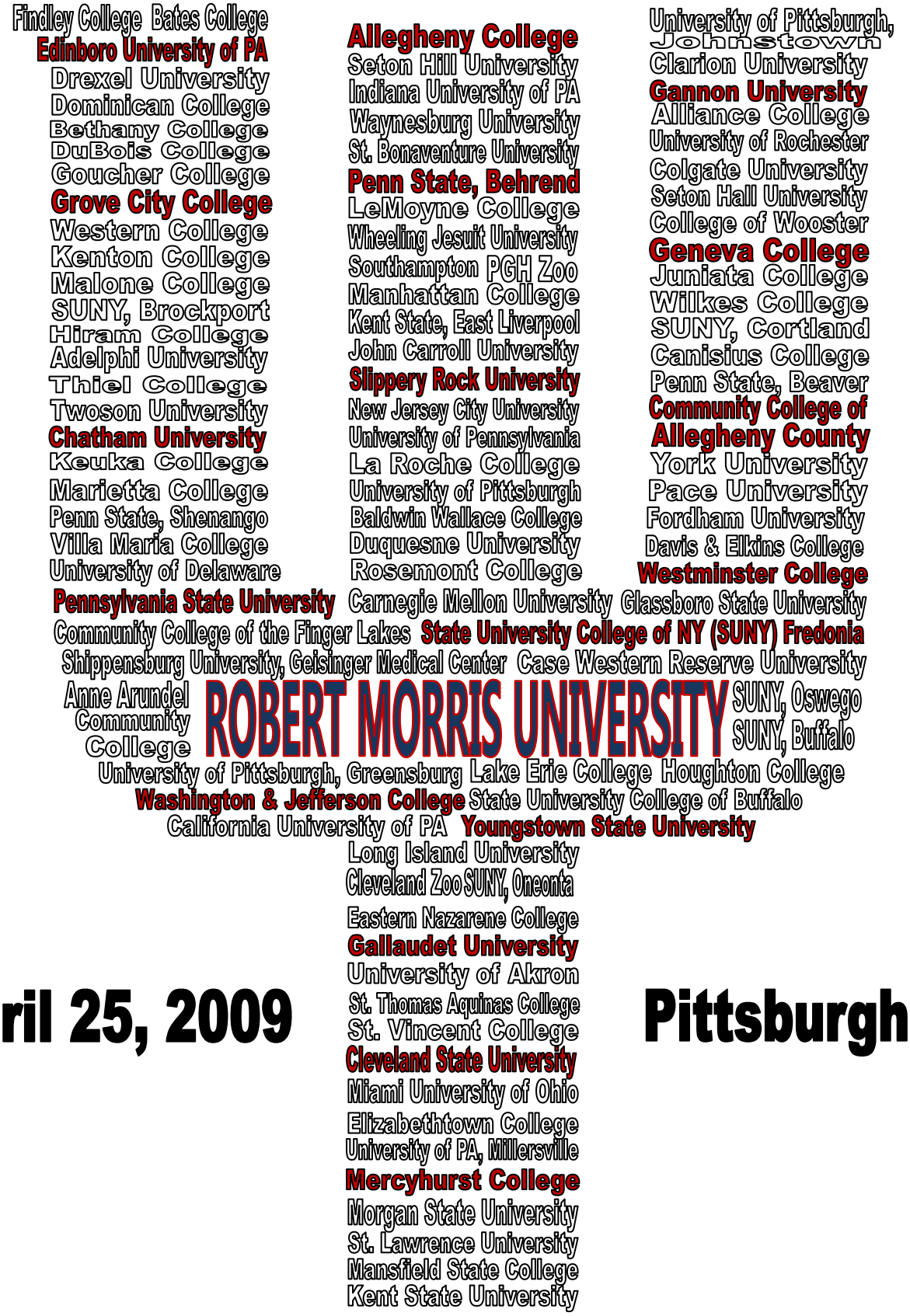
37th Annual Western Pennsylvania Undergraduate Psychology Conference



April 25, 2009

Pittsburgh, PA

Welcome to the 37th Annual Western Pennsylvania Undergraduate Psychology Conference

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Financial support provided by the member colleges and universities of WPUPC, Robert Morris University, Pearson Higher Education, and Cengage Learning.

Organized by Stephen Paul, Kathryn Dennick-Brecht, and Ashley Wagers.

Special thanks are extended to members of the RMU Psychology Club, members of the RMU chapter of Psi Chi, the Parkhurst staff, and the IT staff at RMU.

37TH ANNUAL
WESTERN PENNSYLVANIA
UNDERGRADUATE PSYCHOLOGY CONFERENCE

SCHEDULE

Saturday, April 25, 2009

Start	End	Event	Location
7:30	9:00	Registration	Main Entryway
8:00	9:30	Light Breakfast	1st Floor Main Court
8:30	10:30	**Poster Session**	1st Floor Main Court
10:30	10:45	Break	
10:45	11:45	Keynote Speaker	1st Floor Main Court
11:45	1:00	LUNCH *Steering Committee Meeting*	1st Floor Main Court Boardroom B (3rd Fl)
		Paper Sessions	**[3rd Floor]**
1:15	2:30	(1) Cognitive/Learning Chair: **Dr. Victoria Kazmerski**	PA Suite
1:15	2:30	(2) Gender/Culture Chair: **Dr. Jennifer Dyck**	Dining Room C
1:15	2:15	(3) Health Chair: **Dr. Sandra Webster**	Dining Room A/B
1:15	2:15	(4) Personality/Motivation/Emotion Chair: **Dr. Aimee Knupsky**	International #1
1:15	2:30	(5) Social Chair: **Dr. Timothy Klitz**	International #2

Keynote Speaker*

Dr. Roger R. Hock

Program Director
MENDOCINO COLLEGE

PAVLOV'S METRONOME: How we got here from there
Tales of elegant, ingenious, and sometimes bizarre psychological research.

The foundation of psychology is scientific research. Throughout more than a century of innovative, ground-breaking studies, our knowledge and understanding of human behavior have been expanded and refined to the level of sophistication that exists today. Many of these studies played a major role in shaping modern psychology and helped set the stage for countless subsequent research projects and new fields of psychological exploration. Even when the original results of some of these pivotal studies have been met later with questions, challenges, and controversies, their influence in historical terms never diminishes. They continue to be cited in new research articles, to be referenced in hundreds of textbook chapters, and to hold a special place in the minds of psychologists.

Dr. Roger R. Hock is a professor of psychology and human sexuality at Mendocino College in northern California. He received his M.A. in Psychology from San Diego State University and his Ph.D. in Psychology from the University of California at San Diego. He is also the author of *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research, 6th Ed*. (Pearson Prentice Hall, 2009), coauthor of *It's My Life Now: Starting Over After an Abusive Relationship or Domestic Violence* (Routledge, 2006) and most recently, *Human Sexuality, 2nd Ed.* (Pearson Prentice Hall, 2010).

PEARSON

* We are very appreciative of the hospitality and support provided by the fine folks at Pearson Prentice Hall for making Dr. Hock's visit possible.

Poster Session (8:30-10:30)

First Floor, Main Court

1. **The Effects of Leadership and Gender on the Generation of Verbal Disfluencies**
   Courtney P. Rademacher & Aimee Knupsky (Aimee Knupsky), Allegheny College
2. **Lexical access in second language acquisition: Referencing paths to activation in bilinguals**
   Michele Tanous (Aimee Knupsky), Allegheny College
3. **The Effects of Academic Self Concept and Anxiety on Memory Performance**
   Kaylee Curilla, Ashley Martin, & Jessica Schubert (Victoria Kazmerski), Penn State Erie, The Behrend College
4. **Effect of the Structured Nature of an Art Project on Mood, Enjoyment, and Engagement**
   Kaitlin Walsh (Aimee Knupsky), Allegheny College
5. **Categorization Performance of Preschool Children**
   Chad Swanson & Jared Gould (Nancy R. Gee), State University of New York at Fredonia
6. **The Effect of Articulatory Suppression on the Free Recall of Concrete and Abstract Words**
   Joseph Sabetti, Janel Hodge, Amanda Mitchell, & Jessica Mack (Michael Skelly), Edinboro University of Pennsylvania
7. **The Investigation of Cues to Deception Through the Manipulation of Cognitive Load**
   Evanee Frank (Aimee Knupsky), Allegheny College
8. **How Did You Not See That? The Relationship Between Change Blindness and Personality**
   Ashley Wagers (Stephen Paul), Robert Morris University
9. **Examining Comics Theory: The Effect of Character Facial Realism on Narrative Engagement**
   Tamara E. Belden (Aimee Knupsky), Allegheny College
10. **Memory Performance and Adherence to Instructions for Preschool Children**
    Daniel Carr & Elise Crist (Nancy R. Gee), State University of New York at Fredonia
11. **The Effects of Context on Cross Language Interactions During Production**
    Megan Petroccia (Aimee Knupsky), Allegheny College
12. **Representation of External Event Control on Performance in a Simple Routine Counting Task**
    Rachel Franson (Richard Carlson), The Pennsylvania State University
13. **The Effects of Solid vs. Multi-Colored Shapes on Mental Rotation**
    Sharon Hindle, Joshua Staszewski, Lindsey Himrod, Brittany Prior, & Suzie Juhascik (Michael Skelly), Edinboro University of Pennsylvania

14. **Effects of Articulatory Supression on Free Recall of Words and Images**
Lori Maughan, Rikki Miller, Whitney Beach, & Andrew Bell (Michael Skelly), Edinboro University of Pennsylvania

15. **Reaction Time of Older Adults in False Memory Training**
Ann K. Schellberg (Amy L. Wiseman), Allegheny College

16. **When More Anxiety is Better? The Influence of Working Memory Capacity on Perception of Negative Mood**
Lasheena Barnes, Samantha DeDionisio, & Paris Norwood (Dawn Blasko), Penn State Erie, The Behrend College

17. **Handedness and Theory of Mind**
Josh Hoover (Christopher Niebauer), Slippery Rock University

18. **Detecting Deception Through Facial Expressions and Emotions**
Jennifer Warren (Aimee Knupsky), Allegheny College

19. **Pattern Guessing on Multiple-Choice Exams: Is Your Guess As Good As Mine?**
Maria Olausson (Stephen Paul), Robert Morris University

20. **Preschool Children's Performance of Color Naming and Adherence to Instruction**
Whitney Hyman (Nancy R. Gee), State University of New York at Fredonia

21. **The Phonological Loop Capacity as a Predictor in Foreign-Accent Comprehension**
Carina Saary (Aimee Knupsky), Allegheny College

22. **Backmasking: Annihilating the Effects of Good and Evil**
Erica L. Yalch (Stephen Paul), Robert Morris University

23. **Change Blindness and Visual Interest**
Shannon Theus (Gerard Barron), Mercyhurst College

24. **The Effects of Sex and Violence on Brand Memory**
Kara Sementilli, Mark Arthur Thomas Hoke, & Kristin Stranahan (Dawn Blasko), Penn State Erie, The Behrend College

25. **Complex Stimulus-Response Chains in Rats: How Rats Learn to Play Soccer**
Nathan Rojek, Abbe Machi, Ashley Brown, & Camille Robbins (Rodney Clark), Allegheny College

26. **Music Videos and How They Affect Us**
Matthew Smith, Cassandra Huber, & Adam Ecker (Victoria Kazmerski), Penn State Erie, The Behrend College

27. **Perceptions of Facial Characteristics and their Association with Criminality**
Krystal Kelly (Tony Goreczny), Chatham University

28. **Services Received by Deaf and Hard of Hearing**
Kenneth Reimer & Richard Latini (Diane Clark), Gallaudet University

29. **Effectiveness of Bulletin Boards**
Daniel Schantz (Guy Boysen), State University of New York at Fredonia

30. **Relation of Environmental Conditions and Academic Achievement and Attitudes**
Cara Jones & Linh Nguyen (Victoria A. Kazmerski), Penn State Erie, The Behrend College

31. **Analysis of Endogenous Factors Guiding Choice Behavior in Rats**
Joshua P. Bow, Joshua M. Staszewski, Janel K. Hodge, & Rikki N. Miller (Peter J. McLaughlin), Edinboro University of Pennsylvania

32. **Effects of Scopolamine on the Peak Procedure in Rats**
Janel Hodge, Joshua M. Staszewski, Rikki Miller, & Joshua P. Bow (Peter J. McLaughlin), Edinboro University of Pennsylvania

33. **The Effect of Child Gender on the Amount, and Types of Paternal Involement**
Andrea Santarelli (Sandra K. Webster), Westminster College

34. **Japanese Teachers' Attitudes Toward the 2002 Japanese Education System Reforms**
Emily Akers & Chengcen Su (Cheryl Drout), State University of New York at Fredonia

35. **Students' Preference for Faculty Based on Perceived Adherence to Gender Roles**
Jillian Marshall (Melissa Surawski), Mercyhurst College

36. **A Measurement of Sexual Orientation Plasticity in Females**
Katy Colleton (Tom Hershberger), Chatham University

37. **Perceived Male Dominance: A Look Into Classroom Interactions**
Athea Herbstritt, Steph Hancheck, Thomas Edwards, & Cassi McDowell (Diana Rice), Geneva College

38. **Effects of Speaker and Listener Sex on Social Perceptions of Speakers with Speech Disfluencies**
Vincent Donofrio (Aimee Knupsky), Allegheny College

39. **Classroom Behavior: Students Perceptions of Bias and How it Should be Addressed**
Maura Reinertsen (Guy Boysen), State University of New York at Fredonia

40. **Mental Health Stereotypes Held Concerning Gay Men and Lesbians**
Michael DeJesus (Guy Boysen), State University of New York at Fredonia

41. **Self Presentation Gender Differences in Public Facebook Profiles**
Jessica Johnson, Elizabeth Nagel Hardisky, Adam Mason, & L. Joann Stout (Diana Rice), Geneva College

42. **The Influence of Parenting Styles on the Adjustment of College Students**
Linh Nguyen, Sara Praetzel, & Abby Zehe (Victoria A. Kazmerski), Penn State Erie, The Behrend College

43. **Relationship of Grade Configuration to Self-Efficacy, Self-Esteem, and Academic Success**
Jennifer Feret (Gerard Barron), Mercyhurst College

44. **Family Function and Structure and its Relationship to Attachment Styles in College Students**
Jessica Thurston (Tom Hershberger), Chatham University

45. **Lesbian Experiences of Relational Aggression**
Krystal Kelly, Pam Hammons, & Margaret L. Stubbs (Margaret L. Stubbs), Chatham University

46. **Does Parental Attachment Affect Eating Habits?**
Jennifer Moczulski, Kandyss Moir, & Kaitlin Schafer (Dawn Blasko), Penn State Erie, The Behrend College

47. **Experimenting the Emotions that Different Tempos of Non-Lyrical Music can Produce**
K. Mikayla Barcus (Sandra K. Webster), Westminster College

48. **Can Color Help Your Students Get An A?**
Brittany Bennett, Erin Dyne, & Thomas Sanner (Dawn Blasko), Penn State Erie, The Behrend College

49. **Emotionally Charged Visual Stimuli: Effect of Taboo and Neutral Pictures on Memory**
Jennifer Ramsey (Julie Blaskewicz Boron), Youngstown State University

50. **Evaluation Anxiety and Accuracy of Recall: The Effects of Preference for Information Exposure**
Ashley Ristau (Melissa Surawski), Mercyhurst College

51. **The Attributions of NFL Fans from Radio Call-in Shows**
John Pogorzelski & Elise Daigler (Bruce Klonsky), State University of New York at Fredonia

52. **Provoking Affect to Assess Implicit Commitment to Intrinsic and Extrinsic Religious Orientations**
Scott Wright, Melissa Marra, Devin Sonner, & Elise Simpson (Suthakaran Veersasamy), State University of New York at Fredonia

53. **Driver Behavior on Campus: A Robert Morris University Case Study**
Jade Hart (Stephen Paul), Robert Morris University

54. **Relation of Sex Offender Typologies to Treatment in the Pennsylvania Department of Corrections**
Marlena Hoffmann (Sheila Seelau), Chatham University

55. **Dogmatism and Intelligence in College Students**
Kenneth Snyder (William Kelly), Robert Morris University

56. **Effects of Education on Environmental Awareness and Attitudes in First-Year College Women**
Cassandra Treshok (Sandra K. Webster), Westminster College

57. **Music Preference and Personal Appearance**
John Bennett (Melissa Surawski), Mercyhurst College

58. **Microanalysis of Operant Responding Differentiates CB1 Receptor Antagonism from Natural Satiation**
Rikki L. A. Miller, Joshua M. Staszewski, Joshua P. Bow, & Janel K. Hodge (Peter J. McLaughlin), Edinboro University of Pennsylvania

59. **Does the Brain Hear The Truth? Prosody and Detection of Sarcasm**
LaSheena Barnes, Danielle Wilson, Jessie Eisert, & Paris Norwood (Victoria Kazmerski), Penn State Erie, The Behrend College

60. **An Evaluation of Homonegativism Based on Psychophysiological Measurement Following Visual Stimuli**
David Dean (Kirk Lunnen), Westminster College

61. **Effects of Visual Food Cues on Eating Behavior and Possible Weight Gain in College Students**
Melissa Thompson (Stephen Paul), Robert Morris University

62. **Cognitive Dissonance: Effects of Perceived Choice on Attitude Change**
Jessica C. Miklosovic (Sandra K. Webster), Westminster College

63. **A Modified Replication of the Asch Study: How Social Influence Contributes to Conformity**
Matt Facciani (Sandra K. Webster), Westminster College

64. **The Effects of Video-Taping on Anxiety and Performance**
Maranda McClintock (Sandra K. Webster), Westminster College

65. **Parental Substance Abuse Problems: Predicting Alcohol and Marijuana Use in College Students**
Nicholas R. Joseph (Patricia Rutledge), Allegheny College

66. **The Effect of Romantic Relationships on the Enjoyment of Romantic Movies**
Melissa Carnahan, Melissa Conti, Kim Fabrizio, Geoffrey Spaulding, & Michael Pope (Luke Rosielle), Gannon University

67. **Gender Stereotypes in Professions and College Majors**
Jillian Mason & Guy Boysen (Guy Boysen), State University of New York at Fredonia

68. **Stress Levels among College Students: Related to Family Structure**
Kelly McDonald (Melissa Surawski), Mercyhurst College

69. **Listening With Your Eyes: Gender Stereotyping of Musical Instruments**
Laura Stevens (Melissa Surawski), Mercyhurst College

70. **Birth Order and Attachment Styles as Factors in Romantic Relationships**
Arianne Zimmerman (Gerard Barron), Mercyhurst College

71. **The Effect of Accents on Facial Attractiveness**
Carley Turner, Kelly Callahan, & Astasia May (Luke Rosielle), Gannon University

72. **The Effect of Violence and Gender Differences on Rape Attitudes and Empathy Levels**
Emily Cranston (Gerard Barron), Mercyhurst College

73. **Parental Conflict and Divorce Affecting Success in Romantic Relationships**
Lauren Bianco (Gerard Barron), Mercyhurst College

74. **Attribution of Responsibility Toward Victims in Regards to PTSD and Locus of Control**
Michelle Thomas (Gerard Barron), Mercyhurst College

75. **Factors Influencing Online Social Activity**
Sandy Lambo (Melissa Surawski), Mercyhurst College

76. **College Students' Perceptions of Older Men and Women: Is There an Attractiveness Double-Standard?**
Amanda Morris, Amanda Wellman, & Carly Wilson (Gary Levine), Edinboro University of Pennsylvania

77. **Children's Perceptions of Father Involvement in Divorced versus Intact Families**
Nicole Miele (Gregory Morrow), Edinboro University of Pennsylvania

78. **The Attractiveness Stereotype and Consequences for Cheating on an Exam**
Erica Madge, Amy Schweter, & Ryan Graeca (Gary Levine), Edinboro University of Pennsylvania

79. **Classroom Behaviors**
Clara Wright & Elise Daigler (Guy Boysen), State University of New York at Fredonia

80. **The Influence of Mortality Salience on Cooperative Behavior in the Prisoner's Dilemma**
James Svolos, Odalys Urena, & Tekhara Watson (Dawn Blasko), Penn State Erie, The Behrend College

81. **A Study of Social Desirability and Self-Esteem**
Rachel Ragozzino (Stephen Paul), Robert Morris University

82. **We're Just Friends: Double Standard Perceptions of Opposite-Sex Friendships While in a Committed Relationship**
Nicole Rupp, Amy Leveto, & Amanda Dickinson (Gary Levine), Edinboro University

83. **The Difference in Rate of Facebook Friend Request Approvals by Undergraduate Men and Women Based on Gender and Age**
Justin Lemmo, John Fahey, & Curt Jones (Elizabeth Bennett), Washington & Jefferson College

84. **Affect: A Qualitative Study Examining the Relationship Between Smoking Cessation and Relapse**
Genevieve Senovich (William E. Kelly), Robert Morris University

108. **Factors Related to Weight Gain During Freshman Year at College**
Masha Vinarski (Rebecca L. Grime), Washington and Jefferson College

Paper Session (1:15-2:30)

Session 1: Cognitive/Learning — PA SUITE

Chair: **Dr. Victoria Kazmerski**

85. **Morphology and Word Attack: The Guessing Game**
Amanda Krieger, Jason Begue, & Vivienne Schroeder (Diane Clark), Gallaudet University

86. **Using Video Clips to Prime Perceived College Drinking Levels**
Nathan Magee (Gary Levine), Edinboro University of Pennsylvania

87. **The Availability Heuristic and Estimates of College Student Alcohol Consumption**
Jennifer Orefice (Gary Levine), Edinboro University of Pennsylvania

88. **School Features and their Influence on Learning: Taking a Look at Green Kids**
Danielle J. Wilson & Janice E. Jerome (Victoria Kazmerski), Penn State Erie, The Behrend College

89. **The Effect of Text Messaging on Driving Performance**
Jesse Eisert & Melissa Punk (Victoria Kazmerski), Penn State Erie, The Behrend College

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Session 2: GENDER/CULTURE — DINING ROOM C

Chair: **Dr. Jennifer Dyck**

90. **Programs Offered at Transitional Facilities as Part of Overall Re-entry Skills Training**
Michael Cotronea (Dani McKinney), State University of New York at Fredonia

91. **Gender Stereotyping Emotionality in Infants**
Kalyn Carney (Gerard Barron), Mercyhurst College

92. **Perceptions of Relationship Dissolution as a Function of Gender and Physical Attractiveness**
Shannon Bonadonna & Kong Gao (Jack Croxton), State University of New York at Fredonia

93. **Lesbian Expectations of Dating Relationships**
Amanda Ciesielski, Amanda Caldwell, & Alexandra Lugo (Jennifer Dyck), State University of New York at Fredonia

94. **The Influence of Cultural and Video-Game Experience on Spatial Task Performance**
Luis F. Fernandez & Jessica Schubert (Dawn Blasko), Penn State Erie, The Behrend College

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Session 3: HEALTH **DINING ROOM A/B**

Chair: **Dr. Sandra Webster**

95. **Healthy Lifestyle Behaviors: Obligation or Enjoyment?**
Lauren Eastman (Melissa Surawski), Mercyhurst College

96. **How a Family at High Risk for Breast Cancer Makes Medical Decisions**
Rachael Fly-Pingree (Margaret Stubbs), Chatham University

97. **Perinatal Insult Causes Reduction of Prepulse Inhibition in a Rat Model of PTSD**
Angela E. Hemphill & Anthony B. Ferrelli (Richard Port), Slippery Rock University

98. **The Effects of Low-Intensity Upper Extremity Plyometrics on Strength and Injury Rates in Competitive Female Swimmers**
Ashley Deitz (Peggy Stubbs), Chatham University

Session 4: PERSONALITY/MOTIVATION & EMOTION **INTERNATIONAL #1**

Chair: **Dr. Aimee Knupsky**

99. **Correlation Between Adult Attachment Styles and Roommate Satisfaction Among First-year College Students**
Amanda Kowalczyk (Jamie McMinn), Westminster College

100. **Personality and Motivational Predictors of College Success**
Jennifer Stepic (Melissa Surawski), Mercyhurst College

101. **Trait of Introversion/Extroversion in Regards to Maslow's Hierarchy of Needs**
Scott A. McKay (Gerard Barron), Mercyhurst College

102. **The Effect of Mental Imagery on Reducing State Anxiety**
David Swickline (Melissa Surawski), Mercyhurst College

Session 5: SOCIAL **INTERNATIONAL #2**

Chair: **Dr. Timothy Klitz**

103. Conformity in Online Settings: A Replication of Asch's Classic Study
Allison L. Penharlow (Melissa Surawski), Mercyhurst College

104. Factors Involved in College Adjustment
Chelsey Crawford (Melissa Surawski), Mercyhurst College

105. Investigating the Acceptance of Similarities and Differences in Others: How Universal-Diverse Orientation Relates to Foreign Travel and Second Language Study in College Students
Emma Hooper (Tom Hershberger), Chatham University

106. Student-See, Student-Do: Perceptions of Conformity Among Friends
Maria El-Tahch (Stephen Paul), Robert Morris University

107. Males' Perception of Risk in Potential Partners: Sensation Seeking and Partner's Attractiveness
Marissa Petroff (Melissa Surawski), Mercyhurst College

Conference Abstracts

(Faculty sponsors listed in parentheses)

1. **The Effects of Leadership and Gender on the Generation of Verbal Disfluencies**

Courtney P. Rademacher & Aimee Knupsky (Aimee Knupsky), Allegheny College

The purpose of this study was to examine the effects of leadership and gender on the generation of disfluencies. The participants in the study were female, college students (N=54) who worked in pairs (leader/partner) and had a conversation regarding a given hypothetical scenario. After their conversation each participant completed a questionnaire with questions from the BSRI to examine the role of gender. The conversations were recorded and the disfluencies 'um,' 'uh,' and 'like' were counted. The results found that 'uh' had a significant effect on the role of the participant as leaders used it more than partners. There was also an interaction between role and gender of the participants. The results indicated that masculine partners used 'uh' more than feminine partners.

2. **Lexical access in second language acquisition: Referencing paths to activation in bilinguals**

Michele Tanous (Aimee Knupsky), Allegheny College

The purpose of this study was to examine bilingual speech production in the context of a picture-naming task. This study specifically observed how the number of language pathways a participant accessed influenced reaction time of picture-naming. This study also examined recovery patterns and the neurolinguistics of bilingual brain injury by examining the literature of bilingual aphasia. Participants who participated in this picture-naming study were all normal, healthy students enrolled in a French course (N=15). The picture-naming experiment consisted of four conditions (L1 Related, L2 Related, L1/L2 Related, and L1 Unrelated), which were classified as Number of Pathways. While significant results were found between all four conditions, the results did not support the main hypothesis.

3. **The Effects of Academic Self Concept and Anxiety on Memory Performance**

Kaylee Curilla, Ashley Martin, & Jessica Schubert (Victoria Kazmerski), Penn State Erie, The Behrend College

This study examined academic self concept (ASC), anxiety, and memory performance in relation to academic performance. We hypothesized that individuals with low ASC would perform worse on word recall, and that low ASC individuals would recall more negative words. We also predicted that higher ASC would result in better memory performance. Participants completed a word recall task, and measures of ASC, working memory, and anxiety. Our hypotheses were partially supported. There was a four-way interaction among ASC, anxiety, and working memory, and recall when neutral words were eliminated. Trends emerged for working memory and anxiety for positive and negative word recall. This suggests the importance of taking many variables into account when assessing reasons for poor academic performance.

4. **Effect of the Structured Nature of an Art Project on Mood, Enjoyment, and Engagement**

Kaitlin Walsh (Aimee Knupsky), Allegheny College

The present study explored the effect of a structured and unstructured art project on the mood, engagement, and enjoyment of children. In the first session, students filled out a single question rating scale assessing their mood and then they listened to a lesson on the uses and functions of mandalas. Students then colored either a structured or unstructured mandala and filled out a post-activity questionnaire assessing mood, enjoyment, and engagement after they were finished coloring. The second session was almost identical to the first session except that students colored the type of mandala that they had not yet colored. Results of the study do not completely support the hypothesis. However, the results did generate interesting findings.

5. **Categorization Performance of Preschool Children**

Chad Swanson & Jared Gould (Nancy R. Gee), State University of New York at Fredonia

Participants in the current study included ten preschool children, both typical and identified. The children were asked to categorize animate and inanimate pictures into three environments (Farm, Ocean, and Circus) in each of three conditions (Real Dog, Stuffed Dog, and Human). The results revealed a main effect for category where the children performed better in the Farm and Ocean than in the Circus category. The Category variable also interacted with Classification such that the Typical children performed at a higher level than Identified on the Farm and Ocean than on the Circus category, but this difference was not significant in the Identified children. Category also interacted with Animation such that the children were better as classifying Animate relative to Inanimate objects.

6. **The Effect of Articulatory Suppression on the Free Recall of Concrete and Abstract Words**

Joseph Sabetti, Janel Hodge, Amanda Mitchell, & Jessica Mack (Michael Skelly), Edinboro University of Pennsylvania

The present between groups design study investigates the effect of word type (concrete vs. abstract) and the use of articulatory suppression (AS) (presence vs. absence) on the proportion of words recalled correctly. Participants viewed 12 items at a rate of 1 per s. Depending on the AS condition, participants concurrently verbalized the word "the" repeatedly or remained silent while viewing the items. Participants did a free recall after viewing the items. Results indicate significantly higher recall for concrete words than abstract words. Additionally, the use of AS negatively affected word recall regardless of word type. Results support our hypothesis in that AS interfered with free recall of words and concrete words were remembered better than abstract words.

7. **The Investigation of Cues to Deception Through the Manipulation of Cognitive Load**

Evanee Frank (Aimee Knupsky), Allegheny College

The purpose of this study was to investigate the effects of cognitive load on cues to deception. The goal of the study was to determine how cognitive load affects the generation of verbal and non-verbal cues to deception. It was proposed that cognitive load (high task difficulty), as defined by recalling an event in reverse chronological order, would decrease the appearance of non-verbal cues to deception (iconic and non-iconic gestures) increasing verbal cues to deception ("um" and "uh"). The results of the study revealed that cognitive load was not sufficiently manipulated, as there were no significant effects. However, the study was able to reveal main effects for type of statement, suggesting that behaviors differ in the lie and truth condition.

8. **How Did You Not See That? The Relationship Between Change Blindness and Personality**

Ashley Wagers (Stephen Paul), Robert Morris University

Change blindness is the failure of an individual to detect changes in an environment. The present study examines whether aspects of personality are related to susceptibility to change blindness. Participants in the study completed a short personality test and then were asked to watch a video showing them how to spot a liar. At least five changes took place during the video but participants were not told about the changes. After watching the video, the participants filled out a survey that consisted of demographic information as well as questions about the changes that took place in the video. The personality type and survey results were compared to determine whether introversion and extraversion were related to susceptibility to change blindness.

9. **Examining Comics Theory: The Effect of Character Facial Realism on Narrative Engagement**

Tamara E. Belden (Aimee Knupsky), Allegheny College

The purpose of this research was to examine the effect of character facial realism on narrative engagement during comic book reading. Participants (N = 31) read a comic booklet through twice, featuring either low or high facial realism. After they completed the task, they responded to a post-test questionnaire containing items designed to measure narrative engagement. The results showed little support for the hypothesis that facial realism affects narrative engagement. However, microanalysis of the dependent variables indicated that facial realism did affect how easily participants felt they could put the story out of their mind, as well as how similar they found the protagonist to themselves.

10. **Memory Performance and Adherence to Instructions for Preschool Children**

Daniel Carr & Elise Crist (Nancy R. Gee), State University of New York at Fredonia

This study examined memory performance and adherence to instructions for a group of 12 preschool children in the presence of a real dog, a stuffed dog, or a human confederate. The children were shown 10 objects in each condition. At test, the children were shown each original object along with a distracter and asked to select the one they had seen before. Object recognition performance was at ceiling and no effects were significant. Instructional prompts were recorded in two ways; general prompts included instructions like "face this way", whereas a task prompt directed the child to perform specific aspects of the task. For both types of prompts, the results showed that fewer prompts were needed in the real dog followed by the stuffed dog condition, with the greatest number of prompts needed in the human condition. The presence of the dog appears to aide in adherence to instructions.

11. **The Effects of Context on Cross Language Interactions During Production**

Megan Petroccia (Aimee Knupsky), Allegheny College

Second language learners of Spanish completed a picture-naming task, where they verbally named a picture in Spanish after reading either an English single word distractor or an English sentence distractor depending on their randomly assigned condition. Results indicated that reactions times were slower overall for the sentence condition as compared to the single word condition. This difference suggests that the first language's strength of activation due to the sentence's presentation is increasing the difficulty of switching to second language production, thus indicating a decrease in cross language interactions. This finding suggests that future research should consider the affects of context in bilingual language production models.

12. **Representation of External Event Control on Performance in a Simple Routine Counting Task**

Rachel Franson (Richard Carlson), The Pennsylvania State University

Routine tasks such as counting are typically completed quickly, with relative ease, and under a variety of situations. Yet, the routine task of counting is rich with options and means for control that may or may not facilitate success (accuracy). The goal of this experiment was to establish whether simple representational differences might affect performance. Two forms of external event control, for the events to be counted, were examined using a computerized counting task that allowed for control to be timed to the onset or offset of external events; the order in which the events varied by condition. Results showed that accuracy for the onset control condition varied significantly depending on when it was performed in relation to the offset control condition.

13. **The Effects of Solid vs. Multi-Colored Shapes on Mental Rotation**

Sharon Hindle, Joshua Staszewski, Lindsey Himrod, Brittany Prior, & Suzie Juhascik (Michael Skelly), Edinboro University of Pennsylvania

The effects of color (solid vs. multi) and mental rotation (0 degrees vs. 180 degrees) on the time necessary to recreate a standard pattern of shapes was investigated in the present repeated measures design study. Depending on the mental rotation condition, participants recreated a standard pattern of 5 shapes either as is or upside down. Findings support the hypothesis in that mentally rotating shape patterns takes significantly longer than recreating shape patterns as is. Additionally, findings indicate that solid shape patterns take significantly longer to recreate than multi-colored shapes. There was no significant interaction. It is argued that multi-colored shapes are viewed separately as familiar objects and therefore rotated faster than the solid-colored shape patterns.

14. **Effects of Articulatory Supression on Free Recall of Words and Images**

Lori Maughan, Rikki Miller, Whitney Beach, & Andrew Bell (Michael Skelly), Edinboro University of Pennsylvania

The current between groups design investigated the effect of stimulus type (word vs. images) and articulatory suppression (AS) (present vs. absent) on the proportion of items recalled correctly. Participants viewed 12 items at rate of 1/s. Depending on the AS condition, participants either concurrently repeated the word "the" or remained silent while view the items. Findings support the hypothesis in that image recall is significantly greater than word recall. In addition, recall without AS is greater than recall with AS.

15. **Reaction Time of Older Adults in False Memory Training**

Ann K. Schellberg (Amy L. Wiseman), Allegheny College

Reaction time of older adults in a false recognition study involving training is a new area of research. Older adults are known to be able to use the distinctiveness heuristic to reduce false recognition, which is known to slow reaction time in comparison to true recognition for most adults, except the elderly, perhaps indicating why they do not use the distinctiveness heuristic as readily. This study looks at how false recognition training influences reaction time in older adults. Participants counted syllables for a list of words and then imagined or counted syllables again for a series of categorized lists. At test, half received training instructions and feedback to remember distinctive information. The most prominent finding was that overall, training increased reaction time for all false memory types as well as for controls and old items.

16. **When More Anxiety is Better? The Influence of Working Memory Capacity on Perception of Negative Mood**

Lasheena Barnes, Samantha DeDionisio, & Paris Norwood (Dawn Blasko), Penn State Erie, The Behrend College

Negative experiences in life can affect our moods and can inhibit our ability to function. The present study examined whether working memory capacity and trait anxiety influenced the change in mood induced by extremely negative pictures. Participants were exposed to picture stimuli ranging from neutral to strongly negative, then asked to solve an easy or difficult math problem. Participants then rated their current mood on a nine point Likert scale. A State-Trait Anxiety Inventory and a measure of working memory capacity were also completed. We found that picture type interacts with math type and those with lower working memory rated their mood lower overall.

17. **Handedness and Theory of Mind**

Josh Hoover (Christopher Niebauer), Slippery Rock University

It has been suggested that those who display great ambidexterity, i.e., mixed handers, also demonstrate superior metacognitive skills (Niebauer, 2004). This advantage was theorized to be related to greater interhemispheric interaction believed to be present in mixed handers (Christman, 2001). In order to extend previous research, the current study investigated the metacognitive task of reading the emotional expression of others (Baron-Cohen, 2001). In addition to filling out a handedness questionnaire, participants were also given the task of reading the emotional expression of an individual from the eyes alone. Findings relating handedness and theory of mind are discussed.

18. **Detecting Deception Through Facial Expressions and Emotions**

Jennifer Warren (Aimee Knupsky), Allegheny College

The purpose of this study was to examine whether emotional expression and gaze influenced the ability of participants to detect deception through nonverbal cues. The study also explored the confidence, perceived difficulty, perceived value, and enjoyment of the task. Participants were shown short video clips of a confederate without sound and asked to focus on nonverbal cues to determine whether the confederate was telling a truthful or deceptive statement. After they viewed all of the clips and made their responses, they were given a short post-test questionnaire that asked them to rate their confidence, perceived difficulty of the task, perceived value of the task, and enjoyment in the task. The hypothesis of the study was that expression and gaze would affect the ability to detect deception.

19. **Pattern Guessing on Multiple-Choice Exams: Is Your Guess As Good As Mine?**

Maria Olausson (Stephen Paul), Robert Morris University

Studies have shown that various factors influence multiple-choice exam performance. The present study examined the influence of students' ability to identify patterns in multiple-choice exams on their final performance. If students have an expectation that answers will be distributed randomly, then a response pattern that is not perceived as random could yield a change of answer from right to wrong. To test this hypothesis three exam versions consisting of 40 multiple-choice questions were constructed: (1) Long pattern, (2) short pattern, and (3) control (random pattern). It is predicted that test scores will vary as a function of the degree to which the expectation for randomness is violated.

20. **Preschool Children's Performance of Color Naming and Adherence to Instruction**

Whitney Hyman (Nancy R. Gee), State University of New York at Fredonia

The present study examined preschool children's ability to name colors immediately or after a delay in the presence of a real dog, stuffed dog, or human. Accuracy of color naming as well as adherence to instructions were measured. Results showed that color naming performance was significantly better in the no-delay relative to the delay condition. Additionally, more instructional prompts were required in the delay condition than in the no-delay condition. A two-way interaction revealed that in the delay condition, the number of instructional prompts was significantly greater for Identified than for Typical children, however this difference was not significant in the no-delay condition. Further, a three-way interaction revealed that more prompts were needed for Identified than Typical

21. **The Phonological Loop Capacity as a Predictor in Foreign-Accent Comprehension**

Carina Saary (Aimee Knupsky), Allegheny College

The aim of the present study was to examine the impact of the phonological loop memory on foreign-accent comprehension. Using the nonword digit span, participants' phonological capacities were determined and then measured against three different foreign- accented speeches. Participants were then asked to transcribe the foreign- accented sentences. Comprehension was measured against the number of errors made during this transcription task. Comprehension was the only variable found to be significant, indicating that that future research is needed to properly assess the loop's role in deviated language comprehension.

22. **Backmasking: Annihilating the Effects of Good and Evil**

Erica L. Yalch (Stephen Paul), Robert Morris University

The present study investigated whether information could be perceived from recorded messages played backwards. Specifically, verbal commands were constructed that fell into three categories: Evil, Neutral, and Good. Participants listened to 33 sound files and for each file they were asked to rate how good/evil the backward message seemed on a 7-point Likert scale. These ratings were compared to ratings of the sentences presented normally (in print). The backward condition showed no indication that the messages were accurately perceived. The forward condition, however, showed a significant effect of good/evil. Implications of these findings are discussed.

23. **Change Blindness and Visual Interest**

Shannon Theus (Gerard Barron), Mercyhurst College

The effect of visual interest on change blindness with eyewitness identification under two memory conditions was investigated. Participants viewed a film of an apartment burglary during which the burglar changed identities. The film contained elements that were of specific interest to either males or females. Some participants were told there would be a memory test, while others believed they were watching a film on the ease of burglaries. All participants were tested on content of the film, their ability to identify the change in burglars and to identify the burglars. It is expected that those who had the best rates of detection will be females in the intentional condition that saw the film with female interest and males in the intentional condition that saw the film with male interest.

24. **The Effects of Sex and Violence on Brand Memory**

Kara Sementilli, Mark Arthur Thomas Hoke, & Kristin Stranahan (Dawn Blasko), Penn State Erie, The Behrend College

Marketers often assume that sex and violence will increase product sales. Previous research provides mixed interpretations regarding the use of sex and violence, and its effects on brand recall and recognition. In some cases, heightened arousal may overwhelm an individual's ability to process information. In others, heightened arousal may enhance attention and not necessarily create inhibition. In the current study, participants were shown a violent, sexual, or humorous, television show. During the show, all participants were shown the same set of violent, sexual, and calming advertisements. They were then given a free recall memory task for the brands in the advertisements, followed by a recognition task. Preliminary analysis show that sexual commercials were best recalled.

25. **Complex Stimulus-Response Chains in Rats: How Rats Learn to Play Soccer**

Nathan Rojek, Abbe Machi, Ashley Brown, & Camille Robbins (Rodney Clark), Allegheny College

Two experimentally naive rats (Rattus norvegicus) were used in the experiment, one for each condition. The subjects were trained inside an experimental apparatus, designed as a miniature soccer field. Furthermore, the subjects were trained via two independent stimulus-response chain schedules of food presentation. Each chain-schedule consisted of four FR1 components. Procedurally, a backward chain was used to condition the behavior. Each rat was trained to put the ball into one goal, the S^D, while the opposite goal functioned as an S^Δ. The results demonstrate how behavioral procedures can be used to condition a rat's behavior to produce a complex sequence of responses resembling the sport of soccer.

26. **Music Videos and How They Affect Us**

Matthew Smith, Cassandra Huber, & Adam Ecker (Victoria Kazmerski), Penn State Erie, The Behrend College

In this study we examined the effect of violent music videos on aggression and prosocial behavior. Three different genres of music were used: rap, metal, and popular music. A survey measuring aggression and prosocial behavior was given to participants before and after watching a music video. We then examined whether or not the music videos affect aggression and which genres of music invoke the most aggression. To do this we used a Repeated Measures ANOVA. We found that the rap style of music had a main effect, increasing anger in participants. This confirms previous reports that rap music is the most aggressive form of music.

27. **Perceptions of Facial Characteristics and their Association with Criminality**

Krystal Kelly (Tony Goreczny), Chatham University

Despite the importance of facial stereotyping and its impact on the criminal justice system, little research on stereotypes related to individual facial characteristics and effects on perceived criminality exist. That was the purpose of this study. We examined five facial characteristics, including eyes, nose, mouth, eyebrows, and jaw. The purpose of this study was to examine if people associate specific facial characteristics with criminality. Results indicated that there were indeed specific facial characteristics that participants rated as more criminal than the others. Participants also found it surprisingly easy to describe facial characteristics associated with criminality. Having a history with the criminal justice system seemed to have no significance in stereotyping criminals.

28. **Services Received by Deaf and Hard of Hearing**

Kenneth Reimer & Richard Latini (Diane Clark), Gallaudet University

Only approximately five percent of deaf children are born into deaf families. Therefore many deaf children do not have full access to early language exposure at home. There are several educational options for these deaf individual ranging from sign language to oral training. This gives rise to many different services that these children might receive at any given time during their educational years. Since PL42-194 of 1975 families now have more options for educational placement (Mitchell & Karchmer, 2006). To better understand these options, the Gallaudet Research Institute sends out a yearly survey to professionals working with deaf children. The 2008 Annual Survey included 36,710 students. This project investigated services available to students.

29. **Effectiveness of Bulletin Boards**

Daniel Schantz (Guy Boysen), State University of New York at Fredonia

Two studies examined the effectiveness of small, community bulletin boards for distributing information in residence halls. In the first study university students (N = 96) living in residence halls completed a survey that assessed how they gather information about campus and residence hall events. Only 14% reported use of bulletin boards. A second experimental study examined the effectiveness of flyers placed on bulletin boards compared to other locations around a residence hall. After hanging flyers in each hall for one full week, 207 students living in those halls completed recall and recognition tests. Results showed that bulletin boards were less effective than hallway locations in terms of recall; however, the recognition test showed no significant difference between conditions.

30. **Relation of Environmental Conditions and Academic Achievement and Attitudes**

Cara Jones & Linh Nguyen (Victoria A. Kazmerski), Penn State Erie, The Behrend College

Previous research has shown that classroom environments impact student learning. Specifically, student performance can decline when the environment is noisy and uncomfortable (Metzger, et al., 1979). Given the relatively few studies published on the relationship between performance, attitude, and college learning environment, we chose to study the impact of moving to a newly renovated psychology lab. This study is part of an ongoing assessment of the ergonomics and usability of a college level psychology lab. A second evaluation was conducted during the Spring 2009 semester. Three key areas were evaluated: the physical environment, perceived work quality, and student attitude. The physical attributes of the lab were rated as more positive by the students who were in the new building.

31. **Analysis of Endogenous Factors Guiding Choice Behavior in Rats**

Joshua P. Bow, Joshua M. Staszewski, Janel K. Hodge, & Rikki N. Miller (Peter J. McLaughlin), Edinboro University of Pennsylvania

Behavior of rodents performing a two-choice spatial discrimination procedure is believed to be under the control of at least three factors: the external stimulus that provides spatial information, behavioral momentum (i.e., the tendency to continue the current response), and the tendency to alternate away from nonreinforcing areas. Research has also shown that rats select a more “preferred” lever, on which they are more accurate, even when both choices are equally reinforcing. Rats were trained to identify one of two brief (100-1000ms) visual stimuli by responding on the lever nearest the signal. A significant three-way interaction was found, indicating a tendency to inhibit further response on the less-preferred lever, and an enhancement in the accuracy of the more preferred lever.

32. **Effects of Scopolamine on the Peak Procedure in Rats**

Janel Hodge, Joshua M. Staszewski, Rikki Miller, & Joshua P. Bow (Peter J. McLaughlin), Edinboro University of Pennsylvania

Use of tasks such as the peak procedure and time duration discrimination have indicated that rats sense the passage of time. However, the nature of memory for time is not understood. In the peak procedure, animals are trained to respond a fixed amount of time (in this case, 30s) after the illumination of a signal. It has been found that placing a gap (off period) shortly after cue onset would cause rats to pause their internal clock (i.e., rats time the interval before and after the gap). It was hypothesized that the muscarinic acetylcholine receptor antagonist scopolamine would impair memory of the pre-gap interval. A change in the peak of responding was found in scopolamine-treated animals, indicating that memory of passage of recent time is under cholinergic control.

33. **The Effect of Child Gender on the Amount, and Types of Paternal Involement**

Andrea Santarelli (Sandra K. Webster), Westminster College

Gender bias has been a part of societies for centuries. Previous research shows that extreme gender bias is a common part of family life and double standards are set for children of opposite genders. This study was designed to study the effect of child gender on paternal care and level of involvement in a child's life dependent on gender. Twenty undergraduate males were randomly assigned a hypothetical situation of having a female or male child. They were asked to complete questionnaires to evaluate level and types of involvement in their child's lives. A 2x3 ANOVA was used to compare results. Significant effects of age, gender, and age by gender were found. It was concluded that father figures showed more emotional involvement with females and more physical involvement with males.

34. **Japanese Teachers' Attitudes Toward the 2002 Japanese Education System Reforms**

Emily Akers & Chengcen Su (Cheryl Drout), State University of New York at Fredonia

The current study was designed to look at the attitudes of Japanese teachers toward the Japanese Education System since its reform in 2002. Subjects were composed of 186 teachers (86 elementary school teachers, 67 junior high teachers, and 33 multi-level teachers; 77 male and 109 female) in two prefectures of Japan. Surveys were distributed in person and returned via mail. It was hypothesized that there would be differences in the views of junior high and elementary school teachers because the approach to each level of education in Japan is quite different and the reform would likely have a differential impact on teachers at each level. Overall, teachers perceived a decline in the value people in the culture place upon education and observed that the 2002 reforms may not have been effective in reducing stress. Some differences in the views of elementary school teachers and junior high

35. **Students' Preference for Faculty Based on Perceived Adherence to Gender Roles**

Jillian Marshall (Melissa Surawski), Mercyhurst College

This study investigated the importance of gender roles in students' perceptions of their favorite and least favorite professors. The gender roles, as measured by the Bem Sex Role Inventory, of forty-three undergraduate students from a small liberal arts college were compared with the perceived gender roles of the students' favorite and least favorite professors. It was predicted that students' perceptions of gender roles of their favorite and least favorite male professors would differ. This hypothesis was supported: students' favorite professors were perceived as more strongly adhered to both the female and the male gender role than least favorite professors. $F(1,53) = 8.48$, $p = .01$ (male) and $F(1,53) = 62.09$, $p = .00$ (female).

36. **A Measurement of Sexual Orientation Plasticity in Females**

Katy Colleton (Tom Hershberger), Chatham University

Previous research, both empirical and theoretical, has suggested that sexual orientation for an individual is a point on a continuum. Recently, others have argued that sexual orientation is more fluid or plastic. For the most part "self report" has been used to identify sexual orientation. The present study is an attempt to develop a behavioral measure of sexual orientation in females, with the expectation of suggesting a range rather than a point. Behaviors (120) were assessed as either have engaged in, would engage in, or have fantasized about. The instrument has been pilot tested several times and revised. The instrument along with preliminary psychometrics will be presented.

37. **Perceived Male Dominance: A Look Into Classroom Interactions**

Athea Herbstritt, Steph Hancheck, Thomas Edwards, & Cassi McDowell (Diana Rice), Geneva College

The issue of classroom interactions and classroom bias has become a popular topic as of late. Research has shown that beginning early in the child's schooling, males are given more preferential treatment by their teachers. This includes having more opportunities to answer questions, more positive feedback from teachers, and more opportunity for one-on-one interactions with teachers (Altermatt et al, 1998). The purpose of this study was to determine the validity of the hypothesis stating that male students are attended to more in class by their professors and that male students volunteer more throughout class. Similar results to Altermatt et al's (1998) were expected, where males are called on more throughout class and males volunteer more throughout class.

38. **Effects of Speaker and Listener Sex on Social Perceptions of Speakers with Speech Disfluencies**

Vincent Donofrio (Aimee Knupsky), Allegheny College

The present study explored the effects of sex of the speaker and the sex of the listener on social perceptions of disfluent speakers (stutter). Participants listened to an audio recording of either a disfluent male or female speaker reading from identical scripts and were then asked to complete a ten-item questionnaire assessing perceived personality traits. Females rated the female speaker as having higher levels of self-confidence and rated males as having higher levels of stress. The male speaker was perceived as more physically attractive regardless of listener sex. Female participants rated the male speaker more harshly than the male participants rated the female speaker in ambition.

39. **Classroom Behavior: Students Perceptions of Bias and How it Should be Addressed**

Maura Reinertsen (Guy Boysen), State University of New York at Fredonia

The focus of this study was to gain a better understanding of how undergraduate students perceive situations of bias that occur in college classrooms. The study examined what students deem the most appropriate way for professors to handle situations of bias. To obtain this information, 76 college students completed an anonymous survey containing a hypothetical classroom scenario in which a situation of bias arises. In the scenario, the bias is expressed publicly or privately with the target of bias being present or absent. The results indicate that ignoring the bias is significantly less effective than all other responses. These results could potentially provide tools to enable professors to better handle situations of bias in the classroom environment.

40. **Mental Health Stereotypes Held Concerning Gay Men and Lesbians**

Michael DeJesus (Guy Boysen), State University of New York at Fredonia

This article seeks to observe and compare the stereotyped behavior of gay men and lesbians as well as the mental disorders associated with those behaviors. Participants from introductory psychology courses completed two optional online surveys. They rated the typical behavior of either gay men or lesbians in comparison to heterosexual men (gay men) or women (lesbians). The behaviors rated by more than 33% of the sample as typical of gay men or lesbians were than matched with associated mental disorders. The results illustrated the presence of mental health stereotypes about gay men and lesbians.

41. **Self Presentation Gender Differences in Public Facebook Profiles**

Jessica Johnson, Elizabeth Nagel Hardisky, Adam Mason, & L. Joann Stout (Diana Rice), Geneva College

The goal of this research is to describe the observed gender differences in self presentation while opening the door for researchers to use the valuable resource of online social networks. To measure gender differences, this research operationalizes variables (such as "relationship" status, "looking for" status, "interested in" status, and profile pictures) found listed in public facebook profiles (www.facebook.com).

42. **The Influence of Parenting Styles on the Adjustment of College Students**

Linh Nguyen, Sara Praetzel, & Abby Zehe (Victoria A. Kazmerski), Penn State Erie, The Behrend College

This study investigated the influences of four different types of parenting styles on a students' adjustment to college. Academic skills and social interactions were assessed. It was hypothesized that authoritative parents were a greater influence on students' adjustment to college, while the other parenting styles had no influence. Self report surveys were distributed to assess adjustment and parental influence. There were 109 student participants surveyed at Penn State Erie, The Behrend College. Results showed that there was a positive relationship between authoritative scores and students' overall adjustment. Students who rated their parents high on the authoritative scale had better college adjustment. The implications will benefit caregivers to on how to raise their child.

43. **Relationship of Grade Configuration to Self-Efficacy, Self-Esteem, and Academic Success**

Jennifer Feret (Gerard Barron), Mercyhurst College

Educators and researchers have long debated over which school configuration best benefits middle grade students. In a comparative research approach, 7th and 8th graders attending a K-8 elementary school and a 6-8 middle school were measured in the areas of self-efficacy, self-esteem and academic achievement. The purpose of this research is to determine whether a specific configuration is more conducive to children's positive self-efficacy, self-esteem, and academic achievement; thus, leading to implications that one environment may better prepare young learners for further academic success as well as positive personal, social, and emotional developmental outcomes. Given past research, it is expected that students attending the K-8 school will measure higher on all three outcomes.

44. **Family Function and Structure and its Relationship to Attachment Styles in College Students**

Jessica Thurston (Tom Hershberger), Chatham University

This study was conducted to view if there is a relationship between family functioning/structure in childhood and adolescence and attachment styles in college students. It was hypothesized that poor family functioning would lead to an insecure attachment style and positive family functioning would lead to secure attachment styles. Forty-two college students were administered the Adult Attachment, Family Awareness, and Family Functioning surveys. The surveys were scored yielding eight measures. The results indicated that there were significant correlations but no significant relationship between family functioning and adult attachment style.

45. **Lesbian Experiences of Relational Aggression**

Krystal Kelly, Pam Hammons, & Margaret L. Stubbs (Margaret L. Stubbs), Chatham University

Relational aggression, bullying designed to undercut a victim's friendships and self esteem, has been noted as more prevalent among girls than boys, especially during adolescence. Most studies have focused on heterosexual girls (e.g., Brown, 2003). This exploratory research examined lesbian experiences of relational aggression using a focus-group methodology. Content analyses indicated unique aspects of lesbian experiences in comparison to that of heterosexual girls as described in previous literature, including for example, sexual harassment and assault, and teasing from family members and other adults.

46. **Does Parental Attachment Affect Eating Habits?**

Jennifer Moczulski, Kandyss Moir, & Kaitlin Schafer (Dawn Blasko), Penn State Erie, The Behrend College

The purpose of this study was to determine the effect of different parental attachment styles on the eating habits of college students. Participants sampled three snack foods (apple chips, baked chips, fried chips) and rated them on preference. Participants were randomly assigned to complete either the Parental Attachment Questionnaire and were primed with thoughts of their parents while they ate, or a non-priming leisure survey. All participants completed surveys regarding their normal eating habits. Previous research has shown that there is a correlation between insecurely attached individuals and poor eating habits. Contrary to predictions, preliminary analysis showed those who are insecurely attached prefer baked chips, while the securely attached prefer fried.

47. **Experimenting the Emotions that Different Tempos of Non-Lyrical Music can Produce**

K. Mikayla Barcus (Sandra K. Webster), Westminster College

This study tested the effect of tempo on emotion using a 2 X 2 X 2 X 2 mixed factorial design (Tempo X Pleasure X Arousal X Dominance) with the last three as repeated measures. Changes in emotion for 20 Westminster College students were measured before and after listening to music at two different tempos, 95 and 55 beats per minute. There was a significant effect in the interaction between pleasure, dominance, and tempo. There was a strong effect for increased positive emotion due to a faster tempo and decreased positive emotion due to a slower tempo in subordinate emotions; however, dominant emotions showed little effect between the positive and negative dimensions of emotion. Future studies can use this information to analyze why dominance played a role in emotional changes.

48. **Can Color Help Your Students Get An A?**

Brittany Bennett, Erin Dyne, & Thomas Sanner (Dawn Blasko), Penn State Erie, The Behrend College

Do teachers put students at a disadvantage by using multiple colors of paper for their exams? The purpose of this study is to examine the relationship between color and academic performance. Participants were asked to complete basic math problems of three levels of difficulty (easy, medium, and difficult) on three colors of paper (red, white, and blue). They also completed a measure of personality and anxiety. We predict that those in the red condition will have the poorest performance overall, followed by the white, and the blue the best. We expect an interaction between color and task level such that when math is most difficult, the influence of color will produce the greatest impact on performance.

49. **Emotionally Charged Visual Stimuli: Effect of Taboo and Neutral Pictures on Memory**

Jennifer Ramsey (Julie Blaskewicz Boron), Youngstown State University

Research suggests we are more likely to remember events and stimuli that provoke emotion (Brown & Kulik, 1997; Kensinger, 2007). Hadley and MacKay (2006) tested the effect of taboo words on memory, while the current study uses pictures. Forty-six undergraduate students were randomly assigned to one of three conditions: taboo only, neutral only, or mixed (taboo and neutral). Inconsistent with Hadley and MacKay's results, participants' recognition was not significantly better for the taboo pictures in the mixed series than for the solely taboo or neutral pictures ($F(2,43)=1.26$, $p > .05$). However, recognition for the solely taboo and solely neutral pictures did not significantly differ. These results provide evidence to help the field of psychology understand how emotions influence memory.

50. **Evaluation Anxiety and Accuracy of Recall: The Effects of Preference for Information Exposure**

Ashley Ristau (Melissa Surawski), Mercyhurst College

Feedback that teachers give to students during oral presentations may not be encoded due to anxiety. In this study, the relationship between preference for information exposure and accuracy of information recall was examined. Thirty participants were separated into two groups based on preference for information exposure, as determined by the Miller Behavioral Style Scale. A one-way ANCOVA determined if high or low preference for information exposure had an effect on the amount of information recalled. Anxiety was the covariate. Monitors, those who have a high preference for information exposure are expected to recall more details than blunters, those who have a low preference for information exposure.

51. **The Attributions of NFL Fans from Radio Call-in Shows**

John Pogorzelski & Elise Daigler (Bruce Klonsky), State University of New York at Fredonia

This study will extend recent research on the comments of Buffalo Bills fans on post game radio call-in shows. It will investigate the self-serving bias and other types of attributions made by such fans. In particular, we will look at the change in attributions about quarterback performance from one year to the next. The "win as a team, lose as individuals" attribution pattern will also be examined. The comments from fans of other NFL teams may be included in our analysis as well. The data are currently being analyzed. Findings will be reported and discussed at the conference.

52. **Provoking Affect to Assess Implicit Commitment to Intrinsic and Extrinsic Religious Orientations**

Scott Wright, Melissa Marra, Devin Sonner, & Elise Simpson (Suthakaran Veersasamy), State University of New York at Fredonia

Recently, Wenger (2005) investigated religious orientation using the Implicit Association Test, and found consistency between implicit and explicit commitment to Allport's (1967) intrinsic and extrinsic orientations. The present studies utilized a pre-post method with a video intervention intended to provoke affect, to determine if deeper implicit beliefs could be accessed in the manner described by Epstein (1998). Study 1 used a video that presented religion negatively, while Study 2 used a video presenting religion in a more favorable light. As expected, and in contrast to Wenger (2005), inconsistencies were found between participants' implicit and explicit commitments. Interestingly, the direction of the shift in orientation seemed to depend on which video participants had seen.

53. **Driver Behavior on Campus: A Robert Morris University Case Study**

Jade Hart (Stephen Paul), Robert Morris University

Studies show that students are less likely to make complete stops on college campuses than non-students. Areas with fewer police or less traffic are more likely to show the "rolling stop" phenomenon. The current study focuses on two intersections at Robert Morris University. A 3-way intersection and a 4-way intersection were observed. Student, faculty, and others' stop-sign compliance were compared. The findings indicated that students were more likely to make rolling stops or to not stop at all; and faculty members were more likely to come to complete stops. There was no significant difference in compliance when comparing the 3-way intersection with the 4-way intersection.

54. **Relation of Sex Offender Typologies to Treatment in the Pennsylvania Department of Corrections**

Marlena Hoffmann (Sheila Seelau), Chatham University

This study determined whether theoretical sex offender typologies are used in the Pennsylvania Department of Corrections. Interviews with two correctional psychologists revealed that theoretical typologies are not used to place offenders into specific treatment plans. Recidivism risk is used to differentiate offenders, but the same treatments are used for all sex offenders at a given prison. The Medlin Sex Offender Treatment plan is used for males, but because there is no corresponding plan for females, treatments vary. Sex offenses, gendered sex offender typologies, and treatments used by the PA DOC are described. Future research should explore behavioral differences between male and female sex offenders, recidivism risk factors, and treatments for female offenders.

55. **Dogmatism and Intelligence in College Students**

Kenneth Snyder (William Kelly), Robert Morris University

Previous studies examining the relationship between religiosity and intelligence have been criticized for over simplifying the relationship and producing vague results. The current study sought to further clarify the relationship between these variables. University students completed measures of self-reported religiosity and dogmatism in addition to brief measures of crystallized and fluid intelligences. The results are discussed in attempts to render more clarity to this controversial issue.

56. **Effects of Education on Environmental Awareness and Attitudes in First-Year College Women**

Cassandra Treshok (Sandra K. Webster), Westminster College

This research focuses on education and how it relates to environmental attitudes and awareness. It was hypothesized that increased education would lead to higher environmental awareness and better attitudes. Participants were 20 first-year college women. The women were instructed to read a fact sheet about one environmental topic (local foods, recycling, energy, or climate change) and fill out an 80 question survey that measured verbal commitment, actual commitment, affect and knowledge on all four topics. The recycling topic gathered the highest level of verbal commitment and affect. Climate change showed a large level of actual commitment. These two topics may have shown the highest levels on the scales of measurement because they are topics that are publicized in the world today.

57. **Music Preference and Personal Appearance**

John Bennett (Melissa Surawski), Mercyhurst College

Current research suggests that there is a correlation between people's musical preference and personal characteristics. Building on this research, this study looked at the correlation between music preference and personal appearance. Participants were asked to fill out the Short Test of Musical Preferences (STOMP) while in a laboratory setting to evaluate their overall music interests. They then had their personal attire observed by a researcher to see how they dress themselves in public. This information was then scored using a modified version of the Personal Living Space Cue Inventory (PLSCI). Participants were hypothesized to dress in a manner that reflected the genres of music that they were most interested in.

58. **Microanalysis of Operant Responding Differentiates CB1 Receptor Antagonism from Natural Satiation**

Rikki L. A. Miller, Joshua M. Staszewski, Joshua P. Bow, & Janel K. Hodge (Peter J. McLaughlin), Edinboro University of Pennsylvania

The endocannabinoid system is believed to regulate appetite, and drugs that block this system have potential as appetite suppressants. However, the extent to which these compounds mimic natural satiation is not understood. Two groups of food-restricted rats were trained on a high-rate operant schedule (FR5) for food. One group of rats was partially satiated by administering palatable pellets before the session (0g36g), while the second group was given the cannabinoid antagonist AM6527 (0.5-8.0 mg/kg, plus vehicle control). Subjects were compared on several within-session variables, and discriminant function analysis revealed that the patterns caused by the two manipulations were not identical. This suggests that AM6527 does not produce natural satiation as its only effect.

59. **Does the Brain Hear The Truth? Prosody and Detection of Sarcasm**

LaSheena Barnes, Danielle Wilson, Jessie Eisert, & Paris Norwood (Victoria Kazmerski), Penn State Erie, The Behrend College

Sarcasm is commonly used but little understood. The process of understanding sarcasm is complex and involves many factors including inference making and attitude and intention assessment. In the current study, we used event-related brain potentials (ERPs) to examine the processing of words spoken in either a sarcastic or sincere prosody. Participants were asked to listen to a series of words and determine if each was sarcastic or sincere. ERP waveforms show differences between words spoken with sarcastic and sincere prosody. Sarcastic responses were slower and less accurate than normal responses. These differences are pronounced at late regions associated with high level cognition. These differences are moderated by individual differences such as sarcasm use and relational aggression.

60. **An Evaluation of Homonegativism Based on Psychophysiological Measurement Following Visual Stimuli**

David Dean (Kirk Lunnen), Westminster College

Psychophysiological measurement is a good way to avoid the effects of socially desirable survey responses in the study of prejudice. Limited research exists on the psychophysiological measurement of homonegativism. The present study included 11 male and 18 female undergraduates and their reactions to both male and female homosexuality based on measures of GSR, facial EMG, cardiac activity, and respiration activity following visual stimuli. It was hypothesized that there would be elevated negative reactions to homosexual stimuli in comparison to heterosexual stimuli on all psychophysiological measures with men being more reactive than women, and male homosexual stimuli evoking a higher reactivity in men. Results did not support the hypotheses.

61. **Effects of Visual Food Cues on Eating Behavior and Possible Weight Gain in College Students**

Melissa Thompson (Stephen Paul), Robert Morris University

This study examined the influence of exposure to food cues on weight gain. Campus dormitories were randomly selected to receive one of three visual food cues weekly for a period of 7 weeks. One dorm received healthy visual food cues, another received non-healthy visual food cues, and a third dorm received neutral visual food cues. Cues were printed on small slips of paper and were placed on participants' doors each week. At the end of the 7 week period, all participants were asked to report on various aspects of their health during the past seven weeks (e.g., weight gain, food choices, etc.). Of interest was to determine the extent to which self-reported behaviors were influenced by the food cues received over the seven week period.

62. **Cognitive Dissonance: Effects of Perceived Choice on Attitude Change**

Jessica C. Miklosovic (Sandra K. Webster), Westminster College

The hypothesis that greater perceived choice would induce attitude change as a method of cognitive dissonance reduction was investigated in a between-groups design. Twenty first and second year students at an undergraduate college were randomly assigned to one of two conditions: high-choice and no-choice. Participants in the high-choice condition were predicted to evaluate the possibility of a 10% tuition increase at their college more favorably than participants in the no-choice condition upon writing essays in favor of a possible tuition increase. A one-way analysis of variance yielded results supporting the hypothesis that greater perceived choice induces attitude change as a method of dissonance reduction. The results are congruent with previous research on this topic.

63. **A Modified Replication of the Asch Study: How Social Influence Contributes to Conformity**

Matt Facciani (Sandra K. Webster), Westminster College

This Asch conformity study tested the effects of social influence and task complexity. Correct responses given by 20 college participants were used to measure conformity in a 2 X 2 between subjects design: task difficulty (low, high) x social influence (present, absent). Also present in the conditions with social influence was discussion among the participants and confederates about the task. There was a significant effect in conformity caused by social influence. A main effect of task complexity was found as well, but there was no interaction. Because allowing a participant and confederates to discuss the task results in conformity, future studies can examine why this occurs.

64. **The Effects of Video-Taping on Anxiety and Performance**

Maranda McClintock (Sandra K. Webster), Westminster College

The purpose of this study was to see whether being video-taped while completing the O'Connor Tweezer Dexterity Test would have an impact on the amount of anxiety felt by participants. It is hypothesized if those who are not video-taped will insert more pegs into the board and experience less anxiety than those who are video-taped. The camera is used to see if there will be an increase in anxiety during performance. Twenty undergraduate participants were randomly assigned to perform the O'Connor Tweezer Dexterity Test within a five minute period while being video-taped or with no camera present. The main results of the experiment showed the first hypothesis that those participants who were not video-recorded would insert more pegs into the board and experience less anxiety. The present data agrees with previous research that performance is affected by anxiety felt by participants.

65. **Parental Substance Abuse Problems: Predicting Alcohol and Marijuana Use in College Students**

Nicholas R. Joseph (Patricia Rutledge), Allegheny College

This study examined various predictors of college alcohol and marijuana use, specifically parental alcohol and drug problems, gender, grade point average, perceptions of risk, and perceptions of environment. During the years of 2001, 2003, 2006 and 2008, undergraduate students (n = 184, 334, 206, 153) completed the CORE Alcohol and Drug Survey that inquired about their substance use behaviors. Findings showed that risk perceptions had the highest significance in predicting alcohol and marijuana use in students. Findings also indicated that despite previous research support, parental problems were not significant in predicting alcohol and marijuana use in students. Limitations of the study are noted and implications are discussed.

66. **The Effect of Romantic Relationships on the Enjoyment of Romantic Movies**

Melissa Carnahan, Melissa Conti, Kim Fabrizio, Geoffrey Spaulding, & Michael Pope (Luke Rosielle), Gannon University

The purpose of this study was to determine whether people's romantic relationship status affected their enjoyment of a romantic movie. Participants completed the Relationship Questionnaire (Bartholomew & Horowitz, 1991) and the Sternberg's Triangular Theory of Love Scale (Sternberg, 1990) to access their relationship status and attachment style. Participants then watched clips from a romantic movie. Finally, participants completed the Brief Mood Introspection Scale (Mayer & Gaschke, 1988) to measure their mood. We are interested in whether there is a relationship between the type and strength of a romantic relationship and the level of enjoyment of romantic movies.

67. **Gender Stereotypes in Professions and College Majors**

Jillian Mason & Guy Boysen (Guy Boysen), State University of New York at Fredonia

Gender stereotypes can impact self-efficacy when entering into a college major or profession. Previous research indicates that gender stereotypes exist in college majors and professions. The present study investigates current college students' perceptions of gender stereotypes in nine different majors and their related professions. In an anonymous survey, the professions were described using either masculine, feminine, or gender neutral pronouns. The participants also reported their gender stereotypes about each of the majors and professions and their beliefs about their own educational experiences. Results show that college students still perceive significant gender stereotypes about majors and professions. Also, the stereotypes appear to be more detrimental for women than men.

68. **Stress Levels among College Students: Related to Family Structure**

Kelly McDonald (Melissa Surawski), Mercyhurst College

The purpose of the study was to compare stress levels of students whose parents were married with students whose parents were divorced. Participants were required to complete three stress related surveys as well as a demographic questionnaire. The hypothesis of the study was that students whose parents were not married would report higher levels of stress than students whose parents were married. Sixty undergraduate Mercyhurst College students participated in the study. An ANOVA was performed to analyze the data. It was found that while students with married or separated parents did not differ in their levels of perceived stress or number of behaviors to reduce stress, participants with unmarried parents reported marginally more physical symptoms of stress $F(1, 58) = 3.70$, $p = .06$).

69. **Listening With Your Eyes: Gender Stereotyping of Musical Instruments**

Laura Stevens (Melissa Surawski), Mercyhurst College

Anecdotal evidence suggests that strong gender stereotypes are applied to musicians; for example, the flute is considered to be an instrument for females. The purpose of this study is to determine if gender stereotypes influence judgments of a musician's performance. Fifty-eight Mercyhurst College undergraduates were asked to rate the performance of musicians, half of whom played gender stereotype-consistent instruments and half of whom stereotype-inconsistent instruments. Musicians who played instruments inconsistent with gender stereotypes were rated marginally higher than musicians who played instruments consistent with gender stereotypes, $t(694) = 1.81$, $p = .07$. These findings raise interesting questions regarding the differences for males and females for violating gender stereotypes.

70. **Birth Order and Attachment Styles as Factors in Romantic Relationships**

Arianne Zimmerman (Gerard Barron), Mercyhurst College

The current study sought to examine birth order and attachment styles as factors influencing irrational relationship beliefs held in romantic relationships as well as relationship satisfaction. Sixty college students were surveyed. The surveys included an adult attachment measure and a relationship belief inventory. Results are expected to indicate that the oldest birth order position and the anxious/ambivalent attachment type will report the highest rate of irrational relationship beliefs compared to other birth order positions and attachment styles. It is also anticipated that relationship satisfaction will be highest among the youngest birth order position and the secure attachment type compared to other birth order positions and attachment styles.

71. **The Effect of Accents on Facial Attractiveness**

Carley Turner, Kelly Callahan, & Astasia May (Luke Rosielle), Gannon University

Although there is an extensive amount of research on facial attractiveness, little has been done on the effect of spoken accents on perceived facial attractiveness. To test if there is a relationship between the two we paired different photos of faces with sound clips of people with different accents all reading the same paragraph. There were three groups: a group that only saw photos, a group in which the accents matched the ethnicity of the person in the photo, and a group in which the accent did not match the ethnicity. Participants rated the attractiveness of each photo. We were interested in whether the accents influenced the attractiveness ratings of the people in the photographs.

72. **The Effect of Violence and Gender Differences on Rape Attitudes and Empathy Levels**

Emily Cranston (Gerard Barron), Mercyhurst College

This study investigates individual attitudes towards rape and empathy level after reading a rape scenario. College students, males and females with no history of rape or sexual assault, reviewed one of three rape scenarios: date rape, violent acquaintance rape, and sadistic rape. Participants also completed four questionnaires concerning: attitudes toward women, attitudes toward rape, rape empathy, and attitudes toward rape victims. It is predicted that men will hold a more rape-tolerant attitude and display lower empathy toward rape victims, where women will exhibit more anti-rape attitudes and portray higher empathy. Understanding these perceptions will assist in jury selection, the criminal justice process, law enforcement, and psychological and medical treatment of rape victims.

73. **Parental Conflict and Divorce Affecting Success in Romantic Relationships**

Lauren Bianco (Gerard Barron), Mercyhurst College

This study examines the relationship that parental divorce and parental conflict have with trust, attachment, and anxiety and avoidant experiences in young adult romantic relationships. Previous research has found a significant link between parental conflict and trust in romantic relationships. During this study, approximately 70 Mercyhurst College undergraduate students completed a basic demographics questionnaire, two surveys on their relationship with their parents, and three surveys assessing the students' levels of attachment, trust, and experiences in romantic relationships. It was predicted that experiences with parental divorce and/or high levels of parental conflict will negatively impact trust, attachment, and anxiety and avoidant experiences in romantic relationships.

74. **Attribution of Responsibility Toward Victims in Regards to PTSD and Locus of Control**

Michelle Thomas (Gerard Barron), Mercyhurst College

This study examines the relationship between PTSD, attribution of responsibility, and locus of control. Internal locus of control has control over life and external locus of control leaves everything to fate. Today, rape victims are blamed for the incident. This study examines attribution of blame on victims in scenarios and is a two by two by two factorial design. Gender of rater, locus of control, and level of responsibility are independent variables. Participants answered a questionnaire and then read a scenario regarding high or low responsibility for the rape. The prediction is that internal locus of control participants will place less blame on the victim if offender is to blame and external locus of control participants will place blame on the victim if the victim is to blame.

75. **Factors Influencing Online Social Activity**

Sandy Lambo (Melissa Surawski), Mercyhurst College

This study investigated the role of stress and personality factors on the use of email and online social networking sites. Participants were undergraduate college students. Stress was measured by the Perceived Stress Scale. Personality factors were measured by the 10 item Personality Inventory. A self-made survey measured social activity on the Internet. I predict that people who have high levels of stress and extraversion will report a greater amount of online social activity than individuals with high levels of neuroticism and introversion.

76. **College Students' Perceptions of Older Men and Women: Is There an Attractiveness Double-Standard?**

Amanda Morris, Amanda Wellman, & Carly Wilson (Gary Levine), Edinboro University of Pennsylvania

This study examined perceptions of aging for males and females. Participants completed a study online in which they rated photographs of faces on attractiveness as well as some other characteristics. Two key photos of younger adults (one male, one female) were aged using computer software. By including filler photos, participants rated both the young photos and the aged photos. As expected, participants rated the aged photos as less attractive than the non-aged photos. Moreover, and consistent with a possible double standard, the decrease in female attractiveness when aged was judged greater than the decrease in male attractiveness, particularly among male participants.

77. **Children's Perceptions of Father Involvement in Divorced versus Intact Families**

Nicole Miele (Gregory Morrow), Edinboro University of Pennsylvania

The present study is a comparison of children's perceptions of father involvement in divorced and intact families, including an examination of father attitudes toward children and factors that may have changed in the father-child relationship over time. Undergraduates were given survey packets that asked for their perceptions and opinions of their father's involvement and attitudes towards them as children, as well as how their relationship has changed with time. It was hypothesized that divorced fathers would initiate less involvement, have more negligent attitudes towards, and have less contact with their children than fathers in intact families.

78. **The Attractiveness Stereotype and Consequences for Cheating on an Exam**

Erica Madge, Amy Schweter, & Ryan Graeca (Gary Levine), Edinboro University of Pennsylvania

The present experiment examined the attractiveness stereotype by randomly assigning participants to view a more or less attractive female student. Participants read a scenario where the student had purportedly cheated on an exam and had either first lied or did not lie about it when confronted by her professor. After reading the scenario, participants had to determine what should happen to the student. Consistent with previous research, we found that participants gave the more attractive person a less severe consequence for cheating.

79. **Classroom Behaviors**

Clara Wright & Elise Daigler (Guy Boysen), State University of New York at Fredonia

Racial bias is still evident in academics and may affect how students perform. This experiment aimed to determine the perceptions of bias in the classroom and how it affects performance. Participants read a brief scenario in which a student made a strong or weak biased remark and the professor responded in one of three ways. They then completed a survey indicating their reactions to the biased remark and the professor's reaction. The analysis was guided by two research questions. Will the professor's response affect students' reactions, perceptions or behavior; will the students' sex affect their reactions, perception of the professor, or behaviors? Students responded most strongly when the professor ignored the comment. Females demonstrated stronger reactions than males in most conditions.

80. **The Influence of Mortality Salience on Cooperative Behavior in the Prisoner's Dilemma**

James Svolos, Odalys Urena, & Tekhara Watson (Dawn Blasko), Penn State Erie, The Behrend College

This study examined the effects that morality salience had on Prisoner's Dilemma game. Participants were induced with morality salience (MS) or exam anxiety (EA). The game was played in pairs of two, in three conditions (MS-MS, MS-EA, EA-EA). Participants could cooperate or defect to earn points. After the game participants were given money and had the chance to donate it to two charities. The mortality salience group showed more cooperative behaviors than the exam anxiety group. When MS participants played the game together they demonstrated the highest level of cooperative behavior.

81. **A Study of Social Desirability and Self-Esteem**

Rachel Ragozzino (Stephen Paul), Robert Morris University

The present study explored the relationship between self-esteem and social desirability via negative and positive self-comparisons. Participants completed personality and self-esteem scales and were then divided into public/private reveal groups. Half of each group was led to believe their scores were similar to a positive comparison person (e.g., Kennedy) or a negative comparison person (e.g., Hitler). All students were then given an opportunity to revise their survey responses. Of interest was whether the number of survey items changed would be related to the valence of the comparison and whether comparisons were public or private. Results found no correlation between self-esteem and socially desirable behavior but negative comparisons did produce significantly more socially desirable behavior.

82. **We're Just Friends: Double Standard Perceptions of Opposite-Sex Friendships While in a Committed Relationship**

Nicole Rupp, Amy Leveto, & Amanda Dickinson (Gary Levine), Edinboro University

The current study examined whether there is a double standard regarding the appropriateness of having a friend outside of a relationship who is the same sex as one's partner. Participants were randomly assigned to read one of two scenarios describing an opposite-sex friendship with either the male member of a couple having a female friend or the female member of a couple having a male friend. Participants were then asked their opinions about this friendship. Interestingly, a double-standard emerged, but only for female participants. Male participants were equally supportive of both the male and female member of the couple having an opposite-sex friend; however, female participants were significantly more supportive when it was the female member of the couple who had a male friend.

83. **The Difference in Rate of Facebook Friend Request Approvals by Undergraduate Men and Women Based on Gender and Age**

Justin Lemmo, John Fahey, & Curt Jones (Elizabeth Bennett), Washington & Jefferson College

A study was done using Facebook to find the rate at which undergraduates accept friend requests based on the person's gender and age. Four Facebook profile pages were created; an undergraduate male and an adult male, along with an undergraduate female and an adult female. Two hundred undergraduate participants were sent a friend request from either the two men or the two women in a counter-balanced order. It was hypothesized that (1) a friend request from a college age person is more likely to be accepted than a friend request from a person who is older. (2) Men will be more likely to accept a random friend request than women and will be more vulnerable on Facebook. (3) The majority of the people who accept a random friend request will grant full access to their profile page.

84. **Affect: A Qualitative Study Examining the Relationship Between Smoking Cessation and Relapse**

Genevieve Senovich (William E. Kelly), Robert Morris University

In this empirical phenomenological study, eight participants provided qualitative data through personal narratives regarding influences of both negatively and positively valenced affective states on smoking relapse. The results indicated that for all participants affect evoked a lapse or relapse in smoking cessation. Most relapses were precipitated by negative affective states arising from acute interpersonal conflict compounded with stress. Positive affective states were perceived to predict relapse in instances involving cigarette availability and exposure, alcohol use, and post-sexual experiences.

85. **Morphology and Word Attack: The Guessing Game**

Amanda Krieger, Jason Begue, & Vivienne Schroeder (Diane Clark), Gallaudet University

With respect to reading levels, Deaf individuals tend to lag behind their hearing peers and, unfortunately, this lag has not been reduced in the past 30 to 40 years. The reason for this lag is open to debate, with some researchers implicating the role of phonological awareness and others emphasizing the effect of orthographic information. To understand the correlation, we tested ASL skills with the ASL-Sentence Reproduction Test (Hauser, Paludneviciene, Supalla, & Bavelier, 2007) and English skills with Woodcock-Johnson Reading Fluency subtest while phonological awareness was measured with the Phoneme Detection Test (Koo, Crain, LaSasso, & Eden, 2008). The Guessing Game is a list of 28 words, half with low frequency and the other half with higher frequency. Additionally, seven words were root or base words and the other seven were multimorphemic. Results found that The Guessing Game was correlated with Woodcock Johnson Reading Fluency scores but not with Phonological Awareness scores. These findings support earlier work in the lab showing that English skills are not directly related phonological abilities.

86. **Using Video Clips to Prime Perceived College Drinking Levels**

Nathan Magee (Gary Levine), Edinboro University of Pennsylvania

College students often overestimate the amount of binge drinking being done by other students. The current study examined if priming will lead students to report even higher rates of perceived drinking. Participants viewed a short video clip of either a party scene from the movie Old School or a comical scene from the movie Elf. After answering two questions regarding the video clip, students moved on to a seemingly unrelated survey regarding college alcohol use. The alcohol prime did not appear to influence estimates of binge drinking, as overestimation occurred in both groups. However, a marginal interaction occurred where students who were not binge drinkers themselves made lower binge drinking estimates after viewing the alcohol prime.

87. **The Availability Heuristic and Estimates of College Student Alcohol Consumption**

Jennifer Orefice (Gary Levine), Edinboro University of Pennsylvania

The present experiment examined the availability heuristic in estimates of the frequency of binge drinking among college students. Participants were randomly assigned to either recall 2 or to recall 12 times they had seen drunken college students within the past semester. Previous research has found that because recalling more examples is experienced as more difficult it can lead people to make lower estimates. However, participants in the current study who were asked to recall 12 instances rated the frequency of binge drinking higher than those who were asked to think of 2 instances. Possible reasons for these findings are discussed.

88. **School Features and their Influence on Learning: Taking a Look at Green Kids**

Danielle J. Wilson & Janice E. Jerome (Victoria Kazmerski), Penn State Erie, The Behrend College

Students who are in a "green school" enhance their learning by being in stimulating classrooms. After teaching an environmental lesson and testing children's knowledge, we hypothesized that students would perform higher on the material taught through direct instruction aided by a stimulating environment, opposed to simply learning through the average environment, but that they would do better on the information in the environment than material not present at all. Students answered bioswale and school questions significantly better than control questions. Our hypothesis was not supported when a non-significant result was found between the bioswale questions and the school questions; however it was supported in that the children performed better on material taught through direct instruction.

89. **The Effect of Text Messaging on Driving Performance**

Jesse Eisert & Melissa Punk (Victoria Kazmerski), Penn State Erie, The Behrend College

Prior research has established that talking on any type of cell phone while driving significantly impairs driving performance. With the increase in car technologies people are partaking in more activities that could cause driver distractions, which can in turn cause a decrease in driving safety. Our research examined the effects of text messaging on driver performance. We tested to see if text messaging caused significantly more impairment than driving while using a hand-held cell phone. We used the videogame Gran Turismo 5 Prologue on the Playstation 3 to test for driving performance with lead vehicle. We found that text messaging caused significantly more impairment than talking on a cell phone while driving and are at a greater risk for accidents.

90. **Programs Offered at Transitional Facilities as Part of Overall Re-entry Skills Training**

Michael Cotronea (Dani McKinney), State University of New York at Fredonia

Facilities offer many programs to inmates during their time of incarceration. However, not much is known about the overall number of programs offered at each re-entry facility, and if there are any outcome measures used to determine how well the previously incarcerated individual learns the materials and skills taught by the programs offered. Results of a survey of post release transition facilities that help individuals reintegrate into society revealed that programs offered vary widely and very few have outcome measures to accompany the programs offered. Implications for this gap between incarcerated programming and programming available after release are discussed.

91. **Gender Stereotyping Emotionality in Infants**

Kalyn Carney (Gerard Barron), Mercyhurst College

Past research has shown that gender labeling can have an effect on the interpretation of emotions in infants. To assess the effects of gender labeling on identifying emotionality in infants, 135 males and females viewed a 70-second videotape and rated the emotional responses of a 6-month-old infant. The infant was seen wearing gender-neutral clothing, stereotypic female clothing, or stereotypic male clothing. Participants were told they were either viewing a male or female infant; however, all participants viewed the same infant. It was predicted that the gender labeling of the infant would have a significant effect on the participants' ratings of the expression of certain emotions attributed to the infant; other stereotypic gender cues would result in more extreme results.

92. **Perceptions of Relationship Dissolution as a Function of Gender and Physical Attractiveness**

Shannon Bonadonna & Kong Gao (Jack Croxton), State University of New York at Fredonia

This study investigated how student perceptions of a failed relationship are affected by the gender and physical attractiveness of the parties involved. A total of 80 subjects participated. When the new partner was attractive this person was rated as having a positive reaction but viewed negatively by the perceiver. Males were perceived as having a more negative reaction when starting a new relationship with an attractive female than with an unattractive female. For females, the pattern was reversed. When the person being left was unattractive, perceivers were more likely to assume it was due to a shortcoming on their part. However, when the person being left was attractive, it was assumed that they behaved negatively. Additional results and implications will be shared at the conference.

93. **Lesbian Expectations of Dating Relationships**

Amanda Ciesielski, Amanda Caldwell, & Alexandra Lugo (Jennifer Dyck), State University of New York at Fredonia

This study focused on how lesbians initiate dating. Lesbians responded to local ads about completing a survey. The sample included women aged 18 to early 60's, the majority being younger and Caucasian. About half were students. Responses about first date expectations included the possibility of furthering the relationship or expecting little from the date. Many indicated that first date topics are casual, becoming more personal on the second date. When asked how to interpret being on a date rather than a friendship outing, responses were split; it should be explicitly stated, it is hard to differentiate, or dates are more intimate and potentially physical. The data leads to the question if gender role expectations outweigh sexual orientation in explaining lesbian dating behaviors.

94. **The Influence of Cultural and Video-Game Experience on Spatial Task Performance**

Luis F. Fernandez & Jessica Schubert (Dawn Blasko), Penn State Erie, The Behrend College

This study investigated how video game experience and cultural background influence spatial performance. Participants completed two versions of the MRT, a water level task, and a spatial attention task. Participants completed surveys assessing individual levels of gaming experience, and collectivistic versus individualistic perspectives. Preliminary analysis indicated that there was a main effect of eccentricity in both accuracy and response time in the spatial attention task. Gamers showed better performance on the spatial attention task and the mental rotation task than did non-gamers. Those who are more collectivistic tend to perform faster in the mental rotation task.

95. **Healthy Lifestyle Behaviors: Obligation or Enjoyment?**

Lauren Eastman (Melissa Surawski), Mercyhurst College

The author of this study examined eating behaviors and levels of physical activity to determine why college students engage in healthy lifestyle behaviors. The author assessed whether such behaviors can be predicted from one's gender as well as obligatory feelings to exercise and eat right. A sample of undergraduate college students (N = 42) volunteered to complete four survey questionnaires. It is expected that significant differences between men and women will appear on attitudes towards dieting efficacy and overall health of diet. It is also expected that obligation to exercise will be similar for both sexes. If this hypothesis is confirmed, these findings will indicate that men and women have different eating behaviors but similar motivation to engage in exercise.

96. **How a Family at High Risk for Breast Cancer Makes Medical Decisions**

Rachael Fly-Pingree (Margaret Stubbs), Chatham University

Patients at high risk for breast cancer have a myriad of medical decisions to make. The purpose of this exploratory, qualitative study was to investigate how a family at high risk for breast cancer made their medical decisions. Family members at various stages of their breast cancer experience were interviewed. A standard content analysis of semi-structured interviews revealed four significant categories during their breast cancer experiences and decision making processes: emotions/thoughts/beliefs; medical and doctor-patient experiences; factors related to self; and factors related to support. Results having important implications for clinical practice will be discussed.

97. **Perinatal Insult Causes Reduction of Prepulse Inhibition in a Rat Model of PTSD**

Angela E. Hemphill & Anthony B. Ferrelli (Richard Port), Slippery Rock University

Posttraumatic Stress Disorder (PTSD) is an anxiety disorder with a seemingly increasing frequency of diagnosis. A predispositional factor is thought to increase the probability of developing PTSD in those who experience a traumatic event. To model this, 16 of 32 rats were given an injection of 1.5 mg/kg kainic acid at 7 days after birth while the other 16 received a placebo injection of saline. Half of each group was given a treatment of corticosterone in their drinking water for a period of 14 days to model the experience of a traumatic event. Each animal was tested in an automated startle chamber to measure habituation and prepulse inhibition (PPI) to a startling stimulus. A 2x2 ANOVA showed a significant breakdown of PPI in the perinatal insult condition, $F(1,28) = 4.77$, $p < .05$.

98. **The Effects of Low-Intensity Upper Extremity Plyometrics on Strength and Injury Rates in Competitive Female Swimmers**

Ashley Deitz (Peggy Stubbs), Chatham University

A high incidence of swimmer's shoulder limits swimmers in training and competition. Upper extremity plyometrics have been shown to be effective in rehabilitation but no investigation has explored its effectiveness as a preventative strategy. The purpose of this study was to test the impact of low intensity upper extremity plyometric training on shoulder strength and injury rates in competitive female swimmers. A six week plyometric training protocol was implemented with a Division III college swim team. Swimmers also completed the Rotter Locus of Control and a measure of perceived disability (Disability of Arm Shoulder and Hand [DASH]. No significant increase in strength resulted, but there was a significant decrease in impingement. A significant positive correlation was found between an external locus of control and perceived disability. Implications of result for swimming training and rehabilitation are discussed.

99. **Correlation Between Adult Attachment Styles and Roommate Satisfaction Among First-year College Students**

Amanda Kowalczyk (Jamie McMinn), Westminster College

The present study is a correlational test between adult attachment styles and roommate satisfaction. Eighty-six first-year students (43 roommate pairs) completed the study. A regression was conducted to test the hypotheses that those individuals with secure attachment styles would adapt to college easier, have higher levels of self-esteem, and be satisfied with their roommate. Those who have avoidant or anxious attachment styles would have a harder time adjusting to college, have lower levels of self-esteem, and be less satisfied with their roommate. However, avoidant individuals would be satisfied if paired with another avoidant or secure individual. There were no significant results found to support the hypotheses.

100. **Personality and Motivational Predictors of College Success**

Jennifer Stepic (Melissa Surawski), Mercyhurst College

This study tested the hypothesis that personality and motivational style would predict adjustment to college. Sixty Mercyhurst College undergraduate students participated in this study for course credit. Conscientiousness, agreeableness, extraversion, emotional stability, and openness to experience, along with level of extrinsic motivation, intrinsic motivation, and impersonal motivation and gender were expected to predict overall adjustment to college. This regression model was significant. $R^2 = .37$, $F(9, 44) = 2.90$, $p = .01$. Emotional stability and intrinsic motivation were significant predictors of college adjustment, ($\beta = .44$, $p = .02$, $\beta = -.28$, $p = .05$, respectively). This surprising pattern may be a result of the current economic crisis.

101. **Trait of Introversion/Extroversion in Regards to Maslow's Hierarchy of Needs**

Scott A. McKay (Gerard Barron), Mercyhurst College

Individuals and ideas of happiness are unique; however, is it possible that there is a common thread that ties such varying aspects together? Previous research showed that a majority of college students reported love as the need that would bring happiness, but was there a reason for this other than chance? By having participants complete the BFI-54, and a questionnaire relating to happiness in regards to Maslow's Hierarchy, components of the "Big Five" are compared to reports of which "needs" yield greatest subjective happiness. It is anticipated that individuals reporting the need of love as bringing the most happiness should rate higher on the trait of extroversion. If this hypothesis is supported, it should add to the information base of the "Big Five" theory of personality factors.

102. **The Effect of Mental Imagery on Reducing State Anxiety**

David Swickline (Melissa Surawski), Mercyhurst College

This research tested a technique to reduce the level of state anxiety prior to taking a difficult exam. Participants were randomly assigned into two testing groups: the experimental group engaged in a 15 minute relaxation session and was encouraged to practice the techniques learned during the relaxation session over a week's time before taking the exam, the control group received only an introduction to the test. The exam consisted of difficult vocabulary and quantitative questions found in national standardized tests. Anxiety was measured pre- and posttest using The State Trait Anxiety Inventory for Adults. It is expected that the experimental group will experience less state anxiety after practicing relaxation techniques.

103. **Conformity in Online Settings: A Replication of Asch's Classic Study**

Allison L. Penharlow (Melissa Surawski), Mercyhurst College

Researching online conformity has become important as social problems such as cyber bullying become more prominent. In an online replication of Asch's study, 14 participants provided judgments on the length of a line and submitted their answer to confederates in a chat room. Confederates offered their wrong answers first and participant's responses were analyzed for conformity to those wrong answers. The main results indicated that on the first trial, participants were equally likely to conform as to not conform $\chi^2(1) = 2.57$, $p = .11$; however, on subsequent trials participants were more likely not to conform than to conform to the confederate's wrong answers (trial 2: $\chi^2(1) = 7.14$, $p = .01$; trial 3: $\chi^2(1) = 10.29$, $p = .00$). The results of the study contrast with Asch's classic studies.

104. **Factors Involved in College Adjustment**

Chelsey Crawford (Melissa Surawski), Mercyhurst College

The purpose of this study was to identify factors that predict adjustment to college. Thirty freshmen, ages 18-19, who live on the campus of a small liberal arts college, completed a battery of questionnaires designed to measure personality and roommate satisfaction. Having an older sibling, having a roommate with siblings, having a good relationship with roommates, and being female were hypothesized to predict high levels of college adjustment. The overall model was significant, $R^2 = .23$, $p = .03$, with gender contributing the most variance to the model ($\beta = -.41$).

105. **Investigating the Acceptance of Similarities and Differences in Others: How Universal-Diverse Orientation Relates to Foreign Travel and Second Language Study in College Students**

Emma Hooper (Tom Hershberger), Chatham University

This study investigates the relationship between universal-diverse orientation (UDO) and foreign travel and second language study in college students. In order to explore the growing construct UDO and behaviors which may predict it, this study uses the Miville-Guzman Universality-Diversity Scale Short (M-GUDS-S) and a questionnaire regarding past, current, and intended experiences with travel abroad and foreign language study. The results indicate that actual, specific participation in travel abroad and second language study do not predict UDO, but rather positive perceptions of opportunities to travel and speak with diverse groups of people are highly predictive of UDO. This suggests that the UDO construct measures an innate attitude which is not easily affected by specific experiences.

106. **Student-See, Student-Do: Perceptions of Conformity Among Friends**

Maria El-Tahch (Stephen Paul), Robert Morris University

This study examined how college students perceive their same-sex friends', as well as their own, participation in activities as a result of peer pressure. Participants were undergraduate students between the ages of 18-22 in Psychology classes. A survey was handed out that gave students two different situations in which a character gave into peer pressure and conformed to a peer group despite the character's personal beliefs. Participants were asked to first rate on a scale how likely they would have given into peer pressure if put in the same situation. Then, they were asked to rate how likely they believed their closest same-sex friend would have given into peer pressure if they were put into the same situation. The area of comparison is the difference in ratings of self and friends.

107. **Males' Perception of Risk in Potential Partners: Sensation Seeking and Partner's Attractiveness**

Marissa Petroff (Melissa Surawski), Mercyhurst College

This study examined the effect of risk-seeking personality and the attractiveness of a sexual partner on the perceived risk of having unprotected sex and contracting a sexually transmitted disease (STD). Heterosexual male participants rated potential partners for perceived risk and then completed questionnaires about their sensation-seeking tendencies. It was hypothesized that males are more likely to have unprotected sex with attractive targets. It was also hypothesized that males high in sensation seeking are more likely to have unprotected sex, but less likely to perceive risk.

108. **Factors Related to Weight Gain During Freshman Year at College**

Masha Vinarski (Rebecca L. Grime), Washington and Jefferson College

Many freshman entering college and for the first time living apart from family members can begin to lack the regimented lifestyle often provided in high school with meal times, physical activities, and study hours. This project's major two purposes were to find out whether reported weight gain does occur among freshman college students, and if lack of sleep, poor eating habits, and lack of physical activity which all are possible causes for what some people call the 'freshman 15'. This study targeted Washington and Jefferson freshman students whose average age was 18.7. A questionnaire was administered to measure the lifestyle variables of sleep, eating, and exercise habits. The average weight change for all the participants, (including those who lost weight) was 3.69 pounds (S.D. = 6.80 pounds). Out of 35 total participants, 23 individuals gained weight freshman year (66% of the participants). Of those 23 participants who did gain weight ranged from 2 to 25 pounds (average weight gain was 7.17 pounds, S.D. = 5.35 pounds). Overall, the results found little support for the investigator's hypotheses that weight gain can be related to a college student's sleeping habits, food consumption, or physical activity, but for those participants that gained weight, long study hours were a significant predictor of increased weight gain. In conclusion, the results from the study did indicate that weight gain had occurred, just not to the extent predicted by the investigator.

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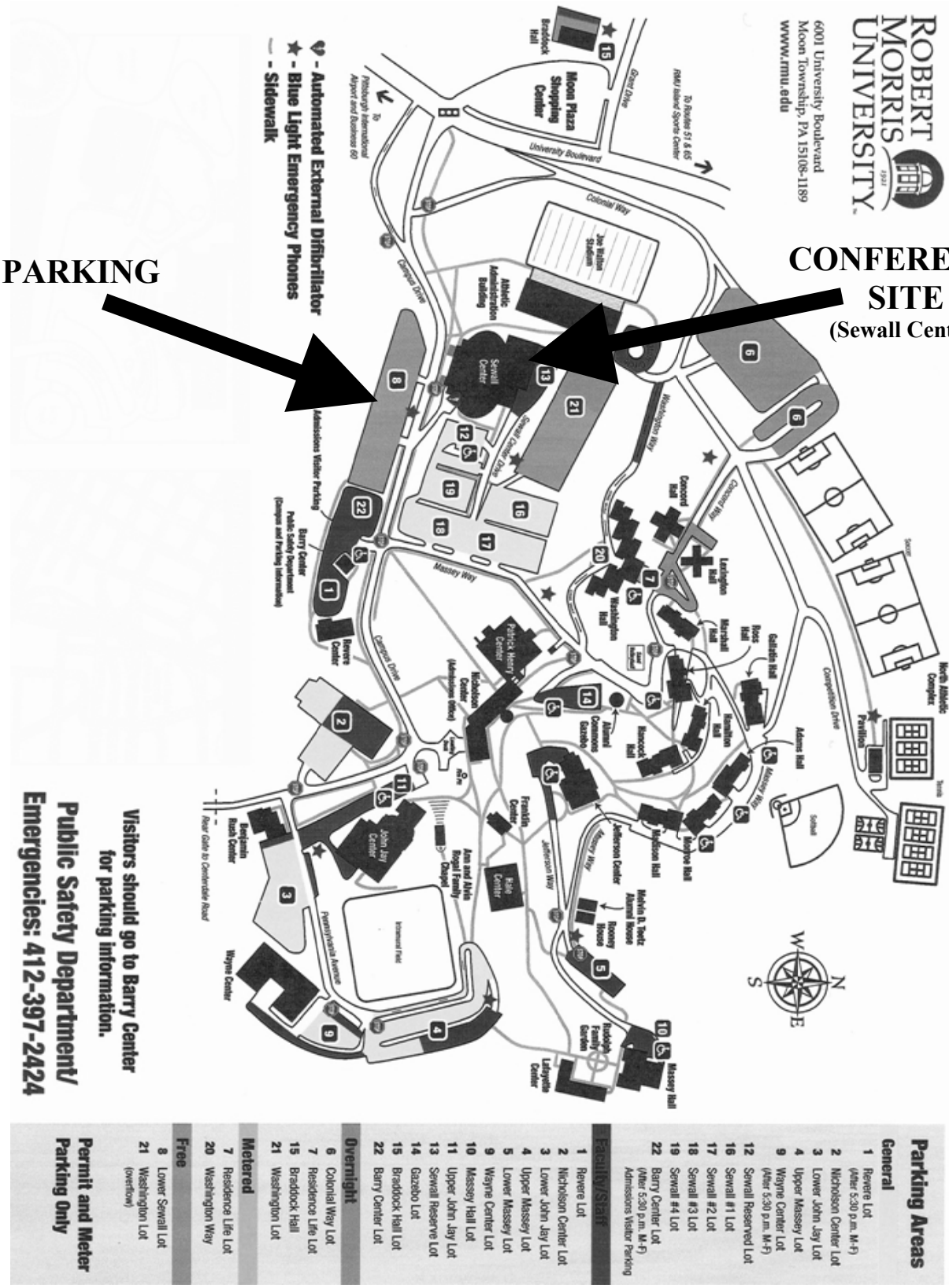
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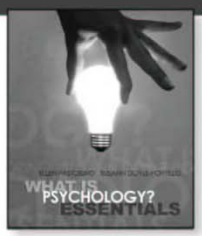

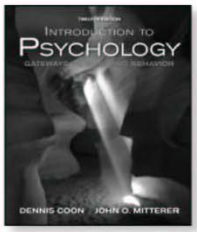

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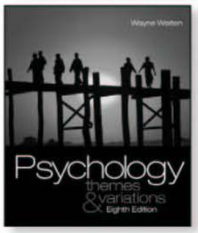

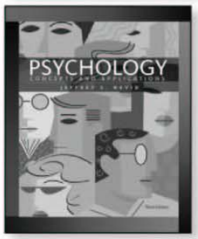

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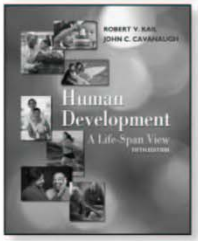

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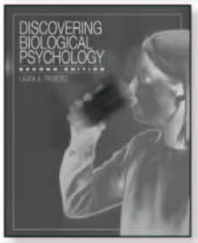

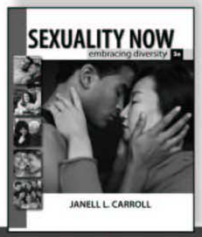

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