-Esteem in Winning and Losing Tennis Players**

*Lindsay Zimm (Terry F. Pettijohn II)*

*Mercyhurst College*

The relationship between winning and losing tennis games and the self-esteem of the participants was investigated. Thirty-three serious tennis players between the ages of 13 and 18 were studied. Participants were given the Rosenberg Self-Esteem Scale and the Subjective Exercise Expertise Scale before they played. After being randomly assigned to play either win/lose games or simple tennis instruction, they started playing. After the games were played, participants completed the scales again. The winners showed a gain in self-esteem, the losers showed a decrease, and the control group increased. Athletes should be taught the benefits of athletic participation besides winning and losing.

## **73. Behavioral and Anatomical Effects of Prenatal Valproic Acid Exposure: An Animal Model of Autism**

*Devon Brost (Jeffrey Cross)*

*Allegheny College*

This study examined the effects of prenatal valproic acid (VPA) on rats. Assessments included passive avoidance, social recognition, object preference and Morris water maze (MWM). Control subjects showed social recognition and VPA treated subjects didn't. For object preference task, control subjects spent more time investigating the novel stimulus, while VPA-treated subjects spent significantly more time investigating the familiar stimulus. VPA didn't effect passive avoidance learning. Controls learned the MWM faster than VPA subjects but VPA subjects performed better in the later trials.

## **74. Hippocampal Kindling and Antiepileptic Drug Effects on Memory**

*Sharon Christie (Jeff Cross)*

*Allegheny College*

In a Kindling animal model of epilepsy, effects on learning and memory and effects of anti-epileptic drugs were examined. A T-maze alternation task was used to measure both learning and memory abilities. Kindling was found to not have a significant effect on learning. While kindling alone did not have a significant effect on memory drug treatment did. Although, when combined a significant impairment was seen. Histological analysis revealed that electrode distance from the target influenced trials needed to induce status epilepticus. These results suggest that epileptics that have learning impairments, may encounter problems with memory when taking anti-epileptic drugs.

## **75. Methylphenidate Effects on Spatial Learning and Behavior in Rats**

*Corrine Kaiser (Jeff Cross)*

*Allegheny College*

The effect of chronic methylphenidate administration on spatial learning was studied using normal Sprague-Dawley rats in a free-choice radial arm maze task. Locomotor activity was also studied using the locomotor activity chamber. A 2.0 mg/kg dose of methylphenidate was administered i.p. to a group of 7 rats and saline dose. to a control group. Six different dependent variables were measured to assess learning. Statistical analysis indicated that the methylphenidate rats did not learn as quickly or as well as the saline group.

## **76. The Traumatic Loss & Grief Coping Skills of One Family**

*Carla Rose Gampolo (Eric D. Miller)*

*Kent State University, East Liverpool*

Using qualitative accounts, we have explored how immediate family members cope with the sudden traumatic death of another family member.

### **77. Influences of Stress on the Behavior of College Students**

*Kathryn Weinschenker, Breanna Soder, Kristen Kento (Derek Mace)*

*Pennsylvania State University - The Behrend College*

Lazarus' Transactional Model of stress defines one response to stress as emotion focused coping in which the individual engages in maladaptive behavior to reduce stress (Perrewe & Zellars, 1999). The purpose of this research is to examine risky sexual behavior as one such maladaptive coping mechanism that increases in relation to an increase in stress level. This is examined through correlational research using three surveys in which gender is also identified as a variable. Analysis of initial data collected shows a positive correlation between stress level and risky sexual activity.

### **78. Comparing Self-Esteem Values of Smoking and Non-Smoking Females**

*Jami Petrosewitz (Gerard T. Barron)*

*Mercyhurst College*

This study compared the differences in reported self-esteem levels of smoking college females and non-smoking college females. Differences were determined by scores taken from the Coopersmith Self-Esteem Inventory and by comparing similar characteristics reported on a demographic survey. It is expected that the smoking subjects will convey a lower level of self-esteem than the non-smoking subjects. Previous research has suggested that smoking females were less confident in themselves than non-smoking females and less concerned with the health risks associated with smoking.

### **79. Effect of Smiling on Participants' Perceptions of Job Applicants**

*Heather Vanderloef (Gary Levine)*

*Edinboro University of Pennsylvania*

An experiment was conducted to explore the effect of smiling on participants' perception of whether a target person should get an entry-level management position. University students were given a picture of two individuals on the same page, one smiling one not smiling. They were then asked to choose which person should be hired. The results of this experiment will be discussed in relation to previous experiments dealing with facial expressions of job applicants.

### **80. Interpersonal Relationships and Task Performance**

*Alison M. Abiecunas (Terry F. Pettijohn II)*

*Mercyhurst College*

College students were placed in a situation designed to heighten anxiety. All completed a task, a crossword puzzle and then completed two surveys. Thirty participants completed a crossword puzzle in 15 minutes in pairs and twenty participants tried the puzzle for the same amount of time, but alone. Each participant then took two surveys one measuring their attachment level of secure, anxious-ambivalent, or avoidant, and the other measuring their level of anxiety experienced after completing the puzzle. Participants who rated themselves as securely attached and participate in the experiment with a friend are expected to feel less anxious than participants in the same situation without a friend and who are insecurely attached.

### **81. Evaluating the Content of Video Clips: The Effects of Viewing Aggressive Behavior**

*Radhina Ramirez, Kelly Conroe, Yelana Kerr (Derek Mace)*

*Pennsylvania State University - The Behrend College*

Research on normative beliefs suggests that attitudes are an important predictor of behavior by regulating individuals' responses to aggressive situations. Individuals' emotional states also influence the amount of aggression they use. This study investigates the priming effects of relationally aggressive and non-aggressive video clips on normative beliefs about aggression, as well as the evoked emotional states and amounts of aggression used. Any significant differences in normative beliefs or emotional states would result from priming by relationally aggressive videos. To date, data does not show any significant differences in normative beliefs, although, a trend is developing.

## **82. The Effects of Dogs and Cats on Perceived Attractiveness and Friendliness**

*Tara Barker (Terry F. Pettijohn II)*

*Mercyhurst College*

This research project examined the effects of dogs and cats on perceived attractiveness, friendliness, and a variety of other personality traits of people. Participants consisted of males and females from introductory psychology courses at Mercyhurst College. Each participant rated 3 photographs of persons of the opposite sex: one with a dog, one with a cat, and one alone using a 10-item Likert scale. It was hypothesized that participants would consistently rate persons in the presence of either a dog or a cat more positively than persons who are alone. The study has many applications to everyday life, such as advertising.

## **83. Male and Female Perceptions of Their Own Traits in Comparison to Gender Stereotypes**

*Leslie Tomer (Gary Levine)*

*Edinboro University of Pennsylvania*

Gender stereotypes bias expectations for genders. A list of 10 masculine traits and 10 feminine traits were taken from the Bem Sex Role Inventory. Participants chose the 3 best traits out of the 10 that they felt best described themselves. They also chose 3 traits that were most typical of males and females. It is predicted that the most typical traits for a target gender will also be reported by that same participant gender. Participants are predicted to have more overlap between their trait choices for their own gender traits than for the opposite genders.

## **84. Boredom vs. Interest in the Classroom**

*Jonathan Raybuck (Gary Levine)*

*Edinboro University of Pennsylvania*

To examine potential framing effects, 103 undergraduate general psychology students were given a survey either asking a series of questions about how bored or about how interested they were in a given class and in classes in general. Additionally, how these responses relate to their GPA and amount of sleep will be examined.

## **85. How Much to Eat a Worm? Personal Perspective Influences Value.**

*Juliet Pishinsky, William Beaver (Stephen Paul)*

*Robert Morris University*

Thorndike asked employed and unemployed volunteers how little money they would be willing to accept as compensation to suffer certain pains, deprivations, frustrations, and repulsive acts. The employed consistently demanded unreasonably more money than the unemployed. The present study attempted to account for such excessive requests by manipulating evaluator perspective: Impartial judge vs. Wronged victim. Results showed that, much like Thorndike's employed subjects, wronged victims asked for relatively huge amounts. Possible reasons for these findings are discussed.

## **86. The Attitudes of Mental Illness Among College Students**

*Nichole Novak (Gary Levine)*

*Edinboro University of Pennsylvania*

The attitudes of people toward mental illness was examined. Participants were given two scenarios describing target people, one with symptoms of depression and the other with symptoms of schizophrenia. Half of the scenarios also labeled the person as being diagnosed by a psychiatrist as depressed or schizophrenic. Participants rated the target people. It is expected that participants will rate persons with schizophrenia more harshly than a person with depression.

### **87. Effects of Physical Appearance and Gender on Helping Behavior**

*Lyndsay Gray (Gerard T. Barron)*

*Mercyhurst College*

Effects of physical appearance and gender on helping behavior were tested using both a male and female confederate. They both dressed in attractive clothing for the first observations and slovenly clothing for the next. They were observed walking a pre-determined route carrying a large box on a college campus three different times during the day. The dependent measure is the number of offers each confederate receives from the public to assist them and what their gender is. It is expected that an attractive appearance will gain more assistance than a slovenly appearance and the female will receive more offers, more often from members of the opposite sex.

### **88. U. S. Perception of Terrorist Threat Post 9-11: Fearless with Duct Tape**

*Tiffany DeHaven, Anna Ferguson, Kim Talbott (Eric D. Miller)*

*Kent State University, East Liverpool Campus*

Using archival polling data, we have contrasted U.S. attitudes and awareness towards possible terrorist threats. In particular, we have examined U.S. perceptions of physical and psychological risk as a function of various social (e.g., political ideology, and region) and environmental factors (e.g., assessment of the economy, and reactions since 9-11). Most Americans seem to present a dual nature regarding this possible threat given that they proclaim to be marginally secure yet their behaviors indicate otherwise. The implications of this ongoing personal threat will be fully explored.

### **89. Comparing Identification and Empathy**

*Kristin Carlisle (Terry F. Pettijohn II)*

*Mercyhurst College*

The relationship between sex roles and aggression in comparison to gender and aggression was examined by exposing college students to a video of two violent scenes. It was predicted that more masculine participants would identify with and have empathy for an aggressive model. It was also predicted that more feminine participants would identify with and have empathy for a victim model. The study measured participants' masculinity and aggression. Participants rated their level of identification and empathy for all four characters in the two scenes. A comparison was made to note any differences between sex roles and gender.

### **90. Relationship Between Self-Esteem, Life Satisfaction, Perceived Competence**

*Brenda J. Dunmire (Thomas Hershberger)*

*Chatham College*

Two studies were completed examining the relationship between self-esteem (SE), life satisfaction (LS), competence (PC), and attributional style (AS). 28 completed a SE Inventory, a LS Scale, Life Orientation Scale, and a 10 point self assessment of stress, happiness, mathematics, writing, comprehension, communication, abstract thinking, interpersonal and intrapersonal skills. Results showed that SE, LS and happiness were positively correlated. Stress was negatively correlated with SE, and happiness. No correlation for PC in relation to LS and SE was found. Pessimism was negatively correlated with SE, LS and happiness. Stress and pessimism were positively correlated.



### **91. Effects of Social Influence on Memory Conformity**

*Christa Mancini (Gerard T. Barron)*

*Mercyhurst College*

The effect of social influence on memory was tested using twenty college students, separated into a high-credibility and low-credibility group. The early phase presented participants with pictures and blank sheets, which required them to imagine objects. Following a distraction period the high-credibility group was exposed to what they thought were professor's responses and the low-credibility was exposed to computer generated random responses. The high-credibility group is expected to demonstrate a higher rate of change in their responses in the direction of the model.

### **92. Social and Economic Relationships with Playboy Playmates**

*Brian Jungeberg (Terry F. Pettijohn II)*

*Mercyhurst College*

Facial and body characteristics of Playboy Playmates of the Year over the past 41 years were identified and investigated to explore their relationships with U.S. social and economic factors. Relationships between social and economic hard times and PMOY small eye size, age, waist, height, weight, and waist/hip ratio were found. The findings suggest that the economic and social times do indeed influence public perception of attraction. Results are discussed in relation to the environmental security hypothesis, health, and reproductive fitness.

### **93. Relationship between Narcissism and Aggressive Driving**

*Chandra Taormina (Gary Levine)*

*Edinboro University of Pennsylvania*

This study examined the relationship between narcissism and aggressive driving. Participants read three short scenarios regarding driving situations, and rated how angry they would feel. The participants also answered a series of true and false statements that measured narcissism. It is predicted that those with higher ratings for being narcissistic will be angrier in potential driving situations.

### **94. Social Comparison: Do romantic short stories affect self-judgments?**

*Shannon E. Leake (Terry F. Pettijohn II)*

*Mercyhurst College*

This research involves an application of social comparison theory, which states that individuals will judge themselves in comparison to others who they encounter. In particular, this research explores whether college students would rate themselves as more romantic after reading a romantic short story than college students who read a non-romantic short story. It was hypothesized that those who read the romantic story would rate themselves higher in order to maintain a positive self-image. This research is expected to provide significant support for the findings of Klein and Goethals (2002), and to help clarify the nature of romanticism and the strength, breadth and depth of social comparisons.

### **95. Recommendations of the Death Penalty Based on Race and Strength of Evidence**

*Sarah Cavrak (Gary Levine)*

*Edinboro University of Pennsylvania*

Participants read about a male waiting to go to trial for murdering a young woman. The strength of the evidence against the defendant (Strong vs. Weak), and the race of the defendant (Caucasian vs. African American) were manipulated. After reading the scenario the students were asked to rate how guilty they felt the defendant was and how strongly they would recommend the death penalty. Consistent with prior research, it is predicted that stereotypical judgments will be more apparent in the weak evidence scenario.

## **96. Effects of Team Cohesion and Mood on Sport Performance**

*Katie Spehar (David Gray)*

*Westminster College*

A correlational design was used to examine the effects of team cohesion and mood on sport performance. 84 female volleyball players from nine colleges participated. Each completed a survey including The GEO, an Index of Well-Being and the MAACL-R. It was hypothesized that (1) group cohesion and mood would correlate positively with performance, (2) cohesion would be the stronger predictor, and (3) cohesion and mood would be related. Cohesion and kills per game were positively correlated  $r = .23, p = 0.028$ . The findings also suggest that cohesion had stronger influence than mood and that cohesion and mood were related. Cohesion has an influence on sport and group dynamics.

## **97. False Memory: A Comparison of Idetic and Semantic Memory**

*Ross Markle, Greg Burchard, Josh Ciminella, Brian Ziemer (Ken Milles)*

*Edinboro University of Pennsylvania*

Twenty-five college students were presented with 24 trials of 10 shapes using a Microsoft PowerPoint format. Participants used response sheets to recognize the shapes. Responses were classified as correct, incorrect, or similar (a false memory similar to a shape in the trial). Nominal shapes were compared to non-nominal shapes. Significantly fewer correct answers, significantly more incorrect answers, and more (approaching significance) false memories were found with nominal shapes than with non-nominal shapes.

## **98. The Influence of Positive and Negative Emotion and State-Dependency on Facial and Verbal Content Recognition**

*Diana Moore (Sandra Webster), Westminster College*

The purpose of this experiment was to determine whether anxiety would increase performance on facial recognition tasks. 85 women participated in this 3x3 between groups design. The 2 independent variables were emotion at acquisition and retrieval, each on 3 levels: positive, neutral, and negative. The 2 dependent variables were the facial and verbal recognition task. There was an interaction between emotion at retrieval and acquisition depending on task. People were more confident of their answers when they were both correct and when the stimuli were present in the pseudo-crime video.

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