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NINETY-SECOND ANNUAL CONVENTION
of the
**Western Psychological
ASSOCIATION**

April 26 – April 29, 2012
at the
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Welcome from Palo Alto University



Greetings Conference Participants,

On behalf of Palo Alto University, I have the privilege of welcoming you to this year's 92nd Western Psychological Association Convention. Palo Alto University is honored to serve as this year's sponsor. Our campus is located about 30 minutes from here in Silicon Valley, an area nationally known for innovation, academia and world leadership.

Offering bachelor's, master's and doctoral level programs, Palo Alto University's more than 100 nationally and internationally recognized faculty are ranked among the top 25 schools and universities for research productivity out of the 166 APA-accredited clinical psychology Ph.D. programs. A number of them will be here at the conference. Some are names you are probably familiar with: Phil Zimbardo, Ph.D., Stanley Sue, Ph.D., Larry Beutler, Ph.D. and William Froming, Ph.D. From our newest to our most senior faculty, they are the heart of what makes Palo Alto University an outstanding academic institution.

Our students, from more than 25 countries, have the unique opportunity to train in evidence-based clinical practices under state-of-the-art evidence-based supervision at our own university clinic. Thanks to our Psy.D. consortium with Stanford University and joint J.D./Ph.D. program with Golden Gate University, students have an even broader selection of course paths to choose from.

I hope you will have a chance to visit us during your time at the WPA convention at our campus. Nestled half way between San Francisco Bay and Half Moon Bay off of I-280, it's a short and beautiful drive. If you can't come to campus, you can stop by our booth at the conference.

Our faculty has worked hard to make this an outstanding convention. I want to take this opportunity to thank them for their exemplary efforts. I am sure that you will find that the program offers you a great deal both personally and professionally.

Allen Calvin, Ph.D.
PRESIDENT
PALO ALTO UNIVERSITY

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Methods in Behavioral Research

ELEVENTH EDITION



PAUL C. COZBY

SCOTT C. BATES

www.mhhe.com/cozby11e

Paul C. Cozby is Emeritus Professor of Psychology at California State University, Fullerton. He is a fellow of the American Psychological Association and Executive Officer of the Western Psychological Association. **Scott C. Bates** is Associate Professor of Psychology at Utah State University. He is an officer of the Society for the Teaching of Psychology and has conducted research in areas as wide-ranging as adolescent problem behavior and problem-behavior prevention, teaching and learning in higher education, and the psychological consequences of growing and tending plants in outer space.



Join Your Colleagues

at the

WPA Receptions

THURSDAY

WPA Reception & Social Hour

5:30 - 6:30 pm

FRIDAY

WPA Presidential Reception & Social Hour

6:15 - 7:15 pm



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WESTERN PSYCHOLOGICAL ASSOCIATION

CHRONOLOGY 1921-2012

YEAR	WPA PRESIDENT	PRESIDENT'S AFFILIATION	CONVENTION SITE	CONVENTION HOST
1921	Lewis M. Terman	Stanford U.	Berkeley, CA	UC Berkeley
1922	Lewis M. Terman	Stanford U.	Stanford, CA	Stanford U.
1923	Edward C. Tolman	UC Berkeley	Los Angeles, CA	USC
1924	Edmund S. Conklin	U. Oregon	Stanford, CA	Stanford U.
1925	Arthur H. Sutherland	L.A. City Schools	Berkeley, CA	UC Berkeley
1926	Walter A. Miles	Stanford U.	Oakland, CA	Mills College
1927	Kate Gordon	UCLA	Los Angeles, CA	UCLA
1928	Shepard I. Franz	UCLA	Stanford, CA	Stanford U.
1929	Warner Brown	UC Berkeley	Berkeley, CA	UC Berkeley
1930	John F. Coover	Stanford U.	Los Angeles, CA	USC
1931	Stevenson Smith	U. Washington	Eugene, OR	U. Oregon
1932	Calvin P. Stone	Stanford U.	Stanford, GA	Stanford U.
1933	Edward K. Strong	Stanford U.	Los Angeles, CA	USC
1934	Edwin R. Guthrie	U. Washington	Berkeley, CA	UC Berkeley
1935	Harold F. Jones	UC Berkeley	Los Angeles, CA	UCLA
1936	Grace M. Fernald	UCLA	Seattle, WA	U. Washington
1937	Milton Metfessel	USC	Claremont, CA	Claremont College
1938	Paul P. Farnsworth	Stanford U.	Eugene, OR	U Oregon
1939	Knight Dunlap	UCLA	Stanford, CA	Stanford U.
1940	Howard R. Taylor	U. Oregon	Los Angeles, CA	UCLA
1941	Mary Brooks Eyre	Scripps Collage	Berkeley, CA	UC Berkeley
1942	Ernest R. Hilgard	Stanford U.	Seattle, WA	U Washington
1943	Jean W. Macfarlane	UC Berkeley	Berkeley, CA	UC Berkeley
1944	Jean W. Macfarlane	UC Berkeley	Oakland, CA Los Angeles, CA UC Berkeley	Mills College UCLA, UC Berkeley

YEAR	WPA PRESIDENT	PRESIDENT'S AFFILIATION	CONVENTION SITE	CONVENTION HOST
1945	Jean W. Macfarlane	UC Berkeley	Seattle, WA Los Angeles, CA	U Washington USC
1946	Jean W. Macfarlane	UC Berkeley	Stanford, CA	Stanford U.
1947	Joy P. Guilford	USC	San Diego, CA	San Diego State
1948	Robert C. Tryon	UC Berkeley	San Francisco, CA	San Francisco State
1949	Ralph H. Gundlach	U. Oregon	Eugene, OR	U Oregon
1950	Floyd L. Ruch	USC	Santa Barbara, CA	UC Santa Barbara
1951	Maud Merrill James	Stanford U.	San José, CA	San José State
1952	Robert Leeper	U. Oregon	Fresno, CA	Fresno State
1953	Ruth S. Tolman	VA Mental Hygiene Clinic	Seattle, WA	U Washington
1954	Nancy Bayley	UC Berkeley	Long Beach, CA	UCLA, USC Long Beach State & the VA
1955	Neil D. Warren	USC	San Francisco, CA	Held With APA
1956	Allen L. Edwards	U Washington	Berkeley, CA	UC Berkeley
1957	Joseph A. Gengerelli	UCLA	Eugene, OR	U Oregon
1958	Leona E. Tyler	U. Oregon	Monterey, CA	U.S. Naval Post-grad School
1959	Quinn McNemar	Stanford U.	San Diego, CA	San Diego State
1960	Donald B. Lindsley	UCLA	San José, CA	San José State
1961	David Krech	UC Berkeley	Seattle WA	U Washington
1962	F. Theodore Perkins	Claremont Grad. School	San Francisco, CA	San Francisco State
1963	John P. Seward	UCLA	Santa Monica, CA	Systems Dev. Corp

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CHRONOLOGY 1921-2012 CONT.

YEAR	WPA PRESIDENT	PRESIDENT'S AFFILIATION	CONVENTION SITE	CONVENTION HOST
1964	D.W. MacKinnon	UC Berkeley	Portland, OR	U Oregon Med. School
1965	Robert R. Sears	Stanford U.	Honolulu, HI	U Hawaii
1966	Hugh M. Bell	Chico State College	Long Beach, CA	Long Beach State
1967	Eliot H. Rodnick	UCLA	San Francisco, CA	San Francisco State
1968	Leo J. Postman	UC Berkeley	San Diego, CA	San Diego State
1969	Frank Beach	UC Berkeley	Vancouver, B.C	U British Columbia, Simon Fraser U. & U Victoria
1970	Harold H. Kelley	UCLA	Los Angeles, CA	UCLA
1971	Howard H. Kendler	UC Santa Barbara	San Francisco, CA	San José State
1972	P. Nevitt Sanford	Wright Institute	Portland, OR	Portland State U
1973	Fred Attneave	U. Oregon	Anaheim, CA	CSU Long Beach & CSU Fullerton
1974	Paul H. Mussen	UC Berkeley	San Francisco, CA	UC Berkeley & CSU Hayward
1975	Eleanor Maccoby	Stanford U	Sacramento, CA	CSU Sacramento
1976	Richard C. Atkinson	Natl Science Fndn	Los Angeles, CA	CSU Northridge
1977	Seymour Feshbach	UCLA	Seattle, WA	U Washington
1978	Tracy S. Kendler	UC Santa Barbara	San Francisco, CA	San Francisco State
1979	Irwin G. Sarason	U. Washington	San Diego, CA	San Diego State
1980	Norma D. Feshbach	UCLA	Honolulu, HI	U Hawaii
1981	Albert Bandura	Stanford U	Los Angeles, CA	CSU Dominguez Hills

YEAR	WPA PRESIDENT	PRESIDENT'S AFFILIATION	CONVENTION SITE	CONVENTION HOST
1982	Patricia Keith-Spiegel	CSU Northridge	Sacramento, CA	CSU Sacramento
1983	Philip G. Zimbardo	Stanford U	San Francisco, CA	San José State
1984	Elizabeth Loftus	U. Washington	Los Angeles, CA	UCLA
1985	Marilynn B. Brewer	UCLA	San José, CA	CSU Chico
1986	M. Brewster Smith	UC Santa Cruz	Seattle, WA	U. Puget Sound
1987	Joseph Matarazzo	Oregon Health Sciences	U. Long Beach, CA	CSU Long Beach
1988	Dorothy Eichorn	UC Berkeley	Burlingame, CA	Santa Clara U
1989	Christina Maslach	UC Berkeley	Reno, NV	U. Nevada,Reno
1990	Elliot Aronson	UC Santa Cruz	Los Angeles,CA	CSU San Bernardino
1991	Gordon Bower	Stanford U.	Burlingame, CA	Stanford U. & San José State
1992	John Garcia	UCLA	Portland, OR	Portland State U.
1993	James L. McGaugh	UC Irvine	Phoenix, AZ	Arizona State U.
1994	Shelley E. Taylor	UCLA	Kona, HI	U. of Hawaii, Hilo
1995	Richard F. Thompson	USC	Los Angeles, CA	CSU Dominguez Hills
1996	Nancy Eisenberg	Arizona State U	San José, CA	U. of the Pacific
1997	Claude Steele	Stanford U.	Seattle, WA	U. of Puget Sound
1998	Robert L. Solso	U. Nevada	Albuquerque, NM	U. Nevada, Reno
1999	Robert A. Bjork	UCLA	Irvine, CA	Claremont McKenna
2000	Diane F. Halpern	CSU San Bernardino	Portland, OR	Portland State U.

WESTERN PSYCHOLOGICAL ASSOCIATION

CHRONOLOGY 1921-2012 CONT.

YEAR	WPA PRESIDENT	PRESIDENT'S AFFILIATION	CONVENTION SITE	CONVENTION HOST
2001	Philip G. Zimbardo	Stanford U.	Maui, HI	U. Hawaii, Hilo
2002	Leona S. Aiken	Arizona State	Irvine, CA	UC Irvine
2003	Dale E. Berger	Claremont Grad U.	Vancouver, BC	U. British Columbia
2004	Cheryl L. Spinweber	Scripps Mercy Sleep Disorders Center	Phoenix, AZ	Arizona State U.
2005	Elizabeth Loftus	UC Irvine	Portland, OR	Portland State U.
2006	Gordon Bower	Stanford U.	Palm Springs, CA	CSU San Bernardino
2007	Robert Pellegrini	San José State	Vancouver, BC	U. British Columbia
2008	Peter Bentler	UCLA	Irvine, CA	CSU San Marcos
2009	Ronald E. Riggio	Claremont McKenna	Portland, OR	Portland State U.
2010	Stanley Sue	UC Davis	Cancun, MX	U. Southern Cal.
2011	Jeffery S. Mio	Cal Poly Pomona	Los Angeles, CA	CSU Los Angeles & Cal Poly Pomona
2012	Delia S. Saenz	Arizona State U.	Burlingame, CA	Palo Alto U.

PROGRAM PLANNING AND ORGANIZATION

The Program Committee

The primary function of the Program Chairperson is to plan and organize the invited portions of the program. This is a complex and demanding process that starts almost two years before a given convention and one that assures an attractive and diversified program. This year, William Froming, and James Breckenridge accepted the challenge of serving as the Program Co-Chairs for the convention. Together with WPA President Delia Saenz, they arranged a splendid program that will provide each of us with an excellent and memorable convention. We thank them for their outstanding contributions to our association.

Teaching and Student Events

In coordinating the planning and the organization of the Teaching and Student Events that enrich our program each year, we have had the opportunity and the pleasure of working with a number of dedicated people who are responsible for the excellence of this dimension of our program.

Special thanks go to the following people whose creativity, resourcefulness, and dedication to the teaching/learning process led to the development of outstanding program events of special interest to psychology teachers and students.

<i>Anne Duran</i>	Terman Teaching Conference
<i>Heidi Riggio</i>	Society for the Teaching of Psychology
<i>Deana Julka</i>	Council of Undergraduate Psychology Programs
<i>Jon Grabe</i>	Psi Chi
<i>Vivian McCann</i>	Psychology Teachers at Community Colleges
<i>J. Kris Leppien-Christensen</i>	Psi Beta

The Teaching and Student Events at our annual convention receive needed financial support from several groups. Their generosity contributes substantially to the sustained high quality of these events. We thank the following groups for their help in enhancing the excellence of our convention with their financial support.

American Psychological Association	PT@CC
APA Education Directorate	Psi Beta
APA Science Directorate	Psi Chi
Pearson Education	Association for Psychological Science
Worth Publishers	Society for the Teaching of Psychology

Lewis M. Terman Teaching Conference

The Lewis M. Terman Western Regional Teaching Conference is designed to offer psychology teachers useful and interesting information and an opportunity to share innovations with their peers. We would like to thank Anne Duran, California State University, Bakersfield for undertaking the organization and execution of this exceptional program. She has gathered together a wonderful array of speakers in a program that will appeal to teaching faculty at all levels. This conference requires a separate registration.

WPA FELLOWS

The individuals listed below have been elected to Fellow status in the Western Psychological Association. Information concerning application for Fellow status can be obtained from Dale Berger, Chair of the Fellows and Awards Committee (dale.berger@cgu.edu) or by contacting the WPA Office.

Leona S. Aiken	Helen C. Fung	Richard S. Lazarus
Daniel N. Allen	Glenn Gamst	Shana Levin
Mary Allen	John Garcia	Robert V. Levine
Elliot Aronson	Rick Gardner	Donald B. Lindsley
Georgia Babladelis	Robert M. Gardner	Richard A. Littman
Albert Bandura	Ann M. Garner	Elizabeth Loftus
Lori Barker-Hackett	Gerald P. Ginsburg	Duncan R. Luce
Kenneth Beauchamp	Lewis R. Goldberg	Eleanor Maccoby
Peter Bentler	Gail S. Goodman	Diane M. Mackie
Dale E. Berger	Richard L. Gorsuch	Irving Maltzman
Elizabeth Ligon Bjork	Adele Eskeles Gottfried	Carrie M. Margolin
Robert Bjork	Allen Gottfried	Christina Maslach
Gordon Bower	Harrison Gough	Joseph Matarazzo
Thomas Bradbury	Lisa Gray-Shellberg	Ruth Matarazzo
Marilynn B. Brewer	Patricia M. Greenfield	David Matsumoto
Laura S. Brown	Bruce Gross	Vickie Mays
John N. Castellán, Jr.	Carl R. Gustavson	James L. McGaugh
Paul W. Clement	Diane F. Halpern	Paul McReynolds
Mark A. Costanzo	Steven C. Hayes	Frederick Meeker
Gloria Cowan	Maureen Hester	Ivan N. Mensh
P. Chris Cozby	Robert A. Hicks	Gerald M. Meredith
Robert Ervin Cramer	William A. Hillix	Norman Miller
William Crano	Charles D. Hoffman	Edward W. Minium
Terry Cronan	Michael Hogg	Jeffery Scott Mio
Faye J. Crosby	Wei-Chin Hwang	Telford I. Moore
Ronald Dillehay	Chizuko Izawa	Robert F. Morgan
Stewart Donaldson	Lissy F. Jarvik	Daniel D. Moriarty
Bradley Donohue	Roger D. Jennings	John H. Mueller
Christine Dunkel Schetter	Bob Johnson	Charlan J. Nemeth
Eric Eich	Jerry L. Johnson	Michael D. Newcomb
Dorothy Eichorn	John Jung	Edgar C. O'Neal
Nancy Eisenberg	Kenneth D. Keith	Stuart Oskamp
Henry Ellis	Patricia Keith-Speigel	Raymond Paloutzian
Ann Ewing	Dacher Keltner	Donald E. Pannan
Judith Farrell	Howard H. Kendler	Kenneth Parker
Norma Feshbach	Tracy S. Kendler	John G. Paterson
Seymour Feshbach	John Kihlstrom	Frank Payne
Susan Folkman	Elizabeth A. Klonoff	Brett Pelham
Michael Foy	Chris Koch	Robert Pellegrini
Scott C. Fraser	Daniel A. Krauss	Nolan E. Penn
Howard S. Friedman	Stanley Krippner	Robert Peterson
David Funder	Knud Larsen	Walter T. Plant

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 H. Rogie Rogosin
 Maria P. Root
 Leonard G. Rorer
 Dennis Saccuzzo
 Delia S. Saenz
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 Irwin Sarason
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 Paul Werner
 Eleanor Willemssen
 Thomas A. Wright
 Alvin Zander
 Sheldon Zedeck
 Philip G. Zimbardo

PROGRAM REVIEW COMMITTEE

Each of the submitted abstracts was read by two of the distinguished psychologists listed below, who consented to serve as members of the Program Review Committee for the Convention. Their independent reviews were the criteria used in selecting the papers, posters and symposia that are included in this program, and for the selection of the Western Psychological Foundation Student Scholarship Awards.

The members of the Program Review Committee are as follows:

Chris Aberson	Humboldt State University
Marciela Aceves	CSU Fullerton
Mark Alcorn	University of Northern, Colorado
Nancy Alvarado	CSU Pomona
James Amirkhan	CSU Long Beach
Arlene Asuncion	San José State University
Lori Barker	CSU Pomona
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Dale E. Berger	Claremont Graduate University
Lynette Bikos	Seattle Pacific University
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Rachel Blaser	University of San Diego
Kendal Boyd	Loma Linda University
Thomas Bradbury	UCLA
Eileen Brennan	Portland State University
Alyson Burns-Glover	Pacific University
W. Jeffrey Burroughs	Brigham Young University, Hawaii
Bettina Casad	Cal Poly Pomona

Cheryl Chancellor-Freeland	San José State
David Chavez	CSU San Bernardino
Rebecca Concepcion	Pacific University
Gabriel Cook	Claremont McKenna College
Eric Cooley	Western Oregon University
Mark Costanzo	Claremont McKenna College
Christopher L. Cunningham	Oregon Health & Science University
Mathew Curtis	University of Southern California
Dale Dinnel	Western Washington University
Andrew Downs	University of Portland
Beth Eckerd	Humboldt State University
Russ Expinoza	CSU Fullerton
Inoke Funaki	BYU Hawaii
Juliana Fuqua	CSU Pomona
David Gerkens	CSU Fullerton
Afshin Gharib	Dominican University of California
Adele E. Gottfried	CSU Northridge
Allen Gottfried	CSU Fullerton
Sharon Hamill	CSU San Marcos
Charles Hoffman	CSU San Bernardino
Robert Horn	Northern Arizona University
David Horner	CSU Pomona
Senqui Hu	Humboldt State University
Michael Ichiyama	University of San Diego
Kate Isaacson	UC Berkeley
Dale Jorgenson	CSU Long Beach
Deana Julka	University of Portland
Tracey Kahan	Santa Clara University
Laura Kemmer	Pacific Lutheran University
Jeanne King	CSU San Bernardino
Eric Kohatsu	CSU Los Angeles
Russell Kolts	Eastern Washington University
Marvin R. Lamb	CSU East Bay
Richard Langford	University of Hawaii
Robert Levine	CSU Fresno
Michael R. Lewin	CSU San Bernardino
Ladonna Lewis	Glendale College AZ
Carrie M. Margolin	The Evergreen State College
David P. MacKinnon	Arizona State University
Sherri McCarthy	Northern Arizona University
Jeffery Scott Mio	CSU Pomona
Michelle Moon	CSU Channel Islands
Dean Morier	Mills College
Kelly Morton	Loma Linda University
Nora Murphy	Loyola Marymount University
Anna Marie Napoli	University of Redlands
Mitchell Okada	CSU Fullerton
David Perkins	CSU Fullerton
Barry F. Perlmutter	CSP – Corcoran
Maura Pilotti	New Mexico Highlands University
Pamela Regan	California State University, Los Angeles

Beth Rienzi	CSU Bakersfield
Ronald Riggio	Claremont McKenna College
Heidi Riggio	CSU Los Angeles
Ronald Rogers	San José State University
Lauren Roscoe	Western Oregon University
Joelle Ruthig	University of North Dakota
Grant Rich	Saint Louis University
Dawn Salgado	Pacific University
Catherine Salmon	University of Redlands
David Sattler	Western Washington University
Steven Schandler	Chapman University
Christine Scher	CSU Fullerton
Wesley Schultz	CSU San Marcos
Dee Sheperd-Look	CSU Northridge
George Slavich	UCLA
Douglas Smith	Southern Oregon University
Heather Smith	Sonoma State University
Doug Stenstrom	CSU Los Angeles
Robert Stupinsky	University of North Dakota
Dwight Sweeney	CSU San Bernardino
Howard E. A. Tinsley	University of Florida
Sandra Trafalis	San José State University
Katherine VanGiffen	CSU Long Beach
William Wallace	University of Nevada, Reno
Wendy Williams	Central Washington University
Patricia Winter	US Forest Service
Carolyn Weisz	University of Puget Sound

THE WPA COUNCIL OF REPRESENTATIVES

Eighty-nine western universities and college campuses have designated a member (or members) of their faculty to serve as a member of the WPA Council of Representatives. Members of this group, in addition to their advisory role, act as liaison on their campus for WPA. In forming this group, which is chaired by Gabriela Martorell, the current Representative-at Large, our aim was to strengthen communication and, in so doing, enhance the ability of WPA to meet its goals. If you do not see your university or college among those listed below and you wish to become involved, please contact the WPA office.

The following campuses have selected these psychologists who are the current members of the Council of University Representatives:

Alaska

University of Alaska, Fairbanks Charles R. Geist

Arizona

Arizona State University	Delia S. Saenz
Glendale Community College	Ladonna Lewis
Mesa Community College	Ann Ewing
Northern Arizona University	Robert Horn William Kolodinsky

California

American Jewish University	Susan Kapitanoff
Bakersfield College	Ginger LeBlanc
College of the Canyons	Deanna Riveira
Cal Poly Pomona	David Horner James Sturgess
Cal Poly San Luis Obispo	Debra Valencia-Laver
Chapman University	John V. Flowers Steven L. Schandler
Claremont Graduate University	Dale Berger Stewart Donaldson
Claremont McKenna College	Mark Costanzo Ronald Riggio Harvey Wichman
CSU Bakersfield	Anne Duran
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Long Beach City College	Patricia Alexander
Loyola Marymount U	Vandana Thadani

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Moorpark College	Judith Farrell
National University	John S. Carta-Falsa
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Palomar College	Kendra Jeffcoat
Pepperdine University	Khanh Bui
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Saddleback College	Kris Leppien-Christensen
Saint Mary's College	Elena Escalera
San Diego Mesa College	Jaye Van Kirk
San Diego State University	Shiela Bienenfeld Terry Cronan
San José State University	Ron Rogers
Santa Clara University	Eleanor Willemssen
Scripps College	Amy Marcus-Newhall
Solano Community College	Sabine Bolz
Sonoma State University	Maria Hess
Sonoma State University	Heather Smith
Stanford University	Philip G. Zimbardo
University of La Verne	Glenn Gamst
University of Redlands	Anna Napoli
University of San Diego	Daniel Moriarty
University of San Francisco	Colin Silverthorne
University of the Pacific	Gary Howells
UC Davis	Beth Post
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UC Los Angeles	Elizabeth Bjork
UC Riverside	Curt Burgess Howard Friedman
UC Santa Barbara	Michael T. Brown
University of Southern California	John Richard Richard Thompson
Westmont College	Steven A. Rogers

Canada

University of Saskatchewan	Jim Cheesman
University of British Columbia	Anita DeLongis

Hawaii

BYU Hawaii	W. Jeffrey Burroughs
University of Hawaii, West Oahu	Richard Langford

Idaho

Northwest Nazarene University	Glena Andrews
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Montana

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University of Montana	Christine Fiore
Western Montana College	Mark H. Krank

Nevada

University of Nevada, Las Vegas Kimberly Barchard
 University of Nevada, Reno Victoria Follette
 Mike Crognale

New Mexico

New Mexico Highlands University Maura Pilotti
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Oregon

George Fox University Chris Koch
 Lane Community College. Barbara DeFilippo
 Linfield College, Portland Mary Lee Nitschke
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 Tacoma Community College Pamela Costa
 The Evergreen State College Carrie M. Margolin
 University of Puget Sound Sarah Moore
 Western Washington University Ira Hyman
 Whitworth College. Noelle Wiersma

WPA STUDENT AWARDS

Based on a masked review of their abstracts, the Program Review Committee has selected the following students who were listed as first authors of their abstracts for the Western Psychological Foundation Scholarship Awards. Each of these outstanding students will receive their awards at the WPA Awards Presentation on Friday, at the Convention. Each student scholar will receive a cash award. The awards are made possible by the gifts of a substantial group of concerned WPA members who share the conviction that the development of excellence in research and scholarship among our student members is an important goal of our association.

The following names of the student first authors selected and their affiliations are:

Tracy L Durksen	University of Alberta
Amy L Erickson	Lewis-Clark State College
Erika Estrada.	California State Polytechnic University, Pomona
Joseph E. Gonzales.	University of California, Davis
Tiana Hayden	University of San Diego
Eric D. Malain.	Humboldt State University
Cody D. Packard.	Claremont Graduate University
Jennifer M. Picanso	California State University, Northridge
Thelma A. Pinheiro	University of La Verne
Michelle Sloper.	Claremont Graduate University
Katherine H. Tsai	SDSU/UCSD Joint Doctoral Program in Clinical Psychology

These special awards are funded by endowments created and supported by the individuals and institutions indicated in the titles of the awards.

Robert L. Solso Research Awards

Francesca Kruk, University of California, Los Angeles
Kizzann A. Ramsook, Pomona College
Emilio A. Valadez, California State University, Northridge

Christina Maslach-Philip Zimbardo Research Award in Social Psychology

Michael Le, Humboldt State University

Multivariate Software Award

Peter Bentler and Eric Wu, creators of EQS structural equation modeling software published by Multivariate Software, award a license for EQS along with a cash prize to a student who presents outstanding research at the WPA convention.

Christine A. Victorino, University of California, Santa Barbara.

James L. McGaugh Research Award

Carolyn Chu, San José State University

Robert and Maralee Hicks Scholarship Award

Albertina Lopez, San José State University

THE WPA AWARDS

WPA Teaching Award

1993	Ronald E. Riggio
1994	Harvey Wichman
1995	Philip G. Zimbardo
1996	Robert J. Pellegrini
1997	Dale E. Berger
1998	Jeffery Scott Mio
2000	Howard Friedman
2001	Kevin Jordan
2002	Diane F. Halpern
2003	Ann Ewing
2004	Lisa Gray-Shellberg
2005	Lori Barker-Hackett
2006	Mary J. Allen
2007	Robert Levine
2008	Christina Maslach
2009	Robert B. Cialdini
2010	Allen Gottfried
2011	Mark A. Costanzo
2012	Jodie B. Ullman

WPA Early Career Research Award

1993	Diane M. Mackie
1994	Brett M. Pelham
1995	Jeansok J. Kim
1996	Ellen Skinner
1997	Thomas Bradbury
1998	Michael A. Webster
2001	Stewart Donaldson
2002	Dacher Keltner
2003	James Gross
2004	Joan S. Tucker
2005	P. Wesley Schultz
2006	Brad Donohue
2007	Shana Levin
2008	No Award
2009	James C. Kaufman
2010	Daniel Krauss
2011	Jason F. Reimer
2012	George M. Slavich

Enrico E. Jones Award

2009	William Lamb
2010	Wei-Chin Hwang
2011	George M. Slavich
2012	Jeffrey J. Wood

Distinguished Service Award

1993	Joseph D. Matarazzo
1994	Robert A. Hicks
1995	Donald E. Pannen
1996	Lisa Gray-Shellberg
1998	Cheryl L. Spinweber
1999	Richard F. Thompson
2000	Mary J. Allen
2003	Robert L. Solso
2004	Philip G. Zimbardo
2005	Leona Aiken
2006	Ann Ewing
2007	Gordon Bower
2008	Beth Rienzi
2009	Carrie M. Margolin
2010	Dale E. Berger
2011	Diane F. Halpern
2012	Ronald E. Riggio

Lifetime Achievement Award

1996	M. Brewster Smith
2001	Theodore Sarbin
2002	Harold H. Kelley
2003	Albert Bandura
2004	Eleanor Maccoby
2005	Joseph Matarazzo
2006	James McGaugh
2007	Irwin Sarason
2008	Richard Thompson
2009	Robert Rosenthal
2010	Philip G. Zimbardo
2011	Gordon Bower
2012	Barbara Tabachnick

Special Awards

1994	Jerry L. Johnson
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Social Responsibility Award

2007	Vickie Mays
2008	Nancy Segal
2009	Stuart Oskamp
2010	Elizabeth Klonoff
2011	Adele Eskeles Gottfried

SCHOLARSHIP FUND

CONTRIBUTORS

We sincerely thank those listed below who contributed to the success of the Student Scholarship Program this year. The list includes contribution received by December 31.

Lindsey Alley	Allen Gottfried	Denise Orme
Mildred Alvarez	Jon Grahe	Sita Patel
Leonard E. Apenahier	William Gray	Kathie Pelletier
Stacy Bacigalupi	Kenneth Green	Letitia Anne Peplau
Bruce Bainum	AnaMarie Guichard	Solange Petrosspour
Charlene Bainum	Ruben Gutierrez	Sam Portnow
Ellyn Bass	Sharon Hamill	Michael Posner
Jose Bautista	Jacqueline Hart	Jill Quilici
Jamie Bedics	Kelsie Hendrickson	Beth Rienzi
Robert Boeckmann	Charles Hoffman	Heidi Riggio
Eileen Brennan	Jessica Holzer	Ronald Riggio
Andrew Buchanan	Thipnapa Huansuriya	Jacqueline Robbins
Ngoc Bui	Rebecca Islas	Ronald Rogers
Erika Call	Paul Jenkins	Boone Rountree
Michael Cassens	Dale Jorgenson	Paul Rowland
Po-nien Chen	Amanda Keeler	Delia Saenz
Eric Cooley	Chad Kempel	Ben Sandler
Paul Cozby	Shira Kern	Nicole Schultz
Christopher Cunningham	Karissa King	Christina Shin
Michael Cushner	Jeanne C. King	Stephen Sooter
Daniella Dahmen Wagner	Sami Klebanoff	Sherry A. Span
Robert M. DaPrato	Melissa Koba	Doug Stenstrom
Emmanuel Dizon	Russell Kolts	Louis Stephenson
Chris Dunkel Schetter	Rebecca Kutcher	Stanley Sue
Jennifer Dyer-Seymour	Patricia Kyle	Barbara Tabachnick
Odilia Dys-Steenbergen	Katherine Lafrenz	Julia Tang
Sharyn Eveland	Michael Lewin	John Taylor
Christine Fiore	Carrie M. Margolin	Erikka Thorpe
Michael Flanagan	Paul Miller	Jodie Ullman
Emma Fraser	Ralph Miller	Steven Ungerleider
Aubyn Fulton	Jeffery Mio	Edwin Vazquez
Raymond Gamba	Scott Mitchell	Luis Vega
Bianca Garcia	Dina Miyoshi	Nicholas Von Glahn
Laura M. Garcia	Dean Morier	Christine Weinkauff
Zelda Gilbert	Julie Morrison	Carolyn Weisz
Jennifer Glenn	Brandon Nakawaki	Wayne Weiten
Gregg Gold	Rosa Novoa	Kyle Williams
Maria Pilar	Judy B. Okawa	Robert Winningham
Gomez-Marmolejo	Pamella Oliver	Erika Zambrano-Morales
Adele Eskeles Gottfried	Allen Omoto	Philip Zimbardo

CONVENTION INFORMATION

REGISTRATION

The Convention is open to anyone who has paid the appropriate registration fee. The on-site registration fees are as follows:

Full Convention(USD)

Current Professional Member	\$90
Professional Non-Member	\$165
Current Student Member	\$50
Student Non-Member	\$90
Non-professional guest/partner/spouse of registrant	\$50

One Day Only

Non Students	\$65
Students	\$40
One-Half Day, Sunday	\$20

MEMBERSHIP IN WPA

The Western Psychological Association was founded in 1921 for the purpose of stimulating the exchange of scientific and professional information and ideas that are of interest to psychologists and, in so doing, to enhance interest in the processes of research and scholarship in the behavioral sciences. Membership in the Western Psychological Association is available to both students and professionals who wish to support these goals and who would like to become part of the network that we have created to further them. Attendance at our annual meeting has more than doubled over the last ten years, which is tangible evidence that our reputation as being the most innovative and exciting of the major regional associations is valid.

Aside from the obvious advantages of the educational, professional and social interactions that membership in our association invites, WPA members enjoy, reduced registration fees for our convention and seminars, reduced travel costs and the knowledge that you are making a meaningful contribution to the enhancement of scholarship and the exchange of ideas.

If you are interested in becoming part of our group, the appropriate forms and information are at westernpsych.org.

CONVERSATION HOURS

The WPA student representatives have scheduled conversation hours following some of the presentations. Please join your colleagues for stimulating discussions with our speakers. Thanks to Amanda Chiapa for organizing the conversation hours.

CONVENTION POLICIES

Identification Badges

Identification badges will be available for those who have pre-registered at the registration booth upon arrival at the convention. Persons who choose to wait to register at the convention will receive a badge after they have paid their registration fee. We request that you wear your badge at all times because only persons who have registered for the convention will be admitted to any of the scheduled programs or activities.

Audio Visual Equipment

Overhead (for transparencies only) and LCD projectors for Powerpoint will be available for your use in all one-speaker paper sessions and symposia.

Additional Programs

Additional copies of the program may be purchased for \$10.00 until our limited supply of extra copies is exhausted.

Smoking Policy

In accordance with Policy established by the WPA Board, smoking is not permitted in any meeting area or the Exhibit area. We ask that you honor this request without being reminded to do so.

Messages

A message board will be maintained near Convention Registration. Messages may be phoned into the Convention Office by calling the hotel and asking for a message to be delivered to the WPA Registration Booth.

Exhibitors

Exhibits are located in the Exhibition Hall and will be open on Friday, and Saturday from 8 AM to 4:30 PM. Our exhibitors provide substantial support for the convention, and the best way to say thank you is with your patronage.

Advertisers

Each advertisement is listed in the Table of Contents of this program.

Future WPA Conventions

2013 Reno, Nevada - Grand Sierra - April 25-28

2014 Portland, Oregon - Portland Marriott Downtown Waterfront - April 24-27

2015 Las Vegas, Nevada - Red Rock Resort - April 29-May 3

2012 WPA FILM FESTIVAL

ALPHABETICAL DESCRIPTION OF FILMS

The following alphabetical listing gives a brief description and presentation time of each offering included in this year's Film Festival. All films will be shown in the Harbour B Room. All information provided in the listing is for DVDs and does not include shipping charges, if any. All presentations will be shown in groups according to content area as indicated in the film schedule for each day (given at the beginning of each day's activities within the daily program). Notably, a special Encore! Presentation of last year's Film Festival winners will take place Thursday evening. Last year's winning films are so noted in the alphabetical listing below. A more complete description of each film will be available for your inspection in the screening room, and free brochures also will be available for most of the films. The names and addresses of participating film distributors are provided immediately following the present listing.

AN ECOLOGY OF MIND (60 mins)

Thursday 9:00 a.m.

An Ecology of Mind is a portrait of Gregory Bateson, celebrated anthropologist, philosopher, author, naturalist, and systems theorist. His story is lovingly told by his youngest daughter, Nora, with footage from Gregory's own films shot in the 1930s with his wife Margaret Mead in Bali and New Guinea, along with photographs, filmed lectures, and interviews. Nora Bateson sets out to show that his ideas are not just fodder for academic theory, but can help instruct a way of life.

Bullfrog Films (2011, DVD). Rental Price \$85; Purchase Price \$250

DYING TO LIVE (60 mins)

Saturday 1:00 p.m.

About twenty people die each day in the United States waiting for a life-saving transplant organ that never comes—because too few of us are donors. When an organ does become available doctors have only a few hours to get it from the donor to the recipient. Each minute is crucial as they work to take just one patient off the transplant list. Dying to Live captures a year in the lives of four people waiting to become sick enough to reach the top of the list.

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$248

ELECTRIC MIND (60 mins)

Friday 1:45 p.m.

Electric Mind is a cutting-edge documentary that takes us to hospitals, research centers and clinics where groundbreaking research is being done on the electricity of brain function as a treatment for depression, bipolar disorder, epilepsy and dystonia. Renowned neurologists, psychiatrists and surgeons discuss questions of medical ethics, the brain-body, brain-mind interactions and issues of personal identity as they relate to these new advances.

Filmakers Library (2011, DVD). Rental Price n/a; Purchase Price \$325

FACEBOOK'S "ADORNO CHANGED MY LIFE" (28 mins)

Friday 11:15 a.m.

Theodor Adorno was an influential member of the Frankfurt School of social theory—a German-born intellectual who fled Nazi Germany for America, and whose work anticipates and informs much post-modern theory. In this revolutionary “participatory documentary,” digital filmmaker Georg Boch, one of more than 200 people that belong to a Facebook group called “Adorno Changed My Life,” sets out to learn how Adorno’s work has touched the group’s lives.

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$248

FORGIVENESS: A TIME TO LOVE & A TIME TO HATE (84 mins)

Thursday 11:30 a.m.

This layered film by acclaimed filmmaker Helen Whitney addresses the act of forgiveness, which is a theological principle central to all major religions, but is more and more frequently leaving the church, synagogue and mosque and hitting the fractious streets. Inevitably its new role in the world raises serious and complex questions. The film covers a wide range of stories from personal betrayal to genocide. This two DVD set contains two 84-minute films, plus 95 minutes of extras. You can either play the films straight through or you can access individually the 6 case studies featured in the films, plus two extra case studies not in the finished programs.

Bullfrog Films (2011, DVD). Rental Price \$175; Purchase Price \$550

FROM THE GROUND UP (30 mins)

Thursday 1:00 p.m.

From the Ground Up follows the widows of five New York firefighters ten years after 9/11. It is a personal and emotional account of how 9/11 permeates the lives of these women and how they cope with and channel their grief. Turning evil into good, they lift our spirits and honor their heroic husbands in the most fitting ways they can imagine from building a library, starting several foundations and instituting the hugely successful Tunnel to Towers run.

Bullfrog Films (2011, DVD). Rental Price \$45; Purchase Price \$195

GENDERF*KATION: A GENDER EMANCIPATION

(52 mins)

Thursday 4:15 p.m.

Genderf*kation: A Gender Emancipation is the story of six individuals and their journey through the social, religious and political landscapes of a society that struggles to understand or allows for gender variations. It provides a focus on gender identity, aiming to present the life experiences of Trans, Queer, and Gender variant individuals and their respective connections to and disconnects from societal, religious and political institutions and personal relationships. This documentary includes provocative interviews with professionals and outreach members who are active in this community to help shed light on a very unfamiliar subject.

Genderf*kation (self-distributed) (2011, DVD). Rental Price \$150; Purchase Price \$350

GOOGLE BABY (76 mins)

Friday 10:00 a.m.

In the 60's, the introduction of the contraceptive pill turned sex into an act independent of the risk of pregnancy. Today, technology has turned "making a baby" into an act independent of sex. Globalization is making "baby producing" affordable – and all one needs is a credit card.

Filmakers Library (2011, DVD). Rental Price n/a; Purchase Price \$350

IMPUNITY (85 mins)

Saturday 9:00 a.m.

In 2005, Colombia's new "Commission for Peace and Justice" started gathering evidence about the horrific violence carried out by illegal paramilitary groups. A highly controversial justice and peace process was designed to allow paramilitary leaders to hand in their weapons and give themselves up voluntarily in exchange for reduced sentences. Impunity documents the hearings in which paramilitary commanders, such as "HH" describe atrocities they have committed in detail, as the families of their victims listen and watch on projected screens.

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$398

IN THE END (30 mins)

Saturday 2:00 p.m.

Intensive care specialist Dr. Charlie Corke is committed to giving his elderly patients every chance to get better, but he knows that sometimes the treatment is only lengthening the dying process, causing discomfort and distress. This documentary takes us on a journey of a doctor who is trying to balance his own enthusiasm for medical technology with an acceptance that, after a long and healthy life, it may be time to go.

Filmakers Library (2011, DVD). Rental Price n/a; Purchase Price \$295

LOVE LIMITS (41 mins)

Saturday 12:15 p.m.

Warren Barrow and Cory Ann Rudy are in love. They enjoy outings to New York City, picnics, long phone conversations, and sing-a-longs. On the surface they seem like an odd couple: Warren can talk but can't walk; Cory can walk but can't talk. He is 83 years old, an African American from Brooklyn. She is 36 years old, white and from a farm in upstate New York. What Cory and Warren do share are similar disabilities: both have cerebral palsy and were diagnosed with "mild mental retardation" as children, and they have had a lasting and deep relationship.

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$398

NOSTALGIA FOR THE LIGHT (90 mins)

Thursday 1:30 p.m.

In *Nostalgia for the Light*, one of the year's most acclaimed documentaries, master director Patricio Guzmán travels 10,000 feet above sea level to the driest place on earth, the Atacama Desert, where atop the mountains astronomers from all over the world gather to observe the stars. The Atacama is also a place where the harsh heat of the sun keeps human remains intact: those of Pre-Columbian mummies, 19th

century explorers and miners, and the remains of political prisoners, “disappeared” by the Chilean army after the military coup of September, 1973. So while astronomers examine the most distant and oldest galaxies, at the foot of the mountains, women, surviving relatives of the disappeared whose bodies were dumped here, search, even after twenty-five years, for the remains of their loved ones, to reclaim their families’ histories.

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$398

OUTSIDE IN (61 mins)

Friday 4:45 p.m.

What happens when you lose your ovaries or your libido, your long-time partner or your home, your identity or your hope for a full, long life? Diagnosed with advanced ovarian cancer at age 42, Dr. Katherine “Kasia” Clark was given 1-2 years to live. Ten years later, *Outside In* reveals her fight to reclaim body and soul, following Kasia from hospital bed to exam rooms and doctor consultations, training for triathlons, making art movies with her mother, and suing the doctors who missed her diagnosis. From the unique point of view of a doctor-turned-patient, Kasia seeks answers to profound questions: “How can I save myself?” “Who can I trust?” “Who am I now?” “How do I choose to live?” “When do I prepare to die?”

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$398

PLAY AGAIN (53 mins)

Friday 11:45 a.m.

At a time when children play more behind screens than outside, *Play Again* explores the changing balance between the virtual and natural worlds. Is our connection to nature disappearing down the digital rabbit hole? This emotionally moving, humorous documentary follows six teens that spend 5 to 15 hours a day behind screens. *Play Again* unplugs these teens and takes them on their first wilderness adventure - no electricity, no cell phone coverage, no virtual reality. Note: There are two versions of this program on the same DVD: the original 80-minute version and a new 53-minute version.

Bullfrog Films (2010, DVD). Rental Price \$95; Purchase Price \$325

PRESUMED GUILTY (88 mins)

Thursday 10:00 a.m.

In December 2005 Toño Zuniga was picked up off the street in Mexico City, Mexico, and sentenced to 20 years for murder based on the testimony of a single, shaky eyewitness. *Presumed Guilty* tells the heart-wrenching story of a man who happened to be in the wrong place at the wrong time; it is the highest-grossing documentary in the history of Mexican cinema. Shot over three years with unprecedented access to the Mexican courts and prisons, this dramatic story is a searing indictment of a justice system that presumes guilt.

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$398

REGRETTERS (60 mins)

WINNER OF THE 2011 WPA FILM FESTIVAL

Thursday 7:30 p.m.

Regretters gives heartfelt voice to two transgendered people who underwent sex change surgery to become women. Now, years later, they would like to return to their original, masculine selves. Through their experiences we learn how very complicated gender identity is; morphing from one gender to another is not accomplished solely by sexual reassignment surgery.

Filmakers Library (2009, DVD). Rental Price \$85; Purchase Price \$295

SONG OF THE SOUL: STORIES OF HOSPICE IN SOUTH AFRICA (40 mins)

WINNER OF THE 2011 WPA FILM FESTIVAL

Thursday 6:45 p.m.

Five American women, including filmmaker Janet S. Parrott, are given rare access to urban and rural hospice facilities in four South African towns and cities in this moving and hopeful documentary. In the face of seemingly insurmountable obstacles, Song of the Soul offers a vision of hope.

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$229

STRIKE DICE (57 mins)

Friday 12:45 p.m.

Addiction can break up families, and often does. This is a story of a daughter whose father, an addicted gambler, left the family when the children were young to pursue his addiction in Las Vegas. As a grown woman, Natalie goes to Las Vegas in search of her father, where she finds him destitute and homeless, but still driven by the desire to gamble. Over time she tries to ameliorate his condition, finding him shelter and social services.

Filmakers Library (2010, DVD). Rental Price \$85; Purchase Price \$295

STROKE RECOVERY: TAKING BACK OUR LIVES (61 mins)

Friday 3:45 p.m.

Stroke can happen to anyone at any age and at any time. And although it is the fourth leading killer in the United States, more often than not stroke victims survive. The problem is that they suffer a wide range of debilitating effects in the aftermath. The trauma of experiencing a stroke can have as profound an impact on your body as on your emotional health, and rehabilitation is often difficult and confusing.

Stroke Recovery: Taking Back our Lives features the experiences and advice of stroke survivors, caregivers, family, friends, doctors, and other allied health professionals.

Among the survivors who share candid details of their recovery are Wes Metoyer whose doctors called him a “ticking time bomb,” yet he refused to adapt a healthier lifestyle. Lisa Bibbey’s daughter had a stroke when she was only an infant. Now a toddler, she struggles with cognitive disabilities. Diana Capman Dolan suffered a stroke in 1975 and today is an advocate for patients like herself who lacked any understanding of what recovery meant.

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$248

THE ELDER PROJECT (130 mins)

Saturday 2:30 p.m.

Our older seniors—those aged 80 and over—have become the fastest-growing population segment on earth and yet their voices are rarely heard. The Elder Project provides perspectives from this group by consulting directly with the experts—the elders themselves. The National Film Board of Canada followed seven elders over a period of two years, recording their experiences as they faced potential physical and mental decline and the possibility of transitioning into more dependent living situations while trying to maintain their quality of life. While each person has different social, economic, health or cultural circumstances, all share the desire to grow older with dignity and a sense of control over their future. The elders share their views on issues that affect them: the loss of mental or physical abilities, the death of a close friend or spouse, moving closer to family members and more. Through a series of short, episodic and candid stories, we hear about their needs and desires in a personal, experiential and very revealing way.

Icarus Films (2010, DVD). Rental Price \$60; Purchase Price \$248

THE STORYTELLING CLASS (47 mins)

Thursday 3:15 p.m.

Located in Winnipeg's downtown core, Gordon Bell High School is probably the most culturally varied school in the city, with 58 different languages spoken by the student body. In an effort to build bridges of friendship and belonging across cultures and histories, teacher Marc Kuly initiated an after-school storytelling project whereby immigrant and refugee students would share stories with their Canadian peers. Note: There are two versions of this film on the same DVD: 59 minutes and 47 minutes. Both versions are available with Spanish subtitles.

Bullfrog Films (2009, DVD). Rental Price \$95; Purchase Price \$295

THE WELCOME (93 mins)

Saturday 10:30 a.m.

The Welcome is a feature length documentary about veterans from wars in Iraq, Afghanistan and Vietnam (along with family members) who participate in an intense and unusual five-day retreat in the woods of S. Oregon. On the final day they bring poetry they have written on the retreat into town to be presented to a sold-out audience of civilians, there to receive them back home. This poetic public “conversation” is a very powerful model that uses art, story and the willing participation of the public in the healing not just of combat veterans and their families, but also the community that has come to welcome them home.

The Welcome (self-distributed) (2011, DVD). Rental Price \$125; Purchase Price \$250

WHEN BOUNDARIES ARE CROSSED: RECOGNIZING & PREVENTING CHILD NEGLECT (30 mins)

Friday 8:30 a.m.

Neglect occurs when a child's physical, emotional, educational, and medical needs are not met. Hear about neglect cases, and learn what happens when parents and caregivers fail to provide for their children. Find out where to turn for help, and how to foster a healthy parent/child relationship.

Learning Seed (2012, DVD). Rental Price n/a; Purchase Price \$109

WHEN BOUNDARIES ARE CROSSED: RECOGNIZING & PREVENTING EMOTIONAL CHILD ABUSE (26 mins)

Friday 9:30 a.m.

Learn the six most common types of emotional abuse: rejecting, terrorizing, isolating, ignoring, corrupting, and exploiting, and their lasting impact on children. See what steps to take if you suspect a child is suffering from emotional abuse, as well as ways to get help if the abuse is happening within your family.

Learning Seed (2012, DVD). Rental Price n/a; Purchase Price \$109

WHEN BOUNDARIES ARE CROSSED: RECOGNIZING & PREVENTING PHYSICAL CHILD ABUSE (30 mins)

Friday 9:00 a.m.

What constitutes physical child abuse, and why does it happen? What are the effects, and how can it be prevented? We answer these critical questions, and also discuss coping strategies and support tools available to help parents and caregivers stop physically abusive behavior.

Learning Seed (2012, DVD). Rental Price n/a; Purchase Price \$109

WHERE DID I PUT MY MEMORY? (48 mins)

Friday 2:45 p.m.

Memory loss is a growing epidemic as we live longer and we have more and more information to forget. Are we all doomed to lose our ability to recall, or are there ways to keep our memories intact? This is a light-hearted but enlightening journey that explores the world of memory and shows how there are ways to improve our memory.

Filmakers Library (2011, DVD). Rental Price n/a; Purchase Price \$295

ADDRESSES OF FILM DISTRIBUTORS

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THE EIGHTEENTH LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE

San Francisco, California

April 25, 2012

PSYCHOLOGY AND THE REAL WORLD

- 8:30 am Continental Breakfast -- Provided by Worth Publishers
- 9:00 am Welcome
- 9:10 am The Most Important Advice for Our Students Considering Psychology as a Major or Career Path -- Amira Rezec Wegenek, Saddleback College
- 10:15 am Break
- 10:30 am Recipe for Psychology Student Success: Academic Degree + Applied Experience + Networking = Career Success -- Tanya Boone, California State University, Bakersfield
- 11:30 Pair & Share -- Anne Duran, California State University, Bakersfield
- 12 - 1:30 pm Lunch Break
- 1:30 pm Pavlov's Dogs Still Drooled and Freud Still Died in 1939 - Reinventing Introductory Psychology with a Theme Based Approach -- Diane Simpson Brown, Everett Community College
- 2:30 pm Reality Bites: Challenging Cherished Beliefs with Critical Thinking Heidi Riggio, California State University, Los Angeles
- 3:30 pm Break
- 3:45 pm Four Decades Professing Psychology: Lessons I Have Learned -- David Myers, Hope College
- 4:45 pm Conference Closing and Evaluation -- Conference Coordinator Anne Duran, California State University, Bakersfield

PRESENTERS AND PRESENTATIONS

TANYA BOONE, California State University, Bakersfield

Recipe for Psychology Student Success: Academic Degree + Applied Experience + Networking = Career Success

Is it enough for Psychology students to only learn about Psychology in the classroom? Probably not. At CSUB, we believe that students need three things to ensure career success: the academic degree; some kind of applied experience such as an internship; and networking opportunities. Thus, in the Department of Psychology, we offer students two specific types of applied experiences, both of which students can leverage for career success: Academic Internships and Service Learning. This presentation will address the elements of our academic internship program that are directly related to students' plans for the future and career success. This presentation will also address the specifics of a service learning class and project, and how the project connects to students' future career goals and plans.

Tanya Boone is an Associate Professor of Psychology at CSUB. She teaches classes in developmental psychology and research methods. In addition, she coordinates the Academic Internship program within the Department of Psychology. Since December 2009, Dr. Boone has been the Faculty Coordinator in CSUB's Center for Community Engagement and Career Education, where her primary duties are to facilitate service learning in courses across the campus. In that role, Dr. Boone developed a Community Engagement Fellows Program, where she teaches faculty how to create service learning courses, and helps faculty with implementation of the service learning component.

DIANE SIMPSON BROWN, Everett Community College

Pavlov's Dogs Still Drooled and Freud Still Died in 1939 – Reinventing Introductory Psychology with a Theme Based Approach

Have you taught Intro Psyc more times than you'd like to count? Introduction to Psychology, or General Psychology, is often the least desirable class for instructors to teach because it doesn't allow focus in our areas of expertise or much flexibility in content. As a result, the class can become stagnant for us and students are bearing the brunt. This session will share how to teach to your personal strengths and areas of interest by designing a theme based course to drive discussion and critical thinking while studying the theoretical approaches and major contributions to psychology.

Diane Simpson Brown is a Professor of Psychology at Everett Community College in Everett, Washington. She received her Ed.D. in Human Development from Boston University in 2006. She has a MA in Human Services from the University of Northern Iowa and a BA in art and art history from the University of Washington. She taught psychology at Emerson College in Boston, and Lasell College in Newton, Massachusetts prior to joining the full-time faculty at Everett in 2008. Dr. Brown teaches General Psychology every quarter in addition to her specialty areas, Developmental Psychology and Human Sexuality. Her teaching approaches incorporate technology in the classroom, dynamic discussion on current controversial issues, and continued experimentation with ways to promote diversity and critical thinking. She is part of the newly formed Honors Council at Everett and serves on several committees.

DAVID MYERS, Hope College

Four Decades Professing Psychology: Lessons I Have Learned

Drawing from the experiences of celebrated teachers across North America and from his own teaching and writing about psychological science, David Myers will offers some practical strategies for professional development and effective teaching. Participants will, he hopes, feel encouraged in their teaching and be reminded (if not newly informed) of tips for engaging students, using new media, and finding satisfaction in their vocation.

Hope College social psychologist David Myers is a communicator of psychological science to college students and the general public. His research and writings, enabled by National Science Foundation grants and fellowships, have appeared in three dozen academic periodicals, four dozen magazines, and seventeen books.

HEIDI RIGGIO, California State University, Los Angeles

Reality Bites: Challenging Cherished Beliefs with Critical Thinking

Human psychology is characterized by many patterns of thought that function quite effectively in protecting us from feelings of uncertainty and terror, and promoting feelings of optimism, control, security, and happiness. Such beliefs are highly functional in maintaining feelings of psychological well-being and generally support cherished belief systems. At the same time, however, they prevent us from an accurate understanding of the nature of the world, a fair-minded assessment of our own capabilities and probable outcomes, and they may lead us to make negative, unfair judgments about the qualities and outcomes of others. Should we challenge such beliefs - and the cognitive processes underlying them (wishful thinking, belief in a just world, confirmatory biases) - in the classroom? I argue that while we may be uncomfortable challenging specific beliefs per se, effective teachers challenge the certainty of such beliefs and confront biases underlying them. This talk will focus on emotional and cognitive biases underlying cherished beliefs and effective ways to challenge them in the classroom.

Heidi R. Riggio is a social psychologist and Associate Professor of Psychology at California State University, Los Angeles. Her research interests include family relationships in young adulthood, consequences of parental marital conflict and divorce, attitudes in personal relationships and their strength, and group identification and emotional and cognitive consequences for attitude formation and change. She has been a regular contributor to WPA since 1996.

AMIRA REZEC WEGENEK, Saddleback College

The Most Important Advice for Our Students Considering Psychology as a Major or Career Path

Most undergraduates have misperceptions about the field of psychology and do not have realistic expectations about job prospects for individuals holding a BA/BS in psychology. Given the economic climate and fierce competition for jobs these days, it is especially important that we equip our students for success

in college and the “real world.” This presentation will help you to provide undergraduate students with the critical knowledge and advice that will help prepare them for life before, during, and after they major in psychology. Dr. Wegenek will provide an overview of key information that can help students to capitalize on their skills and to identify, investigate, and pursue career goals. Special emphasis will be placed on how to incorporate this practical information into the teaching of traditional, theoretically based lecture courses in psychology.

Amira Rezec Wegenek is a professor of psychology at Saddleback College in California. Dr. Wegenek has taught, mentored, and advised undergraduates at the university and college level for over a decade. She has received numerous awards for teaching and leadership, including the Psi Beta National Honor Society in Psychology National “Rising Star” Award for mentoring undergraduates in scholarship, research, and service. Her students have won national recognition for their research and service activities as well. Her publications span the areas of sensation and perception, cognitive psychology, and teaching of psychology, and include a student-centered psychology laboratory manual. She is currently an active member of the Society for the Teaching of Psychology and conducts research related to student retention and success. Dr. Wegenek’s Web site, www.mypsychmentor.com, offers resources related to careers in psychology for students and faculty.

CONFERENCE COORDINATOR

Anne Duran, Associate Professor of Psychology
California State University, Bakersfield
(661) 654-2298 / aduran@csub.edu

Thank you for attending!

We hope to see you next year at
The Nineteenth Lewis M. Terman Western Regional Teaching Conference
Reno, Nevada
April 24, 2013

Registration information at www.westernpsych.org

Thursday, April 26

2012 WPA FILM FESTIVAL - THURSDAY

9:00 a.m. - 8:30 p.m. Harbour B

Time	Name of Film	Running Time (in minutes)
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NOTABLE SCIENTISTS

9:00 a.m.	An Ecology of Mind	60
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JUSTICE, COMPASSION, & FORGIVENESS

10:00	Presumed Guilty	88
11:30	Forgiveness: A Time to Love & A Time to Hate	84
1:00 p.m.	From The Ground Up	30
1:30	Nostalgia for the Light	90

MULTICULTURAL ISSUES

3:15	The Storytelling Class	47
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GENDER ISSUES

4:15	Genderf*kation: A Gender Emancipation	52
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ENCORE! ENCORE!

WINNERS OF THE 2011 WPA FILM FESTIVAL

6:45	Song of the Soul: Stories of Hospice in South Africa	40
7:30	Regretters	60

POSTER SESSION 1

SOCIAL/PERSONALITY 1 SOCIAL ISSUES 1

8:30 - 9:45 GRAND PENINSULA D

- 1-1 SOCIAL IDENTITY COMPLEXITY AND THE IMPORTANCE OF LEADER PROTOTYPICALITY, Nicole Gray & Michael A. Hogg (Claremont Graduate University)
- 1-2 A PERSONALITY CAPABILITIES APPROACH TO HUMAN INTERSEXUAL FLIRTATION, Michael Botwin (CSU Fresno)
- 1-3 INVESTIGATING THE RELATIONSHIP BETWEEN SOCIAL NORMS AND INTENT TO PURCHASE LOCALLY GROWN FOOD, Gretchen Nurse (University of Arizona) & Jacob Benfield (Penn State University)
- 1-4 EFFECTS OF MOOD AND CULTURE ON PERSONAL STRIVINGS: A WITHIN-PERSON APPROACH, David M. Horton & Nigel P. Field (Palo Alto University)
- 1-5 TEXT MESSAGING AS A MODALITY FOR INITIATING A ROMANTIC RELATIONSHIP, Cayella Lynell Castaneda & Michael Botwin (California State University, Fresno)
- 1-6 EFFECTS OF CLOTHING COLOR ON PERCEPTIONS OF THE WEARER, Amanda P. Hughes & Rose Prince (Whitworth University)
- 1-7 PSYCHOLOGICAL APPROACH TO USE FOR FACEBOOK AFTER MATERIAL AND EXPERIENTIAL PURCHASE, Aekeyoung Kim & Ryan T. Howell (San Francisco State University)
- 1-8 PARENT-OFFSPRING CONFLICT OVER MATE PREFERENCES: EVIDENCE USING A TRADE-OFF MODEL, Shiloh A. Betterley, Aaron T. Goetz & Elizabeth G. Pillsworth (California State University, Fullerton)
- 1-9 THE EFFECTS OF BODY TYPE AND ETHNICITY ON JUDGING ATTRACTIVENESS, Timothy Rossomando, Sherrie Jagolino & Mike Dillinger (San José State University)

1-10 PROCESS VERSUS PROXY MEASURES OF ACCULTURATION IN IMMIGRANTS FROM MEXICO, Kathryn L. Thompson, Andrea Padilla-Orozco, Elizabeth Guerrero (Western Oregon University) & Seth E. Thompson (University of Oregon)

1-11 SUPPRESSION AS AN EMOTION REGULATION STRATEGY: ARE THERE STILL CULTURAL DIFFERENCES?, Inna Kim, Krystal Kamekona (University of Nevada, Las Vegas), Magie Chiang (Northeastern University), Michaelangelo Miller, Cheryl Samblero & Amanda Haboush (University of Nevada, Las Vegas)

1-12 AN EXAMINATION OF ETHNIC DIFFERENCE IN THE USE OF COGNITIVE REAPPRAISAL, Chelsea Patow, Triston Neeson, Rasalie Perera, Shareen Jatoi, Belinda Macias & Amanda Haboush (University of Nevada, Las Vegas)

1-13 OBSERVERS REACTIONS TO INFIDELITY: VICTIMS WHO FORGIVE DAMAGE IN GROUPS REPUTATION, Marissa Georges, Desiree Ryan, Mathew Fox, Alix Snyder, Brittany Topal, Troy Pasion-Caiani, Rhonda Balzarini, Chris Goode & Heather Smith (Sonoma State University)

1-14 THE EFFECT OF OFF-FIELD BEHAVIOR ON ALL-STAR VOTING IN BASEBALL, Matt Heinger (California State University, Northridge)

1-15 SELF-COMPASSION, SELF-ESTEEM AND ROMANTIC CONFLICTS, Alison Wu (San Francisco State University)

1-16 EFFECTS OF NEUTRAL AND HUBRISTIC PRIDE ON CHARITABLE GIVING IN THE PUBLIC GOODS GAME., Simone Radliff (Yosemite High School)

1-17 THE EFFECT OF WRITING AND PUBLIC COMMITMENT ON BARGAINING, Dong-Won Choi (California State University, East Bay)

1-18 THE ROLE OF SELF-CONCEPT INTEGRATION IN RESILIENCE, David B. Volker (Reed College)

1-19 DOES MOTIVATION FOR BUYING AFFECT THE PERCEPTIONS OF MATERIALIST VERSUS EXPERIENTIALIST PURCHASERS?, Dean Morier (Mills College)

1-20 BIRTH ORDER: ITS INFLUENCES ON PERSONALITY AND FAMILY FUNCTIONING, Jessica A. Nunez (University of La Verne)

1-21 HERMAN CAIN VS. SHARON BIALEK: CREDIBILITY AND IMPACT, T.L. Brink (Crafton Hills College)

- 1-22 CONFLICT AVOIDANCE AND ATTACHMENT SECURITY IN LONG DISTANCE ROMANTIC RELATIONSHIPS, Meenakshi Palaniappan (University of San Francisco)
- 1-23 FANTASY AND DEPRESSION, Sam Portnow (New York University)
- 1-24 EFFECTS OF PERSONALITY AND GENDER ON LONELINESS AND LIFE SATISFACTION, Ramya Sastry (San Diego State University), Megan Rath & Steven Funk (Northern Arizona University)
- 1-25 GOD IMAGES ASSOCIATED WITH DIFFERENT STYLES OF ATTACHMENT TO GOD, Harley Baker, Holly George (CSU Channel Islands) Amanda Haberman (California Lutheran University)
- 1-26 EFFECTS OF STEREOTYPE-CONGRUENCY ON GAY RIGHTS SUPPORT, Erin R. McMichael, Debbie S. Ma & Abraham M. Rutchick (California State University, Northridge)
- 1-27 IMPRESSION MANAGEMENT ON FACEBOOK: GENDER AND SEXUALITY, R.L. Islas, J. La Joy, K. Alpizar, C.R. Warren, & M.S. Fiebert (California State University, Long Beach)
- 1-28 SEVERING BONDS BETWEEN VOTER AND INCUMBENT: HOW POPULATION GROWTH INCREASES VOTER ALIENATION, James R. Rae, Mathew Manweller & Anthony J. Stahelski (Central Washington University)
- 1-29 ATTACHMENT-RELATED MECHANISMS OF DEFENSE: A SYSTEMATIC STUDY, Harley Baker, Natalie Jones, Curtis Munzlinger & Amanda Thom (CSU Channel Islands)
- 1-30 THE EFFECTS OF GRATITUDE ON WELL-BEING, Jessica Rourke, Amanda Newton & Duncan McCurrah (University of Victoria)
- 1-31 CREATIVE LIARS: THE RELATIONSHIP BETWEEN CREATIVITY, SELF-REPORTED HONESTY, AND BEHAVIORAL INTEGRITY, Melanie L. Beaussart, James C. Kaufman & Elaine C. May (California State University, San Bernardino)
- 1-32 FIND ME ON FACEBOOK: A NEW TYPOLOGY FOR ONLINE BEHAVIOR, E.L. Vaughn, C.R. Warren & M. Fiebert (California State University, Long Beach)
- 1-33 HOW PERSISTENT IS AFFECTIVE DISTRESS FOLLOWING OSTRACISM?, Jennifer Zwolinski, Julian Leiro & Jamie Shea (University of San Diego)
- 1-34 CLARIFYING THE NATURE OF IMPLICIT AND EXPLICIT ANTI-FAT BIAS, Liz Redford & Lisa A. Harrison (California State University, Sacramento)

- 1-35 EXAMINING THE RELATIONSHIP BETWEEN SELF-OBJECTIFICATION AND IMPLICIT ANTI-FAT BIAS, Lori A. Grenier, Chanel N. Murphy & Lisa A. Harrison (California State University, Sacramento)
- 1-36 QUANTITATIVELY MEASURING COACH WOODEN'S PYRAMID OF SUCCESS ON THE BASKETBALL COURT, Deanna Perez, Stefanee Maurice & Mark Otten (California State University, Northridge)
- 1-37 THE MEDIATIONAL ROLE OF COMPETENCE AND WARMTH IN JUDGMENTS OF DIFFERENT MENTAL ILLNESSES, Ryan Stolier, Raven Bates & Melody Sadler (San Diego State University)
- 1-38 ACCULTURATION AND IT'S EFFECTS ON PERSONAL AND COLLECTIVE SELF-ESTEEM, Yuliana Garcia, Cristina Perez & Michael T. Giang (Mount St. Mary's College)
- 1-39 SOCIAL IDENTITY MAINTENANCE IN POST-GENOCIDE SOCIETIES, Joseph A. Wagoner & Robert Levine. (California State University, Fresno)
- 1-40 THE MY ACTION PLAN (MAP) RE-ENTRY PROGRAM: EMPOWERING INCARCERATED YOUTH, Michelle M. Miller & , Zachary T. Gerdes, Bethany Kelsch & Joe Cotton (Seattle University)
- 1-41 WHICH CONTACT DIMENSIONS BEST PREDICT STEREOTYPE REDUCTION VERSES THE ACCEPTANCE OF THE OUT-GROUP NARRATIVE?, Ella Ben Hagai, Phillip Hammack & Megan Ziman (UC Santa Cruz)
- 1-42 REVISITING PSYCHOLOGYS PUBLIC IMAGE: SCIENCE VERSUS PRACTICE, Jared K. Chapman, Cody Packard, Brian Coaxum & William D. Crano (Claremont Graduate University)
- 1-43 TREATMENT OUTCOME OF TEACHER-FACILITATED PEERS SOCIAL SKILLS INTERVENTION, M. Goodarzi, Y. Bolourian, L. Henry, R. Ellingson (UCLA), L. Tucci, S. Bates & E. Laugeson (UCLA Semel Institute)
- 1-44 IMPACT OF MUSIC EDUCATION IN CHILDREN AND ADOLESCENTS WITH ASD, Yasamine Bolourian, Lindsay Henry, Mary Goodarzi, Ruth Ellingsen, Lara Tucci & Elizabeth Laugeson (UCLA)
- 1-45 A BAYESIAN INTERGROUP THREAT MODEL OF OPPOSITION TO SAME-SEX MARRIAGE, James P. Clifton (University of California, Merced)
- 1-46 THE EFFECTS OF SUPPORTIVE TOUCH ON ATHLETES' PERFORMANCE, Cynthia Morgan (California State University, Northridge)

1-47 IS EXAM-COMPLETION TIME CORRELATED WITH EXAM PERFORMANCE?, Shannon F. Morgan (California State University, Northridge)

1-48 ATTITUDES TOWARDS INTERRACIAL MARRIAGE: THE IMPACT OF A CHANGING SOCIETY, Adetokunbo Adewunmi (Dominican University of California)

1-49 INNATE MORALITY? THE EVOLUTIONARY ROOTS OF MODERN MORAL JUDGMENT, Jessica E. Black (Humboldt State University)

1-50 ALCOHOL CONSUMPTION AND SAFE SEX PRACTICES IN COMMUNITY COLLEGE STUDENTS, Kasey Clow (Argosy University, Orange County)

1-51 GAY CHRISTIAN - FRIEND OR FOE?, Tamara Herd (Claremont Graduate University)

1-52 SOCIAL PSYCHOLOGY IN MOVEMENTS: THE CASE OF CSU STUDENT PROTESTS, Burrell J. Vann Jr. (California State University, Fullerton)

1-53 MENTALLY ILL: IS INCARCERATION THE BEST CHOICE?, Melissa A. Rapp (Dominican University of California)

1-54 THE EFFECT OF PARTICIPANT ETHNICITY AND PHOTOGRAPH RACE ON ACCEPTANCE RATINGS, Shalaya Yazdi (Saint Mary's College of California)

1-55 THE EFFECTS OF PARENTAL SUPPORT ON A STUDENT'S ACADEMIC PERFORMANCE, Kristin Angelique Yumang (Dominican University of California)

1-56 THE DEMOGRAPHICS OF SEXUAL DESIRE, Sarah Orton & Michael Warren (The Evergreen State College)

POSTER SESSION 2

10:00-11:15 Grand Peninsula D

CLINICAL PSYCHOLOGY 1 PSYCHOPATHOLOGY

2-1 SELF-COMPASSION SCALE VALIDITY: IMPLICATIONS FOR ASSESSMENT AND CLINICAL PRACTICE, Pär Daniel Andréasson & Jason Williams (California Polytechnic State University, San Luis Obispo)

- 2-2 CULTURAL DIFFERENCES IN THE PARENTING OF YOUNG CHILDREN: AN OBSERVATIONAL STUDY OF LOW-INCOME MEXICAN-AMERICANS AND EUROPEAN AMERICANS, Meghan Naaf, Kristen McCabe, Jenelle R. Shanley & Larissa N. Niec (University of San Diego)
- 2-3 ETHICAL ISSUES SURROUNDING THE TERMINATION OF PSYCHOTHERAPY, Erin C. Siebert (Seattle Pacific University)
- 2-4 TWO SIDES TO THE COIN: AN EXPLORATION OF HELPFUL AND HINDERING SUPERVISION EVENTS CONTRIBUTING TO PSYCHOLOGIST COMPETENCE, Chiara Papile (University of Alberta)
- 2-5 MINDFULNESS PRACTICE AND PSYCHOTHERAPIST EMPATHY: A CORRELATIONAL STUDY, Peregrine Somerville (The Evergreen State College)
- 2-6 TIME PERSPECTIVE IN VETERANS RECEIVING CBT-M FOR PTSD AND DEPRESSION, Neda Kharrazi (PGSP-Stanford Psy.D. Consortium) & Carolyn Feigel (VA Greater Los Angeles Healthcare System)
- 2-7 A STRUCTURAL EQUATION MODEL OF EARLY MALADAPTIVE SCHEMAS AND AGGRESSION, Erin Cerasaro, Ryan L. Radmall, Matt L. Riggs & Michael R. Lewin (California State University, San Bernardino)
- 2-8 PERCEPTUAL AGREEMENT: REALITY AND ILLUSION IN ROMANTIC RELATIONSHIPS, Michael Ivanov (Alliant International University, San Francisco) & Ksenia Malkovich
- 2-9 EFFECTS OF PARENTAL HISTORY OF DEPRESSION ON THE UTILIZATION OF MENTAL HEALTH SERVICES AMONG WEB USERS WITH A HISTORY OF DEPRESSION, Michelle L. Chan & Alinne Z. Barrera (Palo Alto University)
- 2-10 THE EFFICACY OF INDIVIDUAL COGNITIVE BEHAVIOR THERAPY ON ALLEVIATING DEPRESSION AMONG FEMALES DIAGNOSED WITH BREAST CANCER, Tara Emrani & Amy Gambow (Pacific Graduate School of Psychology at Palo Alto University)
- 2-11 SUBSTANCE USE AND PTSD IN VETERANS: A PSYCHOEDUCATIONAL GROUP INTERVENTION, Bridgette Atallah & Gerald Michaels (Alliant International University)
- 2-12 MILD COGNITIVE IMPAIRMENT AND THE CVLT TEST, Amina Flowers & Iliana Meza-Gonzalez (California State University, Northridge)

- 2-13 INTIMACY AND PERCEIVED INTERPERSONAL PROCESSES USING A DAILY DIARY APPROACH, Ashley Ribeiro & Jamie Bedics (California Lutheran University)
- 2-14 MANAGEMENT OF EXPERIENTIAL AVOIDANCE IN A COLLEGE POPULATION, Alba Rocio Andrade & Jamie D. Bedics (California Lutheran University)
- 2-15 THE RELATIONSHIP BETWEEN MEANING BASED VALUES AND THE NEED FOR COGNITIVE CLOSURE, Taleisha Jones & Jennifer Gregg (San José State University)
- 2-16 ASSESSING CLIENT STRENGTHS: A RURAL SAMPLE, India C. King & Jennifer R. Antick (Pacific University School of Professional Psychology)
- 2-17 ATTACHMENT, EARLY MALADAPTIVE SCHEMA, AND BEHAVIOR, Wade L. Kidner & Michael R. Lewin (California State University, San Bernardino)
- 2-18 PREVALENCE OF MALTREATMENT HISTORIES AMONG JUVENILE OFFENDERS, Kelly Maynes & Paul Michael (Pacific University)
- 2-19 CLIENT PERCEPTIONS OF FEEDBACK FOLLOWING PSYCHODIAGNOSTIC ASSESSMENT, Sara E. Tapsak & Susan Tinsley Li (Pacific University)
- 2-20 THE EFFECTS OF PERCEIVED ETHNIC DENSITY ON ASIAN IMMIGRANT ADOLESCENTS, Kevin M. Tabb (Palo Alto University), Erica H. Lee (University of California, Berkeley) & Sita G. Patel (Palo Alto University)
- 2-21 OBSERVATION OF CONTROLLING BEHAVIOR SUBTYPES IN MALTREATED PRESCHOOL AGE CHILDREN, Marya C. Endriga (California State University, Sacramento), Susan C. Timmer & Anthony Urquiza (UC Davis Children's Hospital)
- 2-22 MUSICAL EXPERIENCE: A PHENOMENOLOGICAL AND PSYCHOANALYTIC INQUIRY, Lindsay V. Jones (Pacifica Graduate Institute), Natalie Torkan & Barbara L. Ingram (Pepperdine University)
- 2-23 DIALECTICAL BEHAVIOR THERAPY FOR CONVERSION DISORDER: A PILOT STUDY, Nida Mirza (PGSP-Stanford PsyD Consortium), Kim Bullock & Craig Forte (Stanford University School of Medicine)

2-24 PRACTICING ECOTHERAPY: CORRELATES OF INCORPORATING NATURE INTO THE THERAPEUTIC PROCESS AMONG MENTAL HEALTH PROFESSIONALS, Christopher Wolsko, Kathy Hoyt (Oregon State University) & Bryan Ruwaldt (University of Oregon)

2-25 THE ROLE OF EXPECTATION IN MENTAL HEALTH SERVICE SATISFACTION, Marisa Black, Susan Tinsley Li (Pacific University) & L. Kris Gowen, Ed.M. (Portland State University)

2-26 PSYCHOPATHY, SOCIOPATHY, & ANTISOCIAL PERSONALITY DISORDER: A COMPREHENSIVE UNDERSTANDING OF THE DIFFERENCES, Anne-Marie Larsen (California Baptist University) & Pamela Perez (Loma Linda University)

2-27 DISORDERED EATING: BEHAVIORAL FUNCTIONS AND CLINICAL CORRELATES, Natasha M. Haradhvala & Jessica Borelli & Qutayba Abdullatif (Pomona College)

2-28 COMPARING FOUR METHODS OF INTEGRATING PARENT AND TEACHER SYMPTOM RATINGS OF ADHD, Shirag K. Shemmassian & Steve S. Lee (UCLA)

2-29 RISK FOR EATING DISORDERS AND DEPRESSION IN ADOLESCENT GIRLS, Katherine Taylor (PGSP-Stanford PsyD Consortium), Megan Jones (Stanford University School of Medicine), Brooke Genkin, Andrea E. Kass, Marianne Rizk (Washington University School of Medicine), Alivia Shorter, Jakki Bailey, Mickey Trockel, Paige Romer, Morgan Redman (Stanford University School of Medicine), Joanne Williams (Murdoch Children's Research Institute), Denise Wilfley (Washington University School of Medicine) & C. Barr Taylor (Stanford University School of Medicine)

2-30 PSYCHIATRIC COMORBIDITY AND BEHAVIOR OUTCOMES IN CHILDREN WITH HEAVY PRENATAL ALCOHOL EXPOSURE AND NON-EXPOSED CHILDREN WITH AND WITHOUT ATTENTION DEFICIT/HYPERACTIVITY DISORDER, Ashley L. Ware, Jessica W. O'Brien, Benjamin N. Deweese, Scott C. Roesch (San Diego State University), Claire D. Coles (Emory University), Julie A. Kable (University of North Carolina), Philip A. May (University of New Mexico), Wendy O. Kalberg (University of Southern California), Elizabeth R. Sowell, Kenneth Lyons Jones, Edward P. Riley & Sarah N. Mattson (San Diego State University)

2-31 ACCULTURATION, ACCULTURATIVE STRESS, AND PSYCHOLOGICAL OUTCOMES FOR ARAB AMERICAN ADOLESCENTS, Katherine H. Tsai (SDSU/UCSD Joint Doctoral Program in Clinical Psychology) & Sawssan Ahmed (California State University, San Marcos)

2-32 JUVENILE FIRESETTING: A REVIEW, Niles Cook & Catherine Miller (Pacific University)

2-33 CONTRIBUTING RISK FACTORS IN NON-SUICIDAL SELF-INJURY IN A COLLEGE POPULATION, Daisy Cortes & Jamie D. Bedics (California Lutheran University)

2-34 TOXIC PARENTING AND ANXIETY: THE MEDIATING ROLE OF SCHEMAS, Amanda M. Limon, Laura M. Garcia & Michael R. Lewin (CSU San Bernardino)

2-35 THE RELATIONSHIP BETWEEN PARENTING, EARLY MALADAPTIVE SCHEMAS, AND DEPRESSION, Laura M. Garcia, Amanda M. Limon & Michael R. Lewin (CSU San Bernardino)

2-36 EXERCISE PERFORMANCE DISSATISFACTION AND PSYCHOLOGICAL DISTRESS AMONG COLLEGE STUDENTS, Jeanne Edman (Cosumnes River College), Susan Watson (Hawaii Pacific University), David Patron (University of California, Davis) & David Saechao (Sacramento State University)

2-37 CHILDHOOD ADHD PREDICTS INCREASED ONLINE RELATIONSHIP-SEEKING BEHAVIOR IN YOUNG ADULTHOOD, Shaikh I. Ahmad (University of California, Berkeley), Amori Yee Mikami (University of British Columbia), Elizabeth B. Owens & Stephen P. Hinshaw (University of California, Berkeley)

2-38 AGE AND SLEEP: CHILDREN WITH AUTISM AND TYPICALLY DEVELOPING CHILDREN, McCampbell Paige, Danelle Hodge, Dwight P. Sweeney & Charles D. Hoffman (CSU San Bernardino)

2-39 EARLY MALADAPTIVE SCHEMAS AS PREDICTORS OF OBSESSIVE COMPULSIVE TENDENCIES, ANXIETY, AND DEPRESSION, Meagen A. Higgins, Ashley Burton, Amanda Limon & Michael R. Lewin (California State University, San Bernardino)

2-40 INTERACTION OF NEGATIVE EMOTIONALITY AND OBSERVED NEGATIVE PARENTING ON ADHD, James J. Li, Jocelyn Meza, Brett Neely & Steve S. Lee (UCLA)

2-41 COMPARATIVE VALIDITY OF POSTPARTUM VERSUS CURRENT MATERNAL DEPRESSION IN PREDICTIONS OF CHILDHOOD ADHD SYMPTOMS, Michael J. Singer, Kathryn L. Humphreys, Eric Chang, Alexandra Von Ritzhoff & Steve S. Lee (UCLA)

2-42 BEHIND THE VIDEO: TESTIMONIAL VIDEOS ON YOUTUBE BY INDIVIDUALS SUFFERING WITH EATING DISORDERS, Lila Inglima, M. Blair Chinn, Jason C. Zeltser, Eric Schmidt & Leonard Beckum (Palo Alto University)

2-43 EMOTION MAINTENANCE IN SCHIZOPHRENIA: ECOLOGICAL VALIDITY OF A LABORATORY-BASED TASK, Shanna Cooper, Amy H. Sanchez, David E. Gard, Jessica Starr, Yvette Fama & Joseph Garcia (San Francisco State University)

2-44 RELATIONSHIP PERCEPTION IN SCHIZOTYPY, Taylor Stokes, Daniella Dahmen-Wagner, Arineh Danelian, Cecilia Hjalm, Jennifer Picanso, Theresa Trieu & Mark Sergi (California State University, Northridge)

2-45 IMPACT OF THE HOME ENVIRONMENT ON MOTIVATION AND NEUROCOGNITION IN SCHIZOPHRENIA, Joanna L. Smith, David E. Gard, Amy H. Sanchez, Kathryn Cooper, Samantha Mitchell & Vallena Bircheff (San Francisco State University)

2-46 SYMPTOM RATING COMPARISONS IN BIPOLAR DISORDER WITH AND WITHOUT PSYCHOSIS, Houston E. Woolery, Nedka Klimas, James Boucher, Deanna Baldock, Nicholas S. Thaler & Daniel N. Allen (University of Nevada, Las Vegas)

2-47 PARENTAL DIFFERENCES IN SYMPTOM RATING SCALES IN CHILDREN WITH ADHD, Diane Umuhzo, Deanna Baldock, Jacqueline Hart, James L. Cox, Nicholas L. Thaler & Lewis M. Etcoff (University of Nevada, Las Vegas)

INVITED PRESENTATION

10:00-11:00 Grand Peninsula ABC

A QUIET WORLD: THE PSYCHOLOGY OF HEARING AND HEARING LOSS

Presenter: David Myers, Hope College

Chair: Delia S. Saenz, Arizona State University

Synopsis:

Drawing on personal experience and psychological science, David Myers will explore the biology and psychology of hearing and hearing loss. He will also explore user-friendly assistive technologies that appreciate “the human factor,” and will describe a consumer-initiated effort to double the functionality of hearing aids and cochlear implants. He will gladly give his presentation digitally to any who might wish some of the slides for their own teaching (for example, of introductory psychology).

Biography:

Hope College social psychologist David Myers is author of seventeen books, including *A Quiet World: Living with Hearing Loss* (Yale University Press).

In recognition of his collaborative efforts to transform American assistive listening he received a 2011 Presidential Award from the American Academy of Audiology.

SYMPOSIUM

10:00-11:30 Grand Peninsula F

MENTORING: A BRIDGE TO EFFECTIVE DISSEMINATION OF EVIDENCE-BASED PRACTICE

Chair: Jessica M. Andrews, Pacific University

Synopsis:

Dissemination efforts appear to have largely failed as evidenced by the increase in the number of published treatment manuals and the apparent lack of utilization of these treatment modalities. In light of this unfortunate reality, it appears that a better bridge between science and the practice of psychology is desperately needed. Mentoring can serve as one exemplar model for how to effectively and efficiently disseminate evidence-based practices (EBPs) to new clinicians. An overview of the practitioner-scholar model as it relates to dissemination efforts and effective training is discussed. Barriers to dissemination efforts, such as clinician's attitudes about EBP and an overall lack of training, are discussed. Ethical considerations, such as boundary issues and dual roles, as they relate to mentorship are discussed. As it stands, there is a lack of consensus with regard to best practice for mentoring graduate students as they progress toward their degrees. The lack of formal guidelines has led to a decrease in the number of faculty and supervisors who are willing to provide meaningful guidance to their trainees. In fact, across all graduate schools in the nation, regardless of size, only 50% of students report being mentored. The use of vertical clinical practice teams is discussed as a means to balance the needs of developing professionals and the gate-keeping role of the supervisor. Mentoring appears to be instrumental in the professional development of professional psychologists and counselors, especially those who end up using EBPs in everyday health-care delivery. The support received from the mentoring relationship can be extended into the post-degree/pre-licensure years of the trainee. There are broad implications for the proper implementation of effective mentoring as it relates to educational settings and professional training programs.

Presenters:

DISSEMINATION OF EVIDENCE-BASED PRACTICE WITHIN THE PRACTITIONER-SCHOLAR MODEL, Lanni J. Paronto (Pacific University)

A NEW PEDAGOGY: TRAINING COMPONENTS THAT PROMOTE SUCCESSFUL PSYCHOLOGISTS, Johan Rosqvist (Pacific University)

MENTORING: BALANCING ETHICS AND PROFESSIONAL DEVELOPMENT, Sarah M. Karas (Pacific University)

BARRIERS TO THE DISSEMINATION OF EVIDENCE-BASED PRACTICES, Jessica M. Andrews & Allison Carrier (Pacific University)

MENTORING: THE STUDENT PERSPECTIVE, Jacqueline Randall & Shannon Albert (Pacific University)

Discussant:
Johan Rosqvist

PAPER SESSION

10:00-10:45 Grand Peninsula G

CLINICAL PSYCHOLOGY 1

Chair: Laura Delizonna

10:00 RESEARCH INFORMED PRACTICE: COMPUTER-BASED CLINICIAN-FORM, INNERLIFE SYSTEM, Satoko Kimpara (Asian Americans for Community Involvement), Larry E. Beutler, Aaron Michelson & Bryan Forrester (Palo Alto University)

10:15 PSYCHOMETRIC PROPERTIES FOR A BEHAVIORAL ASSESSMENT OF BODY IMAGE DISTURBANCE, Timothy K. Feeney, Glenn M. Callaghan, Albertina A. Lopez (San José State University) & Emily Sandoz (University of Louisiana at Lafayette)

10:30 CLINICAL APPLICATIONS OF POSITIVE PSYCHOLOGY, Laura Delizonna (Stanford University)

PAPER SESSION

10:00-11:00 Sandpebble CD

EDUCATION RESEARCH

Chair: Igor Himelfarb

10:00 EFFECTS OF PROJECT-BASED LEARNING ON PROSPECTIVE TEACHERS' BIOLOGY SELF-EFFICACY BELIEFS, Solmaz Aydin (Gazi University) & Robert M. Klassen (University of Alberta)

10:15 EFFECT OF SELF-EFFICACY FOR SELF-REGULATED LEARNING ON ANXIETY AND PROCRASTINATION, Sundus Yerdelen (Middle East Technical University) & Robert M. Klassen (University of Alberta)

10:30 RELATIONSHIPS BETWEEN STUDENTS' LEARNING BEHAVIORS AND ADVANCEMENT IN MATH, Hadar Baharav & Igor Himelfarb (University of California, Santa Barbara)

10:45 SOCIOCULTURAL INTERACTIONS, GUIDED PARTICIPATION AND ACHIEVEMENT: TESTING VYGOTSKY'S SOCIOCULTURAL THEORY, Igor Himelfarb, Hadar Baharav (University of California, Santa Barbara) & Andrew Lac (Loyola Marymount University)

PAPER SESSION

10:15-11:15 Grand Peninsula E

INTERNATIONAL RESEARCH

Chair: Sherri McCarthy

10:15 DSM, ICD AND THE ARAB SPRING: CLASSIFICATIONS CHALLENGES AND ADAPTATIONS, Brigitte Khoury (American University of Beirut)

10:30 COLONIAL STUDENTS IN COLONIZED NATIONS: LESSONS LEARNT FROM IMMERSION PROGRAMS, Rajeswari Natrajan-Tyagi (Alliant International University-Irvine) & Jason Platt (Alliant International University-Mexico City)

10:45 EXAMINING SUBJECTIVE WELL-BEING ACROSS CULTURES, Gaithri A. Fernando, Erika Zambrano-Morales (CSU Los Angeles) & Patricial Lui (Purdue University)

11:00 CROSS-CULTURAL COMPARISON OF QUALITY-OF-LIFE INDICATORS: WHAT MAKES US HAPPY?, Sherri McCarthy (Northern Arizona University-Yuma), Jas Jafaar (Universiti Malaya), Kyle Hawkey (Arizona Western College/NAU), Boone Rountree, Eileen Cooper & Charles Anthony Gutierrez (Northern Arizona University-Yuma)

PAPER SESSION

10:15-11:15 Bayside

GENDER ISSUES

Chair: Laura Citrin

10:15 SPIRITUALITY: SOCIAL SUPPORT, SELF-DEVELOPMENT AND HEALING IN DOMESTIC VIOLENCE SURVIVORS, Ashlee Ostrom & Cindy Miller-Perrin (Pepperdine University)

10:30 BED REST DURING PREGNANCY: EMOTIONAL AND SOCIAL CONSEQUENCES FOR WOMEN, Laura Citrin (The Evergreen State College)

10:45 TRAUMA HISTORY'S INFLUENCE ON HIV-RISK BEHAVIOR IN INCARCERATED WOMEN, Ghyniece Temple & Kayleen Islam-Zwart (Eastern Washington University)

11:00 DOES RELIGIOUS FUNDAMENTALISM PREDICT CONFORMITY TO SEXIST ATTITUDES?, Jessica J. Aaron & Margaret Brown (Seattle Pacific University)

SYMPOSIUM

10:30-12:00 Sandpebble AB

SEX TALK: MINORITY YOUTH'S RISKY BEHAVIOR, CONTRACEPTIVE USE AND COMMUNICATION

Chair: Michi Fu, Alliant International University

Synopsis

The purpose of the present study is to bring awareness to the risky sexual behaviors and contraceptive use among ethnic minority youth and propose direction for future intervention programs that decrease risky sexual behaviors and increase healthy sex practices. Previous research shows that teens are initiating in unprotected sexual behaviors earlier in life. On average, sex education is not offered until high school which research has shown is after the initiation of sexual behaviors and is then less effective. Although parents have reported talking to their teens about sex, teens have varied in their interpretation of those "sex talks". Usually the content of sex talks refers to condom use and birth control but often do not account for the emotional, ethical, pleasurable and consequential effects of having sex. Studies show that minority youth are susceptible to their peer's influence and without proper parental monitoring will model their peer's deviant behaviors. Minority youth whose peers are engaging in risky psychosexual behaviors are more likely to participate in them as well. Without proper sex education, teens turn to their peers and other non-reliable sources like the media to receive their basic sexual inquiries. Furthermore, minority youth often do not have the accessibility to the resources needed to make sound decisions. Through these discoveries it is possible for effective interventions to be created and enforce, therefore decreasing risky sexual behaviors and increasing contraception use and safe sex practices. Clinical implications will be discussed, thus providing insight for professional psychologist and other clinicians to utilize with clients that are parents of teens or teenagers themselves. By developing strategies that facilitate effective communication about sex, it is also possible to increase the likelihood of healthy sexual practice. The benefits of our research are that it will shed light on the risky psychosexual behaviors that minority teens and adolescents are engaging in, as well as to acknowledge the lack of contraceptives and safe sex practices in

the adolescent populations. By providing current information about minority youth's sexual behaviors it is possible to target the problem behaviors and facilitate healthy sexual practice and communication about sex.

Presenters:

SEX DIALOGUE: MINORITY YOUTH'S CONTRACEPTIVE USE IN TODAY'S CULTURE, Jennifer A. Cohen (Alliant International University)

CAN WE TALK? CLINICAL IMPLICATIONS FOR SEXUALLY HEALTHY YOUTH, Michi Fu (Alliant International University)

SEX TALK: MINORITY YOUTH'S SEXUAL BEHAVIOR AND CULTURAL COMMUNICATION, Summer L. Angevin (Alliant International University)

POSTER SESSION 3

11:30-12:45 Grand Peninsula D

RESEARCH METHODS/MEASUREMENT/EVALUATION

3-1 EVALUATION OF AN INTERVENTION FOR FOSTER PARENTS OF SEXUALLY ABUSED CHILDREN, Jelena A. Vranjin & Lynette H. Bikos (Seattle Pacific University)

3-2 PREVENTING THE SOPHOMORE SLUMP: DEVELOPING LEADERSHIP AND MEASURING IMPACT, Sherylle Tan (Claremont McKenna College), Joleen Archibald (Claremont Graduate University) & Claudia Raigoza (Claremont McKenna College)

3-3 DEVELOPMENT OF A CONCEPTUAL INVENTORY ON HUMAN SKELETAL SYSTEM, Gülsüm Gök, Semra Sungur & Ceren Tekkaya (Middle East Technical University)

3-4 DEVELOPING LEADERS: THE RELATIONSHIP BETWEEN LEADERSHIP EDUCATION AND POSITIVE LEADERSHIP, Sherylle Tan (Claremont McKenna College), Nicole Porter (Claremont Graduate University), Alexa Teevens & Elizabeth Beckett (Claremont McKenna College)

3-5 THE ORGANIZATIONAL COMMITMENT OF TEACHERS: A MULTILEVEL EXPLORATION, Saowaros Yingwanna, Auyporn Ruengtragul, Suwimon Wongwanich (Chulalongkorn University) & Robert Klassen (University of Alberta)

3-6 A SHORT MEASURE OF NOISE SENSITIVITY, Jacob A. Benfield (Pennsylvania State University - Abington), Gretchen A. Nurse (University of Arizona), Robert Jakubowski (JVA Consulting), Adam Gibson (Utah State University), Derrick Taff, Peter Newman & Paul Bell (Colorado State University)

- 3-7 FAIRY TALE TEST: PROJECTIVE RESPONSES OF YOUNG CHILDREN, Kelsey Koch (Northwest Nazarene University)
- 3-8 IMPACT OF MENTAL ILLNESS ON A MALINGERING SCALE FOR AN INMATE SAMPLE, Kelli Klebe (University of Colorado, Colorado Springs) & Maureen O'Keefe (Colorado Department of Corrections)
- 3-9 THAT TIME OF THE MONTH: COMPARING OVULATORY EFFECT ASSESSMENT METHODS, Joseph E. Gonzales (University of California, Davis) & Victor X. Luevano (California State University, Stanislaus)
- 3-10 CLINICAL UTILITY OF THE BEHAVIOR RATING INVENTORY OF EXECUTIVE FUNCTION-ADULT VERSION WITH THE CHEMICAL DEPENDENCY POPULATION, Shawn Rutledge & Aldwin Domingo (Argosy University Southern California)
- 3-11 RECRUITMENT AND RETENTION STRATEGIES FOR LONGITUDINAL STUDIES, Robert A. Horn & Bodi O. Anderson (Northern Arizona University)
- 3-12 INITIAL RELIABILITY AND VALIDITY OF THE HUMBOLDT OPTIMISM SCALE, Svandis Giolitto & Brooke Bisel (Humboldt State University)
- 3-13 FACTORS AFFECTING THE TEST ENVIRONMENT, Ariel C. Yi & Diane J. Pfahler (Crafton Hills College)
- 3-14 A DIF ANALYSIS OF THREE- VS. FOUR-OPTION MULTIPLE-CHOICE ITEMS, Daniella Echeveste & Greg Hurtz (California State University, Sacramento)
- 3-15 MAKING RASCH AND IRT MORE ACCESSIBLE TO RESEARCHERS: ESTIMATION USING SPSS, Gregory M. Hurtz & J. R. Carroll (CSU Sacramento)
- 3-16 VALIDATION OF A NEW SOCIAL RISK TAKING SCALE, Dominic A. Trevisan & Jared K. Martin (Humboldt State University)
- 3-17 SUPPLEMENTAL INSTRUCTION FOR PSYCHOLOGICAL STATISTICS: IMPACT ON STUDENTS OF COLOR, Christopher L. Aberson & Jessica Black (Humboldt State University)
- 3-18 EXPLORATION OF PARAMETER ESTIMATION ACCURACY OF DIF UNDER NON-NORMAL CONDITIONS, Anthony Rodriguez & Kathleen S. J. Preston (California State University, Fullerton)

- 3-19 PSYCHOMETRIC EVALUATION OF THE ATTITUDES TOWARD DISABLED PERSONS SCALE, Andrew E. Iverson & Kathleen S. J. Preston (California State University, Fullerton)
- 3-20 ESTIMATING THE NOMINAL RESPONSE MODEL UNDER NON-NORMAL CONDITIONS, Skye N. Parral & Kathleen S. J. Preston (California State University, Fullerton)
- 3-21 PRELIMINARY DEVELOPMENT OF THE COLLEGE ACHIEVEMENT MOTIVATION SCALE, Rebekah L. Becker & Nate Spence-Chorman (Humboldt State University)
- 3-22 PSYCHOLOGY IN AN AGE OF EVIDENCED-BASED-PRACTICE: RESEARCH NEEDS FOR PSYCHOLOGISTS, Patricia B. Kyle & Paul D. Murray (Southern Oregon University)
- 3-23 APPLICATION OF RAMSAY-CURVE ITEM RESPONSE THEORY TO AN ADHD INSTRUMENT, Kathleen J. Preston & Ryan H. Faulkner (California State University, Fullerton)
- 3-24 THE IMPACT OF PRIOR DISTRIBUTIONS ON CATEGORICAL LATENT VARIABLE MODELS, James P. Clifton & Sarah Depaoli (University of California, Merced)
- 3-25 DEVELOPMENT OF THE FUTURE ORIENTATION IN COLLEGE STUDENTS SCALE (FOCSS), Esperanza L. Alcazar & Tiffany D. Maldonado (Humboldt State University)
- 3-26 FURTHER VALIDATION OF THE HUMBOLDT HAPPINESS SCALE, Sarah E. Murphy & William M. Reynolds (Humboldt State University)
- 3-27 PRELIMINARY VALIDATION OF THE MORAL RESPONSIBILITY SCALE, Jessica E. Black & William M. Reynolds (Humboldt State University)
- 3-28 INTERDISCIPLINARY JUDGMENTS OF MENTAL HEALTH PROFESSIONALS, Paul K. Saito, Fred J. Heide (California School of Professional Psychology, San Francisco) & Christopher D. Tori (California School of Professional Psychology, Hong Kong)
- 3-29 EXPLORATORY FACTOR ANALYSIS OF A SIMPATÍA SCALE, Andres Mendez, Patricia Flynn (Loma Linda University) & Hector Betancourt (Loma Linda University; Universidad de La Frontera, Chile)
- 3-30 WHEN PROPORTION CONSENSUS SCORING FAILS, Kimberly A. Barchard, Spencer Hensley & Emily D. Anderson (University of Nevada, Las Vegas)

- 3-31 EXPANDING COGNITIVE TESTS: A VALIDATION STUDY OF NONVERBAL REASONING ITEMS, Daniella Echeveste, Justin Caroll & Greg Hurtz (California State University, Sacramento)
- 3-32 DOES TRAIT MINDFUL AWARENESS MAKE SELF-REPORTS MORE ACCURATE?, Michael T. Warren, Matthew S. Jarman & Jeanne Nakamura (Claremont Graduate University)
- 3-33 EVALUATING BETTING AS A TOOL FOR IMPROVING METACOGNITIVE CALIBRATION, Jesus Gonzalez, Celeste Pilegard & Karl Oswald (California State University, Fresno)
- 3-34 ESTIMATING NOMINAL RESPONSE MODEL WITH SMALL SAMPLE SIZES, Kathleen S. J. Preston, Susana E. Arguello & Katelyn Cerneka (California State University, Fullerton)
- 3-35 RELIABILITY AND VALIDITY OF THE ACADEMIC SELF-CONCEPT SCALE SHORT FORM, William M. Reynolds, Courtney Weseman & Lisa Gilman (Humboldt State University)
- 3-36 MONTE CARLO EVIDENCE FAVORING NEW MEASURES OF SKEWNESS AND KURTOSIS, J. R. Carroll, Gregory M. Hurtz & Matthew L. Steinwert (CSU Sacramento)
- 3-37 APPLICATION OF TEST ITEM DATABASE FOR INTRODUCTORY PSYCHOLOGICAL STATISTICS., Taketoshi Sugisawa (Niigata University), Tsuyoshi Yamada (Okayama University), Jun'ichiro Murai (Bunkyo Gakuin University) & Atsushi Terao (Aoyama Gakuin University)
- 3-38 CHANGE SCORE ANALYSIS VERSUS ANCOVA IN PRETEST/POSTTEST DESIGNS, Justin C. Mary, Dale E. Berger, Giovanni W. Sosa & Christopher Pentoney (Claremont Graduate University)
- 3-39 PSYCHOMETRIC PROPERTIES OF A PARENT-REPORTED MENTAL HEALTH STIGMA SCALE, Yudelki Firpo, Amy Drahotka, Maritza Garcia & Denise Chavira (University of California, San Diego)
- 3-40 PRELIMINARY DEVELOPMENT OF A NEW SENSATION-SEEKING SCALE, Yasmine Potts, Haley Jones, Colleen Reveley & Isaac Dietz (Humboldt State University)
- 3-41 "I'M DROWNING HERE!" PERSONALITY TRAITS AND CONNOTATIONS IN METAPHORS, Spencer Hensley, Elizabeth A. Craun, Kelly E. Grob & Kimberly A. Barchard (University of Nevada, Las Vegas)
- 3-42 READING BETWEEN THE LINES: SEX DIFFERENCES, METAPHORS, AND EMOTION, Dawn Nielsen, Daniel N. Erosa, Kelly E. Grob & Kimberly A. Barchard (University of Nevada, Las Vegas)

3-43 PERCEIVING EMOTIONS IN METAPHORS: VOCABULARY OR EMOTION PERCEPTION?, Laura Favela Sepulveda, Amanda L. DeVaney, Kelly E. Grob & Kimberly A. Barchard (University of Nevada, Las Vegas)

3-44 ACTUAL DATA CHECKING ACCURACY VERSUS PERCEIVED ACCURACY, Yevgeniya Verenikina, Cyndy Anang, Elizabeth A. Craun & Kimberly A. Barchard (University of Nevada, Las Vegas)

3-45 SUBJECTIVE EVALUATIONS OF DATA CHECKING TECHNIQUES, Cyndy Anang, Kelly E. Grob, Heather C. Johnson & Kimberly A. Barchard (University of Nevada, Las Vegas)

3-46 ASSESSMENT OF SUICIDE RISK BEHAVIORS AMONG ASIAN AMERICANS, Shanna Kim, Emily Hsu, Joyce Chu & Sita Patel (Palo Alto University - Pacific Graduate School of Psychology)

3-47 TESTING FOR MEASUREMENT INVARIANCE IN THE SUBJECTIVE HAPPINESS SCALE, Cristian Zanon (Federal University of Rio Grande do Sul), Kristin Layous (University of California, Riverside), Hyunjung Lee (University of Texas, Austin), Incheol Choi (Seoul National University) & Sonja Lyubomirsky (University of California, Riverside)

3-48 VISUAL CHECKING-THE ROAD TO DISASTER, Yevgeniya Verenikina, Cyndy Anang, Tyler Jenkin, Kelly E. Grob & Kimberly A. Barchard (University of Nevada, Las Vegas)

3-49 AN EVALUATION OF A COMMUNITY TRAINING CLINIC FOR OLDER ADULTS, Nicole Torrence, Marina Costanzo, Robyn Martinez, KrisAnn McBroom & Kelli Klebe (University of Colorado at Colorado Springs)

3-50 ACCURACY OF PEER PREGAMING AND ALCOHOL USE ESTIMATES IN COLLEGIATES, Shelby Smith, Kari Kagan, Taiki Kondo, Jennifer Chen & Amie Haas (Palo Alto University)

3-51 AN ITEM RESPONSE THEORY REVISION OF THE INTERNAL CONTROL INDEX, Leanne M. Williamson, Chereé Ramón, Michael Whitehead, Benjamin D. Trowbridge & Lawrence S. Meyers (CSU Sacramento)

3-52 A BIFACTOR ANALYSIS OF EXTRINSIC LIFE ASPIRATIONS, Benjamin D. Trowbridge, Leanne M. Williamson, Michael Whitehead (CSU Sacramento), Tim W. Gaffney (California Department of Education), Chereé Ramón & Lawrence S. Meyers (CSU Sacramento)

3-53 LEVELS OF EMOTIONAL AWARENESS SCALE: COMPARING COMPUTER AND HAND SCORING, Talya Alsaïd-Habia, Alyssa K. Tomme, Loise M. Ladrado, Elizabeth A. Craun & Kimberly A. Barchard (University of Nevada, Las Vegas)

3-54 HOW PEOPLE FEEL AFTER A TRANSGRESSION:
VALIDATING A NEW SCALE, Masha E. Melnik, Erik H. Federas,
Marena Ammen, Karla N. Ochoa, Michael S. Le & Gregg J. Gold
(Humboldt State University)

3-55 "LOOKING UP" AND "FEELING DOWN": MEASURING
EMOTION PERCEPTION IN LANGUAGE, Kelly E. Grob, Emily D.
Anderson, Paul M. Kirsch, Elizabeth A. Craun & Kimberly A. Barchard
(University of Nevada, Las Vegas)

SYMPOSIUM

11:30-1:00 Grand Peninsula G

XENOGLOSSOPHOBIA: THE FEAR OF FOREIGN LANGUAGES AND MENTAL HEALTH TRAINING

Chair: Linna Wang, Alliant International University

Synopsis

The first presenter will provide a brief review on the history of language and accent bias as a common but unacknowledged human phenomenon. Accent is generally viewed negatively, Different values, however, are assigned to different accent. The second presenter will address the implications of language and accent biases in clinical practice, and future research implications in this area. The third presenter will discuss strategies in developing language competencies and addressing xenoglossophobia in mental health education and training. The fourth presentation is by a group of MA students who are enrolled in a bi-lingual practicum class. They will talk about their experiences on language bias in training and practice, provide suggestions to mental health education and training institutes.

Presenters

DEVELOPING LANGUAGE COMPETENCIES: EDUCATIONAL
STRATEGIES FOR ADDRESSING XENOGLOSSOPHOBIA, Jason J.
Platt (Alliant International University)

LANGUAGE AND ACCENT BIAS: A COMMON BUT
UNACKNOWLEDGED HUMAN PHENOMENON, Tatiana Glebova
(Alliant International University)

WHY DON'T THEY JUST SPEAK ENGLISH?: IMPLICATIONS FOR
CLINICAL PRACTICE AND FUTURE RESEARCH DIRECTIONS,
Linna Wang (Alliant International University)

VOICES ON LANGUAGE BIAS IN TRAINING AND PRACTICE,
Armando Gonzalez-Cort, Yumi Terajima, Stacy Arvizu, Liliana Cerrillo,
Jennifer Gonzalez & Lorena Rincon-Arredondo (Alliant International
University)

VOICES ON LANGUAGE BIAS IN TRAINING AND PRACTICE,
Armando Gonzalez-Cort, Yumi Terajima, Stacy Arvizu, Liliana Cerrillo,
Jennifer Gonzalez & Lorena Rincon-Arredondo (Alliant International
University)

SYMPOSIUM

11:30-1:00 Grand Peninsula E

FOSTERING CIVILITY IN YOUTH

Chair: Douglas C. Smith, Southern Oregon University

Synopsis

Fostering civility is an important goal for positive youth development. Civility in youth is associated with qualities and values such as prosocial attitudes and behaviors, sensitivity to the needs and perspectives of others, and a general sense of personal responsibility for the welfare of the greater community. In this symposium, we will discuss developmental and contextual factors influencing civility, how schools and universities can promote and strengthen civility among youth, and the role of civility in terms of mental health and optimal youth development. Our first presenter will provide an overview of civic engagement on college campuses and the important role of mentors in promoting engagement. Our second presentation will consider prevention and intervention strategies designed to deter school bullying, a specific form of incivility in schools. The third presenter will describe the importance of social and emotional learning, and specifically the Strong Kids program, as an empirically validated approach to facilitating positive social development. Our final presenters will provide a cross cultural perspective by describing incivility and civility among youth in China.

Presenters

FOSTERING CIVILITY WITHIN THE UNIVERSITY, Andrew Stuck
& Victor Chang (Southern Oregon University)

BULLIES, VICTIMS, AND BYSTANDERS, Jessica Campain & Douglas C.
Smith (Southern Oregon University)

PROMOTING CIVILITY AND RESILIENCY THROUGH SOCIAL-
EMOTIONAL LEARNING: STRONG KIDS CURRICULA, Oanh Tran
(California State University, East Bay)

SAVE THE FUTURE: RECONSTRUCT CIVILITY AMONG CHINESE
YOUTH, Chunyin Zhao (Southern Oregon University) & Lili Tian
(Southern China Normal University)

Discussant

Douglas C. Smith

SYMPOSIUM

11:30-1:00 Sandpebble CD

BEHAVIORAL TREATMENT INNOVATIONS IN THE TREATMENT OF CONCURRENT SUBSTANCE ABUSE AND CHILD NEGLECT

Chair: Jessica Urgelles, University of Nevada, Las Vegas

Synopsis

Child maltreatment is a significant problem in this country. Millions of children each year are the subject of a child maltreatment report. Neglect is by far the most prevalent form of child maltreatment, accounting for nearly 80% of cases. Approximately one-third to two-thirds of substantiated reports involve substance use disorders. Substance use is not only associated with increased risk of child maltreatment, but poor parenting practices as well. Once Child Protective Services becomes involved, families are referred for services. Parents with substance use histories are much more likely to fail to complete a treatment program. This symposium will present recent advancements in the treatment of co-occurring substance abuse and child neglect, highlighting behavioral interventions from two different NIDA funded treatment outcome studies (University of Nevada, Las Vegas and Oregon Social Learning Center). Data in support of these programs will be presented. In addition, interventions and creative suggestions for maintaining engagement in treatment for this extremely challenging population will be discussed.

Presenters

INITIAL EVALUATION OF A STANDARDIZED GOALS INTERVENTION IN THE TREATMENT OF MOTHERS REFERRED FOR SUBSTANCE ABUSE AND CHILD NEGLECT, Michelle Pitts & Jessica Urgelles (University of Nevada, Las Vegas)

FAMILIES ACTIVELY INCREASING RELATIONSHIPS: THE FAIR PROGRAM FOR MATERNAL SUBSTANCE ABUSE AND CHILD NEGLECT, Lisa Saldana, Mary Laws & Jocelyn Barton (Oregon Social Learning Center)

ENGAGEMENT STRATEGIES AND BUILDING RESOURCES FOR MOTHERS REFERRED FOR SUBSTANCE ABUSE AND CHILD NEGLECT, Mary Laws, Lisa Saldana & Jocelyn Barton (Oregon Social Learning Center)

Discussant

Brad Donohue

SYMPOSIUM

11:30-1:00

Bayside

PROLONGED EXPOSURE AND BEYOND: SETTING AN ETHICAL RESEARCH AGENDA FOR NEW TREATMENTS AND THE ADAPTATION AND ENHANCEMENT OF EVIDENCE BASED PSYCHOTHERAPIES FOR PTSD

Chair: Julie C. Weitlauf, Stanford University

Synopsis

The prior two decades have seen an heroic proliferation in the development, evaluation and implementation of effective treatments for posttraumatic stress disorder (PTSD). In particular, the development of prolonged exposure (PE) and other exposure based psychotherapies for trauma have emerged as the “gold standard” treatments for PTSD. While these treatments are effective, efficient and widely disseminated throughout the world (indeed, Prolonged Exposure has been translated for use in other languages), they are not without their limitations. Indeed, a recent meta analysis of the efficacy and effectiveness of PE suggested that as many as 50% of patients remain symptomatic after completion of the protocol, and some patients fail the treatment entirely. Modern PTSD research must consider the need for research that identifies which patients and under what circumstances these evidence based psychotherapies are most likely to fail; contemporary research must also consider the need for the development of effective alternative treatments that may be applied in circumstances in which psychotherapy is not possible, desired, or likely to be effective. Both the effort to adapt existing treatments and to forge novel therapies progress must be tempered with caution and full consideration of the risk to patients they may include. This collection of talks will highlight three arenas of adaptation or development of novel treatments for PTSD, including the adaptation of exposure based psychotherapies for bilingual patients, the use of pharmacotherapy for the treatment and potentially the prevention of PTSD, and the emerging science that guides the hopes of applying non-pharmacological treatments including transcranial magnetic stimulation to the treatment of PTSD.

Presenters

THE ADAPTATION OF EXPOSURE BASED PSYCHOTHERAPIES FOR BILINGUAL PATIENTS, Dellanira Garcia (VA Palo Alto Healthcare System and Stanford University)

ETHICAL ISSUES SURROUNDING THE SECONDARY PREVENTION OF PTSD WITH PHARMACOTHERAPY, Shaili Jain (National Center for PTSD/Stanford University School of Medicine)

UNDERSTANDING AND DEVELOPING NON-MEDICATION TREATMENTS FOR PTSD, Madeleine S. Goodkind, Amit Etkin & Desmond Oathes (Palo Alto VA/Stanford University)

Discussant
Deborah Nazarian

PAPER SESSION

11:45-12:45 Grand Peninsula ABC

DEVELOPMENTAL PSYCHOLOGY I

Chair: Robert Epstein

11:45 PERCEIVED DISCRIMINATION, TRADITIONAL CULTURAL VALUES AND RISKY BEHAVIOR, Priscila Diaz (Azusa Pacific University) & Delia S. Saenz (Arizona State University)

12:00 A TWO FACTOR THEORY OF YOUTH DYSFUNCTION, Robert Epstein (Cambridge Center for Behavioral Studies) & Paul McKinney (University of California, San Diego)

12:15 IDENTITY FORMATION IN BIRACIAL YOUNG ADULTS, Sheila Walker (Scripps College) & Sheilesha Willis (Claremont Graduate University)

12:30 YOUTH'S ATTACHMENT TO SOCIAL NETWORKING AS A MEANS OF SYMBOLIC IMMORTALITY, Mike Kersten & L. Mark Carrier (California State University, Dominguez Hills)

PAPER SESSION

11:45-12:45 Grand Peninsula F

SOCIAL ISSUES

Chair: Steven Bacon (California State University, Bakersfield)

11:45 THREAT ORIENTATIONS AND TERRORISM: UNDERSTANDING OVERREACTIONS, UNDERREACTIONS, AND REALISTIC REACTIONS, Suzanne C. Thompson & Stephanie Liu (Pomona College)

12:00 COMING OF RAGE IN AMERICA: A REVOLUTIONARY NATIONAL IDENTITY CRISIS, Robert J. Pellegrini (San José State University)

12:15 STUDENT INVOLVEMENT IN GLOBAL POVERTY EFFORTS, Steven Bacon (California State University, Bakersfield)

12:30 IMPACTING SUSTAINABILITY ATTITUDES AND BEHAVIORS WITH A GENERAL PSYCHOLOGY ASSIGNMENT, Robert D. Riesenber (Whatcom Community College, Bellingham, Washington)

SYMPOSIUM

12:30-2:00 Sandpebble AB

LESSONS LEARNED FROM RECENT ANALYSES OF THE NATIONAL SURVEY OF PARENTS AND YOUTH

Chair: Stephen M. Miller, Claremont Graduate University

Synopsis

The National Survey of Parents and Youth gathers longitudinal data from across the country to reflect current trends in illicit drug use behavior among adolescents. Through a series of secondary data analyses, members of the panel will share results gathered from this data set ranging from parent/child interaction to mass media efficacy in deterring drug use. Discussants include senior researchers in the field who will give context to the lessons learned thus far.

Presenters

FEAR AROUSAL: AVOIDANCE AND PUNISHMENT IN ANTI-MARIJUANA ADVERTISEMENTS, Cara N. Tan & William D. Crano (Claremont Graduate University)

THE EFFECT OF INVISIBLE NARRATORS IN PSAS TARGETING ADOLESCENT MARIJUANA USE, Yuliyana Beleva, Zachary D. Hohman & William Crano (Claremont Graduate University)

PARENT-CHILD DRUG COMMUNICATION: PATHWAY FROM PARENTS ADS EXPOSURE TO YOUTH'S MARIJUANA USE INTENTION, Thipnapa Huansuriya, Jason T. Siegel & William D. Crano (Claremont Graduate University)

THE INFLUENCE OF PARENTAL MODELING ON ADOLESCENT MARIJUANA USE, Stephen Miller, Jason T. Siegel, Zachary Hohman & William Crano (Claremont Graduate University)

NSPY AD EVALUATION, MARIJUANA USE STATUS, AND FUTURE MARIJUANA USE, Eusebio Alvaro, William Crano, Jason T. Siegel, Zachary Hohman & Andrew Lac (Claremont Graduate University)

Discussants

William Crano

Jason T. Siegel

POSTER SESSION 4

1:00-2:15

Grand Peninsula D

COGNITION/INFORMATION PROCESSING

- 4-1 THE EFFECT OF MULTITASKING AND GENDER ON STRESS AND MEMORY, Chantal Dennis & Porsia Tunzi (Saint Mary's College)
- 4-2 INDUCED MIND-WANDERING LIMITS SUSTAINING OF THEMATIC INFERENCES DURING READING, Therese Aroz & Robert Till (Northern Arizona University)
- 4-3 DOODLING IN CLASS: DOES IT HELP OR HURT?, Rebecca Terzian & Zelda Gilbert (Woodbury University)
- 4-4 THE SUBJECTIVE ASPECTS OF PROCESSING INCOMPATIBLE SPEECH INTENTIONS: EVIDENCE FROM THE STROOP TASK, Zachary I. Greenberg (San Francisco State University), Ezequiel Morsella (San Francisco State University, and University of California, San Francisco) & Ken R. Paap (San Francisco State University)
- 4-5 THE EFFECTIVENESS OF RADICAL OPENNESS IN ONLINE ADVERTISING, Alexander Pfeuffer, Mathew Curtis (University of Southern California) & Doug Stenstrom (California State University, Los Angeles)
- 4-6 MOOD EFFECTS ON INATTENTIONAL BLINDNESS, Michelle Sadeh, Tiffany Baumbach & Jill L. Quilici (California State University, Northridge)
- 4-7 EFFECTS OF VERBAL WORKING MEMORY ON PERCEPTUAL LOAD, Pilar Olid, Junelle Germarino, Steven Scheibel & Hideya Koshino (California State University, San Bernardino)
- 4-8 EFFECTS OF VISUAL WORKING MEMORY ON PERCEPTUAL LOAD, Junelle Germarino, Pilar Olid, Steven Scheibel & Hideya Koshino (California State University, San Bernardino)
- 4-9 PREFERENCE TOWARD ABSTRACT ARTWORKS AFTER FACIAL AFFECTIVE PRIMING, Alejandro Galvez Pol, Marcos Nadal, Albert Flexas, Julia Frimodt Christensen & Jaume Rossello-Mir (University of the Balearic Islands)
- 4-10 THE EFFECTS OF GENDER AND EXPECTATIONS FOR OBJECT LOCATION ON ATTENTION, Veronica V. Galvan (University of San Diego), Gijsbert Stoet (University of Leeds), Rosa Vessel, Mckenzie Tolan & Vanessa Johnson (University of San Diego)

4-11 THE EFFECT OF CELL PHONE USE ON BRAIN ACTIVITY AND ATTENTION, Victor M. Magana, Emilio A. Valadez, Vanessa Camacho, Toppacio Rodriguez, Amber R. Groat & Jose P. Abara (California State University, Northridge)

4-12 THE EFFECT OF LOAD AND TEMPERAMENT ON ATTENTION IN VALENCED CONDITIONS, Melissa Latham (University of San Francisco)

4-13 THE EFFECT OF BRIEF MINDFULNESS MEDITATION ON ATTENTION AND STRESS, Adam Butler & Robert Boeckmann (University of Alaska Anchorage)

4-14 A SHIFT IN REASONING BIAS FOR THREATS OF ILLNESS, John Taylor (Southern Oregon University)

4-15 HOW BASE RATE STATISTICS AND COUNTERFACTUALS INFLUENCE CAUSAL MODELS AND POSITIONS ON SOCIAL ISSUES, Jennifer Milazzo, Edward Munnich, Jade Stannard & Kathy Conde (University of San Francisco)

4-16 CONQUERING NEW MARKETS WITH STYLE: WRITING STYLE AND PRODUCT IMPRESSIONS, Mike Dillinger, Robert Martin (San José State University) & Ivan Robertson (ivan.robertson@spray.se)

4-17 THE EFFECTS OF DOODLING ON MEMORY RECALL, Jessica Kao (Yosemite High School)

4-18 THE EFFECTS OF MUSIC ON STM RECALL IN ALZHEIMER'S PATIENTS, Karissa J. King (National University)

4-19 THE EFFECTS OF AUDITORY, VISUAL, AND VISUAL WITH AUDITORY ON READING COMPREHENSION, Jazmin Jones (Yosemite High School)

4-20 THE EFFECTS OF THE PRESENCE OF REPRESENTATIVE INFORMATION ON THE FALSE CONSENSUS EFFECT, Garrett Baltz (Yosemite High School)

4-21 COGNITIVE BIASES AS THEY PERTAIN TO BELIEF IN ASTROLOGY, Natalie Poppa (University of California, Irvine)

4-22 THE EFFECT OF INSTRUMENTAL RAP MUSIC ON SHORT-TERM MEMORY, Jennifer Garner (Yosemite High School)

4-23 THE EFFECT OF HIGHLIGHTING VOCABULARY WORDS AND WORD MEMORIZATION, Lauren Atkins & Beatriz Tenorio (Yosemite High School)

- 4-24 THE EFFECTS OF SOCIAL NETWORKING ON COGNITIVE FUNCTIONS, Mary Kate Harrison & Catherine Gallagher (Yosemite High School)
- 4-25 DREAMS AND LEVELS OF COGNITIVE PROCESSING, Andrew J. Loera & Diane J. Pfahler. (Crafton Hills College)
- 4-26 CONTEXTUALIZING NEUROPRIVACY: PRIVACY ISSUES AND CONCERNS IN MONITORING BRAIN ACTIVITY, Kayla S. Genelin & Evan F. Risko (Arizona State University)
- 4-27 CBCL BEHAVIORAL PROFILE FOR PRENATALLY EXPOSED CHILDREN, Meghan M. Barker & Glenna Andrews (Northwest Nazarene University)
- 4-28 TIME PRESSURE'S EFFECT ON POST-DECISION REGRET FOR MAXIMIZERS AND SATISFICERS, Eri Imahori & Hailun Zhou (Whitman College)
- 4-29 LANGUAGE AND THOUGHT: HOW LANGUAGE CONTEXT AND SPEAKERS BACKGROUND PREDICTS CATEGORIZATION, Brenda Durantes & Ji Yun Son (California State University, Los Angeles)
- 4-30 TAKING KNOWLEDGE INTO YOUR OWN HANDS: CAN MODEL BUILDING LEAD TO HIGHER LEARNING/ENGAGEMENT, Ragan Hinton & Julie Morrison (Glendale Community College)
- 4-31 THE EFFECTS OF ACADEMIC SUBJECT VACILLATION ON TIMED TEST SCORES, Aniesha Craig & Mason Black (Yosemite High School)
- 4-32 EFFECTS OF GENDER, ATTRACTIVENESS, AND NFC ON JUROR DECISION-MAKING, Jennifer V. Coons, Stephen M. B. Hager & Russ K. E. Espinoza (California State University, Fullerton)
- 4-33 ACTION FOR PERCEPTION: A NATURAL BEHAVIOR APPROACH, Srdan Medimorec & Evan F. Risko (Arizona State University)
- 4-34 THE EFFECT OF FAMILIARITY OF MUSIC AND COLOR OF PAPER ON COGNITIVE PERFORMANCE, Timothy J. Williamson & Stasie D. Dear (Pitzer College)
- 4-35 FRAGMENTED QUANTITATIVE REASONING: STATISTICS STUDENTS CONCEPTUAL UNDERSTANDING OF INTEGERS, DECIMALS, AND VARIABLES, Veena Vongvaravipatr, Craig Terasawa & Ji Yun Son (CSU Los Angeles)

- 4-36 AN EXPLORATION OF THE COGNITIVE DIFFERENCES BETWEEN UNDERSTANDING AND AGREEING, Yasuhiro Ozuru, Giulia Kaufman & Justin Doggett (University of Alaska Anchorage)
- 4-37 REASONING ABOUT OTHER PEOPLES BELIEFS: COMPARISON BETWEEN MONOLINGUALS AND BILINGUALS, Ruby Glaser, Hayley Hemphill & Katie Miller (Whitman College)
- 4-38 A MODEL OF COMPUTER ATTITUDES AMONG ETHNICALLY DIVERSE OLDER ADULTS, Chen-Hui Yu, Ani Mamikonian & Luciana Lagana (California State University, Northridge)
- 4-39 ENHANCING RETENTION THROUGH DISTRIBUTED PRACTICE AND THE SIMILARITY OF INTERVENING MATERIAL, Karl M. Oswald, Mary K. Varner & Paul Skomsvold (California State University, Fresno)
- 4-40 SUBCONSCIOUSLY SEXY: PUPILLOMETRY REVEALS SUBLIMINAL PRIMING EFFECTS IN WORD RECOGNITION, Melissa M. Miola, Megan H. Papesh & Stephen D. Goldinger (Arizona State University)
- 4-41 PRIMING BY DISGUST PICTURES REDUCES THE SEVERITY OF MORAL JUDGMENTS, Antonio Olivera La Rosa, Jaume Rossello-Mir, Enric Munar & Alejandro Galvez Pol (University of the Balearic Islands)
- 4-42 VERB TYPE AFFECTING SELECTIVE DIRECTED FORGETTING?, Catherine Gabrielson, Sergio Sandoval, Stephanie Fell & David Gerkens (California State University, Fullerton)
- 4-43 READING SKILL AND SEMANTIC FEEDBACK DURING VISUAL WORD RECOGNITION, Pilar Olid, Kyle D. McNeal, Sarah B. Nistico, Joseph J. Armendarez & Jason F. Reimer (CSU San Bernardino)
- 4-44 DOES CONSIDERING THE GROUP LEAD TO BETTER SELF-ASSESSMENT? CULTURAL PRIME ON METACOGNITIVE ACCURACY., Jonathan Reule, Ji Yu Son, Mayra Del Real, Daysi Analuisa & Julie Phuong (CSU Los Angeles)
- 4-45 EXAMINER-EXAMINEE RACIAL DISCORDANCE IMPACTS NEUROPSYCHOLOGICAL TEST PERFORMANCE: PRELIMINARY FINDINGS, April D. Thames (University of California, Los Angeles), Kimberley J. Duff (Cerritos College), Vanessa Streiff (Greater Los Angeles VA Healthcare System), Fredrica Hendrix, Myra Irani (Alliant International University), Natalie Arbid (Greater Los Angeles VA Healthcare System), Monica Rivera-Mindt (Fordham University), Desiree Byrd (Mount Sinai School of Medicine), Gail Wyatt & Charles Hinkin (University of California, Los Angeles)

4-46 IMPACT OF PERCEIVED DISCRIMINATION AND EXAMINER RACE ON NEUROPSYCHOLOGICAL PERFORMANCE, April D. Thames (University of California, Los Angeles), Vanessa Streiff (Greater Los Angeles VA Healthcare System), Kimberley J. Duff (Cerritos College), Desiree A. Byrd (Mount Sinai School of Medicine), Monica Rivera-Mindt (Fordham University), Myra Irani, Fredrica Hendrix (Alliant International University), Stella Panos (University of California, Los Angeles), Tim Arentsen (Greater Los Angeles VA Healthcare System) & Charles Hinkin (University of California, Los Angeles)

4-47 WISC-IV PROFILES IN CHILDREN WITH LEARNING DISABILITIES, Jacqueline S. Hart, James L. Cox, Houston Woolery, Elyse Safho, Nicholas S. Thaler, Lewis M. Etcoff & Daniel N. Allen (University of Nevada, Las Vegas)

4-48 MOTOR ACTIONS IMPACT ON COGNITIVE PERFORMANCE: OVERCOMING MATHEMATICAL OBSTACLES, Ji Y. Son, Marlene Castaneda, April Giddens, Aaron Reeves, Betania Alsina & Jannet Carrasco (California State University, Los Angeles)

4-49 MOTOR ACTIONS IMPACT ON COGNITIVE PERFORMANCE: OVERCOMING MATHEMATICAL OBSTACLES., Ji Y. Son, Betania Alsina, Marlene Castaneda, April Giddens, Jannet Aragon & Aaron Reeves (California State University, Los Angeles)

4-50 LEVELS OF PROCESSING IN CHILDREN WITH AUTISM VS. TYPICAL PEERS, Danny Pavlovich & Karl Oswald (California State University, Fresno)

4-51 MULTITASKING FREQUENCY AND MULTITASKING SKILL WITHIN THE NET GENERATION, Mike Kersten, Murat Arikan & L. Mark Carrier (California State University, Dominguez Hills)

4-52 SPECIFIC HOSTILE ATTRIBUTIONS AS MEDIATORS OF MALTREATMENT ON EXTERNALIZING BEHAVIOR, Natalia Escobar Walsh (San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology) & Joseph M. Price (San Diego State University)

4-53 SAMPLE SIZE BIAS IN JUDGMENTS OF AVERAGES: A SLIP OF THE HIPS?, Nicole M. Kimura & Paul C. Price (California State University, Fresno)

4-54 FEEDBACK PERSISTENT AND GENERALIZATION EFFECT ON SUPRA-SECOND TIMING PROCESSING, Chihiro Saito & Tadayuki Tayama (Hokkaido University Graduate School of Letters)

4-55 THE EFFECT OF STORYTELLING ON LUXURY GOODS ADVERTISEMENTS, Michelle Andrizzi, Matthew Curtis (University of Southern California) & Doug Stentstrom (California State University, Los Angeles)

4-56 CATEGORY LEARNING FROM SUBTLE CONTEXTUAL CUES, Shaunak Yogesh Maru, Matthew E. Barrett, Mark P. Otten & Abraham M. Rutchick (California State University, Northridge)

4-57 HOW BULLYING HISTORY AFFECTS VICTIMS GAZE PATTERNS IN BULLYING SCENES, Jeffrey S. Mintert, Paul A. Miller, Christina M. Bearden & Chelsea Herzhaft (Arizona State University West Campus)

4-58 THE EFFECT OF DISPLAY SPEED ON PROCESSING TARGET STIMULI, Lauren Linton, Rocio Nunez, Marie Vuittonet & Gary A. Williams (California State University, Stanislaus)

SYMPOSIUM

1:00-2:30 Grand Peninsula F

GOAL DISRUPTION THEORY: A TOLMANIAN FRAMEWORK

Chair: Jason T. Siegel, Claremont Graduate University

Synopsis

This symposium will introduce Goal Disruption Theory (GDT) to the psychological community. GDT is derived from a Tolmanian, purposive-behavior framework. Dr. Jason T. Siegel will begin with a theoretical overview that will include a re-introduction of E.C. Tolman's theorizing. A discussion of GDT will follow. After the history, propositions, hypotheses, and boundaries of GDT are presented, a series of cross-sectional and experimental studies assessing the main tenets of GDT will be put forth. Dr. Siegel will then provide experimental support for a key component of GDT: Goal disruption causes an increase in people's need for desired end-states and people's willingness to endure harm. An analysis of the influence of goal disruption on psychological disequilibrium and social hypersensitivity will follow. The next presentation, put forth by Yuliyana Beleva, will experimentally assess how knowledge moderates the relationship between goal disruption and risk taking. It is posited that individuals will exhibit less disruption-based risk-taking when the disrupted goal is one that the individual still can achieve. The next study, presented by Benjamin Rosenberg, will investigate the affect of relevance and being in a heightened drive state on message acceptance. Mario Navarro will follow with an assessment of how having resources available moderates the relationship between goal disruption and multiple outcome measures associated with goal disruption. Dr. Kelly Neff will then provide the first field test of GDT: the relationship between socio-personal expectations, social power, and desired end-states will be elucidated with the assistance of a behavioral outcome measure (i.e., blood testing). Implications for Goal Disruption Theory, and goal research in general, will be discussed.

Presenters

GOAL DISRUPTION THEORY: AN INTRODUCTION, Jason T. Siegel (Claremont Graduate University)

THE PURPOSE OF HARMING ONESELF: GOAL DISRUPTION THEORY, Yuliyana Beleva & Jason T. Siegel (Claremont Graduate University)

PURPOSIVE BEHAVIOR AND SOCIAL INFLUENCE: A NEW WAY TO PERSUADE, Benjamin D. Rosenberg & Jason T. Siegel (Claremont Graduate University)

EFFECT OF RESOURCES ON GOAL DISRUPTION, Mario Navarro & Jason T. Siegel (Claremont Graduate University)

GOAL DISRUPTION THEORY AND SOCIAL POWER: EXPLAINING ADOLESCENT DIABETES NON-ADHERENCE, Kelly S. Neff (Saddleback College), Jason T. Siegel & William D. Crano (Claremont Graduate University)

Discussants

Amanda Keeler

William D. Crano

PAPER SESSION

1:15-2:15 Grand Peninsula ABC

SOCIAL/PERSONALITY 1

Chair: Rodica Damian

1:15 IMPLICIT ASSOCIATIONS TEST: NEW DEVELOPMENTS, Mark Van Selst, Ethan Cheever & Katie Broughton (San José State University)

1:30 EVIDENCE FOR GLOBALLY POSITIVE AND NEGATIVE EVALUATIONS AMONG MOTIVATED PERCEIVERS, Armine Poghosyan, Mariana Preciado & Kerri L. Johnson (University of California, Los Angeles)

1:45 FORGIVING THE BETRAYAL OF A STRANGER, Eric D. Malain, Esperanza L. Alcazar, Matthew M. Daniel, Colleen Reveley & Gregg Gold (Humboldt State University)

2:00 ACTIVE INVOLVEMENT IN DIVERSIFYING EXPERIENCES ENHANCES CREATIVITY, Rodica Ioana Damian (University of California, Davis), Simone M. Ritter (Radboud University Nijmegen, The Netherlands), Dean Keith Simonton (University of California, Davis), Rick B. van Baaren, Madelijn Strick, Jeroen Derks & Ap Dijksterhuis (Radboud University Nijmegen, The Netherlands)

STATISTICS WORKSHOP 1

1:30-3:30

Grand Peninsula E

TESTING MODERATION HYPOTHESES USING MULTIPLE GROUP STRUCTURAL EQUATION MODELING

Presenter: Jodie Ullman, CSU San Bernardino

Chair: Barbara Tabachnick

Synopsis

Multiple group SEM techniques offer rich methods to test all different types of moderation (interaction) hypotheses. Through the use of multiple group structural equation models it is possible to test whether or not a variable say, ethnicity or gender, actually moderates, not just regression paths or means, but also the composition of the factors/constructs themselves. For example, does the composition of a construct like acculturation change as a function of ethnicity or does a construct of risky sex behavior change as a function of gender?

In this workshop we begin by exploring interactions using measured and latent variables in standard single group structural equation models. After a fairly brief exploration of these models we will turn to multiple group SEM models and look at a variety of types of moderation/interaction hypotheses. Examples using a variety of structural equation modeling software packages will be included. It would be helpful if participants had a little experience with single structural equation models.

Biography

Jodie Ullman is a Professor in the Department of Psychology at California State University, San Bernardino. She earned her Ph.D. in 1997 in measurement and psychometrics from UCLA. Her primary research interests are in applied multivariate statistics with a particular emphasis on structural equation modeling and multilevel modeling. Her substantive research examines substance use and risky sex behavior across the lifespan. She currently serves on the Executive Committee of the Western Psychological Association as secretary/treasurer as well as Statistics Workshop Coordinator. She is unbelievably honored to have been awarded the 2012 WPA Teaching Award.

SYMPOSIUM

1:30-3:00

Grand Peninsula G

HOW DOES CULTURE IMPACT OUR HEALTH AND PSYCHOLOGICAL WELL-BEING?

Chair: Kelly A. Cotter, California State University, Sacramento

Synopsis

Culture provides an important context for the way we think, feel, and behave. Despite this fact, there is often a lack of critical analysis about the importance of culture in general or mainstream psychology. As such, there is a vital need to examine such cultural issues regarding physical health and psychological well-being for different ethnic groups and communities of color. In this symposium, we will be applying a biopsychosocial perspective to our analysis of cultural and ethnic issues on various topics concerning psychological and physical health and well-being. The four presenters will be focusing on the following topics: physical health and exercise, obesity and mental illness, parenting and disciplining styles, and ethnic identity and youth violence. The first presentation will describe differences between children who are English language learners and native English speakers on reading improvement after a physical or mental exercise intervention. These researchers will then corroborate this study's results by examining the effect of exercise on the memory of young adults. The next presentation will focus on ethnic differences in obesity rates between White and Latino American psychiatric patients. This presentation will be followed by a study exploring the impact of ethnic identity among Asian and Latino American youth as a predictor of violent behavior and bullying. The final presentation will examine ethnic differences among African, Asian, Latino, and White Americans on parent discipline strategies, including the use of nonviolent, psychologically aggressive, and corporal punishment techniques. We anticipate that the audience will come to a deeper appreciation of culture and its implications for human development as a result of this symposium. The findings from these studies will facilitate a better understanding of the complex nature of how culture plays a critical role in various types of physical health and psychological well-being and may help to facilitate improvement in creating more effective community education, outreach, prevention, and intervention programs for culturally diverse communities.

Presenters

HOW DOES CULTURES IMPACT OF PSYCHOLOGICAL WELL-BEING, Kim A. Roberts (California State University, Sacramento)

OBESITY IN POPULATIONS OF WHITE AND HISPANIC AMERICANS, Najia Nafiz & Rebecca Cameron (California State University, Sacramento)

ETHNIC IDENTITY AND VIOLENCE, Yvonne J. Jefferson & Greg M. Kim-Ju (California State University, Sacramento)

DIFFERENTIAL DISCIPLINING PRACTICES AMONG ASIAN, AFRICAN, LATINO, AND WHITE AMERICANS, Bahareh Abhari (University of California, Davis) & Phillip Akutsu (California State University, Sacramento)

Discussant

Kelly A. Cotter

SYMPOSIUM

1:30-3:00

Sandpebble CD

HELLO DOLLY! PERSONAL, COMMERCIAL, AND PROFESSIONAL PERSPECTIVES ON SEX DOLL OWNERS

Chair: J. Kelly Moreno, California State Polytechnic University

Synopsis

In 2007, MGM pictures released *Lars and the Real Girl*, a critically acclaimed story about a traumatized man who makes more meaningful contact with an Internet ordered life-size silicone doll than people in his everyday life. Others' acceptance of Lars and his relationship with "Bianca," however, allow him to abandon the doll and return to more common human relations. By film's end, the viewer is left well informed about the function of a delusion and the role that family, doctor, and community play in the healing process. What the viewer may less understand is the burgeoning sex doll industry from whence Bianca was birthed. In fact, by the time *Lars and the Real Girl* was released, Matt McMullen, a California commercial artist, was ten years into Real Dolls, an internet-based company custom making life-sized sex dolls. Reportedly, Japan's Orient Industries was already 30 years into making solid, life-size love dolls. To date, there are 10 manufacturers from four different countries supplying up-to-110 lb. silicone based sex dolls to thousands of customers spanning all seven continents. What in 1996 was a start-up business for Mr. McMullen has grown into a multimillion dollar a year industry. Psychology has said little about sex doll owners or their suppliers. Schewe and Moreno (2011) note sex dolls date back to ancient Greece and a phenomenon called Agalmatophilia, or "statue love." Seventeenth century France made cotton dolls for sailors (dames de voyage) to discourage homosexuality. The masturbation literature is replete with descriptions of inanimate objects for human sexual gratification, and sex therapists commonly introduce objects or activities to stimulate gratification in otherwise sexually dormant couples. Over-attachment to sex objects, however, smacks of paraphilia, and determining where healthy relations end and deviant compensatory behavior begins is a challenge. This symposium's purpose is to better understand the sex doll owner, the industry, and the implications for psychology. Consequently, the first speaker will provide his perspective as a doll owner, and the second will discuss her experience as a sex doll manufacturer. The third speaker will describe psychology's challenges investigating this phenomenon, and the discussant will raise the philosophical, clinical, and legal/ethical implications of sex doll ownership and distribution.

Presenters

ORGANIC-SYNTHETIC PARTNERSHIPS: AN ADVOCATE'S PERSPECTIVE, Davecat (anonymous) (Madison Heights, MI)

MODERN SEX DOLL OWNERS: A MANUFACTURER'S PERSPECTIVE, Bronwen Keller & Matthew Krivicke (Synthetics/Will Power Holdings, Inc.)

THE MODERN SEX DOLL: IMPLICATIONS FOR PSYCHOLOGY, Sarah Valverde & J. Kelly Moreno (Cal Poly State University)

Discussant
J. Kelly Moreno
Sarah Valverde

PSI BETA WORKSHOP

2:00-5:00 Bayside

PSI BETA DIVERSITY WORKSHOP

Chair: Fernando D. Ortiz, Santa Ana College

Synopsis

This workshop is open to all students interested in learning about the role of cultural diversity in the field of psychology. Students will participate in empowering leadership activities, will learn about graduate school, and other academic and skill development opportunities.

POSTER SESSION 5

2:30-3:45 Grand Peninsula D

DEVELOPMENTAL 1 AND LIFE-SPAN DEVELOPMENT

5-1 ETHNIC IDENTITY AND ACADEMICS IN EMERGING ADULTHOOD, Grace Sumabat-Estrada (University of California, Santa Cruz) & Mildred M. Alvarez (San José State University)

5-2 PARENTS REPRESENTATIONS OF THEIR CHILDREN PREDICT ATTACHMENT IN SCHOOL-AGED CHILDREN, Kelly F. Miller (Pomona College), H. Kate St. John (Claremont Graduate University) & Jessica L. Borelli (Pomona College)

5-3 EXAMINING COMPLEMENTS AND FALSE BELIEF IN BILINGUAL AND MONOLINGUAL CHILDREN, Catherine Wang (Scripps College), Benjamin U. Marsh & Tomoe Kanaya (Claremont McKenna College)

5-4 PARENTAL EMPATHY PREDICTS ATTACHMENT SECURITY IN MIDDLE CHILDHOOD: A NARRATIVE APPROACH TO PSYCHOLOGICAL ASSESSMENT, Jessica A. Stern, Patricia A. Smiley, Jessica L. Borelli & Kelly F. Miller (Pomona College)

- 5-5 CHILDREN SATISFYING GRICES MAXIM OF QUANTITY IN A FORENSIC INTERVIEW, David Battin (State University of New York, Institute of Technology), Benjamin U. Marsh (Claremont Graduate University), Soo Kim (Claremont McKenna College), Catherine Wang (Scripps College) & Tomoe Kanaya (Claremont McKenna College)
- 5-6 THE EFFECT OF PRE-COLLEGE PARTICIPATION ON LEADERSHIP OUTCOMES IN COLLEGE, Jessica Ho Dang (Claremont McKenna College)
- 5-7 DEVELOPMENTAL PATHWAYS OF ANGER AND ANGER EXPRESSION IN RELATIONSHIPS, Jodie L. Kocur (California Lutheran University) & Jerry L. Deffenbacher (Colorado State University)
- 5-8 CHILDHOOD COGNITIVE DEVELOPMENT IN THE GLOBAL COMMUNITY, Andrew de Jesus & Caitlin Busso (Claremont Graduate University)
- 5-9 PARENTING AND ACHIEVEMENT IN MIDDLE CHILDHOOD: COMPARING US AND JAPAN, Akiko Watabe & David R. Hibbard (California State University, Chico)
- 5-10 THE MULTIPLICITY AND INTERSECTIONALITY OF IDENTITIES FOR PROFESSIONAL PSYCHOLOGY TRAINEES, Christine L. Ngo & Ellen H. McWhirter (University of Oregon)
- 5-11 INTIMATE PARTNER VIOLENCE WITNESSED BY CHILDREN, Katherine S. Courtney & Erika S. DeJonghe (California State Polytechnic University, Pomona)
- 5-12 EMOTIONAL INTELLIGENCE, AGGRESSION AND JUVENILE OFFENDING, Katelyn Sorensen & Hannah Moskat (Whitman College)
- 5-13 EFFECT OF REVERSE CULTURE SHOCK ON A RE-ENTRY PROGRAM, Julianna Aldredge & Holly Irwin-Chase (Point Loma Nazarene University)
- 5-14 FAMILY AND PEER CONTEXT OF ADOLESCENT PARTICIPATION IN THE ARTS, Christina S. Chin-Newman, Stacy T. Shaw & Keri K. O'Neal (California State University, East Bay)
- 5-15 NARRATIVE PRODUCTION AND THE DEVELOPMENT OF EXECUTIVE FUNCTION, Raven Bates & Margaret Friend (San Diego State University)
- 5-16 PERFECTIONISM AND OCD: THE RELATIONSHIP BETWEEN CHILDHOOD ATTACHMENT, PARENTAL EDUCATION LEVEL, AND SOCIAL DESIRABILITY TO AULT PERFECTIONISM AND OCD., Morgan Loveland & Robert Russell (Palo Alto University)

- 5-17 CHILD LANGUAGE BROKERS: HOW YOUNG AND IN WHAT SITUATIONS?, Sarah Sanders & Stergios Roussos (University of California, Merced)
- 5-18 PREDICTING POSITIVE PARENTING: EFFECTS OF MARITAL INTIMACY ON PARENTING BEHAVIORS, Jessica Norman & Tina D. Du, Rocher Schudlich (Western Washington University)
- 5-19 RELIABILITY AND VALIDITY OF THE ELECTRONIC BULLYING AND VICTIMIZATION SCALE, Jessica Rismiller Robinson & William M. Reynolds (Humboldt State University)
- 5-20 EVENTS THAT TRIGGER ANGER IN INTIMATE RELATIONSHIPS, Melissa Feeley, Jodie L. Kocur, Tiahna Borhaug, Biana Santos, Rachel Chavez & Lindsey Hockridge (California Lutheran University)
- 5-21 IS HUMOR CONTAGIOUS? EFFECT OF STORYTELLER EXPRESSIVENESS ON CHILDREN'S RESPONSE, Kristianne R. Ocampo, Erielle A. Apelo, Karen Cubas, Celso S. Da Silva, Jr., Rene H. Maldonado, Jennifer M. Patten, Amanda R. Weston & Charlene K. Bainum (Pacific Union College)
- 5-22 FACTORS ASSOCIATED WITH STRENGTH OF RELIGIOUS FAITH IN COLLEGE FRESHMEN, Susan Nakayama Siaw (California State Polytechnic University, Pomona), Nicholas Noviello (California School of Professional Psychology, Los Angeles) & Ricardo D. Quintero (California State Polytechnic University, Pomona)
- 5-23 ENHANCING PRESCHOOLERS' STRATEGY PRODUCTION FOR MANAGING ANGER AND DISGUST, Alexis Tracy (Oregon State University), Michelle Goforth & Gail Walton (CSU Chico)
- 5-24 FACILITATING PRESCHOOLERS' EMOTION KNOWLEDGE OF DISGUST, Gail Walton, Michelle Goforth (California State University, Chico) & Alexis Tracy (Oregon State University)
- 5-25 PARTNER QUALITY ASSOCIATED WITH EMOTIONAL AVAILABILITY BETWEEN MOTHERS AND CHILDREN, R. L. Islas, G. Urizar (California State University, Long Beach) & R. F. Muñoz (University of California, San Francisco)
- 5-26 GENDER AND SELF-VIEWS IN EARLY CHILDHOOD: LINKS TO SOCIAL COMPETENCE, Rebecca Goodvin, Ciera Daley & Alexa Middendorf (Western Washington University)
- 5-27 DOES FAMILY FUNCTIONING DURING ADOLESCENCE PREDICT OUTCOMES IN EMERGING ADULTHOOD?, Nora D. Dunbar, Davin J. E. Grossman & Alexandra M. Steinbacher (Northern Arizona University)

- 5-28 ADOLESCENT SELF-CONCEPT, PERSONALITY, AND INTELLIGENCE AS PREDICTORS OF PSYCHOLOGICAL CAPITAL IN ADULTHOOD, Diana W. Guerin, Pamela H. Oliver & Allen W. Gottfried (California State University, Fullerton)
- 5-29 CHILDHOOD FAMILY RELATIONS AS PREDICTORS OF PSYCHOLOGICAL CAPITAL IN ADULTHOOD, Pamela Oliver, Diana Wright Guerin & Allen W. Gottfried (California State University, Fullerton)
- 5-30 STABILITY OF FAMILY CONFLICT AND RELATIONSHIP TO EXTERNALIZING BEHAVIOR PROBLEMS, Harry J. Meussner & Pamela H. Oliver (California State University, Fullerton)
- 5-31 DEVELOPMENT OF INFANT SMILING IN SOCIAL CONTEXTS, Neda Namiranian, Valerie Dacpano & Andrea Garvey (American River College)
- 5-32 THE RELATIONSHIP BETWEEN PARENTAL TRUST, ATTACHMENT AND ADOLESCENT SELF-ESTEEM, Erin McLennon (Whitworth University)
- 5-32 THE IMPACT OF SINGLE VS. TWO PARENT FAMILIES ON ADULT RELATIONSHIPS, Priya Manion (Dominican University of California)
- 5-33 BIRTHING METHODS AND THEIR EFFECT ON ADULT ATTACHMENT, Valerie Ferro (Dominican University of California)
- 5-34 THE IMPACT OF A FAMILIAL DISABILITY ON COLLEGE MAJOR CHOICE, Madeline Forinash & Andrew Downs (University of Portland)
- 5-35 EVALUATION OF AN ATTACHMENT-BASED ROMANTIC RELATIONSHIPS INTERVENTION FOR YOUNG ADULTS, Kira Hoffman & Gerald Michaels (Alliant International University)
- 5-36 THE PATH OF EMPATHY IN MIDDLE CHILDHOOD, Charles Kralowec & Jordan Prendez (California State University, Fresno)
- 5-37 PERCEIVED COLLEGE ADJUSTMENT AND EGO DEVELOPMENT, Amy Kangas, Michelle Miller & Le X. Hy (Seattle University)
- 5-38 ETHNIC DIFFERENCES IN COLLEGE STUDENTS' KNOWLEDGE OF THE AGING PROCESS, Marlene V. Strege, Trish L. Harrison & Maureen J. Fitzpatrick (California State University, San Marcos)

- 5-39 BEREAVEMENT DURING MOTHERHOOD: A MIXED METHOD RETROSPECTIVE PILOT STUDY, Brittany Chidley, Mojgan Khademi (Alliant International University), Martin Doucett (San Diego State University) & Pilar Meany (Alliant International University)
- 5-40 PREDICTORS OF ADULT PHYSICAL AND MENTAL HEALTH: INTERGENERATIONAL STUDIES RESULTS, Constance J. Jones, David Banse, Jose Leija (California State University, Fresno) & Harvey Peskin (University of California, Berkeley)
- 5-41 EGO DEVELOPMENT ACROSS GENERATIONS: PARENTS INFLUENCES ON THEIR DAUGHTERS, Laura Wert, Trevor Brown, Le Xuan Hy (Seattle University) & Linda Bell (Indiana University-Purdue University Indianapolis)
- 5-42 PERCEIVED PSYCHOLOGICAL CONTROL AND SUPPORT ON EMERGING ADULT SELF-ESTEEM, Erica Litzenberger, Ambree Forsell, Alicia Travis & Teru Toyokawa (Pacific Lutheran University)
- 5-43 PERSONAL RESPONSIBILITY IN COLLEGE STUDENTS: DEVELOPMENT OF A NEW SCALE, Sara Connelly-Brejnak, Sharon B. Hamill, Carlos Diaz, Kristina Merlino & Brittany Young (CSU San Marcos)
- 5-44 MEANING IN LIFE AND COLLEGE ADJUSTMENT, Dominic Trevisan, DruAnne Watson, Tiffany Maldonado, Ellyn Bass & Elizabeth M. Eckerd (Humboldt State University)
- 5-45 COGNITIVE INDICATORS OF PRECLINICAL ALZHEIMER'S DISEASE: A FACTOR ANALYTIC STUDY, Diandra S. Hilton (Palo Alto University, California State University, Stanislaus), Dawn L. Strongin, Sarah Hartman, John Kowalski, Andrew Heise, Lindsey Stockton, Annie Guichard, Kacie Haskins & Natalie Dykzeul (California State University, Stanislaus)
- 5-46 FIRST-GENERATION COLLEGE STUDENTS: PREDICTING ACADEMIC ENTITLEMENT AND STUDENT STRESS, Rebecca McDonald, Sharon B. Hamill, Shirlee Moore, Alicia Canizales, Kane Leonard & Emily R. Bruce (CSU San Marcos)
- 5-47 GLOBAL RESPONSIBILITY: THE ROLE OF EXPERIENTIAL LEARNING AND PERSONAL CHARACTERISTICS, Priscilla Fernandez, Sharon B. Hamill, Grant Brady, Edwina Williams, James Wallace & Christa Baldwin (CSU San Marcos)

SYMPOSIUM

2:45-3:30

Sandpebble AB

THE EFFECT OF MASSED AND SPACED PARADIGMS ON EFFICIENT LEARNING

Chair: Jessica R. Zigterman, Santa Clara University

Synopsis

Is crammed or spaced learning more conducive to long-term memory retrieval? What is the role of context in these encoding sessions? In three experiments that focus on different age groups, our lab investigated the effects of distributed practice on memory performance in verbal tasks. In the first experiment, undergraduate college students were tasked with learning 20 Swahili word pairs and then completed a second practice session immediately (massed) or 24 hours later (spaced). Ten days later, participants in the spaced condition remembered significantly more words than those in the massed condition. In the second experiment, older adults (age 60 or older) were exposed to the same massed and spaced paradigms with 20 Swahili words. In this experiment, the environmental context of the second “practice” session was altered in half of the participants, challenging the theory that older adults do not benefit from contextual cues (Puglisi, 1988). Like the college students, the older adults in the spaced condition remembered significantly more words 10 days later than those in the massed condition. However, these older adults performed the best when they were in the same room for all three sessions, suggesting that older adults do, in fact, rely on environmental cues. In the third experiment, children ages 7-11 were faced with the same massed and spaced paradigms, but using a within-subjects design. English word pairs taken from Maddox et al. (2010) were used to test the effects of massed or spaced retrieval within a single study phase, followed by a test 30 minutes later. Like both college students and older adults, children benefit from a spaced study design. This cross-sectional lifespan analysis of massed and spaced learning provides positive implications for distributed practice in contexts for people of all ages.

Presenters

MASSED AND SPACED PARADIGMS OF EFFICIENT LEARNING: WORD PAIR ASSOCIATION IN CHILDREN AGES 7-11 AND ADULTS AGES 65+, Jessica R. Zigterman, Nicole R. Assumpcao, Katherine E. Bercovitz, Julia A. Papanek & Jake D. Teeny (Santa Clara University)

THE EFFECTS OF DISTRIBUTED PRACTICE ON OLDER AND YOUNGER ADULTS, Jacob D. Teeny, Nicole R. Assumpaco, Julia A. Papanek, Katherine E. Bercovitz & Jessie R. Zigterman (Santa Clara University)

CONTEXTUAL CUES AND DISTRIBUTED PRACTICE PROMOTE LONG-TERM MEMORY RETRIEVAL IN OLDER ADULTS, Katherine E. Bercovitz, Nicole R. Assumpcao, Jessica R. Zigterman, Jake D. Teeny & Julia A. Papanek (Santa Clara University)

SYMPOSIUM

2:45-4:15 Grand Peninsula F

WORKING WITH DIVERSE FAMILIES IN DISTRESS: PSYCHOTHERAPEUTIC AND COMMUNITY PERSPECTIVES

Chair: Marcel Soriano, California State University, Los Angeles

Synopsis

This symposium will focus on culturally diverse families experiencing intense levels of stress, such as Latino families affected by parental incarceration, Asian American families impacted by family members with bipolar disorders, or the advent of dependent elderly parents. The three presenters will highlight culturally appropriate approaches for working with these families. Psychotherapeutic strategies and community based interventions will be highlighted along with illustrative case examples.

Presenters

TREATING LATINO FAMILIES AFFECTED BY PARENTAL INCARCERATION: CULTURALLY CONGRUENT SERVICES, Marcel Soriano (California State University, Los Angeles)

WORKING WITH ASIAN AMERICAN FAMILIES WITH ELDERLY MEMBERS: SOCIOCULTURAL PERSPECTIVES, George K. Hong (California State University, Los Angeles)

TREATING ASIAN AMERICAN FAMILIES WITH BIPOLAR MEMBERS: ECO-SYSTEMIC PSYCHOLOGICAL APPROACHES, Stephen Cheung (Azusa Pacific University)

INVITED PRESENTATION

3:00-4:00 GRAND PENINSULA ABC

COMPARATIVE GENOCIDE AND SOCIAL PSYCHOLOGY

Presenter: William J. Froming, Palo Alto University

Chair: Lee Ross, Stanford University

Synopsis

The Holocaust was seen as a one-time event that would never be repeated. Unfortunately, that is not an accurate depiction of events either prior to or

subsequent to the Holocaust. The 20th century has numerous episodes of genocide: the Armenian genocide, the Holocaust, the Cambodian genocide and the Rwandan genocide to name a few. Social psychology provides insight into how these events occur.

Biography

Bill Froming is a professor and Vice-President for Academic Affairs at Palo Alto University (formerly known as the Pacific Graduate School of Psychology -- PGSP). Trained as a research psychologist in personality and social psychology, he has long-term interests in pro-social behavior, moral development, self-awareness, and the relationship between thought and action. He is also a student of the Holocaust and genocide. It was a tragedy of epic proportions that demanded psychological analysis. He has incorporated the events and people into his teaching, visited many sites in Europe, and befriended amazing people who lived through the nightmare. In 2004 he went to Rwanda where genocide occurred in 1994. He was deeply moved by what he learned and was struck by the parallels between the Holocaust and the genocide in Rwanda. This has led to two parallel developments. The first is that he led a group of faculty and students on a teaching trip to Rwanda in the summer of 2005. More trips are planned and the goal is to assist in the building of a graduate program training students to treat trauma survivors. Second, the commonalities between the two genocides has triggered the desire to explore other genocides (e.g., Armenia, Cambodia) to better understand the conditions that give rise to these events. In 2008 he was an invited speaker at the Raphael Lemkin Seminar for Genocide Prevention in Auschwitz, Poland lecturing on these topics to government officials from around the world.

PAPER SESSION

3:15-4:15 Grand Peninsula G

SOCIAL/PERSONALITY 2

Chair: Piercarlo Valdesolo

3:15 BENEFITS OF PUBLIC LAND USAGE: AN ANALYSIS OF OUTDOOR RECREATIONISTS, Brian Parry, Justin Gollob & Jennifer Frans (Colorado Mesa University)

3:30 WHERE WE LIVE: PRIVACY PREFERENCE AFFECTS RESIDENTIAL LOCATION AND BEHAVIOR, Brian K. Bonner & Jacob A. Benfield (Pennsylvania State University - Abington)

3:45 AWE, AMBIGUITY AND AGENCY DETECTION, Piercarlo Valdesolo (Claremont McKenna College), Jesse Graham (University of Southern California) & Mallika Srinivasan (Claremont McKenna College)

4:00 ALASKA NATIVE CULTURE & PLACE IDENTITY AND REASONS FOR LIVING, Robert J. Boeckmann, Alice Smith, Robin Morales & Lily Jordan (University of Alaska Anchorage)

PAPER SESSION

3:15-4:15 Sandpebble CD

SOCIAL/PERSONALITY 3

Chair: Paul Zarnoth

3:15 DRINKING GAMES, COMPETITIVENESS, AND ATHLETIC IDENTITY'S INFLUENCE ON ALCOHOL CONSUMPTION., Jacob Jones (Colorado Mesa University)

3:30 EAT A COOKIE, SKIP A RUN: HEALTH HALO EFFECTS FROM ETHICAL FOOD LABELING, Jonathon P. Schuldt (California State University, Northridge)

3:45 SOCIAL IDENTITY, SOCIAL INDUCTION, AND AVOIDING BLAME IN GROUPS, Paul Zarnoth (Saint Mary's College of California)

4:00 SENIOR PSYCHOLOGISTS AND TECHNOLOGY: ANOTHER DIGITAL DIVIDE, Alan J. Swope (Alliant International University)

POSTER SESSION 6

4:00-5:15 Grand Peninsula D

LEARNING, BIOLOGICAL PROCESSES, SENSATION & PERCEPTION

6-1 LIVING WITHOUT A FRONTAL LOBE: THIRTY-EIGHT YEARS FOLLOWING A TBI, Glenna L. Andrews (Northwest Nazarene University)

6-2 CREATING NEUROLOGICAL PATHS TO TEACH COLORS IN SPECIAL EDUCATION PRE-SCHOOL, Rosa Novoa (Argosy University of Phoenix)

6-3 PARENTAL FACTORS IMPACTING NEUROBEHAVIORAL LATE EFFECTS IN LATINO PEDIATRIC CANCER SURVIVORS, Pamela R. Perez (Loma Linda University) & Sunita Patel (City of Hope)

6-4 THE PHYSIOLOGICAL CORRELATES OF DECISION-MAKING ON A NOVEL GAMBLING TASK, Patricia Sanders & Martin Shapiro (California State University, Fresno)

- 6-5 THE ROLE OF BROCA'S AREA AND SUPRAMARGINAL GYRUS IN AUDITORY IMAGERY, Jason M. Samaha (San Francisco State University), Ezequiel Morsella (San Francisco State University, UC San Francisco) & Mark W. Geisler (San Francisco State University)
- 6-6 EVENT-RELATED POTENTIAL CORRELATES OF A CONFIDENCE-BASED DECISION-MAKING TASK, Iris C. Price (California State University, Fresno), Pablo Morales (University of Oregon) & Martin Shapiro (California State University, Fresno)
- 6-7 A SURPRISING CORRELATION BETWEEN TBI'S AND SUBSEQUENT SUICIDAL BEHAVIORS AMONG MILITARY PERSONNEL, Francesca J. Piscitelli, Shellie Jervis, Amanda McCabe & Lisa Christiansen (Pacific University)
- 6-8 THE INTERPLAY BETWEEN APOE E₄, DISEASE SEVERITY, AND COGNITION, Stella E. Panos, April D. Thames (UCLA School of Medicine), Sapna M. Patel (UCLA), Charles H. Hinkin, Elyse Singer & Andrew J. Levine (UCLA School of Medicine)
- 6-9 FACIAL RECOGNITION ERP AMPLITUDES IN SCHIZOTYPY DURING AN AFFECT RECOGNITION TASK, Emilio A. Valadez, Jose L. Rios, Isabel P. Guzman, Gregory W. Koon, Jonathan M. Grabyan, Cecilia M. Hjalm, Mark J. Sergi & Jose P. Abara (California State University, Northridge)
- 6-10 "JELLO SHOTS" DO NOT CONDITION A FLAVOR PREFERENCE IN RATS, Nancy K. Dess, Chardonnay D. Madkins, Bree A. Geary & Clinton D. Chapman (Occidental College)
- 6-11 SOUND FREQUENCIES AND CONDITIONED LEARNING OF A FRESH WATER GOLD BARB., Ranjit M. Rajan & Jason Dyer (California State University, Fullerton)
- 6-12 RED-EYE TETRAS AND LIGHT-DEPENDENT LEARNING: Jason Dyer & Ranjit M. Rajan (California State University, Fullerton)
- 6-13 AN EVALUATION OF MAND TYPES IN PRE-SCHOOLERS, Yesenia Tovar, Tania Shakir, Lorena Gonzalez & Carrie Dempsey (California State University, Stanislaus)
- 6-14 LIFE CHANGING EVENTS FOR STUDENTS: AN INITIAL EXPLORATORY STUDY, Michael A. Rousell (Southern Oregon University)
- 6-15 INCREASING THE ABILITY TO ESTIMATE CALORIES USING THE SEEDING PARADIGM, Scott Rogers Mitchell, Erica Wohldmann & Jill Quilici (California State University, Northridge)

- 6-16 THE EFFECTS OF COGNITIVE SYNERGY ON COOPERATIVE LEARNING, Tom O'Meara (Yosemite High School)
- 6-17 A BINOMIAL LABELING TASK FOR INVESTIGATING UNSUPERVISED CATEGORIZATION, John Clapper (California State University, San Bernardino)
- 6-18 THE EFFECT OF PRESENTATION AND LEVELS OF PROCESSING ON EXPLICIT MEMORY TEST PERFORMANCE IN OLDER ADULTS, Felicia Oropeza (California State University, Sacramento)
- 6-19 SPIRITUAL AND EMOTIONAL THEMES IN SELF-DEFINING MEMORIES, Sarah Drivdahl (Northwest University)
- 6-20 CONTEXT DEPENDENT LEARNING WITH UNFAMILIAR MUSIC IN AN ONLINE SETTING, Emmanuel Brian Dizon & David Gerken (California State University, Fullerton)
- 6-21 ERROR DETECTION, ERROR CORRECTION, AND HIPPOCAMPAL AMNESIA: EVIDENCE FROM H.M., Donald G. MacKay & Laura W. Johnson (University of California, Los Angeles)
- 6-22 THE CATEGORICAL BIAS IN FACIAL FEATURE LOCALIZATION, Cristina Sampaio & Lawrence A. Symons (Western Washington University)
- 6-23 AGE RELATED ASSOCIATIVE MEMORY PERFORMANCE UNDER DIVIDED ATTENTION, Tessa E. Matson & Malea L. Castellanos (Whitman College)
- 6-24 AN ACCESSIBILITY-BASED EXPLANATION OF THE SPACING EFFECT, Courtney M. Clark & Robert A. Bjork (University of California, Los Angeles)
- 6-25 EXPLORING THE EFFECT OF ATTENTION ON THE TESTING EFFECT, Gene Kim & Ryan Lutz (Whitman College)
- 6-26 CREATING FALSE MEMORIES IN PARTICIPANTS WITH DEPRESSION USING IMAGES, Jennifer Guerrero & Tomas Martinez (Pepperdine University)
- 6-27 EFFECT OF DOODLING AND TEXTING ON RECALL, Rebecca Terzian & Zelda L. Gilbert (Woodbury University)
- 6-28 SOCIAL FACILITATION AND CLASSROOM CLICKER RESPONSE SYSTEMS: ENHANCING RECALL, Adam B. Blake (California State University, Fresno), Dario T. Santiago (University of California, Berkeley) & Karl M. Oswald (California State University, Fresno)

6-29 THE ROLES OF EPISODIC PROXIMITY AND PROCESSING SIMILARITY IN RETRIEVAL-INDUCED FORGETTING, Dorothy R. Buchli (UCLA), John F. Nestojko (Washington University) & Robert A. Bjork (UCLA)

6-30 THE EFFECT OF PHOTOGRAPH DETAIL IN THE CREATION OF FALSE MEMORIES, Stephen M. B. Hager, Iris Blandon-Gitlin & David Gerken (California State University, Fullerton)

6-31 EFFECTS OF JUNGIAN PERSONALITY FUNCTIONS ON MEMORY FOR ARTWORK, Jason R. Bock, Giselle Velazquez & David R. Gerken (California State University, Fullerton)

6-32 IMPLICIT MEMORY FOR MEMORIES BLOCKED FROM EXPLICIT RECALL, Ashley Rodolf, Aspen Yoo & David R. Gerken (California State University, Fullerton)

6-33 VERBAL LEARNING AND MEMORY OF CHILDREN WITH PRENATAL ALCOHOL EXPOSURE, Justin Quattlebaum, Stephanie Cordel & Mary J. O'Connor (University of California, Los Angeles)

6-34 THE EFFECT OF DELAY ON THE TESTING EFFECT WITH FACES, Susan Baillet, Janie Oliphant & Megan Kirchgasser (University of Portland)

6-35 CULTURAL DIFFERENCES IN THE SELF-REGULATION OF LEARNING, Veronica Yan, Khanh-Phuong Thai & Robert A. Bjork (University of California, Los Angeles)

6-36 THE EFFECTS OF BEING INFORMED OF COMMON MEMORY DISTORTIONS, Jaline King, Gina Watkins, Amy Huang & Illana Livstrom (Lewis and Clark College)

6-37 IS CHATTING HELPING ME UNDERSTAND WHAT IM READING?, Phuoc Tran, Rogelio Carillo, Wendy Ochoa & Kaveri Subrahmanyam (California State University, Los Angeles)

6-38 BLOCKING MEMORIES: FORGETTING VIDEOS THAT ELICIT EMOTIONALITY, Bethlehem T. Yimenu, Giselle Velazquez, Andy Vo, Melissa Koba & David R. Gerken (California State University, Fullerton)

6-39 WINNERS AND LOSERS: AROUSAL-BIASED COMPETITION AND MEMORY, Allison Foertsch, Christine Meinders, Shelby Bachman, Emily Chug & Mara Mather (University of Southern California)

6-40 WHO IS SUSCEPTIBLE TO MEMORY DISTORTIONS: INDIVIDUAL DIFFERENCES AND PARADIGM COMPARISONS, Anita Chen, Joseph McCall, Marlene Ma, Lawrence Patihis & Elizabeth Loftus (University of California, Irvine)

6-41 HOW, WHY, AND WHEN DID BELIEFS ABOUT MEMORY CHANGE IN UNDERGRADUATES, THE PUBLIC, CLINICAL PSYCHOLOGISTS, AND LEGAL SYSTEM PROFESSIONALS?, Lavina Ho, Stephanie Martinez, Stephany Debski, Lawrence Patihis & Elizabeth F. Loftus (University of California, Irvine)

6-42 THE EFFECT OF CONCENTRATED PRACTICE ON READING SKILLS, Tyler Broderick, Maura Pilotti, Edward Martinez, Sharon Caballero & Linda LaGrange (New Mexico Highlands University)

6-43 FORMS OF RETRIEVAL PRACTICE FOR LEARNING IN INTRODUCTORY PSYCHOLOGY, Tyler O. Broderick, Maura Pilotti, Linda LaGrange, Jennifer Bochenek, Lyle Lucero & Edward Martinez (New Mexico Highlands University)

6-44 AN EXAMINATION OF THE TESTING EFFECT WITH FEEDBACK, Megan Kirchgasser & Susan Baillet (University of Portland)

6-45 THE EFFECT OF SPIRITUALISM ON THE NEUROCOGNITIVE FUNCTION OF MEMORY, Carla A. Farcello, Nicholas S. Thaler (University of Nevada, Las Vegas), Gregory P. Strauss (University of Maryland) & Janice C. McMurray (University of Nevada, Las Vegas)

6-46 PERSPECTIVE AND IMAGERY: EFFECTS ON RECALL IN YOUNGER AND OLDER ADULTS, Allison J. Midden, Stacey Wood & Alan Hartley (Scripps College)

6-47 PARTICIPANT WITHDRAWAL FROM AVERSIVE TASKS: EFFECTS OF PROSPECTIVE DURATION, Thomas A. Morales & Douglas J. Navarick (California State University, Fullerton)

6-48 IMPACT OF INATTENTIONAL BLINDNESS, Dunya Fraser (Dominican University)

6-49 THE NEURODEVELOPMENT OF MUSICAL SAVANTS WITH AUTISM: A REVIEW OF CONTEMPORARY LITERATURE, Bries Erik Deerrose (PGSP-Stanford PsyD Consortium)

6-50 THE ROLE OF EMPATHY IN THE RUBBER HAND ILLUSION, Scott Lewis & Eddie Vela (CSU Chico)

6-51 DETERMINANTS OF 3-DIMENSIONAL DEPTH INVERSION IN A PARTIAL CUBE, Nicholas A. Pfaff & Edward Vela (CSU Chico)

6-52 AUDIOVISUAL INTEGRATION IN SPECIFIC LANGUAGE IMPAIRMENT, Nuvia Bernal & Lorin Lachs (California State University, Fresno)

6-53 VARYING CONTROL ON VIRTUAL INVESTIGATIONS OF THE EGO-MOVING PERSPECTIVE, Sara Agahi & Lorin Lachs (California State University, Fresno)

6-54 A COMPUTATIONAL INVESTIGATION OF VISUAL SIMILARITY STRUCTURE IN THE SPANISH LEXICON, Jessica Dao & Lroin Lachs (California State University, Fresno)

6-55 INTERPRETING TONE OF VOICE: MUSICAL RELATIONSHIPS CONVEY EMOTION IN DYADIC CONVERSATION, Brooke Okada, Benjamin Boone & Lorin Lachs (California State University, Fresno)

6-56 DON'T BLINK: CHANGE BLINDNESS IN PIGEONS AND HUMANS, Theodore Hull Pratt, Michael Sei Kawika Barker & Mark Patrick Arand (Whitman College)

6-57 BINDING OF DISTRACTOR OBJECT FEATURES IN MULTIPLE OBJECT TRACKING, Sin Lee Loh, Jocelyn Gutierrez, Tina Tram, Chad Smith, Anne-Marie McReynolds, Veronica Gunawan & Cary Feria (San José State University)

6-58 EMOTIONAL REGULATION AND TIME PERCEPTION, Derek Ellis, Jonathan Anderson, Dana Case, Patricia Dunlap, Ty Hume, Trevor Fry, Kyle Nichols, Calysta Noah & Lauren Thomas (Eastern Washington University)

6-59 ACCOUNTING FOR THE DISPARATE PSYCHOLOGICAL EFFECTS OF RED, Brooke N. Gentle & Aaron T. Goetz (California State University, Fullerton)

INVITED PRESENTATION

4:15-5:15 Grand Peninsula ABC

REMEDYING STEREOTYPE THREAT

Presenter: Claude Steele, Stanford University

Chair: Lee Ross, Stanford University

Synopsis

Dr. Steele's theory of stereotype threat describes a common process through which people from different groups, being threatened by different stereotypes, can have quite different experiences in the same situation. The theory has also been used to understand group differences in performance ranging from the intellectual to the athletic. In today's presentation, Dr. Steele will focus on new research on interventions to reduce stereotype threat.

Biography

Claude M. Steele is the I. James Quillen Dean for the School of Education at Stanford University. Previously, he served as the Provost of Columbia University and professor of psychology. Dr. Steele is recognized as a leader in the field of social psychology and for his commitment to the systematic application of social science to problems of major societal significance. His research focuses on the psychological experience of the individual and, particularly, on the experience of threats to the self and the consequences of those threats. He has published articles in numerous scholarly journals, including the *American Psychologist*, the *Journal of Applied Social Psychology*, and the *Journal of Personality and Social Psychology*. His recent book, *Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us* and *What We Can Do*, was published in 2010.

JOIN YOUR COLLEAGUES AT THE WPA RECEPTION

5:30 - 6:30 Hyatt Regency Atrium

WPA RECEPTION & SOCIAL HOUR

STP INVITED SYMPOSIUM

7:00-8:30 Grand Peninsula E

THE LAST LECTURE

Chair: Heidi R. Riggio, California State University, Los Angeles

Synopsis

Each year, the Society for the Teaching of Psychology invites distinguished teachers to give their “last lecture” – a deliberately ambiguous assignment that involves a reflective look at teaching. The Last Lecture always elicits responses that are as fascinating as they are unpredictable. This year, we have a distinguished panel of speakers representing a myriad of backgrounds and experiences.

Presenters

TWIN RESEARCH: NATURAL EXPERIMENTS

EXTRAORDINAIRE, Nancy Segal (California State University, Fullerton)

TEACH THEM ANYWAY... Theodore Bell (California State University, Los Angeles)

TEACHING AND USING STATISTICS: KEEPING UP WITH TRENDS, Keith Widaman (University of California, Davis)

Biographies

Dr. Nancy L. Segal received a B.A. degree in psychology and English literature from Boston University (1973), and M.A. (1974) and Ph.D. (1982) degrees in Social Sciences and Behavioral Sciences from the University of Chicago. She is currently Professor of Psychology at California State University, Fullerton (CSUF) and Director of the Twin Studies Center. Dr. Segal is the CSUF 2004-5 Distinguished Professor in Humanities and Social Sciences and the 2004-5 Outstanding Professor of the Year. She also received the 2005 James Shields Award for Lifetime Contributions to Twin Research, from the Behavior Genetics Association and International Society for Twin Studies. Dr. Segal is the author of *Someone Else's Twin: The True Story of Babies Switched at Birth* (2011), *Indivisible by Two: Lives of Extraordinary Twins* (2005) and *Entwined Lives: Twins and What They Tell Us About Human Behavior* (1999), and the senior editor of *Uniting Psychology and Biology: Integrative Perspectives on Human Development* (Washington, D.C.: APA Press, 1997). Her latest book, *Born Together-Reared Apart: The Landmark Minnesota Twin Study* will be released in May 2012.

Theodore Bell is a Professor of Psychology at Cal State Los Angeles. He formerly served as Chair of the Psychology Department and also the Communication Disorders Department (Audiology, Speech Pathology). Prior to arriving at Cal State, Dr. Bell was an Assistant Professor of Surgery in Residence in the Division of Head & Neck, where he was Principal Investigator on NIH and Veteran Affairs projects studying the effects of hearing impairment on spoken communication. His teaching specializations include Cognitive Science courses and Research Statistics.

Keith F. Widaman is a Distinguished Professor in the Department of Psychology at the University of California at Davis. He received his Ph.D. in 1982 from the Ohio State University in Developmental Psychology, with a minor in Quantitative Psychology. Widaman has expertise in the use of multivariate linear models, including regression analysis, factor analysis, structural equation modeling, and the modeling of longitudinal data. His substantive program of research focuses on family, economic, cultural, and other influences on child development and the structure and development of mental and everyday skills and abilities in both representative and developmentally disabled populations. He has published in methods-oriented journals such as *Psychological Methods* and *Multivariate Behavioral Research*, and in substantive journals such as the *American Journal on Mental Retardation*, *Child Development*, and *Intelligence*. Widaman has served on the Editorial Boards of many journals, including *Psychological Methods*, *Multivariate Behavioral Research*, the *Journal of Abnormal Psychology*, *Psychological Assessment*, *Intelligence*, and *Structural Equation Modeling*. He is a Fellow of the American Psychological Association (Divisions 5, 7, and 33) and the Association for Psychological Science. Widaman received the 1992 Raymond B. Cattell Award for early career contributions to multivariate psychology from the Society of Multivariate Experimental Psychology (SMEP), has twice received the Tanaka Award for best article in the SMEP journal *Multivariate Behavioral Research*, and is a Past President of the society.

2012 WPA FILM FESTIVAL - FRIDAY

8:30 a.m. – 5:45 p.m. Harbour B

Time	Name of Film	Running Time (in minutes)
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CHILD ABUSE

8:30 a.m.	When Boundaries are Crossed: Recognizing & Preventing Child Neglect	30
9:00	When Boundaries are Crossed: Recognizing & Preventing Physical Child Abuse	30
9:30	When Boundaries are Crossed: Recognizing & Preventing Emotional Child Abuse	26

THE VIRTUAL WORLD

10:00	Google Baby	76
11:15	Facebook's "Adorno Changed My Life"	28
11:45	Play Again	53

ADDICTIVE BEHAVIORS

12:45 p.m.	Strike Dice	57
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NEUROPSYCHOLOGY & COGNITIVE PROCESSES

1:45	Electric Mind	60
2:45	Where Did I Put My Memory?	48

RECOVERY & HEALING

3:45	Stroke Recovery: Taking Back our Lives	61
4:45	Outside In	61

POSTER SESSION 7

8:00-9:30 Grand Peninsula D

PSI CHI AND PSI BETA POSTER FEEDBACK SESSION

7-1 FAT BUT AMERICAN: OVERWEIGHT ASIAN AMERICANS ARE CONSIDERED MORE AMERICAN, Caitlin Handron, Jennifer Wang & Sapna Cheryan (University of Washington)

7-2 JOKE'S ON YOU! PRESCHOOL BOYS' PREFERENCE FOR AGGRESSIVE HUMOR, Danielle E. Hagood, Holly M. Batchelder, Kaitlyn M. Dent, Philip D. Goymer, Hyo Jin Lee & Charlene K. Bainum (Pacific Union College)

7-3 INFLUENCE OF PARENTING STYLES ON HEAVY DRINKING AMONG COLLEGE FRESHMEN, Tiana Hayden & Michael Ichiyama (University of San Diego)

7-4 WORKING MEMORY LINKED TO ATTENTION AND LITERACY SKILLS IN KINDERGARTENERS, Alexxa Friedenthal, Jane Kim & Judith Foy (Loyola Marymount University)

7-5 "SOUP'S ON!": THE NATURE OF THE FAMILY DINNER, Mica N. McGriggs & Andrew S. Walters (Northern Arizona University)

7-6 PREDICTING PRO-ENVIRONMENTAL CONSUMER CHOICES: RISK PERCEPTION AND CONTROL, Emma Fraser, Robert Gifford, Leila Scannell & Christine Kormos (University of Victoria)

7-7 THE POROUS NATURE OF IDENTITY: EXPERIENCES OF MUSLIM-IDENTIFIED WOMEN LIVING IN THE UNITED STATES, Sara F. Mouhktar (Carnegie Mellon University) & Andrew S. Walters, MPH (Northern Arizona University)

7-8 THE EFFECTS OF COMPULSIVE INTERNET USE ON ACADEMIC PROCRASTINATION, Thelma A. Pinheiro (University of La Verne)

7-9 AMERICAN INDIAN HEALERS' PERSPECTIVE ON BEHAVIORAL HEALTH SERVICES AND HEALING, Christina Siu (California State University, Long Beach) & Joseph Gone (University of Michigan)

- 7-10 POST-ADOPTION DEPRESSION SYNDROME: MYTH OR REALITY?, Diem Julie Nguyen (California State University, Long Beach), Bonny Donzella & Megan Gunnar (University of Minnesota)
- 7-11 MEMORY CONFIDENCE AND ACCURACY IN RELATION TO FALSE MEMORY TENDENCIES, Caitlin Brown & Mark Krause (Southern Oregon University)
- 7-12 JUVENILE METHYLPHENIDATE ENHANCES COCAINE SELF-ADMINISTRATION AND ESCALATION IN ADULT RATS, Christina Shin (California State University, Long Beach), Joseph Pipkin, Olga Kozanian, Veronica Rios, Graham Kaplan, Adam Pullaro, Zuhair Abdulla, Cynthia A. Crawford (California State University, San Bernardino) & Arturo R. Zavala (California State University, Long Beach)
- 7-13 RELIGIOUS AND NON-RELIGIOUS COPING PREDICTING POSITIVE AFFECT: A COGNITIVE-BEHAVIORAL MODEL, Nicole Riley, Nicole E. Mere & John E. Perez (University of San Francisco)
- 7-14 IDISORDER: THE LINK BETWEEN SPECIFIC MEDIA USES AND SIGNS AND SYMPTOMS OF PSYCHIATRIC DISORDERS, Kelly Whaling, Murat Arikan, Saira Rab & Larry Rosen (California State University, Dominguez Hills)
- 7-15 JUDGE ADAMSS VIDEO BEATING HIS DAUGHTER: A PUBLIC-EYE, EMPIRICAL TEXTBOOK EXAMPLE, Shannon Day, Madonna Linayao & Luis Vega (California State University, Bakersfield)
- 7-16 COMMITMENT SKEPTICISM FOR CHILDS MATE REVEALS A TARGET SPECIFIC RESPONSE., Shiloh A. Betterley, Aaron T. Goetz, Leslie Ledesma & Ryan George (California State University, Fullerton)
- 7-17 DEPORT FIRST, ASK QUESTIONS LATER (?): SHIFTING SELF-REGULATORY TACTICS WHEN ILLEGAL IMMIGRATION THREATENS SAFETY, Bradley M. Weisz, David M. Marx (San Diego State University), Abigail Scholer (University of Waterloo) & Steven Stroessner (Barnard College, Columbia University)
- 7-18 THE LICENSING EFFECTS OF ACTING AS A GROUP REPRESENTATIVE, Max Halvorson (Stanford University), Daniel Effron (Northwestern University) & Benoit Monin (Stanford University)
- 7-19 THE EFFECT OF EMOTIONAL STATE ON DECEPTIVE COMMUNICATION, Kathy Espino-Perez, Stefanee Maurice, Brandon K. Brown, Ellie Kazemi & Abraham M. Rutchick (California State University, Northridge)

- 7-20 CHILDREN'S DESCRIPTIONS OF REAL AND FICTITIOUS EVENTS: COMPARING THREE PROTOCOLS, Katherine E. Normand, Lorinda Camparo & Hollie Almeria (Whittier College)
- 7-21 CHILDRENS DESCRIPTORS FOR REAL AND FICTITIOUS EVENTS: SUGGESTIBILITY AND DENIALS, Hollie Almeria, Lorinda Camparo & Katherine E. Normand (Whittier College)
- 7-22 CAUSAL EXPLANATIONS: THE ROLE OF MULTIPLE PERSPECTIVES AND DISCOUNTING, Jennifer Milazzo, Melissa Latham, Edward Munnich & Jennifer Zisa (University of San Francisco)
- 7-23 TANTALIZING THE TONGUE: EFFECT OF AROUSAL AND MOOD ON TOTS, Marlin El Fondevilla, Allison T. Musvosvi & Aubyn Fulton (Pacific Union College)
- 7-24 WILL WE MAKE IT? RELATIONSHIP CONFIDENCE AMONG VETERANS AND SPOUSES, Jessica Holzer, Jessica E. Lambert & Rachel Engh (California School of Professional Psychology at Alliant International University)
- 7-25 REPLICATION OF SALIVARY CORTISOL SEX MEDIATION WITH SALIVARY ALPHA AMYLASE, Rose H. Lovell, Samantha A. Davis & Cheryl Chancellor-Freeland (San José State University)
- 7-26 INCREASING REWARDS AND RECOMMENDATIONS: THE INTERACTION OF HELPFULNESS AND CONSCIENTIOUSNESS, Asha Gipson (Pomona College) & Patrick Rosopa (Clemson University)
- 7-27 STEREOTYPES, SOCIAL DISTANCE, AND THE GRE REQUIREMENT, Ashleigh Kieffe, Elizabeth Reichelt, Lorena Lara & Anne Duran (California State University, Bakersfield)
- 7-28 CHILD ATTACHMENT SECURITY MODERATES THE ASSOCIATION BETWEEN PARENT AND CHILD DEPRESSIVE SYMPTOMS, Melanie K. Fox, Jennifer A. Somers & Jessica L. Borelli (Pomona College)
- 7-29 EFFECTS OF LOCUS OF CONTROL ON SPEECH PERFORMANCE AND STRESS, Yvette Szabo, Andrew Chang, Bryce Antonel, Maaheem Akhtar, Delight-Nicole Labrovich, Megumi Hosoda & Cheryl Chancellor Freeland (San José State University)
- 7-30 ATTITUDES ABOUT ATHEISTS AS HOSTILE AND UNTRUSTWORTHY JOB APPLICANTS, Joshua Carter, Kevin Novak & Anne Duran (California State University, Bakersfield)

- 7-31 GOOD NIGHT, AND GOOD LUCK REMEMBERING: EFFECT OF SLEEP ON FALSE RECALL, Melinda Joseph, Amanda Sanchez, Julian Sanker, Priscilla Miranda & Aubyn Fulton (Pacific Union College)
- 7-32 EXTRACURRICULAR CLUB INVOLVEMENT AND FLOW, Ryan L. Radmall & Janelle Gilbert (California State University, San Bernardino)
- 7-33 CLASS SIZE AND INTERVENTION TYPE ON FUNCTIONAL OUTCOMES FOR SCHIZOPHRENIA, Taylor Davine (San Diego State University), Larry Le, Veronica Cardenas & Brent Mausbach (University of California, San Diego)
- 7-34 EXPERIENCES OF RECENT RACIST EVENTS AS A PREDICTOR OF DEPRESSION IN FATIGUED AFRICAN AMERICAN CANCER SURVIVORS, Tonya M. Pan, Kadie M. Harry (San Diego State University), Rina M. Sobel (SDSU/UCSD Joint Doctoral Program in Clinical Psychology), Vanessa L. Malcarne (San Diego State University) & Georgia Robins Sadler (Moores UC San Diego Cancer Center)
- 7-35 LEARNING TO LEAD THROUGH VIRTUAL WORLDS, Stacy Metcalf (University of San Francisco)
- 7-36 BEYOND PERFORMANCE: EXPLORING THE FAR-REACHING EFFECTS OF STEREOTYPE THREAT AMONG LOW-INCOME STUDENTS, Abdiel J. Flores, Tanya A. Chavez & Bettina J. Casad (California State Polytechnic University, Pomona)
- 7-37 RELATIONAL CLOSENESS AND DISCLOSURE THROUGH TWO DISTINCT FORMS OF COMMUNICATION, Danielle Hand & Olivia Hubbell (Whitworth University)
- 7-38 RESISTING DESSERT! EMOTION REGULATION CHOICE AND EATING BEHAVIOR, Anna B. Robertson (Stanford University), Gal Sheppes (Tel Aviv University) & James J. Gross (Stanford University)
- 7-39 THE POWER OF SCRIPTED WORDS: THE EFFECTS OF TEXTUAL STRUCTURE WITHIN PRAYER ON EMOTIONS, Allison Moffitt, Laura Knopf & Annie Tsai (Azusa Pacific University)
- PSI BETA POSTER FEEDBACK SESSION
- 7-40 COGNITIVE BIASES AS THEY PERTAIN TO BELIEF IN ASTROLOGY, Natalie R. Poppa (Santa Ana College)
- 7-41 EXTERNAL PERCEPTIONS OF ILLEGAL IMMIGRANTS WITH RESPECT TO RACE, EDUCATION, AND THE ECONOMY, Karen Flores, Claudia del Valle & Rocio Telumbre (Santa Ana College)

- 7-42 RELATIONSHIP BETWEEN SELF-ESTEEM AND CONFORMITY, Gabriela Manzo, Yoselinda Mendoza & Nancy Aleman (Santa Ana College)
- 7-43 INFLUENCE OF FACEBOOK ON INTIMATE RELATIONSHIPS, Christopher R. Rodriguez, Kaylee Tran, Karissa Gallego, Yoselinda Mendoza & Arturo Cortez (Santa Ana College)
- 7-44 ACADEMIC SUCCESS: EXAMINING THE IMPACTS OF GOAL CLARITY, GOAL CONFIDENCE, AND SELF-EFFICACY PERCEPTIONS, Danielle L. Brown (Irvine Valley College)
- 7-45 THE EXAMINATION BETWEEN ACADEMIC APPRECIATION, INTRINSIC MOTIVATION, MASTERY GOALS AND STUDENT SUCCESS, Joseph M. Laffoon (Irvine Valley College)
- 7-46 THE EFFECT OF HIGHLIGHTING WORDS ON IMMEDIATE FREE RECALL (IFR): A STUDY OF THE ISOLATION EFFECT, James Derek Wager & Anna Nina Buncic (San Diego Mesa College)
- 7-47 MY BODY OR YOUR BODY: WHAT DOES MEDIA TELL ME I SHOULD THINK, Ana G. Buenrostro & Steven Gallegos (Cerritos College)
- 7-48 PERCEPTION OF HISPANIC AND CAUCASIAN FEMALE NAMES, Ariana Garcia & Dianna Rodriguez (Cerritos College)
- 7-49 STEREOTYPE OF GENDER/ETHNICITY OF A PARTICULAR JOB/INCOME BASED ON LANGUAGE, Laura Castaneda & Anais Samano (Cerritos College)
- 7-50 CHOICE PROLIFERATION: SATISFACTION AND STRESS RESPONSE, Guillermo Flores (Cerritos College)
- 7-51 THE EFFECTS OF TIMED STRESS AND TASK TYPE ON FALSE RECOGNITION, Josh Chase & Nathaniel Belnap (Estrella Mountain Community College)
- 7-52 ATTITUDES ABOUT OUR ECONOMIC FUTURE AFFECTS PERSISTENCE IN A DIFFICULT TASK, Tamera Gordon & Vanessa Alvarez (Estrella Mountain Community College)
- 7-53 UNCONSCIOUS EFFECTS OF RUDE AND POLITE WORDS ON SOCIAL ATTITUDES, Elida Ramos & Heather Avillar (Estrella Mountain Community College)
- 7-54 PARENTAL DIVORCE AND ATTACHMENT STYLE, Ciara LaBonte (Saddleback College)

7-55 THE ROLE OF BACKWARD ASSOCIATIVE STRENGTH ON FALSE MEMORY RECOGNITION, Ryan McIver, Sarah Thorson, Sonja Stromberg & Catherine Salcido (San Diego Mesa College)

7-56 I'LL SCRATCH YOUR BACK, IF YOU'LL SCRATCH MINE: RECIPROCITY IN CEBUS APELLA APELLA, Chasity Hendren, Ali Tonnesen, Jennifer Tibbs-Brown & Placido Lopez (San Diego Mesa College)

7-57 VIDEO GAMES AND LEARNING, Elizabeth Labady (Cerritos College)

SYMPOSIUM

8:00-9:30 Grand Peninsula ABC

POLITICAL IDEOLOGY AND PSYCHOLOGICAL NEEDS OF LIBERALS AND CONSERVATIVES

Chair: Carolyn B. Murray, University of California, Riverside

Synopsis

“Liberals” and “conservatives” often oppose each other in terms of political ideologies, but do these ideological differences reflect individual differences in psychological needs, cognitive orientations, and prejudicial attitudes? Recent research indicates that the answer is “yes.” Jost and colleagues (2003a) conceptualized political ideology in terms of one’s relative position on an abstract left-right (or liberal-conservative) dimension comprised of two often-correlated aspects: (a) acceptance versus rejection of inequality and (b) preference for social change vs. preservation of the societal status quo (see also Jost, Glaser, Kruglanski, & Sulloway, 2003a, 2003b; Jost, Nosek, & Gosling, 2008). These ideological differences between liberals and conservatives were particularly evident following the 2008 United States Presidential Election. The present symposium examines the underlying motivations of liberals and conservatives in relation to a number of political issues (e.g., planning to vote for President Obama, gay-marriage, undocumented immigrants, etc.) in an attempt to explain this political and ideological public divide. Each of the three symposium papers will examine the relationship between the political ideologies and underlying motivations of liberals and conservatives. The first paper investigates the cognitive and motivational psychological characteristics that correlate with one’s planned choice of presidential candidate—Obama versus McCain—in the 2008 election. The study specifically investigates the respondent’s socio-political beliefs (Social Dominance Orientation), degree of complex reasoning (Attributional Complexity), prejudicial attitudes (Quick Discrimination Index), and attitudes about specific political and economic issues. The second paper examines variations in the degree of “Terror Management” indicated by liberals and conservatives. Terror Management theorists hypothesize that increasing the salience of an individual’s mortality should increase the need to protect one’s culture via intensified in-group acceptance

and/or out-group rejection (Mortality Salience Hypothesis; Greenberg, Solomon, & Pyszczynski, 1997). The second paper addresses the extent to which liberals and conservatives differently express in-group acceptance and/or out-group rejection, given mortality salience. The third and final paper examines liberals and conservatives' position on the legality of gay marriage in relation to the aforementioned psychological needs, cognitive orientations, and prejudicial attitudes. The results are discussed in terms of ecologically relevant implications and may serve as timely indicators for the upcoming 2012 election.

Presenters

TERROR MANAGEMENT IN THE 2008 PRESIDENTIAL ELECTION, Joshua D. Meadors (University of California, Riverside)

REPUBLICANS AND DEMOCRATS: VOTING BEHAVIOR ASSOCIATED WITH SOCIOPOLITICAL AND PREJUDICIAL ATTITUDES, Brandon L. Carlisle, Marc D. Kinon, Joshua D. Meadors & Carolyn B. Murray (University of California, Riverside)

PERSONALITY AND GAY MARRIAGE ATTITUDES, Marc D. Kinon (University of California, Riverside)

SYMPOSIUM

8:00-9:30 Sandpebble AB

NEW DIRECTIONS IN ENVIRONMENTAL PSYCHOLOGY

Chair: Robert Gifford, University of Victoria

Synopsis

Environmental psychologists apply rigorous science to everyday problems that affect almost everyone. In these new studies, this focus is especially clear. Most people in industrialized societies are overloaded with stimuli and often cannot find the time to be mindful, a state known to facilitate well-being. One presentation examines how nature enhances mindfulness—with an unexpected twist. Mindfulness, in another presentation, is shown to overcome the priming power of luxury goods, which often are environmentally expensive. A third presentation examines the role of the unconscious as it influences attitudes toward global climate change. Finally, those who have long wondered at the validity of self-reported behavior will hear surprising results from an extensive meta-analysis of the relation between self-reported and objective environmental behaviors.

Presenters

THE ROLE OF NATURAL ENVIRONMENTS IN STATE MINDFULNESS, Leila Scannell, Lisa Troy, Robert Gifford & Jonathan Rush (University of Victoria)

TRANSCENDING SELF-INTEREST: MINDFULNESS, LUXURY PRIMING, AND ENVIRONMENTALLY SUSTAINABLE BUSINESS DECISIONS, Angel Chen & Robert Gifford (University of Victoria)

THE IMPLICIT/EXPLICIT ATTITUDE DISTINCTION AND CLIMATE CHANGE MITIGATION BEHAVIORS, Reuven Sussman, Leila Scannell, Jorge Aranda & Robert Gifford (University of Victoria)

THE VALIDITY OF SELF-REPORT MEASURES OF PROENVIRONMENTAL BEHAVIOR: A META-ANALYTIC REVIEW, Christine Kormos & Robert Gifford (University of Victoria)

PAPER SESSION

8:00-9:00 Bayside

SOCIAL/PERSONALITY 4

Chair: Patricia Bruininks

8:00 PREDICTING PROSOCIAL BEHAVIOR: DISGUST AS AN OBSTACLE TO SERVICE, Natasha E. Wright & Ross A. Oakes Mueller (Point Loma Nazarene University)

8:15 THE BROADENING EFFECT OF HELPING AS A SOURCE OF HOPE, Patricia Bruininks, Jesse Gylling & Jacqueline Goldman (Whitworth University)

8:30 CONSEQUENCES IN ALCOHOL-USE PORTRAYALS ON EMERGING ADULTS' ATTITUDES, Stephanie C. Jwo & Arlene G. Asuncion (San José State University)

8:45 DEVELOPMENT OF A BLEAKNESS SCALE, Erin Keely O'Brien & Jason T. Siegel (Claremont Graduate University)

INVITED PRESENTATION

8:30-9:30 Grand Peninsula F

ETHICS IN SPORT AND BEYOND

Presenter: Steven Ungerleider, Global Sports Development

Chair: Richard Sword, Private Practice

Synopsis

The presenter, renowned author of 6 books including an award winning book on ethics and drug use will talk about the culture of sports and a level playing field that is needed in our society. The nature of this presentation is not sport—but how our culture embraces cheating, creating win at all costs attitude and a sense of how to cut corners to succeed.

The paper discusses the money driven success/reward model of win at any costs—even at the expense of health, wellbeing, and loss of life. Ungerleider draws from 35 years in the field of ethics and culture and his many interviews with various subjects that have participated in his published works.

Biography

Dr Steven Ungerleider is a licensed psychologist, a member of the U.S Olympic committee sports psychology registry, longtime consultant to the International Olympic Committee and has been part of the Olympic family in some capacity for over 30 years. His award winning book on the East German doping scandal, *FAUST'S GOLD: INSIDE THE EAST GERMAN DOPING MACHINE* (ST MARTIN'S PRESS), won numerous awards and was subsequently made into an award winning film by PBS.

INVITED PRESENTATION

8:30-9:30 Grand Peninsula G

GENES, STRESS, AND RESILIENCE IN DEVELOPMENTAL PSYCHOLOGY

Presenter: Kathryn Lemery-Chalfant, Arizona State University

Chair: Delia Saenz, Arizona State University

Synopsis

Some individual differences are more successful than others, depending on the environment, but importantly, there is no one prototype that is ideal for all environments. Similarly, some individual differences support resilience at one life stage, whereas other individual differences support resilience later in life. For polygenic psychological traits, it makes no sense to classify genetic polymorphisms as “protective” or “risk” without also specifying the context. With quantitative genetic designs, we see variations in heritability depending on cohort, gender, age, marital status, and other risk and protective processes. Importantly, proximal environments differentially allow for the expression of heritable traits. For example, the genetic influence on self regulation in childhood is negatively correlated with home chaos (gene-environment correlation), and self regulation is less heritable under chaotic home environmental conditions (gene-environment interaction), suggesting that home chaos may blunt environments needed for the natural development of self regulation. As we elucidate gene-environment interplay across development, we can maximize genetic potentials by pairing them with appropriate environments through prevention and intervention, to reduce the burden of disorder and disease on individuals, communities, and countries.

Biography

Kathryn Lemery-Chalfant is Chair of the Developmental Area in the Psychology Department at Arizona State University. She is dually trained in developmental psychology and behavior genetics, and uses psychology's rich behavioral and physiological assessments with twin designs and molecular genetic designs to elucidate gene-environment interplay in child social-emotional development.

STATISTICS WORKSHOP 2

8:30-10:30 Grand Peninsula E

INTRODUCTION TO LATENT CLASS ANALYSIS IN MPLUS

Presenter: Karen Nylund-Gibson, University of California, Santa Barbara

Chair: Jodie Ullman

Synopsis

Latent class analysis (LCA) has become a useful analytic tool for Psychological researchers because of its ability to empirically derive latent groups of individuals based on response profiles on a set of outcomes. Conceptually similar to cluster analysis, LCA is a model-based approach to group individuals which also allows us to predict membership into the groups, as well as explore consequences. The purpose of this session is to provide attendees with a gentle introduction into the cross-sectional LCA models with categorical and continuous outcome (sometimes called latent profile analysis), provide examples of how to specify these models in the Mplus program, and how to interpret and write up results. Modeling syntax and annotated output will be provided.

Biography

Karen Nylund-Gibson, PhD, is an Assistant Professor in the Research Methods concentration in the Department of Education at the University of California, Santa Barbara. Her research interests are in latent variable model, specifically mixture modeling and establishing "best practices" in the application of mixture models including latent class, latent profile, and growth mixture modeling. She has ongoing and active collaborations with colleagues across the country in Psychology, Criminology, and Public Health.

SYMPOSIUM

8:30-10:00 Sandpebble CD

SOCIAL SKILLS, SELF-ESTEEM, AND LEARNING STYLES IN A DIVERSE SAMPLE OF AT-RISK YOUTH: CORRELATES OF EMOTIONAL/ BEHAVIORAL PROBLEMS

Chair: Judy Ho, Pepperdine University

Synopsis

This symposium will discuss the results from a longitudinal study of the psychological, academic, and social skills functioning for a sample of mostly socially disadvantaged, at-risk youth in the public school system. Four papers will be presented that evaluate a) youth-reported preferred learning styles, b) parent-youth discrepancies in the report of youths' self-esteem, c) parent identification and knowledge of youths' social skills problems, and d) curriculum-based performance arts programs, on youth's emotional/behavioral functioning and academic performance. We will discuss methods for enhancing academic and social opportunities for youth in schools, and techniques to strengthen effective communication between parents and youth in the home. In sum, this series of papers identifies both risk and protective factors for at-risk youth, and provide suggestions to prevent adverse emotional/behavioral outcomes and enhance functioning for youth in both the classroom and home environment.

Presenters:

IMPACT OF A CURRICULUM-INTEGRATED PERFORMANCE ARTS PROGRAM ON AT-RISK YOUTH, Judy Ho, Elizabeth J. Cale, Natalia Palacio & Daniel Janulaitis (Pepperdine University GSEP)

EXPLORING LEARNING STYLES IN THE CLASSROOM AND THEIR EFFECTS ON PROBLEMATIC BEHAVIORS, Natalia Palacio, Daniel Janulaitis, Elizabeth Cale & Judy Ho (Pepperdine University)

INVESTIGATING PARENT-YOUTH AGREEMENT: THE EFFECTS OF SELF-ESTEEM REPORT DISCREPANCY ON YOUTH PROBLEMATIC BEHAVIORS, Elizabeth J. Cale, Natalia Palacio, Daniel Janulaitis & Judy Ho (Pepperdine University)

HOW ARE YOU INTERACTING? PARENTAL VIEWS ON YOUTH'S SOCIAL SKILLS DEVELOPMENT, Daniel Janulaitis, Elizabeth Cale, Natalia Palacio & Judy Ho (Pepperdine University)

Discussants:

Norval Hickman

Vivien Keil

SYMPOSIUM

8:30-10:00 Sandpebble E

INCREASING ORGAN DONATION: ONE CAUSE, MULTIPLE METHODOLOGIES

Chair: Jason T. Siegel, Claremont Graduate University

Synopsis

The lack of viable organs for transplantation represents a public health crisis: twenty people die every day waiting for an organ transplant. Increasing the number of people who agree to be organ donors will save lives. This symposium will introduce the audience to organ donation as a scholarly pursuit. To this end, five different studies will be presented—each one utilizing a different methodology. The first presentation will put forth results of a focus group study. Spanish-Dominant Hispanics (SDH) in need of a kidney transplant constituted the participants. Participants were all born outside of the US, of low education levels (72% did not graduate high school), with most going to church at least monthly (75%). Results indicated that, similar to the general population, a common barrier to patients considering a conversation about living donation was fear of harming a loved one. The second presentation utilized an experimental approach to understand the factors that influence the decision to become a living donor. Guided by cognitive dissonance theory, it was hypothesized that people who report an unwillingness to become a living donor for a stranger will experience dissonance, as many people wish to see themselves as caring and giving. College students were asked to read a description of an individual in need of a kidney, who was either a stranger or a friend. All hypotheses were supported: cognitive dissonance is not just a river in Egypt.

The next three presentations switch the focus to non-living donation. First, results of a field experiment will be presented. Spanish-Dominant Hispanics were recruited at a Southwestern swap meet. Participants were randomly assigned to receive one of four videos: 1) positive empathy/death myths addressed; 2) positive empathy/death myths not addressed; 3) negative empathy/death myths addressed; or 4) negative empathy/death myths not addressed. One video accounted for approximately 50% more registrations than all other conditions. The fourth presentation will present the results of a cross-sectional investigation with a behavioral outcome measure (donor registration). This study examines if attitude ambivalence is responsible for the frequently reported lack of attitude-behavior consistency in the donor domain. The final presentation reports the outcome of a quasi-experimental, counterbalanced, study. Three different swap meets were selected for intervention. Three swap meet booths were created—each utilizing a different appeal: sympathy, vested interest, and information. Booths were rotated from swap meet to swap meet. One booth accounted for more registrations than the other two combined. In summary, this symposium will put forth five presentations, each one utilizing a different methodological approach: 1) a focus group; 2) a classroom based experiment; 3) a field experiment; 4) a cross-sectional study with a behavioral outcome measure; and 5) a quasi-experimental field study. This symposium will be of interest to scholars of health, persuasion, and basic and applied research methods.

Presenters

I HAVE ALREADY LIVED SO IT'S BETTER THAT I DON'T ASK: SPANISH-DOMINANT HISPANICS AND LIVING ORGAN DONATION DISCUSSIONS, Erin O'Brien, Jason T. Siegel & Eusebio M. Alvaro (Claremont Graduate University)

ORGAN DONOR REGISTRATION: THE INTERACTION OF EMPATHY AND DEATH MYTHS, Jason T Siegel, Eusebio M. Alvaro, Zachary Hohman & Mario Navarro (Claremont Graduate University)

AMBIVALENCE AND ATTITUDE BEHAVIOR CONSISTENCY IN ORGAN DONATION REGISTRATION, Cara N. Tan, Mario Navarro & Jason T. Siegel (Claremont Graduate University)

COGNITIVE DISSONANCE AND LIVING ORGAN DONATION: AN EXPERIMENTAL INVESTIGATION, Julia Tang & Jason T. Siegel (Claremont Graduate University)

USING EMPATHY TO INCREASING HISPANIC ORGAN DONOR REGISTRATION, Eusebio M. Alvaro, Jason T. Siegel, Stacy Underwood & Sara Pace Jones (Claremont Graduate University)

Discussant

William D. Crano

PAPER SESSION

9:15-10:15 Bayside

SOCIAL/PERSONALITY 5

Chair: Christopher Wolsko

9:15 REFLECTIONS ON THE QUIET EGO: EXPLORING THE PHENOMENOLOGY OF CHRONIC SOCIAL COMPARISON, Christopher Wolsko (Oregon State University)

9:30 ARE INDIVIDUALS MORE POSITIVELY BIASED TOWARD THEMSELVES OR THEIR RELATIONSHIP PARTNERS?, Shannon Shiels, Nicole Sestrap & Amani El-Alayli (Eastern Washington University)

9:45 EMPATHIC EMBARRASSMENT RESPONSES WHILE VIEWING ROMANTIC-REJECTION AND GENERAL-TYPE EMBARRASSMENT SITUATIONS, Giuliana L. Garbini & Arlene G. Asuncion (San José State University)

POSTER SESSION 8

9:45-11:00

Grand Peninsula D

SOCIAL/PERSONALITY 2

8-1 FALSE CONSENSUS IN ATTITUDES TOWARD CELEBRITIES, Ngoc H. Bui (University of La Verne)

8-2 HAS THE DESIRE TO CONTROL NATURE INCREASED?, Dale Jorgenson (California State University, Long Beach)

8-3 ASSOCIATION BETWEEN INTERGROUP CONTACT AND AMERICAN IDENTIFICATION FOR LATINOS, Heather T. Stopp (Claremont Graduate University)

8-4 RELATIONSHIP BETWEEN ATTACHMENT STYLE, EMOTION REGULATION TYPE, OVERALL LIFE SATISFACTION, Lara Buckley (California Lutheran University) & Harley Baker (California State University, Channel Island)

8-5 IRT DIF ANALYSIS OF A PERSONALITY SCALE FOR PERSONNEL SELECTION, Kasey R. Stevens (Corrections Standards Authority) & Leanne M. Williamson (California State University, Sacramento)

8-6 ATTACHMENT SECURITY AND THE MATURITY OF DEFENSE, Harley E. Baker (CSU Channel Islands), Pavlina Bramson (Pepperdine University), Lara Buckley & Jeanette Rendina (California Lutheran University)

8-7 DISTRESS AND EMPATHY: THE RELATIONSHIP BETWEEN EMOTION AND PROSOCIAL BEHAVIOR, Jonathan R. Hussey (Point Loma Nazarene University) & Ross A. Oakes Mueller (Point Loma Nazarene University)

8-8 STRONG ENOUGH TO GIVE: HIGH COPING APPRAISAL AND COMPASSIONATE BEHAVIOR, Hannah Krebs (Claremont Graduate University) & Sindhu Palazzotto (California State Polytechnic University, Pomona)

8-9 TOWARD A STRUCTURE OF CLASS AND RACIAL ATTITUDES, Gina M. Pippin & Charlotte Chuck Tate (San Francisco State University)

8-10 TERROR MANAGEMENT: UPWARD AND DOWNWARD MENTAL SIMULATIONS OF MORTALITY SALIENCE, Patrick E. K. Boyd & Charlotte Chuck Tate (San Francisco State University)

- 8-11 ACCENT-BASED IMPLICIT PREJUDICE, Carolyn Chu & Clifton M. Oyamoto, Jr. (San José State University)
- 8-12 SELF-MONITORING ON FACEBOOK: IMAGE CONTROL IN USER PROFILES, Pamela Ong & Clifton M. Oyamoto, Jr. (San José State University)
- 8-13 SEX DIFFERENCES IN BIG FIVE PREDICTORS OF COLLEGE GPA, Gretchen Reeve & David Fuller (California State University, East Bay)
- 8-14 THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN COLLEGE LIFE, Sarishta Katrak & Diane J. Pfahler (Crafton Hills College)
- 8-15 CHILDS SELF-ESTEEM IN RELATION TO THEIR PERCEPTION OF PARENTS SELF-ESTEEM, Ann Merriman & Elizabeth Guthridge (Whitworth University)
- 8-16 ATTACHMENT AND HELPFUL COMMUNICATION IMPACT ON ADJUSTING TO PATERNAL LOSS, Edia Tzadikario, & Nigel Field, (Pacific Graduate School of Psychology at Palo Alto University)
- 8-17 THE AESTHETIC EXPERIENCE OF VIOLENT AND SEXUAL ART, Alexander S. McKay & James C. Kaufman (California State University, San Bernardino)
- 8-18 COURAGE AND PERCEIVED QUALITY OF INTERPERSONAL RELATIONSHIPS, Maria Dal Maso & John W. Thoburn (Seattle Pacific University)
- 8-19 IN-GROUP BIAS: FRIENDSHIP WON'T PROTECT YOU WHEN YOU BEHAVE BADLY, Denise Carrel, & Julie Morrison (Glendale Community College)
- 8-20 SEX VS. LOVE: GENDER DIFFERENCES IN TRUST AFTER HYPOTHETICAL INFIDELITY, Jodi M. Jones & Julie Morrison (Glendale Community College)
- 8-21 WHAT YOUR PICTURE SAYS ABOUT YOU: CAMERA ANGLE AND PERSONALITY, Nicolette Del Palacio & Julie Morrison (Glendale Community College)
- 8-22 EXPLORING INDIVIDUAL DIFFERENCES AS PREDICTORS OF BEHAVIOR IN SOCIAL DILEMMAS, Christopher M. Casey & Kathryn C. Oleson (Reed College)
- 8-23 REASONS FOR BECOMING POLYAMOROUS: A QUALITATIVE CONTENT ANALYSIS, Melissa Mitchell & Kim Bartholomew (Simon Fraser University)

- 8-24 INDIVIDUAL DIFFERENCES IN ATTITUDES TOWARD LOVE, Alan T. Cook & Lawrence G. Herringer (California State University, Chico)
- 8-25 PERSONALITY PREDICTORS OF MULTIDIMENSIONAL PERFECTIONISM, Erika R. Call & Lawrence S. Meyers (California State University, Sacramento)
- 8-26 FAMILY SOCIAL SUPPORT, INTRUSIVENESS, AND ENMESHMENT IN PREDICTING CORE SELF-EVALUATION, Jennifer M. Maulding, Kim D. Nguyen, Claudia Padilla & Lawrence S. Meyers (California State University, Sacramento)
- 8-27 AN EXAMINATION OF IMPLICIT ANTI-FAT BIAS TOWARD ETHNIC WOMEN, Heidi J. Macaluso & Lisa A. Harrison (California State University, Sacramento)
- 8-28 INDIVIDUAL DIFFERENCES IN CRITICAL THINKING, Blanca Rodriguez & Lisa Farwell (Santa Monica College)
- 8-29 DISNEY MOVIES AND MALTREATMENT, Lik Chuang Lim & Matthew Curtis (University of Southern California)
- 8-30 POST PERSONALITY: INDIVIDUAL DIFFERENCES IN FACEBOOK INTERACTION STYLE, Robert Boeckmann & Melody Stotler (University of Alaska Anchorage)
- 8-31 TERRITORIAL RESPONSES TO AN INTRUDER AT THE GYM, Timothy J. Williamson & Molly Hasegawa (Pitzer College)
- 8-32 SOCIOECONOMIC STATUS: AN INDIVIDUAL DIFFERENCE MODERATOR ON PURCHASES AND HAPPINESS, Rebecca L. Thomas & Murray G. Millar (University of Nevada, Las Vegas)
- 8-33 NONVERBAL COMMUNICATION: UNDERSTANDING PERCEIVED REJECTION AND ACCEPTANCE IN HIGH AND LOW INTIMACY SITUATIONS, Gabriella M. Vargas & Nancy Alvarado (California State Polytechnic University, Pomona)
- 8-34 TACIT COORDINATION IN MONOZYGOTIC AND DIZYGOTIC ADULT TWINS, Jaimee Munson & Nancy Segal (CSU Fullerton)
- 8-35 THE DIFFICULTY IN ELICITING CONTRAST EFFECTS IN THE LAB, Brooke N. Gentle & Kristin P. Beals (California State University, Fullerton)
- 8-36 MOVING THE MASSES: SYNCHRONY INCREASES PERSUASION, Mohammad Foda & Piercarlo Valdesolo (Claremont McKenna College)

- 8-37 TIME-USE AND SWB: RETROSPECTIVE VS. REAL-TIME APPRAISALS, Reylourd Tan & Robert Levine (California State University, Fresno)
- 8-38 EFFECTS OF POINT-OF-VIEW AND SUBJECTIVE WELL-BEING ON PERCEPTION OF DAILY HASSLES, Nicholas Schumaker & Robert Levine (California State University, Fresno)
- 8-39 THE ROLE OF DISGUST IN PREDICTING PROSOCIAL BEHAVIOR, Natasha E. Wright & Ross A. Oakes Mueller (Point Loma Nazarene University)
- 8-40 THE EFFECT OF MULTILINGUALISM ON PERSONALITY, Liana Gheorma, MJ Koh & Michael Cassens (Irvine Valley College)
- 8-41 THE POWERFUL MINORITY: SOCIAL POWER AND CONSENSUS INFLUENCE ATTITUDE CERTAINTY, Marisa Crowder, Kristin Donnelly & Radmila Prislín (San Diego State University)
- 8-42 PSYCHOLOGICAL IMPACT OF PURCHASE COST ON MATERIAL AND EXPERIENTIAL SPENDING, Parneet Bhathal & Ryan T. Howell (San Francisco State University)
- 8-43 BIASES TOWARD INDIVIDUALS WITH BODY ART, Kristopher Turner & Ryan T. Howell (San Francisco State University)
- 8-44 THE PREDICTORS AND BENEFITS OF MONEY MANAGEMENT, Grant Donnelly & Ryan T. Howell (San Francisco State University)
- 8-45 THE INFLUENCE OF COGNITIVE LOAD ON LIBERALS MORAL FOUNDATION SCORES, Michael N. Stagnaro & Saera Khan (University of San Francisco)
- 8-46 USING FACES TO JUDGE POLITICAL AFFILIATION, Nate Honeycutt & Steph Stern (Cal Poly San Luis Obispo)
- 8-47 USING THE CALIFORNIA Q-SORT (CAQ) TO COMPARE REPUBLICANS AND DEMOCRATS, Nate Honeycutt & Steph Stern (Cal Poly San Luis Obispo)
- 8-48 WHO APOLOGIZES: THE IMPACT OF BACKGROUND VARIABLES AND RELIGIOSITY., Nancy Tamble & T. L. Brink (Crafton Hills College)
- 8-49 WHAT IS THE BEST RESPONSE TO CYBER BULLYING?, Jaelin Palmer & T. L. Brink (Crafton Hills College)

8-50 WHO WOULD KEEP EXCESS CHANGE: INFLUENCE OF GENDER AND LOCATION, Diana Tuttle & T. L. Brink (Crafton Hills College)

8-51 INFLUENCE OF EXPERIENTIAL BUYING TENDENCY ON PURCHASING FORECASTS AND EXPERIENCES, Darwin A. Guevarra, Paulina Pchelin & Ryan T. Howell (San Francisco State University)

8-52 WHO'S GOING TO HELP ME? HOW GENDER RELATES TO HELPFULNESS, Amelia Mills & Whitney McClure (Whitworth University)

8-53 LIFE EXPERIENCES DO NOT MAKE EVERYONE HAPPY, Natalia K. Kominiarczuk (San Francisco State University), Jia Wei Zhang (UC Berkeley) & Ryan T. Howell (San Francisco State University)

8-54 ANXIETY AND SELF MONITORING AS INDIVIDUAL CHARACTERISTICS PREDICTING INFORMATION AVOIDANCE, McKenna Corlis, Krisi Neubauer & Jon Grahe (Pacific Lutheran University)

8-55 THE EFFECTS OF ATTACHMENT ON THE LIKELIHOOD OF FORGIVENESS, Cherie E. Owen, Sonia L. Corrado & K. W. Schaeffer (Point Loma Nazarene University)

8-56 ETHNIC PREJUDICE & IMMIGRATION ATTITUDES: BETWEEN-STATE DIFFERENCES IN THE U.S., Deborah L. Hall, Ryan Erhart & Lauren van Huisstede (Arizona State University)

SYMPOSIUM

9:45-10:45 Grand Peninsula G

CYBER-TERRORISM: FEAR, ANXIETY AND ANGER AS AGENTS OF CHANGE

Chair: Violet Cheung-Blunden, University of San Francisco

Synopsis

Terrorism involves the use of violence, or threat of violence, to elicit an emotional reaction and produce a social effect. While the notable cases of terrorism up to this point in time were conducted in the physical space, an alternative platform has become available in the 21st century. As post-industrial societies become more dependent on technology, there are a rising number of cyberattacks that fit the description of terrorism. A neglected detail in the research of terrorism is how dissident groups use emotions as agents of change. There is a long list of emotions in the literature of terrorism, such as fear, anxiety, anger or emotional reactions in general. However, if terrorist acts are instruments for political change, there should be a priori knowledge about how to elicit an emotion and its

concise effects on the victims. To shed light on this topic, we applied two emotion theories to the study of terrorism. The functionalist approach stipulates the specific action tendencies of fearful, angry and anxious victims. Our data in the aftermath of cyber-terrorism supported this notion by matching fear to immobilization, anxiety to hypervigilance and anger to wrath. Thus, rather than causing havoc in general, effective terrorism entails crafting a specific response in the victim group. To understand how to generate a target emotion, appraisal theory was applied. Data would be presented to differentiate the general antecedents for negative emotions and specific antecedents for anger, fear, and anxiety. By applying, clarifying, and improving upon existing theories on emotion, we hope that our work will stimulate a deeper understanding of the strategies and counter-strategies of cyber-terrorism.

Presenters

FEARFUL, ANXIOUS AND ANGRY RESPONSES TO CYBER-TERRORISM, Violet Cheung-Blunden (University of San Francisco)

CYBER TERRORISM AND EMOTION: ANGER AND ITS SPECIFIC ANTECEDENTS, Taryn Larribas, Rosario B. Neyra & Violet Cheung-Blunden (University of San Francisco)

CYBER TERRORISM AND UNDERSTANDING: THE ROLE OF ANXIETY AND HYPERVIGILANCE, Rosario B. Neyra, Taryn Larribas & Violet Cheung-Blunden (University of San Francisco)

Discussant

Bill Blunden

PSI CHI INVITED PRESENTATION

10:00-11:00 Grand Peninsula ABC

FINDING LITTLE ALBERT: ADVENTURES IN THE SEARCH FOR PSYCHOLOGY'S LOST BOY

Presenter: Hall P. Beck, Appalachian State University

Chair: Jon Grahe, Pacific Lutheran University

Synopsis

In 1920, John Watson and Rosalie Rayner claimed to have conditioned a baby boy, Albert, to fear a laboratory rat. In subsequent tests, they reported that the child's fear generalized to other furry objects. After the last testing session, Albert disappeared, creating one of the greatest mysteries in the history of psychology. This presentation summarizes the efforts of Dr. Beck, his students, and his collaborators to determine Albert's identity and fate.

Examinations of Watson's personal correspondence, scientific productions (books, journal articles, film), and public documents (national census data, state birth and death records) suggested that a wet nurse at the Harriet Lane Home was Albert's mother. Contact with the woman's descendants led to the individual believed to be "Little Albert."

Biography

Hall 'Skip' Beck received his PhD from the University of North Carolina-Greensboro in 1983, specializing in social psychology. He accepted a position in the Psychology Department at Appalachian State University in 1984 and is still happily at that university. For the past decade most of Beck's research has focused upon improving student retention; he is a co-developer of the College Persistence Questionnaire. His other main area of inquiry is human-computer interaction, especially the use of automated devices to reduce fratricide in the military. The search for Little Albert began as a lark, but soon became a passion taking Beck and his students on a historical journey to John B. Watson's infant laboratory.

INVITED PRESENTATION

10:00-11:00 Sandpebble AB

COMPETENCE, COMPETITION, AND CULTURE: RESHAPING THE GRADUATE CURRICULUM TO MEET FUTURE DEMANDS

Presenter: Morgan T. Sammons, California School of Professional Psychology

Chair: Victoria M. Follette, University of Nevada, Reno

Synopsis

The marketplace for doctoral level psychologists is evolving rapidly. While doctoral psychologists in general have little difficulty in finding employment, traditional employment settings in private practice and academia are becoming scarcer. Psychologists entering the marketplace must often seek employment in multiple venues in order to begin a successful career. The doctoral curriculum in psychology has not changed in order to meet current and future demands of psychologists, and the length of graduate education places psychologists at both economic risk and a competitive disadvantaged vis-à-vis other mental health practitioners. In this presentation I will discuss changes in the marketplace for doctoral level psychologists and I will present a curriculum that attempts to make graduate psychology training more closely aligned to meet mental health workforce demands, more economically feasible, and one that encompasses the multicultural competencies required for future generations of psychologists.

Biography

Morgan T. Sammons is currently Systemwide Dean of the California School of Professional Psychology at Alliant International University. He is a retired

Captain in the US Navy. In his 20 year naval career, he served as the Navy's Clinical Psychology Specialty Leader and Special Assistant to the Navy Surgeon General for Mental Health and Traumatic Brain Injury issues and in a number of positions both in the US and abroad, completing tours of duty in Japan, Iceland, and at the US Naval Academy. He is a prescribing psychologist and one of the first graduates of the Department of Defense's Psychopharmacology Demonstration Project. Dr. Sammons is a Fellow of the American Psychological Association (Divisions 18, 19, 28, 31, 42, and 55). He is past-President of the National Register of Health Service Providers in Psychology, past-president of APA's division 55, and past Chair of the California Psychological Association's Division 5 (Psychopharmacology). He is a former member of the APA's Policy and Planning board, the Committee on Rural Health, and a past president of the Maryland Psychological Association. He has served on the Council of Representatives of the APA. He is a diplomate of the American Board of Professional Psychology (Clinical). With over 60 journal articles or book chapters and two edited volumes, he contributes frequently to the professional literature. He is an associate editor of the journals *Psychological Services* and *Military Psychology*. He lectures extensively on issues pertaining to prescriptive authority and the professional practice of psychology.

PT @CC SYMPOSIUM

10:00-11:30 Grand Peninsula F

MAKING INTRODUCTORY PSYCHOLOGY MEMORABLE, CHALLENGING, AND FUN

Chair: Heidi Riggio, CSU Los Angeles

Synopsis

Every year, it seems that introductory psychology textbooks and course content grow, as more and more exciting findings join our body of knowledge in psychology. As all intro psych faculty know, however, this creates a serious dilemma: How much can we realistically expect our students to learn in one term? After experimenting with a variety of strategies in our combined 101 years of teaching, we have developed a method that enables students to effectively learn and remember not only the content, but the essential critical thinking skills that will enable them to "think like psychologists" for the rest of their lives. We are excited to share our solution with you in this session.

Presenters

Philip Zimbardo (Stanford University)
Robert Johnson (Umpqua Community College)
Vivian McCann (Portland Community College)

SYMPOSIUM

10:15-11:45

Sandpebble E

EMPIRICAL DEVELOPMENT OF A METHOD FOR MANAGING EMERGENCIES WITHIN THE CONTEXT OF DRUG USE AND CHILD NEGLECT

Chair: Jessica Urgelles, University of Nevada, Las Vegas

Synopsis

Families in the child welfare system often evidence a wide range of emergencies, making it difficult for them to focus on therapeutic goals and putting them at risk for treatment attrition and poor outcomes. There are currently no prescribed therapeutic intervention components available to assist in the identification and management of emergencies. Therefore, this symposium will focus on the empirical development of a prescribed method of assessing and treating emergencies (i.e., Emergency Prevention and Management; EPM) within the context of a multi-component evidence-based therapy. In addition, treatment implications and data in support of the validity of this method will be presented.

Presenters

CONSTRUCT VALIDITY OF A METHOD OF MANAGING EMERGENCIES IN MOTHERS REFERRED FOR CHILD NEGLECT AND SUBSTANCE ABUSE, Chelsey Wilks & Jessica Urgelles (University of Nevada, Las Vegas)

FACTORS RELATED TO THE IMPLEMENTATION OF AN EMPIRICALLY SUPPORTED METHOD FOR MANAGING EMERGENCIES WITHIN THE CONTEXT OF DRUG ABUSE AND CHILD NEGLECT, Jill Cohen, Jessica Urgelles & Chelsey Wilks (University of Nevada, Las Vegas)

DESCRIPTION AND ITEM DEVELOPMENT OF A PSYCHOTHERAPEUTIC EMERGENCY MANAGEMENT INTERVENTION WITHIN THE CONTEXT OF DRUG ABUSE AND CHILD NEGLECT, Jasmine Fayeghi, Jessica Urgelles & Chelsey Wilks (University of Nevada, Las Vegas)

Discussant

Brad Donohue

SYMPOSIUM

10:30-11:30

Sandpebble CD

POLITICAL RHETORIC AND INFLUENCE

Chair: Jeffery S. Mio, California State Polytechnic University, Pomona

Synopsis

Presentations will discuss our past and present studies on how metaphors have been used in political rhetoric. The first presentation will discuss our past work in the area, including our metaphor extension hypothesis. The second presentation will discuss our findings on metaphors that arose during the first year of the Obama Administration. The third presentation will discuss how metaphors can add to the perceived inspiration of a speech.

Presenters

BACKGROUND OF STUDIES ON METAPHOR, Jeffery S. Mio (Cal Poly Pomona)

BACKGROUND EFFECTS UPON PARTICIPANT-GENERATED METAPHORS DURING THE OBAMA ADMINISTRATION, Jeffery S. Mio & Jacquelyn Marie Andersen (Cal Poly Pomona)

CENTRAL METAPHORS IN EXTENDED VISION STATEMENTS, Jeffery S. Mio (Cal Poly Pomona), Ronald E. Riggio (Claremont McKenna College), Michelle Bligh (Claremont Graduate University) & Jeffrey F. Vargas (Cal Poly Pomona)

SYMPOSIUM

10:30-11:30 Bayside

APPLIED EVALUATION EXPLORES PROGRAM TO CONNECT YOUTH WITH NATURE

Chair: , Forest Service Research and Development, Riverside, CA

Synopsis

National interest in connecting youth with the outdoors and nature has increased in recent years, and in many instances has been linked back to a syndrome characterized by disconnection with the natural world (“Nature Deficit Disorder”). Myriad programs have been developed to foster connection to nature with natural resource management agencies often having a strong partnership role in program development and delivery. The Get to Know Your Wild Neighbors Program is one such program, aimed at increasing connectedness with nature based on the premise that by having outdoor opportunities encouraging observation and learning about one’s wild neighbors (interpreted as animals and other living things) an awareness and caring for the environment may be fostered. In this symposium we provide the background to the program including reporting of partner perspectives on the program, supporting research addressing conceptualization, measurement, and implications of connectedness with nature, and three specific components of the program that have been evaluated by the authors. Program components reported on outcomes from a classroom based assessment of impacts of participating in a creative arts

outreach/calendar contest (n=174), outcomes from youth participants in a virtual hike featuring forested areas (n=24), and outcomes from youth that visited a built trail and experienced an online adventure as follow-up (n=20). Across these we demonstrate the assessment approaches selected, key findings, lessons learned through this applied evaluation, and perspectives for other research. Findings are useful to researchers interested in human-environment relationships, youth development, applied program evaluation, and connectedness with nature.

Presenters

GET TO KNOW AS A VEHICLE TO CONNECT YOUTH WITH NATURE, Patricia L. Winter (Forest Service Research and Development), P. Wesley Schultz (California State University, San Marcos) & Coral M. Bruni (Claremont Graduate University)

AN IMPLICIT APPROACH TO MEASURING CONNECTEDNESS WITH NATURE, P. Wesley Schultz (California State University), Coral M. Bruni (Claremont Graduate University) & Patricia L. Winter (Forest Service Research and Development)

ENGAGING YOUTH IN CREATIVE ARTS AND THE OUTDOORS, Patricia L. Winter (Forest Service Research and Development), Coral M. Bruni (Claremont Graduate University) & P. Wesley Schultz (California State University, San Marcos)

CAN I JUST HIKE ONLINE? CONNECTEDNESS WITH NATURE AND VIRTUAL HIKING, Coral M. Bruni (Claremont Graduate University), P. Wesley Schultz (California State University, San Marcos) & Patricia L. Winter (Forest Service Research and Development)

HIKING IS MORE THAN JUST A WALK IN THE WOODS, IT'S AN ADVENTURE!, Coral M. Bruni (Claremont Graduate University), P. Wesley Schultz (California State University, San Marcos) & Patricia L. Winter (Forest Service Research and Development)

INVITED PRESENTATION

11:00-12:00 Grand Peninsula G

TEN THINGS I HAVE LEARNED ABOUT VIRTUAL REALITY AND BEHAVIOR

Presenter: Jim Blascovich, University of California, Santa Barbara

Chair: Mark Costanzo, Claremont McKenna College

Synopsis

What have we learned in 15 years of conducting research on human behavior using digital immersive virtual environment technology will be summarized

and discussed. Implications for the future of psychology and society will be drawn.

Biography

Jim Blascovich is Distinguished Professor of Psychological and Brain Sciences at UCSB. He is the Director of the Research Center for Virtual Environments and Behavior and author (with Jeremy Bailenson) of *Infinite Reality* (Harper Collins–Morrow).

SYMPOSIUM

11:00-12:30 Grand Peninsula E

PREDICTORS AND PATHWAYS TO ADULT LIFE SATISFACTION

Chair: Allen W. Gottfried, Fullerton Longitudinal Project

Synopsis

The pursuit of happiness has been a fundamental value in the origin of our society, and empirical research has proven that happiness has important implications to our personal well-being. But, how we become satisfied with life and what developmental ingredients contribute to life satisfaction during adulthood are important psychological questions. Furthermore, only through prospective studies can such issues be addressed. The participants of this symposium tackle these issues and put forth their initial findings. The data for this symposium are based on the Fullerton Longitudinal Study, a long-term contemporary investigation spanning 28-years. A conceptual model is advanced along with analyses incorporating the role of both internal and external characteristics that potentially lead to having a more satisfying life. The significance of these findings, directions for future research, and how they fit into the discipline of positive developmental psychology are discussed.

Presentations

RESEARCH CONCEPTUALIZATION AND EMPIRICAL ISSUES, Michael Warren (Claremont Graduate University)

POSITIVE FAMILIES: NURTURING LIFE SATISFACTION, Brenda Miranda & Michelle Sloper (Claremont Graduate University)

EXTRACURRICULAR ACTIVITIES AND SELF-ESTEEM IN ADOLESCENCE: A PATH TO ADULT LIFE SATISFACTION, Julie V. Bakhrakh & Krystal Miguel (Claremont Graduate University)

DOES HAPPINESS DURING ADOLESCENCE PREDICT ADULT LIFE SATISFACTION? John Coffey & Michael Warren (Claremont Graduate University)

THE CONTRIBUTION OF INTELLIGENCE AND BIG FIVE
PERSONALITY TRAITS TO ADULT LIFE SATISFACTION, En-Ling
Chiao & Masakatsu (Bob) Ono (Claremont Graduate University)

Discussant: Mihaly Csikszentmihalyi

POSTER SESSION 9

11:15-12:45 Grand Peninsula D

EDUCATIONAL/SCHOOL PSYCHOLOGY
STP TEACHING EXCHANGE

9-1 MIGRANT EDUCATION PROGRAMS MAKE A
DIFFERENCE, Jacqueline S. Grimaldi (Sonoma State University), Giselle
Perry (Butte County Office of Education) & Laura P. Naumann (Sonoma
State University)

9-2 A RANDOMIZED CONTROL TRIAL OF A LITERACY
INTERVENTION PROGRAM, Beth Manke (California State University,
Long Beach) & Stephanie Dcosta (University of Wisconsin)

9-3 A LONGITUDINAL STUDY OF PRE-SERVICE TEACHERS
COMMITMENT AND ENGAGEMENT, Tracy L. Durksen & Robert M.
Klassen (University of Alberta)

9-4 THE RELATIONSHIP BETWEEN METACOGNITION,
TEST ANXIETY, AND TEST PERFORMANCE, Patrick F. Cravalho,
Christopher Was & Kelly Lewis (Kent State University)

9-5 PHYSICAL ACTIVITY AND ACADEMIC FUNCTIONING
AMONG UNDERGRADUATE STUDENTS, Tracy L. Durksen, Virginia
Tze, Xiaozhou Zhang, Lia M. Daniels & Robert M. Klassen (University of
Alberta)

9-6 IMMIGRATION STATUS AND MENTAL HEALTH AMONG
LATINA/O COLLEGE STUDENTS, Cynthia Garcia, Denise Garcia,
Juan Carlos Nevarez, Thania Gerardo & Donna Castaneda (San Diego State
University-Imperial Valley)

9-7 COLLEGE SUCCESS FOR FOSTER CARE YOUTH, Christina
L. Bluck, Chrystale A. Stewart & Brittany L. Johnson (Northern Arizona
University)

9-8 A SYSTEMIC EXAMINATION OF ETHNIC IDENTITY IN A
PROBLEMATIC ABSENTEEISM SAMPLE, Courtney M. Haight (Idaho
State University)

- 9-9 PREDICTING COLLEGE SUCCESS FROM STUDENTS' PERCEPTIONS OF SCHOOL AND HOME PREDICTORS, Jomana K. Sweiss (Arizona State University West Campus)
- 9-10 TEACHERS' ATTITUDES TOWARDS THE GIFTED, Pamela K. Sturt (Dominican University of California)
- 9-11 ELECTRONIC MEDIA AND STUDENTS ACADEMIC PERFORMANCE, Danielle Pulido (Dominican University of California)
- 9-12 THE EFFECTIVENESS OF MOMENTARY DIFFERENTIAL REINFORCEMENT OF OTHER BEHAVIOR, Andrew Adams (CSU Fresno)
- 9-13 THE INFLUENCE OF ROMANTIC RELATIONSHIPS ON ACADEMIC ACHIEVEMENT, Anna M. Sakzlyan (Irvine Valley College)
- 9-14 USING STUDENT SELF-ASSESSMENT DATA TO IMPROVE INSTRUCTOR TEACHING, Michael F. Flanagan (CSU Bakersfield)
- 9-15 DEVELOPING A SKILLS-BASED CAREERS IN PSYCHOLOGY COURSE FEATURING THE BIG THREE SKILLS SET EMPLOYERS VALUE: PROMOTING GREATER CAREER FLEXIBILITY FOR PSYCHOLOGY MAJORS, Jaye F. Van Kirk (San Diego Mesa College) & Bernardo J. Carducci (Indiana University Southeast)
- 9-16 IMPACT OF RESPONSE TO INTERVENTION: A SURVEY OF SCHOOL PSYCHOLOGISTS, Suzanne Little & Augustus Little (Central Washington University)
- 9-17 PARENTING STYLES AND THE ACADEMIC PERFORMANCE OF COLLEGE STUDENTS, Rachel Greene & Emily Chan (Colorado College)
- 9-18 LONGITUDINAL EFFECTS OF PSYCHOLOGICAL WELL-BEING ON LATINO ADOLESCENTS ATTITUDES AND COMMITMENT TO SCHOOL, Alicia Ayala & Gabriela Chavira (California State University, Northridge)
- 9-19 ACADEMIC CHEATING AMONG YOUTHS: A CAUSAL PATHWAY MODEL, Nicolette De Sumrak & James Tobin (Argosy University, Orange County)
- 9-20 SATISFACTION OF ONLINE LEARNING AS A FUNCTION OF NEED FOR AFFILIATION, Alicia A. Troha & Jillene Grover Seiver (Eastern Washington University)

- 9-21 THE ASSOCIATION BETWEEN IMPULSIVITY AND ACADEMIC PERFORMANCE, Joshua I. Pando & Thomas A. Morales (California State University, Fullerton)
- 9-22 THE EFFECTS OF FACEBOOK ON ACADEMIC PERFORMANCE, Danny Valenzuela (Dominican University of California)
- 9-23 PREFERENTIAL DIFFERENCES FOR DEVELOPMENTALLY APPROPRIATE AND DEVELOPMENTALLY INAPPROPRIATE PRACTICES, Stephanie Loera, Sharon Ward & Amanda Wilcox-Herzog (California State University, San Bernardino)
- 9-24 "SPORTS: SEX, SOCIAL ACCEPTABILITY, AND WILLINGNESS TO PARTICIPATE?", Brittany Tarpley, Jessica Paez & Emily Hause (Saint Mary's College of California)
- 9-25 PARENTAL ATTITUDES AND FAMILY INCOME AS PREDICTORS OF ADOLESCENTS ACHIEVEMENT, Jourdan L. Munster, Yolanda E. Vasquez & Gabriela Chavira (California State University, Northridge)
- 9-26 HOW DO PRESERVICE TEACHERS RESPOND TO AN AUTONOMY-SUPPORT MOTIVATION INTERVENTION?, Amanda I. Radil, Amanda K. Wagner & Lia M. Daniels (University of Alberta)
- 9-27 ASSESSMENT FEEDBACK: DO STUDENTS NEED IT? WANT IT? USE IT?, Amanda K. Wagner, Amanda I. Radil & Lia M. Daniels (University of Alberta)
- 9-28 A COMPARISON OF THREE EXAM TYPES: STUDENT PERFORMANCE AND ANXIETY ON OPEN-BOOK, CLOSED-BOOK AND CHEAT SHEET EXAMS, Afshin Gharib, William Phillips & Noelle Mathew (Dominican University of California)
- 9-29 THE EFFECTS OF SERVICE-LEARNING ON DIVERSE STUDENTS ATTENDING AN URBAN PUBLIC UNIVERSITY, Albertina A. Lopez, Elena Klav & Sean Laraway (San José State University)
- 9-30 MOTHER-DAUGHTER RELATIONSHIP, COLLEGE ADJUSTMENT, AND ETHNIC IDENTITY AMONG COLLEGE STUDENTS, Chiu Yu-Ting, Lepe, Carolina & Sy, Susan R. (California State University, Fullerton)
- 9-31 HEIGHTENED BEHAVIORAL IMPROVEMENT IS ASSOCIATED WITH LESS ACADEMIC ACHIEVEMENT IN EMOTIONALLY DISTURBED CHILDREN, Sami Klebanoff, Victoria Delgadoillo & William Shennum (Five Acres)

- 9-32 THE IMPACT OF LEARNING STYLE PREFERENCES OF ENCODING SOCIAL INFORMATION, Jomana K. Sweiss, Dillon S. Rylatt, Larra Noss & Haley A. Terrell (Arizona State University West Campus)
- 9-33 ETHNIC IDENTITY AND STEREOTYPE THREAT AS PREDICTORS OF ADOLESCENTS ACHIEVEMENT, Margarita Castanon, Stefanie N. Mahotz, Michelle N. Grapes, Jonathan X. Zeledon & Michele A. Wittig (California State University, Northridge)
- 9-34 MASTERY AND PERFORMANCE: GIVING STRUCTURE TO INSTRUCTIONAL AND ASSESSMENT PRACTICES, Chiara Papile, Lia M. Daniels, Cheryl Poth & Marnie Hutchison (University of Alberta)
- 9-35 BAD TEACHER: EXPLORING TECHNOLOGY'S ROLE IN TEACHER MISCONDUCT, Kendra N. McCallum, Zoey Zhang, Cheryl Poth & Robert M. Klassen (University of Alberta)
- 9-36 SPREADING POSITIVITY IN THE CLASSROOM: AN ACTS OF KINDNESS INTERVENTION, Kristin Layous, S. Katherine Nelson (University of California, Riverside), Eva Oberle, Kimberly A. Schonert-Reichl (University of British Columbia) & Sonja Lyubomirsky (University of California, Riverside)
- 9-37 UTILIZING COGNITIVE TRAINING TO ADDRESS COGNITIVE DEFICITS IN STUDENTS WITH ADHD, Eugene H. Wong, Dudley J. Wiest, Tessa T. Pumacahua, Courtney Nelson & Katrina Niere (California State University, San Bernardino)
- 9-38 MEXICAN AMERICAN STUDENTS AND PURSUIT OF THE DOCTORATE, Heath Marrs (Central Washington University), Daniel Ramirez (San Diego State University), Caitlin Sullivan, Natalie Sarria-Wiley, Andrew Caughie, Jackie McIntyre, Brad Campbell, Mehj Kahn & Meagan Golden (Central Washington University)
- 9-39 CHILDREN'S PRESCHOOL EXPOSURE AND FUTURE CREATIVE ENJOYMENT, Heather Hammond, Caitlin Younger, Sarah Lakamp, Heather Claffey, Meriam Sahak, Jessica Heredia, Victoria Argot, Kourtney Jones, Amanda Morales, Natalie Yorba, Yesenia Gomez, Lelsey Quiran, Megin Ruston, Andria Clausell, Amanda Wilcox-Herzog & James Kaufman (California State University, San Bernardino)
- 9-40 GENDER DIFFERENCES IN LEARNING AND STUDY STRATEGIES OF MEXICAN AMERICAN AND WHITE COLLEGE STUDENTS, Heath Marrs, Caitlin Sullivan, Andrew Caughie, Natalie Sarria-Wiley, Jackie McIntyre, Brad Campbell, Mehj Kahn & Meagan Golden (Central Washington University)

9-41 GENDER AND OPTIMISM'S INFLUENCE ON PERCEIVED ESOL TEACHING PERFORMANCE, Elizabeth Conkey, Natalie Nibler, DeAnna Sturm (Western Oregon University), Tasha Bleistein (Azusa Pacific University) & Debi Brannan (Western Oregon University)

9-42 AN ARGUMENT FOR THE VITALITY AND VALIDITY OF ADLER'S GEMEINSCHAFTSGEFUHL., S. Kathleen La Voy (Seattle University), Collin R. McFadden (Pacifica Graduate Institute) & Matthew J. L. Brand (Seattle University)

9-43 DIFFERENCES IN ACADEMIC BOREDOM BETWEEN CANADIAN AND CHINESE COLLEGE STUDENTS, Virginia Tze, Lia Daniels & Robert Klassen (University of Alberta)

9-44 EFFORT, INTELLIGENCE OR LUCK: WHAT ACCOUNTS FOR ACADEMIC ACHIEVEMENT?, Rayna Zaragoza & T. L. Brink (Crafton Hills College)

9-45 MOTIVATION IN ACADEMIA: HOW PERCEIVED INSTRUCTOR ENTHUSIASM AFFECTS STUDENT MOTIVATION, Jacqueline A. Goldman & Kathryn Strom (Whitworth University)

STP TEACHING EXCHANGE

9-46 BRAIN AWARENESS WEEK: FORMING COLLABORATIONS IN PURSUIT OF SERVICE LEARNING, Deborah A. Gagnon (Wells College)

9-47 USING THE TOOLS OF HISTORY TO TEACH THE TOOLS OF RESEARCH, Deborah A. Gagnon (Wells College)

9-48 LOGIC DIAGRAMS: THREE NEW ALTERNATIVES TO VENN, T. L. Brink (Crafton Hills College)

9-49 SLOS: WHAT IS WORKING FOR YOU?, T. L. Brink (Crafton Hills College)

9-50 TEACHING CLINICAL CASE FORMULATION SKILLS, Barbara L. Ingram (Pepperdine University)

9-51 EXPRESSIVE WRITING AND ANXIETY: EFFECTS UPON PERFORMANCE IN STATISTICS CLASSES, Carol Pandey (Los Angeles Pierce College) & Susan Kapitanoff (American Jewish University)

9-52 MAKING CONNECTIONS WITH SOCIAL ISSUES, Susan B. Goldstein & Briana D. Weir (University of Redlands)

9-53 DIRECT INSTRUCTION COMPARED TO GUIDED ENGAGEMENT: EFFECTS ON DEVELOPING STUDENT EMPIRICISM, John Marton, William McConnell (North Island College) & Tomiko Collins (Vancouver Island University)

APPLICATIONS OF LATENT TRANSITION ANALYSIS (LTA) IN
PSYCHOLOGICAL RESEARCH

Chair: Amber M. Gonzalez, University of California, Santa Barbara

Synopsis

Modeling change in psychological outcomes has gained a lot of attention to developmental psychologists recently. Latent growth curve modeling and its modeling extensions have transformed the way longitudinal data is analyzed in psychological research. However, there exist many types of longitudinal processes that cannot be well described by latent growth curves and there are several statistical models that can be utilized in such cases. This symposium brings together four papers that all use an alternative longitudinal model, specifically the Latent Transition Analysis model. Latent transition analysis (LTA) is a longitudinal extension of LCA that allows researchers to model change in latent class membership over time. More specifically, LTA is an approach to examining change that provides an opportunity to examine transitions among latent class membership between time periods (DiStefano & Kamphaus, 2006). Moreover, LTA also allows researchers to incorporate covariates to assess how these variables influence class membership and the degree to which individuals change from one latent class to another. For example, one could determine whether adolescents remain in one latent class for anxiety or transition to other latent classes over time (e.g., mildly anxious to severely anxious). Moreover, one could examine covariates, such as gender or race/ethnicity to determine if women are more likely than men to have a specific level of anxiety, for example. This symposium will first introduce LTA as an analytical tool in psychological and educational research. We will review the model parameters, modeling objectives, and assumptions as we will discuss the modeling steps involved in the application of LTA. Further we will discuss the commonly used indices for determining model fit. The first applied paper will use LTA to examine the developmental growth trajectories for young Spanish-speaking English Language Learners. This paper will initially discuss how to interpret what a latent transition model reveals about change. The second applied paper uses LTA to model student engagement but also adds a distal outcome of college attainment that is predicted by the change process, which allows for the understanding of how students transition over time but in addition, how membership within a certain class predicts a future outcome. The third paper applies LTA to take a closer look at the outcomes of children with different patterns of self-regulatory skills, and finds that certain patterns are more likely to have more positive long term outcomes. The last paper will talk about methodological extensions of the LTA model, including higher order latent class variables and modeling two processes at the same time (e.g., one LTA model with one growth curve model).

Presenters

ENGLISH LANGUAGE ACQUISITION FOR SPANISH SPEAKERS:
A LATENT TRANSITION APPROACH, Danielle Guzman-Orth,
Michael Gerber (University of California, Santa Barbara) & H. Lee Swanson
(University of California, Riverside)

DO TEACHERS' PERCEPTIONS OF STUDENT ENGAGEMENT
MATTER?: EARLY PREDICTION OF DEGREE ATTAINMENT,
Amber M. Gonzalez, Karen Nylund-Gibson (University of California, Santa
Barbara), Allan Gottfried (California State University, Fullerton) & Adele
Eskeles Gottfried (California State University, Northridge)

PATTERNS OF EARLY SELF-REGULATION AND LONGITUDINAL
CHILD BEHAVIOR OUTCOMES, Maryam Kia-Keating, Karen Nylund-
Gibson & Brett Kia-Keating (University of California, Santa Barbara)

LATENT TRANSITION ANALYSIS: MODELING
CONSIDERATIONS AND FUTURE DIRECTIONS, Karen Nylund-
Gibson (University of California, Santa Barbara)

Discussant

Karen Nylund-Gibson

AMERICAN PSYCHOLOGICAL
ASSOCIATION G. STANLEY HALL
ADDRESS

11:30-12:30 Grand Peninsula ABC

BEHAVIORAL ECONOMICS, IMPULSIVITY, AND HEALTH DECISION
MAKING

Presenter: Gregory J. Madden, Utah State University

Chair: Leslie Martin, La Sierra University

Synopsis

Despite admonitions from accountants, physicians, and spouses, many of our day-to-day choices are irrationally maladaptive: We don't save as much as we should, we eat too much of the wrong stuff, and we don't exercise. Such failures of self-control arise when our preference for more is pitted against our preference for now. Individual differences in preference for now (i.e., immediate rewards and delayed aversives) are observed in humans and nonhumans, and hyper-sensitivity to delay is correlated with acquisition of drug taking, substance-use disorders, pathological gambling, and obesity. Behavioral economic approaches to addressing impulsivity, particularly as they are designed to affect health-decision making (e.g., addictions, dietary choices in children) will be discussed.

Biography

Dr. Gregory J. Madden received his M.S. degree from the University of North Texas in 1992 and his Ph.D. degree from West Virginia University in 1995. He began his study of behavioral economics during his post-doctoral years at the University of Vermont. Dr. Madden is currently an Associate Professor in the Department of Psychology at Utah State University where his research is largely focused on the behavioral economics of addiction and health decision-making. Much of Dr. Madden's research in this line has focused on impulsive decision making. His early research documented extreme impulsivity in individuals addicted to illicit drugs and cigarettes. Later research revealed that impulsive decision making is predictive of cocaine self-administration in rats. His current work is exploring the possibility of experimentally manipulating impulsivity. Can it be done? Does it affect addiction-related decision-making? Dr. Madden's second, and more recent, line of research explores behavioral economic approaches to influencing the dietary decisions made by children. These research endeavors are supported by grants from the National Institute on Drug Abuse and the US Department of Agriculture. Dr. Madden serves on several advisory committees and is the Editor of the *Journal of the Experimental Analysis of Behavior*. He co-edited (with W. K. Bickel) *Impulsivity: The Behavioral and Neurological Science of Discounting* (APA Books), and is the Editor-in-Chief of the forthcoming *APA Handbook of Behavior Analysis* (Volumes I and II).

SYMPOSIUM

11:45-12:45 Bayside

ENACTING INTERNATIONAL ENGAGEMENT: OPPORTUNITIES FOR STUDENTS AND PROFESSIONALS

Chair: Neal S. Rubin, Argosy University

Synopsis

We live in an increasingly global society. Today we are interconnected worldwide as never before in human history. Correspondingly, psychologists have exhibited growing enthusiasm for the study of international psychology. Whether engaged in diversity in our own society or exploring peoples and cultures worldwide, psychologists are reaching out for new experiences and fresh perspectives on human behavior. In this way our professional education, research and training is expanding into new realms. For example, emerging twenty first century concerns of psychologists involve social justice and human rights, cross cultural research and training, cultural sensitivity, trauma and disaster response, and new perspectives on professional ethics in cross national environments. Representing a new generation, psychology students are approaching their education today with an expectation that their faculty and supervisors will nurture their international interests and engagement. Therefore, the purpose of the proposed symposium is to bring

faculty and students together to address these expectations and to highlight some specific opportunities. Three faculty members who are leaders in the field of international psychology will present along with students already engaged in this growing discipline. They will first describe possibilities for students that chart pathways to the realization of their educational and training goals. Students on the panel will describe how their interests in international psychology developed and what activities they are currently engaged in. Next, questions and concerns from those gathered will be addressed with a view to encouraging students, faculty and professionals to pursue global perspectives in psychology. The choice to pair students with faculty as presenters is intended to provide a diversity of professional and peer role models as mentors. The challenge before us is to articulate to a new generation of psychologists the promise of a vibrant profession, adaptable to a new century, welcoming of their involvement, and nurturing of their dreams that transcend national borders. Helping them envision their place as psychologists in an increasingly interconnected global society and actualize their professional identity as engaged citizens of the world are possible places to start.

Presenters

DIVISION 52: THE APAS INTERNATIONAL MEETING PLACE FOR MENTORING AND OPPORTUNITIES, Neal Rubin (Argosy University, Chicago) & Daria Diakonova-Curtis (Alliant University)

INTERAMERICAN SOCIETY OF PSYCHOLOGY: OPPORTUNITIES FOR INTERNATIONAL EXPOSURE AND COLLABORATION, Andrés Consoli (San Francisco State University) & Pati Cabrera (UC Santa Barbara)

THE INTERNATIONAL DISSERTATION: AN INFRASTRUCTURAL, INTERCULTURAL, AND INTERPERSONAL ANALYSIS, Renee M. Gibbs (Seattle Pacific University/Middle East Technical University), Oya Yerin Guneri (Middle East Technical University, Ankara, Turkey) & Lynette H. Bikos (Seattle Pacific University)

Discussants

Renee M. Gibbs
Oya Yerin Guneri

SYMPOSIUM

12:00-1:30 Grand Peninsula F

THE GENDER GAP IN STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATH): THE ROLES OF THREATENING ENVIRONMENTS, CULTURAL BELIEFS, AND IDENTITY INTEGRATION

Chair: Bettina J. Casad, California State Polytechnic University, Pomona

Synopsis

Women remain underrepresented in STEM (science, technology, engineering, and math) education and careers. Research has identified barriers to women's participation in STEM; however, gaps in our understanding remain. This symposium highlights studies from an NIH STEM diversity program identifying additional barriers to gender parity in STEM including threatening environments, STEM identity integration, sense of belonging, and agency. Casad discusses how threatening environments create multiple pathways through which STEM women's academic and psychological outcomes are negatively impacted. Estrada highlights similarities in U.S. and Indian women's intelligence theories, but differences in their engineering identities, agency, and rejection sensitivity. Arambulo and Flores describe how classroom gender equity and experiences with discrimination mediate the relationship between campus climate and STEM identity integration. Finally, Chavez, Salazar, and Chapman note differences between women who stay in or leave STEM, such as variations in sense of belonging and performance self-esteem. She notes that a chilly climate is an important predictor of women's flight from STEM. This symposium examines psychological factors that prevent women from persisting and succeeding in STEM, which can inform interventions to help broaden STEM participation.

Presenters

THREATENING INTELLECTUAL ENVIRONMENTS AFFECT WOMEN'S STEM PERFORMANCE AND COMMITMENT, Bettina J. Casad (California State Polytechnic University, Pomona)

A CROSS-CULTURAL COMPARISON OF WOMEN IN ENGINEERING: EXAMINING INTELLIGENCE THEORIES AND AGENCY, Erika Estrada & Bettina J. Casad (California State Polytechnic University, Pomona)

SOCIAL AND SCIENTIFIC CLIMATE PREDICT STEM MAJORS DEGREE OF IDENTITY INTEGRATION, Amy M. Arambulo (California State University, Los Angeles), Abdiel J. Flores & Bettina J. Casad (California State Polytechnic University, Pomona)

OPTING OUT OR PUSHED OUT? FACTORS PREDICTING WOMEN'S FLIGHT FROM STEM, Tanya A. Chavez, Bettina J. Casad, Marissa M. Salazar & Sara Chapman (California State Polytechnic University, Pomona)

SYMPOSIUM

12:00-1:30

Sandpebble CD

ETHNICITY AND MENTAL HEALTH: SURPRISING FINDINGS IN NEED OF AN EXPLANATION

Chair: Stanley Sue, Palo Alto University

Synopsis

In 2001, the U.S. Surgeon General's Supplement presented an analysis of the mental health status of ethnic minority groups (African Americans, American Indians/Alaska Natives, Asian Americans/Pacific Islanders, and Hispanic Americans). Since that time, much discussion and debate have ensued about the prevalence of mental disorders among various ethnic groups and about their utilization of mental health services. This symposium examines the rates of mental disorders and utilization of treatment services as revealed in the National Survey on Drug Use and Health (NSDUH) over a 10 year period for the four major ethnic minority groups. Results from these surveys and other studies indicate sizeable ethnic group differences in the rates of mental disorders and participation on our mental health system. The validity of these findings as well possible reasons for ethnic differences is discussed.

Presenters

AFRICAN AMERICANS AND MENTAL HEALTH: SURPRISING FINDINGS IN NEED OF AN EXPLANATION, Clara Chui & Robert Klacansky (Palo Alto University)

HISPANICS' PREVALENCE OF MENTAL DISORDERS AND TREATMENT UTILIZATION, Mary Montaldo (Palo Alto University)

ASIAN AMERICAN AND MENTAL HEALTH: SURPRISING FINDINGS IN NEED OF AN EXPLANATION, Angie N.C. Yu (Palo Alto University) & Justine Fan (Palo Alto University)

AMERICAN INDIAN/ALASKA NATIVE MENTAL HEALTH, Kahanaaloha Kuikahi & Cecily Reber (Palo Alto University)

Discussant

Ae-Kyoung Kim
Stanley Sue

SYMPOSIUM

12:00-1:30

Sandpebble E

APPLICATIONS OF HELMS' RACIAL IDENTITY MODELS IN EDUCATION, RESEARCH, AND PRACTICE: A MULTIDIMENSIONAL ANALYSIS

Chair: Eric L. Kohatsu, California State University, Los Angeles

Synopsis

Race and racism continue to significantly impact many aspects of life in the U.S. In a similar fashion, issues of race have dominated the attention of researchers, academicians, and clinicians/counselors in psychology (e.g., Carter, 2005). Helms' models of racial identity have been at the forefront in research and informing counseling practice. The purpose of this symposium is to provide an in-depth exploration of the tangible benefits of applying Helms' racial identity model in various contexts and for desired outcomes. Contexts will include research, counseling practice, and doctoral training programs/curriculum issues in counseling and clinical psychology. Desired outcomes include increasing racial/cultural awareness and sensitivity. All of the presenters have been initially trained in racial identity/cross-cultural psychology by the Chair of the symposium, are at varied stages of professional development, and have a wide range of cultural experiences, both professional and personal, to bring to this presentation. Thus, the presenters will offer a unique set of experiences and perspectives that will be of interest to a wide range of people.

Presenters

RACIAL IDENTITY MODELS, MEASURES, AND RESEARCH USING ASIANS AND LATINOS, Eric L. Kohatsu (California State University, Los Angeles)

RACIAL IDENTITY IN DOCTORAL TRAINING PROGRAMS: APPLICATIONS FOR PRACTICE, OUTREACH, AND COURSEWORK, Michelle Flores (University of Illinois, Urbana-Champaign)

ELEPHANTS IN THE ROOM: ADDRESSING RACIAL ISSUES IN COUNSELING PRACTICE, William R. Concepcion (California State University, Fullerton)

UNDERSTANDING RACISM, STRESS, RACIAL IDENTITY, AND COPING AMONG ASIAN AMERICANS, Shannen Vong (CSPP at Alliant International University, Los Angeles)

Discussant

Eric L. Kohatsu

SYMPOSIUM

12:15-1:45

Grand Peninsula G

EVOLUTIONARY PERSPECTIVES ON HUMAN DEVELOPMENT AND RELATIONSHIPS

Chairs: Chairs: Joseph E. Gonzales, University of California, Davis and Victor X. Luevano, California State University, Stanislaus

Synopsis

As a field, evolutionary psychology seeks to identify and understand psychological adaptations and behavioral propensities that are the consequences of our ancestors' experiences in the environment of evolutionary adaptedness. Due to the essential role of reproduction in the evolutionary development of all species, mating behavior may be the most critical factor to consider within an evolutionary paradigm. Consequently, this symposium presents data from four original research projects that had focused investigations on factors influencing human mating behaviors. Broadly, these projects considered the role of both social environments and individual differences in predicting human participation in mating behaviors. Specifically, our first presentation explores the relationship between women's physiological and psychological indicators of masculinization and mate value to test two different explanations for women's sociosexuality. Results suggest that both masculinization and mate value play a role in predicting women's sociosexuality, such that greater masculinization and less mate value are associated with an unrestricted sociosexual orientation. Our second presentation examines how dark triad traits (sub-clinical narcissism, sub-clinical psychopathy, and Machiavellianism) predict differential involvement in, and preference for, various relationship types (one-night stands, booty calls, friends-with-benefits, and long term). Results suggest that those high in the dark triad traits prefer, and have more experience with, low-commitment relationships (including extra-pair relationships). Our third presentation examines the effect of father absence on women's sexuality. Results showed that women whose fathers were absent reported an earlier first sexual intercourse, and were less comfortable depending on others than those whose fathers were present. Attachment avoidance was higher in women whose fathers became absent when they were older than five than in those who were five or younger. Our final presentation examines the influence of status and race on women's mate choices. Results indicated that women preferred higher-status men; however women preferred high-status men more when they were from the same race as themselves. Race influenced preference more in participants where race issues were salient and when there was a high perception of family prejudice.

Presenters

PREDICTORS OF WOMEN'S SOCIOSEXUAL ATTITUDES, DESIRE, AND BEHAVIOR, Joseph E. Gonzales (University of California, Davis), Victor X. Luevano & Heather M. Adams (California State University, Stanislaus)

DARK TRIAD TRAITS AS PREDICTORS OF RELATIONSHIP PREFERENCE AND PARTICIPATION, Heather M. Adams, Victor X. Luevano (California State University, Stanislaus) & Peter Karl Jonason (University of Western Sydney)

THE EFFECTS OF FATHER ABSENCE ON WOMEN'S SEXUALITY, Sarah Hartman, Elisha Barron & Victor X. Luevano (California State University, Stanislaus)

THE IMPORTANCE OF RACE IN FEMALE MATE PREFERENCES, Garrick Garcia & Victor X. Luevano (California State University, Stanislaus)

Discussant
Victor X. Luevano

POSTER SESSION 10

1:00-2:15 Grand Peninsula D

HEALTH PSYCHOLOGY 1 STRESS & ANXIETY 1

10-1 ADHD MEDICATION USAGE AMONG PARTICIPANTS IN TEN-YEAR FOLLOW-UP STUDY, Angela Chen & Monica Done (UC Berkeley)

10-2 WE KNOW WE CAN: GROUP IDENTIFICATION AND PHYSICAL ACTIVITY, Fiona Grant (Claremont Graduate University)

10-3 DO HEDONISTIC OR ALTRUISTIC MOTIVES MORE EFFECTIVELY PROMOTE HEALTHY BEHAVIORS?, Jordan D. Hyde (Brigham Young University - Idaho)

10-4 PATTERNS OF ENCULTURATION, PSYCHOSOCIAL STRESS, AND PHYSICAL ACTIVITY IN ALASKA NATIVE COMMUNITIES, Christopher Wolsko (Oregon State University) & Andrea Bersamin (University of Alaska Fairbanks)

10-5 PSYCHOLOGISTS' TRAINING, ATTITUDES, AND PRACTICE BEHAVIORS REGARDING PRIMARY CARE COLLABORATION, Lucas Eberhardt De Master & Jennifer Antick (Pacific University, School of Professional Psychology)

10-6 MENTAL HEALTH INTERVENTIONS AND IMPROVED ANTIRETROVIRAL ADHERENCE: A META-ANALYSIS, Nancy L. Sin & M. Robin DiMatteo (University of California, Riverside)

10-7 THE EFFECT OF LOCUS OF CONTROL ON CANCER RISK BELIEFS, Alexandria Booker (San Diego State University), Vanessa Malcarne (San Diego State University, Moores UCSD Cancer Center) & Georgia Robins Sadler (University of California, San Diego, Moores UCSD Cancer Center)

10-8 RAW FOODS: COMPLIMENTARY AND ALTERNATIVE MEDICINE FOR DEPRESSION AND ANXIETY, Donica J. Romeo, Siobhan K. O'Toole, Lynette Bassman & Sue A. Kuba (CSPP at Alliant International University)

10-9 EXAMINING SUPPORT MECHANISMS FOR HEALTH SERVICE UTILIZATION, Summer H. Y. Kim (Arizona State University), Priscila Diaz (Azusa Pacific University), Jessica Stahl, David Lovis-McMahon & Virginia S. Y. Kwan (Arizona State University)

10-10 DECISION-MAKING AND PSYCHOSOCIAL FACTORS IN PREDICTING HEALTHY AND UNHEALTHY DIETS, Chia-Hsin Emily Cheng (University of California, Los Angeles), Jie W. Weiss, Shari McMahan, Jose Quiroz & Michael Baker (California State University, Fullerton)

10-11 EFFECTS OF PERSONAL MOTIVATION AND INTERVENTIONS ON EXERCISE BEHAVIOR, Tim Kenney, Deana Julka, Andrew Lafrenz, Jacque VanHoomissen & Andrew Downs (University of Portland)

10-12 BEYOND KNOWLEDGE AND INTENTION: MOTHER'S FEEDING DECISIONS, Jie Weiss, Kathleen Wilson, Emily Cheng, Shari McMahan, Xiao Han & Rowena Marquez (California State University, Fullerton)

10-13 CONDOM USE AMONG YOUNG ADULTS WHILE INTOXICATED, Elizabeth De Trinidad (Dominican University of California)

10-14 ATTITUDES AND BELIEFS ABOUT NUTRITION: PERSONALITY AND PSYCHOLOGICAL SYMPTOM CORRELATES, Laura E. Torissi (Toress) (California School of Professional Psychology at Alliant International University, San Francisco)

10-15 TV ADVERTISEMENTS ARE LINKED TO LOW ACTIVITY AND OBESITY, Geraldo Gonzalez (Dominican University of California)

10-16 CHRONIC PAIN MANAGEMENT: INITIAL ANALYSIS FOR EXAMINING PROGRAM EFFICACY, Rebecca Floyd (Pacific Graduate School of Psychology at Palo Alto University) & Delilah Noronha (Veterans Affairs Palo Alto Health Care System)

- 10-17 ETHNIC AND GENDER DIFFERENCES IN YOUTH ACCESS TO TOBACCO, Francisco L. Sotelo (SDSU/UCSD Joint Doctoral Program in Clinical Psychology) & Elizabeth A. Klonoff (SDSU)
- 10-18 TREATING CLIENTS WITH HIV, SUBSTANCE ABUSE, AND MENTAL HEALTH DIFFICULTIES, Andrew M. Buchanan & Aimee Zapata (Palo Alto University)
- 10-19 AN EXPLORATORY ANALYSIS OF PREDICTING PHYSICAL ACTIVITY FROM BELIEF IN GOD., Kiya D. R. Komaiko & Dean Morier (Mills College)
- 10-20 ELDERLY WELFARE RECIPIENTS: MAINTAINING PSYCHOLOGICAL HEALTH USING SELF-REGULATION, Katherine Lafrenz & Deana Julka (University of Portland)
- 10-21 ENHANCING RESILIENCE IN SIBLINGS OF CHILDREN WITH CANCER: AN INTERVENTION, Kelsey Harper & Gerald Michaels (Alliant International University)
- 10-22 MEDIATING THE LINK BETWEEN HOSTILITY AND HEALTH: LOVING-AFFIRMING RELATIONSHIPS, Carleen Tansey & Jamie Bedics (California Lutheran University)
- 10-23 LOW SES AND PROTECTIVE FACTORS ON CHILDREN'S QUALITY OF LIFE, Sarah M. Scott & Jan Wallander (University of California, Merced)
- 10-24 RESILIENCE LEVELS IN INDIVIDUALS WITH AND WITHOUT FERTILITY PROBLEMS, Rachel Kvamme & Jennifer Antick (Pacific University School of Professional Psychology)
- 10-25 CHRONIC PAIN AND AVOIDANCE COPING IN BREAST CANCER SURVIVORS, Jennifer Baker & Jennifer Gregg (San José State University)
- 10-26 A LONGITUDINAL EXAMINATION OF SLEEP QUALITY AND PHYSICAL ACTIVITY, Brett Holfeld & Joelle C. Ruthig (University of North Dakota)
- 10-27 ATTRIBUTING HEART ATTACK/STROKE TO OLD AGE: IMPLICATIONS FOR HEALTH OUTCOMES, Tara L. Stewart & Judith G. Chipperfield (University of Manitoba)
- 10-28 INVESTIGATING TRENDS IN MEDICATION COMPLIANCE OF MENTALLY ILL DETAINEES, Stephanie Williams & Katherine Price (Palo Alto University)
- 10-29 THE EFFECTS OF MUSIC TYPE AND TEMPO ON FOOD CONSUMPTION, Alonah R. Grinnell & Laura Kemmer (Pacific Lutheran University)

- 10-30 NUTRITIONAL HABITS, COGNITION, AND ACADEMIC PERFORMANCE, Catherine Gabrielson & Melinda Blackman (California State University, Fullerton)
- 10-31 CAN MUSIC MAKE A QUALITATIVE DIFFERENCE IN A CANCER CLINIC SETTING?, Jacqueline Robbins (The Evergreen State College)
- 10-32 POTENTIAL PSYCHOLOGICAL BENEFITS OF HOOPDANCE, Lynette Whiting & Paula Johnson, (California School of Professional Psychology at Alliant International University)
- 10-33 SOCIAL SUPPORT AND PTG AMONG INDIVIDUALS DIAGNOSED WITH MULTIPLE SCLEROSIS, Dylan D. Schwartz & Wendy Packman (Palo Alto University)
- 10-34 SLEEP HABIT: DO COLLEGE STUDENTS HAVE ENOUGH SLEEP?, Takayuki Okawa & Zeldia Gilbert (Woodbury University)
- 10-35 HEALTH BEHAVIORS AND HEALTH STATUS OF AT-RISK LATINO STUDENTS FOR DIABETES, Maria T. Hurtado-Ortiz, Silvia Santos & Astrid Reynosa (California State University, Dominguez Hills)
- 10-36 IMPROVING HEALTH SELF-EFFICACY IN MINORITY YOUTH AT-RISK FOR KIDNEY DISEASE, Nichole D. Sage, Susan T. Li (Pacific University) & Cheryl Neal (Multicultural Integrated Kidney Education Program)
- 10-37 PERCEPTIONS OF HEALTHCARE PROFESSIONAL EMPATHY AND CONTINUITY OF CARE, Jael A. Amador, Patricia Flynn (Loma Linda University) & Hector Betncourt (Loma Linda University, Universidad de la Frontera)
- 10-38 STRESS AMONG UNDERGRADUATES: EXAMINING LOCUS OF CONTROL AND LIFE TASKS, Tara Perkins & Elizabeth Diane Cordero (San Diego State University, Imperial Valley)
- 10-39 RELATIONSHIP BETWEEN GROWTH PROCESSES ON COLLEGE STUDENTS SELF-EFFICACY AND ANXIETY, Saowaros Yingwanna (Chulalongkorn University), Xiaozhou Zhang & Robert Klassen (University of Alberta)
- 10-40 EFFECTS OF PHYSICAL ACTIVITY ON GENERAL LIFE ANXIETY OF UNDERGRADUATES, Virginia Tze, Zoey Zhang, Robert Klassen & Lia Daniels (University of Alberta)
- 10-41 FAMILY DYNAMICS AND ANXIETY: A LOOK AT BOWEN'S THEORY, Kimberlie C. Allen, Kassen D. Boesel, Rachel N. Navarro, Gianna L. Persico & Elliott C. Lawless (Hope International University)

- 10-42 A CROSS-CULTURAL STUDY ON ACADEMIC EXPECTATION STRESS AMONG ADOLESCENTS, Xiaozhou Zhang, Virginia Tze, Tracy Durksen, Rob Klassen & Lia Daniels (University of Alberta)
- 10-43 THE EFFECTS OF PRAYER AND MEDITATION ON DECREASING STRESS AND ANXIETY IN COLLEGE STUDENTS ACADEMIC PERFORMANCE, Hydie Marie A. Basco (Dominican University of California)
- 10-44 AN ASSESSMENT OF APPLIED COPING SKILLS IN THE REDUCTION OF PANIC SYMPTOMS, Taylor E. Harris (UCLA Anxiety Disorders Research Center)
- 10-45 THE EFFECT OF ACTIVITY RESTRICTION ON THE RELATIONSHIP BETWEEN CHRONIC STRESS AND LEVELS OF PLASMA CATECHOLAMINES IN CAREGIVERS, Jennifer J. Bordon (San Diego State University) & Brent Mausbach (University of California, San Diego)
- 10-46 EXPRESSED EMOTION AND AFFECTIVE STYLE: FAMILY INVOLVEMENT IN SCHIZOPHRENIA TREATMENT, Davenport & Aldwin Domingo (Argosy University Orange County)
- 10-47 PERCEPTION OF STRESS: A COMPARISON OF ANGLO AND MEXICAN ORIENTATION IN MEXICAN-AMERICANS, Nicole Jones & Amanda Mortimer (California State University, Fresno)
- 10-48 PHYSIOLOGICAL AND PSYCHOLOGICAL REACTIONS TO ANGER AND SOCIAL STRESS, R. Holliday & C. Edmondson, (California State University, Fresno)
- 10-49 REFLECTING ON DISTAL TRAUMAS: THE RELATIONSHIP BETWEEN MEDIA CONSUMPTION AND ACUTE STRESS DISORDER, K. N. Serier & Jon Grahe (Pacific Lutheran University)
- 10-50 MINDFULNESS AND YOGA AS TECHNIQUES FOR STRESS MANAGEMENT IN COLLEGE STUDENTS, Jane A. GravesSmith & Kelsey M. Silva (Concordia University)
- 10-51 THE RELATIONSHIP BETWEEN TIME PLAYING VIOLENT VIDEO GAMES AND ROAD RAGE IN MALES, Miguel A. Brizuela & Paula Johnson (Alliant International University)
- 10-52 COMMITTING ACTS OF PURPOSEFUL HARM: THE IMPACT ON COMBAT VETERANS, Erin K. Bailey & Quyen Tiet (Alliant International University)
- 10-53 DEATH ANXIETY IN PARAMEDIC STUDENTS, April Saldivar & T. L. Brink (Crafton Hills College)

10-54 HYPERVIGILANCE PREDICTS EMOTIONAL DISTRESS DURING THE PELVIC EXAMINATION AMONG WOMEN WITH PRIOR SEXUAL VIOLENCE, Julie Weitlauf (VA Palo Alto Health Care System / Stanford University School of Medicine), Christina Khan (Stanford University School of Medicine) & Carolyn Greene (Veterans Health Administration (VACO))

10-55 DO LATINOS BENEFIT FROM EXPRESSIVE WRITING?, Janette Hernandez, Belinda Campos & Eric Knowles (University of California, Irvine)

10-56 INFLUENCE OF RELIGIOSITY, ETHNICITY, AND GENDER ON COLLEGE STUDENTS' PERCEIVED STRESS, Julie Lutz, Kristen Garcia, Kristin Hernandez & Lisa Mori (California State University, Fullerton)

10-57 THE RELATIONSHIP OF FEAR OF NEGATIVE EVALUATION AND MORAL ELEVATION, Gina Scarsella, Sarah Kang & Thane Erickson (Seattle Pacific University)

10-58 RUN FOR COGNITIVE BENEFITS: EFFECT OF AEROBIC EXERCISE ON COGNITION, Janae J. Hellie, Ariel C. Reid & Bruce Bainum (Pacific Union College)

10-59 SMOKING AND HOMELESSNESS: COSTS, MOTIVATION, AND THE IMPERATIVE TO IMPROVE INTERVENTIONS, Carolyn Weisz, Jill B. Nealey-Moore & Colin C. Behl (University of Puget Sound)

STP AND PT@CC INVITED PRESENTATION

1:00-2:00 Grand Peninsula ABC

TECHNOLOGY FOR TODAY'S ACADEMIC: TOOLS THAT WILL MAKE YOU LOOK LIKE A TECHIE

Presenter: Sue Frantz, Highline Community College

Chair: Jodie Ullman, CSU San Bernardino

Synopsis

The fast pace of technological change has left many of us feeling behind. Our day-to-day work leaves us feeling too busy to seek out tech tools that may help us function more efficiently. How much of your day is spent with email, managing files, finding time to meet with colleagues or students? What are the newest technologies that you can use right now that will help you spend less time managing and more time on task?

Biography



Sue Frantz is a 20-year veteran of the college classroom with the last ten spent at Highline Community College near Seattle. Her Technology for Educators blog, SueFrantz.com, features new tech tools with instructions on how to use them as well as tips for using not-so-new technologies more effectively. Acting as an interpreter, she brings technology to the average user. She currently serves as Vice President for Resources for APA Division 2: Society for the Teaching of Psychology.

INVITED SYMPOSIUM

1:00-2:30

Sandpebble AB

TIME PERSPECTIVE THERAPY: FROM THEORY TO CLINICAL PRACTICE

Chair: Richard M. Sword, Private Practice

Synopsis

Time Perspective Therapy was developed by the Swords to assist their patients suffering from chronic and severe PTSD. Based on Zimbardo's Temporal Theory as described in *The Time Paradox* (2008), measured by The Zimbardo Time Perspective Inventory (ZTPI) and quantified in a longitudinal pilot research project lead by Brunskill, Time Perspective Therapy approaches behavioral therapy through a new time-oriented method. Presenters will describe not only Temporal Theory and Time Perspective Therapy, but also unveil the results of a four year clinical trial that indicate significant decreases in patients anxiety, depression and PTSD symptoms. Time Perspective Therapy is a rapid, effective and enduring method that assists people in adapting to the depression, stress and trauma in our ever changing world.

Presenters

TEMPORAL THEORY, Philip G. Zimbardo (Stanford University)

TIME PERSPECTIVE THERAPY, Richard M. Sword & Rosemary K.M. Sword (Maui, Hawaii)

TIME PERSPECTIVE THERAPY LONGITUDINAL CLINICAL TRIAL, Sarah R. Brunskill (VA Palo Alto Hospital)

Biographies

Philip G. Zimbardo is internationally recognized as the “voice and face of contemporary psychology” through his widely viewed PBS-TV series, *Discovering Psychology*, his media appearances, his bestselling trade books, including *The Time Paradox: Reconstructing the Past*, *Enjoying*

the Present, Mastering the Future (with John Boyd; Free Press, 2008), and The Lucifer Effect: Understanding How Good People Turn Evil (Random House, 2007; paperback, 2008) and his classic research, the Stanford Prison Experiment. His most recent endeavor has been turning his Temporal Theory into an applied clinical therapy through Time Perspective Therapy (co principal-investigator).

Richard M. Sword is a private practice clinical psychologist on the island of Maui. His work in behavioral medicine has helped people heal from traumatic events, accidents, physical injuries, depression, anxiety, and addiction. He played a lead role in developing a model for Psychology in Disaster Stress Response with the National Disaster Medical System and FEMA. Sword's major clinical focus has been on treating veterans and civilians suffering from Posttraumatic Stress Disorder (PTSD). His work with veterans of many wars caused him to search for a more effective treatment of PTSD, and that led him to the development of Time Perspective Therapy (co principal-investigator).

Rosemary K.M. Sword is a counselor and Time Perspective therapist in private practice on the island of Maui. As part of her Hawaiian heritage, she was schooled in the Hawaiian psychology based on forgiveness known as ho'oponopono (literally "to make right"). She has practiced this art form for over two decades. In recent years as a co principal-investigator, she has helped developed Time Perspective Therapy.

Sarah R. Brunskill is a co-investigator in the Time Perspective Therapy research project and a program coordinator at the VA Palo Alto Hospital. She specializes in both mental health, community health and the socialization of the military culture. She received both her undergraduate and master's degrees in psychology at San Francisco State University.

SYMPOSIUM

1:00-2:00 Bayside

INCREASING HELP SEEKING AMONG PEOPLE WITH DEPRESSION

Chair: Jason T. Siegel, Claremont Graduate University

Synopsis

Depression is a mental illness affecting 121 million people worldwide. This is a treatable condition; untreated, depression may lead to suicide. Unfortunately, people with depression are reluctant to seek help. Public service announcements have recently begun to directly target people with depression with the goal of increasing help seeking. Campaigns tackling the daunting task of reducing self-stigma and increasing help seeking often directly target depressed people. This symposium begins with a description of an experimental study that assessed whether D-PSAs directly targeting people with depression can backfire—they can.

Perceptions of stigma were higher among people with depression who were exposed to a D-PSA addressing stigma compared to a comparison ad. Seeking to elucidate the processes responsible for the boomerang, study 2 investigated whether increased counterargumentation and reactance were, as predicted, responsible for the backfiring D-PSA. Hypotheses were again supported: people with mild depression were least reactant to authoritative messages; people with severe depression were most reactive. The second presentation reports on an experimental study that sought to bypass counterargumentation and reactance by utilizing Festinger and Walster's (1962) overheard communication technique. As predicted, a D-PSA which appears to target depressed people's loved ones, although it was intended to influence people with depression, increased help seeking intentions and message acceptance, while reducing perceived stigma. The third presentation proposes, and assesses, an in-direct approach for increasing the likelihood that people with depression will seek help. Focusing exclusively on Spanish-Dominant Hispanics, this research project examined the impact of depression on familistic values. Specifically, familism was posited to mediate the relationship between depression intensity and help seeking from family members—hypotheses were supported. As predicted, depression was associated with decreased faith in familistic values and a decrease in familistic values was associated with reduced willing to seek help from interpersonal sources. In summary, this symposium takes a theoretical approach for identifying a problem (increased counterargumentation among some people with depression), finding a solution that will allow D-PSAs to directly target depressed people (overheard communication technique), and for identifying an alternative approach that would not require a single mention of depression.

Presenters

THE EFFECT OF DEPRESSION PUBLIC SERVICE ANNOUNCEMENTS ON REACTANCE, SELF-STIGMA, AND HELP-SEEKING, Brianna A. Lienemann & Jason T. Siegel (Claremont Graduate University)

INCREASING HELP-SEEKING AMONG PEOPLE WITH DEPRESSION: THE OVERHEARD COMMUNICATION TECHNIQUE, Jason T. Siegel, Brianna Lienemann & Cara N. Tan (Claremont Graduate University)

FAMILISM AS A MEDIATOR OF DEPRESSION AND HELP-SEEKING AMONG SPANISH-DOMINANT HISPANICS, Amanda R. Keeler, Jason T. Siegel & Eusebio M. Alvaro (Claremont Graduate University)

Discussants

William D. Crano
Eusebio M. Alvaro

WPA SOCIAL RESPONSIBILITY AWARD PRESENTATION

1:30-2:30

Grand Prinsula E

FROM RESEARCH TO SOCIAL RESPONSIBILITY: MAKING THE CONNECTIONS

Presenter: Adele Eskeles Gottfried, California State University, Northridge

Chair: Carolyn Murray, UC Riverside

Synopsis

In this presentation, Dr. Gottfried discusses connections between research and social responsibility issues with illustrations from her research programs on: the role of maternal and dual earner employment in children's development, and the development of academic intrinsic motivation across childhood through adulthood. For example, she will explain how her research on parental employment provided a foundation for a landmark California Supreme Court ruling. Regarding her academic intrinsic motivation research and the instrument she developed to measure this construct, the Children's Academic Intrinsic Motivation Inventory, she will discuss implications and applications of research findings to socially important issues including prevention of the pervasive societal phenomenon of developmental decline of students' academic intrinsic motivation from childhood through adolescence, especially in areas of national need such as math and science, and assessment of motivationally gifted children in schools. Dr. Gottfried will conclude by addressing how researchers can put forth connections between their research findings and socially important issues.

Biography

Adele Eskeles Gottfried is Director of Research Enhancement and Professor, Department of Educational Psychology at California State University, Northridge. She has received numerous awards, and honors including: WPA 2011 Social Responsibility Award; Outstanding Faculty Award, CSUN; Research Fellow, CSUN; Fellow of APA (Divisions 7, 9, and 15), APS, WPA, and Inaugural Fellow of AERA; and MENSA Award for Excellence in Research for longitudinal research on gifted children's academic intrinsic motivation. She is the author of the Children's Academic Intrinsic Motivation Inventory, and has published numerous books, chapters, and articles. She serves on the editorial boards of several scientific journals, including the Journal of Educational Psychology, and Parenting: Science and Practice.

PAPER SESSION

1:45-2:45

Sandpebble E

EDUCATION RESEARCH 2

Chair: Melissa Rogers

1:45 DEMONSTRATION OF A NEW TOOL FOR TEACHING CONFIDENCE INTERVALS, Chris Pentoney & Dale Berger (Claremont Graduate University)

2:00 EXAMINING THE BENEFIT OF SPENDING CLASS TIME TEACHING STUDY STRATEGIES, Melissa McConnell Rogers, Jacqueline Goldman & Rebecca Cuniff (Whitworth University)

2:15 INVESTIGATING THE TAIWANESE EFL LEARNERS' METACOGNITIVE AWARENESS OF READING STRATEGIES, Po-nien Chen (Transworld University) & Yuling You (National Changhua University of Education)

2:30 THE ROLE OF EXPERIENCE IN TODDLERS' THIRD-PARTY WORD LEARNING, Priya Mariana Shimpi (Mills College), Katherine O'Doherty (Vanderbilt University), Shannon O'Brien, Rosalie Odean, Devon Thrumston, Bryan Fowler, Soo Choi, Nichole Baumgart & Maya Keyser-Allen (Mills College)

INVITED PRESENTATION

2:00-3:00

Grand Peninsula F

BURNOUT AND ENGAGEMENT IN THE WORKPLACE: NEW PERSPECTIVES

Presenter: Christina Maslach, University of California at Berkeley

Chair: Robert Levine, CSU Fresno

Synopsis

The talk will discuss the practical implications of recent research for preventing burnout and building engagement in the job environment.

Biography

Christina Maslach is Professor of Psychology at the University of California at Berkeley. She received her A.B. in Social Relations from Harvard and her Ph.D. in Psychology from Stanford. She has conducted research in a number of areas within social and health psychology. However, she is best known as one of the pioneering researchers on job burnout, and has written numerous articles and books, as well as developing research measures. She has received

national recognition as “Professor of the Year,” has served as president of the Western Psychological Association, and was selected as a Fellow of the American Association for the Advancement of Science (which cited her “For groundbreaking work on the applications of social psychology to contemporary problems”).

INVITED PRESENTATION

2:00-3:00

Grand Peninsula G

MENTAL IMAGERY, THE BRAIN, AND SELF KNOWLEDGE: USING THE REALITY SIMULATION PRINCIPLE

Presenter: Stephen M. Kosslyn, Center for Advanced Study in the Behavioral Sciences at Stanford University

Chair: Fathali Moghaddam, Georgetown University

Synopsis

Mental imagery was once dismissed as impossible to study scientifically. In spite of such pronouncements, an enormous amount is now known about mental imagery. This talk will have three parts. In the first, I briefly summarize key aspects of what we know about the ways mental images represent information and are used in memory and reasoning. In the second, I show how these findings can be explained by appeal to specific properties of the brain. Finally, in the third part I show how the neural theory illuminates the use of mental imagery to simulate actual events, which in turn can allow us to discover unsuspected properties of our attitudes and beliefs.

Biography

Stephen M. Kosslyn is the Director of the Center for Advanced Study in the Behavioral Sciences at Stanford University. He was formerly chair of the Department of Psychology and Dean of Social Science at Harvard University. Kosslyn was one of the initial group of people who adopted a Cognitive Neuroscience approach to studying mental events, and has investigated mental imagery, perception, visual display design, deception, and team composition; he has authored or coauthored 12 books and over 300 articles. Kosslyn has received various honors, including the National Academy of Sciences Initiatives in Research Award, a Guggenheim Fellowship, honorary doctorates from the University of Caen and from the Sorbonne, and election to the American Academy of Arts and Sciences.

SYMPOSIUM

2:00-3:30

Sandpebble CD

ITEM RESPONSE THEORY: A MODERN DIRECTION FOR PERSONALITY MEASUREMENT

Chair: Tim W. Gaffney, California Department of Education

Synopsis

Traditionally, personality researchers have relied on classical test theory (CTT) in developing and scoring personality assessment instruments. Item response theory (IRT) provides richer, more holistic methods for examining personality measures. Due in part to the recent development of user-friendly modeling software such as IRTPRO (Cai, du Toit, & Thissen, 2011), IRT has become much more accessible to personality researchers. The purpose of this symposium is to introduce IRT and the advantages it provides in personality research. The symposium will begin with a general introduction to IRT, including its basic underlying models and assumptions. The most frequently applied IRT models will be described and their strengths and weaknesses briefly discussed. The three subsequent sections will discuss applications of IRT using specific personality measures analyzed with IRTPRO as examples. The first section will compare the information provided by CTT and IRT methods for a need for affiliation scale that utilizes a true/false response format. The second section will compare CTT and IRT for an ego resiliency scale that utilizes a summative response scale. The third section will summarize the unique capabilities offered by IRT, concentrating on its potential advantages in personality measurement. The session will close with a brief discussion of the papers followed by a question and answer period.

Presenters

INTRODUCTION TO ITEM RESPONSE THEORY (IRT), Tim W. Gaffney (California Department of Education)

ITEM RESPONSE THEORY: THE POTENTIAL ADVANTAGES FOR PERSONALITY MEASUREMENT, Kasey R. Stevens (Corrections Standards Authority) & Michael Whitehead (California State University, Sacramento)

AN IRT ANALYSIS OF AN EGO RESILIENCY SCALE, Leanne M. Williamson, Kristine D. Christianson, Phillip Craig Cello Jr. (CSU Sacramento), Tim W. Gaffney (California Department of Education) & Lawrence S. Meyers (CSU Sacramento)

AN IRT ANALYSIS OF A DICHOTOMOUS NEED FOR AFFILIATION SCALE, Sanja Durman-Perez, Jennifer L. Wong, Kim D. Nguyen, Leanne M. Williamson (CSU Sacramento), Tim W. Gaffney (California Department of Education) & Lawrence S. Meyers (CSU Sacramento)

Discussant
Tim W. Gaffney

PAPER SESSION

2:15-3:00 Bayside

DEVELOPMENTAL PSYCHOLOGY 2

Chair: Robert Epstein

2:15 UNDERSTANDING CHILDREN'S POST-DIVORCE ADJUSTMENT: PARENTING TIME AND PARENT CONFLICT, Karina R. Sokol (Glendale Community College) & William V. Fabricius (Arizona State University)

2:30 ARE ADOLESCENTS CIVIC BEHAVIORS VALUE-BASED? EXPLORING ASSOCIATIONS BETWEEN VALUES AND ACTIONS, Michelle Sloper, En-Ling Chiao, Celina Benavides & Laura Wray-Lake (Claremont Graduate University)

2:45 TREATING ADULTS LIKE CHILDREN: INFANTILIZATION ACROSS THE LIFE SPAN, Robert Epstein (Cambridge Center for Behavioral Studies) & Jane Kim (Loyola Marymount University)

POSTER SESSION 11

2:30-4:00 Grand Peninsula D

SUBSTANCE ABUSE, DEPRESSION, COUNSELING

11-1 ALCOHOLICS ANONYMOUS CONSTRUED THROUGH POSITIVE PSYCHOLOGY, Sara Newberry (Concordia University)

11-2 THE PARALLELS BETWEEN PASSIONATE LOVE AND DRUG ADDICTION, Brigitte Matthies & Karina Martinez (California State University, Los Angeles)

11-3 COMPARATIVE RISKS OF ADOLESCENT MISUSE OF PRESCRIPTIONS AND OTHER DRUGS, Brandon Nakawaki (Claremont Graduate University)

- 11-4 PREDICTORS OF ALCOHOL CONSUMPTION, Christina R. Vieux & Jodie B. Ullman (California State University, San Bernardino)
- 11-5 TRADITIONAL MASCULINE NORMS AND ALCOHOL USE AMONG VETERANS AND MILITARY PERSONNEL, Robert D. Laxson & Lisa R. Christiansen (Pacific University, School of Professional Psychology)
- 11-6 IMPULSIVITY MEDIATED THE LONGITUDINAL RELATIONSHIP BETWEEN INSOMNIA AND DRUG USE, Kelsie L. Hendrickson & Maria M. Wong (Idaho State University)
- 11-7 COLLEGE STUDENTS SUBSTANCE USE: EFFECTS OF GENDER, AGE, AND PERSONALITY, Kimberly N. Wrzeciona & Maureen J. Fitzpatrick (California State University, San Marcos)
- 11-8 THE EFFECTS OF ETHNICITY, GENDER, AND EXTROVERSION ON ALCOHOL CONSUMPTION, Sharissa A. Bradley & Maureen J. Fitzpatrick (California State University, San Marcos)
- 11-9 THE RELATIONSHIP BETWEEN (UN)EMPLOYMENT AND ALCOHOL CONSUMPTION DURING THE RECESSION, Alexander P. Ojeda & Ryan Goble (California State University, San Bernardino)
- 11-10 PSYCHOSOCIAL CORRELATES OF FOOD DEPENDENCE IN COLLEGE STUDENTS, Sarah Rianne Taylor & William M. Reynolds (Humboldt State University)
- 11-11 PREDICTORS OF DAILY ALCOHOL CONSUMPTION: THE MEDIATIONAL ROLE OF COPING, Cameron T. McCabe, Scott C. Roesch (San Diego State University) & Arianna A. Aldridge-Gerry (Stanford University)
- 11-12 PSILOCYBIN AND SPIRITUAL EXPERIENCE, Kevin Bunch, Frederick J. Heide & Edward Bourg (CSPP at Alliant International University)
- 11-13 THE RELATIONSHIP BETWEEN IMPERSONAL ORIENTATION, EFFORTFUL CONTROL, AND SUBSTANCE USE, Rachel B. Dyson, Gail C. Robertson & Maria M. Wong (Idaho State University)
- 11-14 RELATIONSHIPS AMONG IMPULSIVITY, ALCOHOL-RELATED PROBLEMS, AND SUICIDAL BEHAVIOR IN ADOLESCENTS, Tyler Hjelseth, Kelsie Hendrickson & Maria Wong (Idaho State University)
- 11-15 ALCOHOL EXPECTANCIES, ALCOHOL INVOLVEMENT, AND ETHNIC DIFFERENCES IN COLLEGE STUDENTS, Sergio Flores, Nadeem Hasan, Jennifer Chen & Amie Haas (Palo Alto University)

11-16 CHANGES IN MARIJUANA USE ACROSS THE FRESHMAN YEAR OF COLLEGE, Kari Kagan, Shelby Smith, Stephanie Peters & Amie Haas (Palo Alto University)

11-17 COGNITIVE FUNCTIONING MODERATES THE RELATION BETWEEN ANXIETY AND DRINKING HABITS, Sherry A. Span, Tory L. Wall, Lauren E. Bates & Danae B. Delfin (California State University, Long Beach)

11-18 AN EXAMINATION OF ADDICTION, AXIS II DISORDERS, AND CHILDHOOD TRAUMA, Amber Salvador, Bina Parekh, Tica Lopez & Jennifer Davidtz (Argosy University, Orange County)

11-19 RED SOLO CUP, I FILL YOU UP! A FREE-POUR ASSESSMENT, Emily R. Metz,Carolynn S. Kohn, Heather Dunn Carlton (University of the Pacific), Mychal A. Machado (Munroe-Meyer Institute University of Nebraska Medical Center) & Rutvi R. Patel (University of the Pacific)

11-20 PICTURE THIS! SMOKING CUES: ELICITORS OF COMPENSATORY RESPONSES IN SMOKERS, Mychal A. Machado (University of Nebraska, Medical Center), Carolynn S. Kohn, Rutvi R. Patel, Valerie D. Segura & Alyssa Musto (University of the Pacific)

11-21 SOCIALLY DESIRABLE RESPONDING: IMPLICATIONS FOR CHILD ABUSE POTENTIAL IN SUBSTANCE USING MOTHERS, Kelsey M. Bradshaw, Sara Lynch, Joy Tiongson, Nick Gomio & Brad Donohue (University of Nevada, Las Vegas)

11-22 META-ANALYSIS OF CONTINUING CARE TREATMENTS FOR SUBSTANCE USE DISORDERS, Janet C. Blodgett, Natalya C. Maisel, Ingrid L. Fuh, Paula L. Wilbourne & John W. Finney (Center for Health Care Evaluation, Veterans Affairs Palo Alto Health Care System)

11-23 THE RELATIONSHIP BETWEEN DRUG TYPE AND HIV RISK BEHAVIOR, Roanne J. Tiongson, Chelsey Wilks, Jessica Urgelles, Kelsey Bradshaw, Sarah Lynch & Brad Donohue (University of Nevada, Las Vegas)

11-24 DEPRESSION AND DEMAND-WITHDRAWAL COMMUNICATION IN OLDER ADULTS, Garrett M. Koslan, Amanda R. Mortimer, Ashley Costa, Brannon Lozano, Leigh Perrault, Miguel Vieyra & Gabriela Zamora (California State University, Fresno)

11-25 BILINGUALISM AND DEPRESSION AMONGST COLLEGE STUDENTS, Claudia Velasco & Zelda Gilbert (Woodbury University)

11-26 RELATIONSHIP OF AFTERLIFE BELIEFS WITH DEATH ANXIETY AND DEPRESSION, Komal Ramchandani, Frederick J. Heide & Christopher Tori (CSPP at Alliant International University)

11-27 DEPENDENT ATTACHMENT IN ADULTHOOD MEDIATES THE RELATIONSHIP BETWEEN CHILDHOOD TRAUMA AND ADULT DEPRESSION, Jared F. Roush, Justin Reeder & Christine D. Scher (California State University, Fullerton)

11-28 LIFE STRESS PROMOTES ANHEDONIC SYMPTOMS IN MAJOR DEPRESSIVE DISORDER, Robert Manley (University of California, Los Angeles), George M. Slavich (University of California, Los Angeles), Nancy Brooks & Diego A. Pizzagalli (McLean Hospital/Harvard Medical School)

11-29 FACTORS INFLUENCING HELP-SEEKING BEHAVIORS AMONG DEPRESSED ELDERLY CHINESE IMMIGRANTS, Freda Feng, Joyce Chu (Palo Alto University), Benny Wong & Stanley Sue (Palo Alto University)

11-30 SOCIAL PROBLEM SOLVING STRATEGIES AS PREDICTORS OF DEPRESSION IN AFRICAN AMERICAN CANCER SURVIVORS, Kadie Harry, Tonya Pan, Vanessa Malcarne (San Diego State University) & Georgia Robins Sadler (Moores UC San Diego Cancer Center)

11-31 FATHERS AND ADOLESCENT'S REPORTS OF FATHER'S PARENTING AND YOUTH MALADJUSTMENT, Alexander Reid, Federico Leguizamo, Jacobo Picardo, Paige Seegan & Scott Plunkett (California State University, Northridge)

11-32 STRESS RELATED TO UNIVERSITY STUDENTS DEPRESSIVE SYMPTOMS: DOES ESTEEM MODERATE?, Megan Stanman, Carla Camacho, Elizabeth Fish & Scott Plunkett (California State University, Northridge)

11-33 PERCEIVED PARENTING IN RELATION TO EMERGING ADULTS MENTAL HEALTH, Nouha H. Hallak, Wendy Morgan, & Scott W. Plunkett (California State University, Northridge)

11-34 MILD TBI AND DEPRESSION MEDIATED BY PERCEIVED QUALITY OF LIFE, Kimberly Baerresen, Julia Kroh-Evans, Earl Thorndike, Eric Hanson, Brenda Bartnik-Olson & Susan Ropacki (Loma Linda University)

11-35 GENDER, WORK, AND SOCIAL ROLES IMPACT OLDER ADULTS' SUICIDAL IDEATION, Julie Lutz & Laura Zettel-Watson (California State University, Fullerton)

11-36 EFFECTIVENESS OF COMMUNITY-BASED TREATMENT OF SEX-OFFENDERS, Jennifer Seiders & Pam Seiders (Northwest Nazarene University)

11-37 DISTRESS, ACCULTURATION, AND BELIEFS ABOUT PSYCHOLOGICAL SERVICES AMONG COLLEGE STUDENTS, Louis A. Cornejo & Jeffrey T. Cookston (San Francisco State University)

11-38 PREDICTORS OF PSYCHOLOGICAL DISTRESS AMONG ASIAN AND HISPANIC COLLEGE STUDENTS, Sandy Wang, Munyi Shea, Rogelio Gonzalez (California State University, Los Angeles) & Pei-Wen Winnie Ma (William Patterson University)

11-39 RELIGIOSITY AND SPIRITUALITY AS CORRELATES OF PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS, Sherry Wang, Rogelio Gonzalez, Munyi Shea (California State University, Los Angeles) & Pei-Wen Winnie Ma (William Paterson University)

11-40 ONLINE COUNSELING: ATTITUDES AND POTENTIAL UTILIZATION BY COLLEGE STUDENTS, Chloe Brown, Lizabeth Eckerd, Vanessa Morales & Colleen Reveley (Humboldt State University)

11-41 COMPARING EFFECTIVENESS OF TWO STATISTICAL METHODS FOR A POSITIVE PSYCHOLOGY CAREER INTERVENTION FOR AT RISK YOUTH, Kim Huynh, Megan Zurawski, Marissa Rudolph & Lynette H. Bikos (Seattle Pacific University)

11-42 SCHOOL BULLYING: A QUALITATIVE STUDY ON ASIAN AND LATINO IMMIGRANT PARENTS PERSPECTIVES, Winnie Shi, Yu Zhang, Victor Gonzalez & Munyi Shea (California State University, Los Angeles)

11-43 EFFECTIVENESS OF A REALITY BASED THERAPY PROGRAM FOR INCARCERATED FEMALE ADULT OFFENDERS AT CIW (CALIFORNIA INSTITUTION FOR WOMEN), Monica Hassan Zadeh Zandi, Brandon Farmer, Glenn Milton Reyes, Cheryl Grills & Sandra Villanueva (Loyola Marymount University)

11-44 PSYCHOSIS AS AN EXISTENTIAL COPING MECHANISM, Grant Shields (Simpson University)

INVITED PRESENTATION

3:00-4:00 Grand Peninsula ABC

THE LONGEVITY PROJECT: THE 8-DECADE STUDY OF STAYING HEALTHY AND LIVING LONG

Presenters: Howard S. Friedman, University of California, Riverside and Leslie R. Martin, La Sierra University

Chair: Allen Gottfried, Fullerton Longitudinal Project

Synopsis

We hear that the key to well-being involves obsessing over what we eat, how much we stress, and how fast we run. But based on the most extensive study of longevity ever conducted, THE LONGEVITY PROJECT reveals the great extent to which it is psychosocial factors that really matter: our personalities, friends, family, and work. In 1921, a remarkable project began tracking the loves and lives of 1,528 bright American children. For the past 20 years, Howard Friedman and Leslie Martin have followed up with new information and measures, collected death certificates, and analyzed massive amounts of data to establish what it is that led some individuals to thrive while others falter, fall ill, or die before their time. Dr. Andrew Weil calls it “a remarkable achievement with surprising conclusions.” Malcolm Gladwell says, “The answers will surprise you. This is an important—and deeply fascinating—book.”

Biographies

Howard Friedman is Distinguished Professor at the University of California in Riverside. Leslie Martin is Professor of Psychology at La Sierra University, and Research Psychologist at UC Riverside. They met when Leslie began graduate study in 1991 at UC Riverside, where she became a key and continuing associate in Howard’s then-launching lifespan longevity studies. Their scientific research on health and longevity has been published in over 150 influential and often-cited scientific articles and chapters. They usually try to keep up with each other, but Howard gave up when Leslie completed the Marathon des Sables, an ultra-marathon 151-mile self-sustaining endurance race across the Moroccan Sahara, in which runners must carry all their food and clothing.

For more about The Longevity Project, go to <http://www.howardsfriedman.com/longevityproject/>, or <http://on.fb.me/h8NzQS> (Facebook).

TOPSS INVITED PRESENTATION

3:00-4:00

Sandpebble AB

HIGH SCHOOL PSYCHOLOGY—NATIONAL STANDARDS AND MORE

Presenter: Jann Longman, Chair, Teachers of Psychology in Secondary Schools (TOPSS), Liberty High School, MA

Synopsis

Psychology has become one of the most popular classes in high school. When the first AP Psychology test was given in 1992, less than 4,000 students took it. This year, 198,000 are expected to take the exam. Students also take International Baccalaureate Psychology, College dual enrollment Psychology, as well as other elective Psychology classes. TOPSS works hard to give

teachers the skills they need to teach psychology as a behavioral science. New National High School Standards for High School Psychology Curricula have been approved by the APA, and are being sent to school boards across the country. TOPSS is also involved in establishing requirements for teachers of psychology, as well as working in many areas to encourage excellent teaching of psychology in high schools.

We are your best recruiters. Our job is to send students to you who are excited and passionate about psychology, and who have an understanding of psychology as a science. Come and see what we are doing to make this happen.

APA PANEL PRESENTATION

3:00 – 4:00 Grand Peninsula E

HOW TO PUBLISH

Chair: Lindsay MacMurray, APA Journals

Synopsis

Publishing in established scholarly journals provides important career development for professional, scientific, and academic psychologists. Experienced authors and editors sharing their knowledge of the ins and outs involved in becoming an established author can be invaluable. This session, sponsored by the APA Publications and Communications Board, is intended to help demystify the publication process and encourage productive manuscript writing. In addition to providing an overview of the publication process from organizing and writing the manuscript through its final publication, the panelists provide guidelines on writing discipline, selecting topics, and framing the research data for publication. They also illuminate the editorial processes involved in anonymous peer-review of manuscripts and provide guidelines for how reviewer comments should be considered. Beginning authors also receive instruction in what editors really mean in their decision letters and on the differences between various types of “rejection” letters. General support is provided for overcoming rejection in order to persevere in the publication process.

Panelists

Danny Wedding, CSPP, Alliant International University
Tiffany O’Shaughnessy, CSPP, Alliant International University
Lindsay MacMurray, APA Journals

This panel is sponsored by the American Psychological Association

PAPER SESSION

3:00-4:15

Sandpebble E

SOCIAL ISSUES 2

Chair: Priya Mariana Shimpi

3:00 STATUS UPDATE: UNPROFESSIONAL ONLINE POSTINGS BY PSYCHOLOGY DOCTORAL STUDENTS, Leah R. Kamin & Catherine Miller (Pacific University School of Professional Psychology)

3:15 THE DEVELOPMENT OF THE NATIONAL BASKETBALL ASSOCIATION IN CHINA, Su Liu & Mathew Curtis (University of Southern California)

3:30 CULTURALLY DEFINING A GAY MALE GROUP SELF-IDENTIFIED AS BEARS, Douglas A. Graves & Ronald W. Teague (CSPP at Alliant International University)

3:45 TO SLEEP PERCHANCE TO DREAM ABOUT FACEBOOK: THE MECHANISMS OF MEDIA USE & DISORDERED SLEEP, Kelly Whaling, Mark Carrier & Larry Rosen (California State University, Dominguez Hills)

4:00 CULTURAL TIES AND BILINGUAL LANGUAGE POLICY FORMATION, Priya Mariana Shimpi, Shannon O'Brien, Vanessa Siegel & Devon Thrumston (Mills College)

SYMPOSIUM

3:15-4:15

Grand Peninsula F

NEUROBIOLOGICAL PATHWAYS UNDERLYING RESPONSES TO NEGATIVE SOCIAL EXPERIENCES

Chair: George M. Slavich, University of California, Los Angeles

Synopsis

Social relationships are a powerful determinant of emotional and physical health. Whereas close social bonds have the ability to promote happiness and longevity, negative social experiences, such as those involving social isolation or rejection, are among the strongest predictors of acute and chronic disease. This symposium examines the neurobiological pathways that underlie these effects by highlighting recent, cutting-edge research from social psychology, health psychology, and social and affective neuroscience. First, Keely Muscatell will present neuroimaging data linking neural responses to social rejection and neural responses to monetary reward. These data suggest that the incentive value of rewards may be increased

following social rejection. The implications for increasing negative health behaviors following social stress and rejection will be discussed. Second, Tristen Inagaki will present neuroimaging data examining neural responses to social cues following an inflammatory challenge. The role of the amygdala in sickness-induced social withdrawal will be highlighted. Finally, George Slavich will discuss how certain types of social rejection are particularly strongly related to depression. He will then present data on the neural and immunological processes that appear to underlie this effect. Considered together, these talks shed light on the important question of how external social experiences get represented by the brain and then translated into internal biological processes that have the ability to affect health.

Presenters

NEURAL ACTIVATION DURING REJECTION AND REWARD: IMPLICATIONS FOR HEALTH BEHAVIORS, Keely A. Muscatell, Tristen K. Inagaki & Naomi I. Eisenberger (UCLA)

INFLAMMATION SELECTIVELY ENHANCES AMYGDALA ACTIVITY TO SOCIALLY THREATENING IMAGES, Tristen K. Inagaki, Keely A. Muscatell & Naomi I. Eisenberger (UCLA)

NEURAL AND IMMUNOLOGICAL PROCESSES LINKING SOCIAL REJECTION AND DEPRESSION, George M. Slavich (University of California, Los Angeles), Michael L. M. Murphy & Gregory E. Miller (University of British Columbia)

SYMPOSIUM

3:15-4:15

Grand Peninsula G

THE SOCIAL COGNITION OF GROUP JUDGMENTS: CONTEXTUAL INFLUENCES ON PERCEPTION AND EVALUATION

Chair: Shannon P. Callahan, University of California, Davis

Synopsis

The study of context effects on group judgments is a growing area of research in social cognition. Perceptions and evaluations of groups are not formed in a vacuum, but rather are strongly influenced by contextual variables. For example, research shows that racial prejudice can be reduced when African Americans are presented in positive rather than negative settings (Wittenbrink, Park, & Judd, 2001). However, context is not limited to the physical environment in which a stimulus is presented. Instead, context can be broadly defined as the conditions under which a judgment is made. This symposium presents four novel conceptualizations of context and their effects on group perception and evaluation. First, Shannon Callahan will show how the mere presence of group symbols and logos influences the degree to which groups are perceived as real and cohesive entities. Secondly, Dario Sacchi will discuss how learning about two groups at the same time leads to the formation of different impressions depending

on the relative group size. Next, Jimmy Calanchini will explore the influence of time pressure on the expression and regulation of group prejudice. Finally, Courtney Soderberg will discuss how the racial composition of groups affects the evaluation of individual group members. Considering the effects of such diverse contextual influences allows us to not only gain a better understanding of the psychological mechanisms underlying group judgments, but also to more accurately capture the complexities of real world evaluations.

Presenters

WHY FLAGS AND LOGOS MATTER: GROUP SYMBOLS INCREASE PERCEIVED ENTITATIVITY, Shannon P. Callahan & Alison Ledgerwood (University of California, Davis)

STEREOTYPE FORMATION IN THE CONTEXT OF INTERGROUP COMPARISON, Dario L. M. Sacchi & Jeffrey W. Sherman (University of California, Davis)

EFFICIENT CONTROL REGULATES BIAS UNDER TIME PRESSURE, Jimmy Calanchini, Jeff Sherman & Alison Ledgerwood (University of California, Davis)

NO FACE IS AN ISLAND: IMPLICIT BIAS IN SOCIAL SCENES, Courtney K. Soderberg & Jeffrey W. Sherman (University of California, Davis)

PAPER SESSION

3:15-4:15 Bayside

LEARNING AND MEMORY

Chair: Walter T. Herbranson

3:15 PIGEONS, OPTIMAL CHOICE, AND THE MONTY HALL DILEMMA, Walter T. Herbranson (Whitman College)

3:30 THE EFFECTS OF COMPUTER SOCIAL MULTITASKING ON LEARNING, Phuoc Tran & Kaveri Subrahmanyam (California State University, Los Angeles)

3:45 EMOTIONAL SALIENCE AND VON RESTORFF EFFECT, Nicholas R. Von Glahn (California State Polytechnic University, Pomona), Hajime Otani & Valen Cheung (California State Polytechnic University, Pomona)

4:00 GUILT, MEMORY, AND CHOICES, Tyler O. Broderick, Maura Pilotti, Tiffany Abeyta, Jennifer L. Bochenek, Jose I. Griego & Elizabeth C. Long (New Mexico Highlands University)

WPA AWARDS AND PRESIDENTIAL ADDRESS

4:30-6:00

Grand Peninsula ABC

2012 WPA AWARDS

Western Psychological Foundation Student Scholarships are awarded to WPA Student Members whose first-author presentations were judged to be highly meritorious by the Program Review Committee. The students listed below will receive a scholarship award. Scholarships are funded through generous contributions to the Student Scholarship Fund.

Tracy L. Durksen	University of Alberta
Amy L. Erickson	Lewis-Clark State College
Erika Estrada	California State Polytechnic University, Pomona
Joseph E. Gonzales	University of California, Davis
Tiana Hayden	University of San Diego
Eric D. Malain	Humboldt State University
Cody D. Packard	Claremont Graduate University
Jennifer M. Picanso	California State University, Northridge
Thelma A. Pinheiro	University of La Verne
Michelle Sloper	Claremont Graduate University
Katherine H. Tsai	SDSU/UCSD Joint Doctoral Program in Clinical Psychology

The following student research awards are funded by endowments created and supported by the individuals and institutions indicated in the titles of the awards.

Robert L. Solso Research Awards

Francesca Kruk	University of California, Los Angeles
Kizzann A. Ramsook	Pomona College
Emilio A. Valadez	California State University, Northridge

Christina Maslach-Philip Zimbardo Research Award in Social Psychology

Michael Le	Humboldt State University
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Multivariate Software Award

Peter Bentler and Eric Wu, creators of EQS structural equation modeling software published by Multivariate Software, award a license for EQS along with a cash prize to a student who presents outstanding research at the WPA convention. The Multivariate Software Award recipient is Christine A. Victorino, University of California, Santa Barbara.

Robert and Maralee Hicks Scholarship Award

Albertina Lopez San José State University

James L. McGaugh Scholarship Award

Carolyn Chu San José State University

The WPA Fellows and Awards Committee, chaired by Dale Berger (Claremont Graduate University), has made the following awards to recognize outstanding achievements of WPA members.

2012 WPA Lifetime Achievement Award

Barbara Tabachnick
California State University, Northridge

2012 WPA Outstanding Teaching Award

Jodie B. Ullman
California State University, San Bernadino

2012 WPA Early Career Research Award

George M. Slavich
University of California, Los Angeles

2012 WPA Outstanding Service Award

Ronald E. Riggio
Claremont McKenna College

2012 Enrico E. Jones Award in Clinical Psychology Research

Jeffrey J. Wood
University of California, Los Angeles

SOLO STATUS, PERSPECTIVE-TAKING, AND SOCIAL CREATIVITY: THE POWER OF ONE

Presenter: Delia S. Saenz, Arizona State University

Chair: Jeffery Scott Mio, California State Polytechnic University, Pomona

Synopsis

Women and men of color historically have been rarities and/or numerically distinctive persons in high level positions (e.g., Supreme Court judges, congressional members, college trustee boards). What are the implications for decisions made in these low diversity contexts and their effects on the broader and more diverse population? How might the inclusion of women and men of color alter the dynamics and the outcomes of deliberations at these levels? The presentation will review research I've conducted on tokenism, the situation in which there is a single person of a social category in an otherwise homogeneous group. I begin by tracing my early work which suggested that numerically distinctive people may experience cognitive deficits due to the extra-task worry of self-presentation in groups, and thus be disadvantaged in group settings relative to their non-token counterparts. A transition to more recent research, however, suggests that token individuals—precisely because of their concern with self-presentation—may be adept at tasks associated with perspective-taking. Consequently, for certain task domains that benefit from the ability to see things through the eyes of others, tokens may show cognitive surfeits relative to other group members. Tokens may, in fact, arrive at better solutions when faced with social dilemmas. There may be significant merit, then, in Supreme Court Justice Sonia Sotomayor's statement that '...a wise Latina with the richness of her experiences would more often than not reach a better conclusion than a white male who hasn't lived that life,' particularly in instances where she is facing a homogeneous majority group.

Biography

Delia Saenz is professor of Psychology and Vice Provost at Arizona State University. She received her Ph.D. from Princeton University in 1987. Prior to joining the faculty at ASU, she was on the faculty at the University of Notre Dame. Her research interests include tokenism, social identity, culture, and gender inclusion. She has previously served as Representative at Large for WPA, as well as program chair, and as a member of the awards committee.

RECEPTION

6:15 - 7:15

Hyatt Regency Atrium

WPA PRESIDENTIAL RECEPTION & SOCIAL HOUR

INVITED PRESENTATION

8:00-9:00

Grand Peninsula ABC

SEX, MURDER, AND SELF-ACTUALIZATION

Presenter: Douglas T. Kenrick, Arizona State University

Chair: Delia S. Saenz, Arizona State University

Synopsis

Oscar Wilde said: “we are all in the gutter, but some of us are looking up at the stars.” In this talk, I’ll describe some research that ranges from the gutter (exploring the base motives behind murderous fantasies, one-night stands, and dirty old men lusting after younger women) to the stars (how fundamental motives influence artistic creativity, economics, and religiosity). Despite our abilities to appreciate Shakespeare and Monet, we are still members of the animal kingdom, who share a multitude of inherited dispositions with baboons, hyenas, and gutter rats. But we’ve discovered that the underside of human nature is intimately connected to our more stellar characteristics. And at the highest level, research on these apparently diverse topics, combined with the insights of Evolutionary Psychology, Cognitive Science, and Complexity Theory, can help provide an answer to the big question: “What is the meaning of life.” And I’ll address the more profound question: What do Porsche Carreras and Hybrid Hondas have to do with self-actualization?

Biography

Douglas T. Kenrick is a professor at Arizona State University, where he is director of the social psychology program. He is author of over 180 scientific articles, books, and book chapters, the majority applying evolutionary ideas to human behavior and thought processes. At a theoretical level his work integrates three great syntheses of the last few decades: evolutionary psychology, cognitive science, and dynamical systems theory. His work has been reported in outlets including Behavioral and Brain Sciences, Psychological Review, Perspectives on Psychological Science, Journal of Personality and Social Psychology, and Neuroscience & Biobehavioral Reviews. Kenrick has edited several books on evolutionary psychology, contributed chapters to the Handbook of Social Psychology and the Handbook of Evolutionary Psychology, and been an author of two multi-edition textbooks (Social Psychology: Goals in Interaction, with Steve Neuberg and Bob Cialdini, is now in its 5th edition). His latest book is *Sex, Murder, and the Meaning of Life: A psychologist investigates how evolution, cognition, and complexity are revolutionizing our view of human nature.*

Saturday, April 28

2012 WPA FILM FESTIVAL - SATURDAY

9:00 a.m. – 4:45 p.m. Harbour B

Time	Name of Film	Running Time (in minutes)
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AFTERMATH OF WAR

9:00 a.m.	Impunity	85
10:30	The Welcome	93

DISABILITIES

12:15 p.m.	Love Limits	41
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DEATH & DYING

1:00	Dying to Live	60
2:00	In the End	30

AGING

2:30	The Elder Project	130
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POSTER SESSION 12

8:00-9:15 Grand Peninsula D

INTERNATIONAL PSYCHOLOGY AND SOCIAL ISSUES 2

- 12-1 STUDY ABROAD STUDENT MOOD IMPACT ON AFFECT, BEHAVIOR, AND COGNITION, Victor Savicki (Western Oregon University)
- 12-2 TIME PERSPECTIVE AND PSYCHOLOGICAL WELL-BEING IN CHINESE AND US SAMPLES, Jianjian Qin (California State University, Sacramento), Xiuyan Guo, Yongping Jia (East China Normal University), Leanne M. Williamson, Pegah Naemi & Lawrence S. Meyers (California State University, Sacramento)
- 12-3 BULLYING IN LATINO-AMERICAN ADOLESCENTS, Jeffrey Saikali, Karina Villareal Medved, Audrey Hokoda & Emilio Ulloa (San Diego State University)
- 12-4 CULTURAL DIFFERENCES IN PERCEPTION OF SELF-CONCEPT CONSISTENCY, Ruth Lichtenstein (California State University, Fresno)
- 12-5 INTERGENERATIONAL EXAMINATION OF PSYCHOLOGICAL WELL-BEING, AND ACHIEVEMENT MOTIVATION AMONG IRANIAN AMERICANS, Aida Mahmud & Gabriela Chavira (California State University, Northridge)
- 12-6 INTERNATIONAL ACTIVITY IN PSYCHOLOGY AND ITS CONNECTION TO CULTURAL COMPETENCY, Patricia B. Kyle & Paul D. Murray (Southern Oregon University)
- 12-7 LITERAL CREATIONISM IN AN AFRICAN CHURCH, Sharifa Kato & T. L. Brink (Crafton Hills College)
- 12-8 ZAR, SPIRIT POSSESSION OVER THE BODY: DISTRESS AND HEALING, Leyla Sadrossadat Rasooli & Cristina Lilian Magalhaes (CSPP at Alliant International University)
- 12-9 ATTACHMENT-CAREGIVING CONTINUING BONDS IN CAMBODIA, Nelly Amariglio, Craig Landers & Nigel Field (Pacific Graduate School of Psychology at PAU)

12-10 CHILD AND ADOLESCENT DEVELOPMENT MAJORS IN SHANGHAI: INTERNATIONAL INTERNSHIP OUTCOMES, Kari Knutson Miller (California State University, Fullerton), Amber M. Gonzalez (University of California, Santa Barbara), Kelsey Meek, Brianne Ray & Kimberly Solorzano (California State University, Fullerton)

12-11 THE ROLE OF FACILITATION STYLES IN CONTACT BETWEEN ISRAELIS AND PALESTINIANS, Amber Romano, Andrew Pelicki & Phillip L. Hammack (UC Santa Cruz)

12-12 DEVELOPMENT OF INTERNATIONAL INTERESTS AS A FUNCTION OF STUDY ABROAD, Mari Yamamoto, Rebekah L. Forman, Julianne Bergman, Stephen Boutin, Elizabeth Dykhouse & Lynette H. Bikos (Seattle Pacific University)

12-13 IMPACTS OF STUDY ABROAD ON VOCATIONAL IDENTITY AND ACADEMIC SUCCESS, Mari Yamamoto, Julianne Bergman, Rebekah L. Forman, Elizabeth Dykhouse, Stephen Boutin & Lynette H. Bikos (Seattle Pacific University)

12-14 CULTURAL PERCEPTIONS OF DEPENDENCY AND INSECURITY IN CLOSE RELATIONSHIPS, Miguel Gazca, Jannet Carrasco, Susan Sy, Carmen Vega, Elizabeth Vega (California State University, Los Angeles), Mathew Curtis (University of Southern California) & Douglas M. Stenstrom (California State University, Los Angeles)

12-15 SELF-EFFICACY IN RISK ASSESSMENT AND RESPONSES TO A SUICIDAL PEER, Marie A. Lovdokken (Alliant International University, Los Angeles)

12-16 HAZING CULTURE: GENDER AND MEMBERSHIP DIFFERENCES IN ATTITUDES AND REPORTING, Amy K. Heger (Drake University)

12-17 EFFECTS OF ROMANTIC RELATIONSHIPS ON ACADEMIC SUCCESS AND SATISFACTION, Neda Sahebelm (Irvine Valley College)

12-18 ATTITUDES TOWARD BASIC HUMAN RIGHTS AND SAME SEX MARRIAGE, Summer Angevin & Paula Johnson (CSPP, Alliant Int'l University, Los Angeles)

12-19 THE MODERATIONAL ROLE OF INFORMATION SYNTHESIS IN THE RELATIONSHIP BETWEEN RELIGIOUSNESS AND ATTITUDES, Ryan Stoler (SDSU) & Lawrence Lewis (Loyola University New Orleans)

12-20 SEX AND PREGNANCY EXPECTATIONS OF LATINO COLLEGE STUDENTS, Amanda Specht & Raquel Delevi (California State University, Los Angeles)

12-21 JUSTIFYING PREVENTION AND INTERVENTION PROGRAMS THROUGH A COMMUNITY-WIDE NEEDS ASSESSMENT, Allison Kuether (Moorpark College) & Scott Plunkett (California State University, Northridge)

12-22 ACADEMIC DISHONESTY IN A COLLEGE ATMOSPHERE, Adena Navasartian & Zelda Gilbert (Woobury University)

12-23 FEELING SOCIALLY CONNECTED AND ENVIRONMENTAL ACTION AMONG DIFFERENT ETHNIC GROUPS, Cody D. Packard & Allen M. Omoto (Claremont Graduate University)

12-24 MITIGATING FACTORS OF VISUAL PRIMING ON THE DECISION TO SHOOT, Kyle Williams & Betsi Little (Trinity Lutheran College)

12-25 TEACHING DIVERSITY: WHAT CAN WE LEARN FROM OUR STUDENTS? Sebastian Berrin, Rhoda Olkin & Daniel O. Taube (California School of Professional Psychology)

12-26 THE ROLE OF SOCIAL DOMINANCE ORIENTATION IN LATINOS AND THEIR ATTITUDES TOWARD IMMIGRATION, Jessica Nathaly Gonzalez & Debbie Ma (California State University, Northridge)

12-27 ATTITUDES TOWARD ACQUAINTANCE RAPE: THE IMPACT OF SOCIAL CONTEXT AND FEMINIST CONSCIOUSNESS, Marina Rosenthal & Jaclyn Rodriguez (Occidental College)

12-28 COLLEGE STUDENT GENDER DIFFERENCES IN DOOR HOLDING COURTESY, Yvette Arruda & Juan Hernandez (CSU Stanislaus)

12-29 ASIAN'S WILLINGNESS TO SEEK COUNSELING IN SOCIAL AND RELATIONAL ISSUES, Albert Blank, Maria Mota, Danielle Laberge, Ana Cerna & Lisa Mori (CSU Fullerton)

12-30 THE HALLYU WAVE: DOES IT REPRESENT TRADITIONAL KOREAN CULTURE?, Jacqueline Wong & Mathew Curtis (University of Southern California)

12-31 LANGUAGE STEREOTYPES, FOREIGN BRANDING AND THEIR EFFECTS ON PRODUCT PERCEPTION., Hannah Harrison & Myles Getman (Pacific Lutheran University)

12-32 AWARENESS OF IMPLICIT WEIGHT BIAS: WHAT MOTIVATES BEHAVIOR CHANGE?, Courtney Sanford & Noah Henry-Darwish (Whitman College)

- 12-33 ANTISEMITIC STEREOTYPES: WHICH ONES ARE MOST PREVALENT?, Jaime Ward & T. L. Brink (Crafton Hills College)
- 12-34 VEGETARIAN STEREOTYPES: INTELLIGENT AND CONCERNED?, Jayne Archibald & T. L. Brink (Crafton Hills College)
- 12-35 AGGRESSION: THE PRIMING EFFECTS OF COLOR, Brizeyda Portal & Zelda Gilbert (Woodbury University)
- 12-36 TELEVISION VIEWING AND PERCEIVED REALITY, Ester Shaginian & Zelda Gilbert (Woodbury University)
- 12-37 CONTENT ANALYSIS: SEX, DRUGS, AND ALCOHOL IN DISNEY MOVIES, Monica Puente & Zelda Gilbert (Woodbury University)
- 12-38 GETTING INKED: DO TATTOOS AFFECT RISKY BEHAVIOR?, Sevana T. Karagoulian & Zelda Gilbert (Woodbury University)
- 12-39 PICKY RETAIL STORES: LEVEL OF SERVICE DETERMINED BY CUSTOMER PROFILING., Sandy Charney & Zelda Gilbert (Woodbury University)
- 12-40 STRESS AND COPING AMONG CONTINGENT FACULTY, Clarice Aceberos, Gretchen Reevy (California State University, East Bay) & Grace Deason (University of Wisconsin - La Crosse)
- 12-41 THE EFFECT OF MULTICULTURAL INFUSION ON RETENTION OF PSYCHOLOGICAL CONCEPTS, Keshia Patrice, Marya C. Endriga & Carmen Mootz (CSU Sacramento)
- 12-42 THE EFFECTS OF ATROCITIES ON POST-DEPLOYMENT SUICIDALITY AND ALCOHOL MISUSE IN VIETNAM THEATER VETERANS, Susan C. Sheu, Hannah Whitney Jones & Joseph M. Currier (Fuller Theological Seminary)
- 12-43 CONTEXTUAL FACTORS RELATED TO LATINO AND AFRICAN AMERICAN ADOLESCENT MALADAPTATION, Scott Williams, Georgia Enfield & Kiana Hernandez (California State University, Northridge)
- 12-44 THE IMPACT OF THE REPEAL OF DON'T ASK DON'T TELL ON UNIT COHESION IN THE MILITARY, Kimberly Coppersmith, Blair Hamel & Lisa Christensen (Pacific University)
- 12-45 THE WET, THE DRY: ELECTION PREDICTIONS FROM TLINGIT GENDERED GEOGRAPHY, Kyle Dexter, Timothy Lower & Loren McKnight (University of Alaska Fairbanks)

12-46 PREDICTORS OF POSTTRAUMATIC STRESS DISORDER IN CHILD ABUSE SURVIVORS, Ashley A. Burton, David V. Chavez & Michael R. Lewin (California State University, San Bernardino)

12-47 PARTICIPATION IN AFTER-SCHOOL PROGRAMS: PSYCHOSOCIAL CHANGE FOR AT-RISK YOUTH, Brad E. Conn, Patrick Morrison & Nicholas Noviello (Alliant International University-Los Angeles)

12-48 MULTIPLE STIGMAS IN NON-HETEROSEXUAL ADULTS: INCREMENTAL VALIDITY IN PREDICTING ADJUSTMENT, Joshua A. Goodman, Elizabeth M. Schiller & Pavel S. Blagov (Whitman College)

12-49 EFFECTS OF CONTEXT ON SELF-CONSTRUALS IN WHITE AND ASIAN AMERICANS, Alisha Graham, Sierra K. Dimberg, Thomas Gagen, Sarah C. Anderson & Greg M. Kim-Ju (California State University, Sacramento)

12-50 UNDERSTANDING PERCEPTIONS OF ETHNICITY THROUGH DAILY EXPERIENCE SAMPLING, Nazia A. Khan, Sarah C. Anderson, Sierra Dimberg & Greg M. Kim-Ju (California State University, Sacramento)

12-51 SORORITY HOUSES UNPLUGGED: AN INTERVENTION PACKAGE TO REDUCE ENERGY CONSUMPTION, Nicole R. Schultz,Carolynn S. Kohn & Kelly Rush (University of the Pacific)

SYMPOSIUM

8:00-9:30 Sandpebble CD

AN EMPIRICAL AND PRACTICAL GUIDE TO BEST PRACTICES IN PARENT EDUCATION DEALING WITH SEVERE PROBLEM BEHAVIORS IN CHILDREN ON THE ASD SPECTRUM

Chair: Dee Shepherd-Look, California State University, Northridge

Synopsis

There are many important reasons why parent training is crucial to parents who are coping with the challenges of severe behavior problems. Most important of which is that effective programs result in more successful outcomes for parent and child in less amount of time. Attendees will learn many timely, invaluable and empirically derived guidelines to develop, organize and implement a group intervention program. We will discuss features, based on empirical data, of an effective parent-professional relationship; goals appropriate for PE (parent education); pre-group training in self-efficacy and readiness skills; group membership and support; program content variables associated with positive outcomes; program

design including in-home visits to foster generalization; and parent and child variables related to poor outcome. We will also present the impact of culture on PE program design. Lastly, we will shed some empirical light on the confusion from competing claims about treatment efficacy.

Presenters

PROGRAM CONTENT VARIABLES ASSOCIATED WITH POSITIVE OUTCOMES IN PARENT EDUCATION, Donnella Anderson (California State University, Northridge)

PRE-GROUP TRAINING IN SELF-EFFICACY AND READINESS SKILLS CONTRIBUTING TO SUCCESSFUL PARENT EDUCATION, April Wyatt (California State University, Northridge)

PARENT EDUCATION: THE CONTRIBUTION OF CHILD VARIABLES RELATING TO POOR OUTCOME, Gabrielle Ponaman (California State University, Northridge)

CULTURAL VARIABLES: PARENT EDUCATION PROGRAM DESIGN, Yuliza Mejia (California State University, Northridge)

PARENT EDUCATION: PARENT VARIABLES RELATING TO POOR OUTCOME, Rimsy Buitrago (California State University, Northridge)

Discussants

Dee Shepherd-Look

April Wyatt

SYMPOSIUM

8:00-9:30

Sandpebble E

AUTOMATIC ATTITUDE AND SEMANTIC ACTIVATION: EXAMINING THE ROLE OF AROUSAL, TIME, AND RESPONSE SELECTION.

Chair: Eva M. de la Riva, University of Texas at El Paso

Synopsis

Priming refers to increased sensitivity to certain stimuli due to prior experience. As priming is thought to automatically (or implicitly) occur, it is different from memory that relies on direct (explicit) retrieval. Two fruitful paradigms for examining “automatic” processes are the affective and semantic priming paradigms. Affective priming emerges when affectively polarized prime stimuli activate memory representations of affectively related targets. This leads to quicker responding of targets preceded by the same prime valence than targets preceded by a different valence. On the other hand, semantic priming is construed as the activation of memory representations for non-affective stimuli. Affective and semantic priming effects are robust and replicable, however, many factors influence activation

of object-evaluation/semantic associations such as strength, task demands, and time. In this symposium, three papers will be presented that address contributing factors to affective and semantic priming. In the first paper, the role of prime strength will be discussed with regard to arousal and visual field presentation. These experiments demonstrated affective priming only for high arousing primes presented parafoveally. In the second paper, racial attitudes were examined in two experiments. In Experiment 1, photographs of either Hispanic or Anglo-Americans were presented as primes followed by either positive or negative target words. When Hispanics saw photographs of Anglo-Americans they categorized negative words faster than positive words. In Experiment 2, when the same primes and targets were reversed in presentation order, Hispanic target photographs were classified faster than Anglo-American photographs preceded by positive words. The third paper examines the role that memory consolidation plays on automaticity of access to person information. Across two studies, this paper demonstrated that sleeping after encoding an episodic person memory facilitated responding to recently learned personal information. This suggests that semantic person memories (e.g., individuation) are activated faster relative to semantic group memories (e.g., stereotypes) after a period of sleep. Memory consolidation, therefore, is crucial in understanding how people and groups are represented over the course of time and suggests another piece to the automaticity puzzle. In sum, the relevance of automatic attitude and semantic activation to cognitive and social processes will be discussed.

Presenters

IMPLICIT RACIAL ASSOCIATIONS: A COMPARISON OF SEMANTIC AND AFFECTIVE PRIMING, Eva M. de la Riva (University of Texas at El Paso)

SOCIAL PERCEPTION OVER TIME: WHAT SEMANTIC PRIMING REVEALS ABOUT THE NATURE OF PERSON MEMORY, Luke R. Enge (University of Texas at El Paso)

AFFECTIVE PRIMING WITH FOVEAL AND PARAFOVEAL PRIMES VARYING IN AROUSAL, David R. Herring, Stephen L. Crites Jr., Katherine R. White & Linsa N. Jabeen (University of Texas at El Paso)

PAPER SESSION

8:00-8:45 Bayside

LAW AND PSYCHOLOGY

Chair: Russ K. E. Espinoza

8:00 HOW JURORS JUDGE THE RELIABILITY OF EYEWITNESS VERSUS DNA EVIDENCE, Lindsay Perez & Dawn McQuiston (Arizona State University)

8:15 HOW THE EXPRESSION OF DNA EVIDENCE AFFECTS JURORS INTERPRETATION OF PROBABILISTIC FINGERPRINT EVIDENCE, Shavonne Arthurs & Dawn McQuiston (Arizona State University)

8:30 EXAMINING JUROR PREJUDICE AND JUVENILES BEING TRIED AS ADULTS, Russ K. E. Espinoza & Jennifer Coons (California State University, Fullerton)

PT@CC PRESENTATION

8:15 – 9:45 Grand Peninsula G

PT@CC TEACHING TAKE-OUTS, ROUND 1

Chair: Robert Johnson, Umpqua Community College

Synopsis

Each year, the Teaching Take-Outs offer effective and engaging new teaching activities and ideas developed by college faculty for use in undergraduate psychology courses. This year's sessions offer an array of interactive strategies for teaching a variety of topics.

Presenters

Gayle Brosnan-Watters (Arizona State University)

Kathryn Clancy (South Puget Sound Community College)

Amy Kassler (South Puget Sound Community College)

THE JELLY BELLY EXPERIMENT: A fun and elegant way to help students understand the experimental method. The Jelly Belly Experiment demonstrates the concept of a real experiment complete with controlling variables. It can either be used as a fun class demonstration for introductory psychology, or more advanced students in research methods can be encouraged to design the experiment from scratch, learning how to operationalize the independent and dependent variables and to find confounding variables that could affect the outcome of the experiment. They can also be responsible for analysis of the data collected, and writing a research report.

ORIGINAL RESEARCH FOR ALL STUDENTS IN INTRODUCTION TO PSYCHOLOGY: A tried and true approach. Learn about a relatively simple and pedagogically sound way to introduce research methods in your Introduction to Psychology courses. Your students will learn to how to perform a literature review, develop a hypothesis and method, carry out their own research and report their findings (no statistics necessary). Participants will receive a sample of detailed instructions for students and a step by step approach for professors.

CLASSROOM ACTIVITIES USING MAGAZINES. Magazines can be a great resource for the psych classroom. In this take out session I will demonstrate the use of magazines for teaching specific concepts from Abnormal Psychology, Life Span Psychology, and Human Relations. Each of these activities helps to bring the lecture to life and students never fail to have a great time!

SYMPOSIUM

8:30-10:00 Sandpebble AB

SEX TRAFFICKING: VICTIMS AND PERPETRATORS

Chair: Nancy M. Sidun, Kaiser Permanente-Hawaii

Synopsis

Human trafficking, our modern day slavery, is the second largest criminal industry and is the fastest growing in today's world. This symposium will explore the scope of trafficking of women and girls and their being forced into the sex commercial industry. The Action Coalition on Human Trafficking states that 79% of those trafficked are for sexual exploitation, whereas, others have placed the percentage as high as 95%. Sex trafficking can be any kind of commercial sexual exploitation, including prostitution, pornography, stripping, military prostitution and sex tourism. Aspects that fuel one's vulnerability to be trafficked and forced into prostitution will be explored; giving special attention to understanding unique trafficking patterns within the United States. Evaluation and treatment considerations for trafficked survivors will be addressed. The symposium will conclude with discussing who are the perpetrators, the "johns."

Presenters

SEX TRAFFICKING: THE VULNERABILITIES OF WOMEN AND GIRLS, Jill Betz Bloom (Massachusetts School of Professional Psychology)

DEVELOPMENT AND USE OF THE INVENTORY OF TRAFFICKING OFFENSES (ITO), Judy B. Okawa (Pacific Psychological Services)

MODERN DAY SLAVERY: HUMAN TRAFFICKING, Nancy M. Sidun (Kaiser Permanente-Hawaii)

NEW RESEARCH COMPARING SEX BUYERS WITH MEN WHO DON'T BUY SEX, Melissa Farley (Prostitution Research & Education)

WPA EARLY CAREER RESEARCH AWARD PRESENTATION

8:30-9:30

Grand Peninsula ABC

DEVELOPMENT OF COGNITIVE CONTROL: GOAL REPRESENTATION AND MAINTENANCE IN CHILDREN AND YOUNG ADULTS

Presenter: Jason F. Reimer, California State University, San Bernardino

Chair: Daniel Krauss, Claremont McKenna College

Synopsis

Developmental theorists have recently emphasized the role of goal representation and maintenance in cognitive control. For example, Braver and colleagues (e.g., Braver, Cohen, & Barch, 2002) have provided a theory of cognitive control that focuses on the role of context processing. According to their theory, an underlying context-processing mechanism is responsible for the cognitive control functions of attention, inhibition, and working memory. This talk presents a set of studies designed to examine whether younger and older children differ in the use of the goal-related information in a continuous performance task (AX-CPT), and if so, whether those age differences are due to the ability to represent and/or maintain goal information. Together, the results of these studies suggest that when transforming an external cue into a goal representation is sufficiently challenging, or actively maintaining a goal representation in working memory is too demanding, younger children experience difficulty in regulating their behavior in a proactive manner. Implications of these results for current theories of cognitive control will be discussed.

Biography

Jason F. Reimer is an Associate Professor at California State University, San Bernardino where he is the Director of the MA program in Child Development and a Research Fellow of the Institute for Child Development and Family Relations. He received his Ph.D. in Developmental Psychology and Cognitive Development from the University of Nebraska – Lincoln. Dr. Reimer's research spans multiple areas, including the development of cognitive control, visual word recognition in children and adults, and auditory masking and perception. Dr. Reimer's research has received funding from the National Institutes of Health and is published in some of the leading cognitive and developmental psychology journals. He recently received the Outstanding Faculty Professional Development and the Outstanding Faculty Service Awards from his department.

INVITED PRESENTATION

8:30 – 9:45

Grand Peninsula F

TAKING STOCK OF THE FIRST DECADE OF POSITIVE PSYCHOLOGY

Presenters: Mihaly Csikszentmihalyi and Stewart I. Donaldson, Claremont Graduate University

Chair: Jeanne Nakamura, Claremont Graduate University

Synopsis

Ruark (2009) described positive psychology as an intellectual movement for the masses. That is, she asserted while most scholars labor in obscurity, positive psychologist's ideas, concepts, theories, research findings, and applications are in incredibly high demand across the globe. The almost exclusive focus on pathology that has dominated traditional psychology for decades, has made room for this new attempt to develop a science of optimal human and organizational functioning and flourishing, that has already ignited a substantial new generation of scholars and practitioners (Donaldson, Csikszentmihalyi, & Nakamura, 2011). This relatively new effort referred to as the science of positive psychology is committed to the prevention of pathologies that arise when life is barren and meaningless, and to understanding how best to improve quality of life and make life worth living (Seligman & Csikszentmihalyi, 2000).

During the past decade, positive psychology has altered the landscape and brought new life to the profession and discipline of psychology. Since Seligman and Csikszentmihalyi (2000) proffered the positive psychology manifesto at the turn of the century, an amazing plethora of research investigations, grants, peer reviewed articles, books, awards, and applications for improving human welfare and society at large have emerged (see Donaldson, 2011). This rapid growth of scholarly activity has also spawned new professional societies such as the International Association of Positive Psychology, scholarly journals including the Journal of Positive Psychology, and top tier graduate programs such as the Masters of Applied Positive Psychology at the University of Pennsylvania and the M.A. and Ph.D. programs in Positive Organizational Psychology and Positive Developmental Psychology at Claremont Graduate University. Csikszentmihalyi and Donaldson will summarize the accomplishments of positive psychology during its first decade, take stock of the emerging scientific literature, and illustrate ways that positive psychology theory and research are being used to improving everyday life, health, schools, work, and society.

Biographies

Mihaly Csikszentmihalyi (CHEEK sent me high ee) was born in Italy where his father was serving as a consul for the Hungarian government. During World War II as a pre-teen child, he witnessed the crash of European

society and wondered why grown-ups had not found a better way to live. While one older brother was killed and the other taken prisoner for many years in the Russian gulags, he was lucky to escape from the war relatively unscathed. He had to work, however, at many jobs instead of finishing high school. The quest to understand how to improve life led him through religion, philosophy, literature, and art, before coming to rest on psychology, which promised more empirically based answers to his questions.

He came to the USA in 1956, with \$1.25 to his name and almost no English. While working at night (11pm–7am) as a hotel auditor, he enrolled at the University of Illinois in Chicago. For his ESL class he wrote the first of two autobiographical short stories that were published in the *New Yorker*. He then transferred to the University of Chicago, where he received his PhD in Human Development in 1965, with a thesis on artistic creativity. After graduation he started teaching at Lake Forest College, where he became Chair of the Department of Sociology and Anthropology; here he wrote his first papers on what later became known as the flow experience. After five years he returned to the University of Chicago in a faculty position; he taught there for 30 years, eventually becoming Chair of the Psychology Department. He wrote several books and over 200 articles while at Chicago. In 1999 he accepted a Chair in the Drucker School of Management in Claremont, California, where he taught for eight years before transferring to the Psychology Department in the same University. Besides writing numerous books and articles on the topics of creativity and flow, Csikszentmihalyi has developed the Experience Sampling Method as a way to measure people's activities and experiences in their natural environment.

Stewart I. Donaldson is Professor and Chair of Psychology, Director of the Institute of Organizational and Program Evaluation Research, and Dean of the School of Behavioral and Organizational Sciences at Claremont Graduate University. Dean Donaldson continues to develop and lead one of the most extensive and rigorous graduate programs specializing in applied psychology, positive psychology, and evaluation science. Dr. Donaldson is a fellow of the Western Psychological Association and has authored or co-authored more than 200 evaluation reports, scientific journal articles, and chapters, including books on *Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society* (2011); *Social Psychology and Evaluation* (2011); *Advancing Validity in Outcome Evaluation: Theory and Practice* (2011); *What Counts as Credible Evidence in Applied Research and Contemporary Evaluation Practice?* (2009); *Program Theory-Driven Evaluation Science: Strategies and Applications* (2007); *Applied Psychology: New Frontiers and Rewarding Careers* (2006); and *Evaluating Social Programs and Problems: Visions for the New Millennium* (2003). Dr. Donaldson has been honored with Early Career Achievement Awards from the Western Psychological Association and the American Evaluation Association.

STATISTICS WORKSHOP 3

8:45-10:45

Grand Peninsula E

AN INTRODUCTION TO ITEM RESPONSE THEORY

Presenter: Andrew Ainsworth, CSU Northridge

Chair: Jodie Ullman, CSU San Bernardino

Synopsis

The focus of this workshop will be on applications of Item Response Theory (IRT) models to measuring psychological phenomenon. The workshop will begin with a brief discussion of classical and modern test theory and will then focus on introducing basic Item Response Theory (IRT) models, assumptions and procedures. After establishing IRT fundamentals the modeling techniques will be illustrated conceptually using IRT software (e.g., Bilog-MG, Testfact and EQSIRT) and data sets will be utilized throughout the workshop as examples. Workshop attendees will learn 1) basic IRT concepts, assumptions and procedures, 2) how IRT models can be applied to answer questions concerning psychological data, and 3) why psychologists should be using IRT models more frequently.

Biography

Andrew Ainsworth is an Assistant Professor in the Department of Psychology at California State University, Northridge where he teaches many advanced statistics courses including Applied Multivariate Analysis and Latent Variable Analysis. He earned his Ph.D. in 2007 in measurement and psychometrics from UCLA. His primary area of interest is applied multivariate statistics with a particular emphasis in structural equation modeling and item response theory. His substantive research examines the social and psychological impact of stuttering on both speakers and listeners. He is the co-director of the General Experimental psychology graduate program at CSU Northridge and he is currently the statistical consultant for a few large grants, including the NIH funded Research Infrastructure for Minority Institutions (RIMI) grant which supports health related research across disciplines at CSU Northridge.

PAPER SESSION

9:00-10:00

Bayside

APPLIED PSYCHOLOGY

Chair: Alexis Alabastro

9:00 WINNING VERSUS LOSING: HOW ELECTION OUTCOMES AFFECT PERCEIVED LEADER SIMILARITY, Alexis Alabastro, David E. Rast, Michael A. Hogg, William D. Crano (Claremont Graduate University) & Andrew Lac (Loyola Marymount University)

9:15 THE EFFECT OF THE DUCHENNE SMILE ON CONSUMER EVALUATIONS, Anne E. Scanlon & Danielle C. Polage (Central Washington University)

9:30 SOCIAL COMPARISON AND EMPLOYEE WELL-BEING: MEDIATION EFFECT OF NARCISSISTIC INTENTION, Cho-Jung Wu, Bin-Hsing Chen, Nai-Wen Wang (National Changhua University of Education), Chih-Hung Wang (National Chnaghua University of Education) & Pei-Shan Lu (Chao Yang University of Technology)

9:45 SOCIAL INFLUENCE AND ITS IMPACT ON MARKET EFFICIENCY, Louie B. Adkins (Dominican University of California)

POSTER SESSION 13

9:30-10:45 Grand Peninsula D

SOCIAL/PERSONALITY 3 AND SEXUALITY

13-1 LATINOS' PERCEPTIONS OF INTERETHNIC COUPLES, Amber L. Garcia (College of Wooster), Heidi R. Riggio, Subha Palavinelu & Lane Locher-Culpepper (CSU Los Angeles)

13-2 GREAT EXPECTATIONS: CONFIDENCE, CONTROL AND JUNIOR COLLEGE FOOTBALL, Marc Grover (California State University, Northridge), Tissyana Camacho (University of Michigan), Daniel Corral (University of Colorado) & Mark Otten (California State University, Northridge)

13-3 PERSONALITY AND PHYSICAL SYMPTOM REPORTS USING A CHINESE MEDICAL MODEL, Ian Williamson, David Alexander, Virginia Clifton (New Mexico Highlands University) & Clifton Oyamoto (San José State University)

13-4 IMPROVING FIRST-YEAR COLLEGE STUDENT RETENTION, Nora Dunbar, Miranda Minasian, Lindsey Huber & Anna McCabe (Northern Arizona University)

13-5 EXAMINING EFFECTS OF LOCUS OF CONTROL ON COLLECTIVE SELF-ESTEEM, Paul Zarnoth, Aurelia T. Alston, Kathleen J. Burnett & Chloe M. Doan (Saint Mary's College of California)

13-6 THE IMPACT OF OPTIMISM ON INFORMATION PROCESSING OF STRESSFUL EVENTS, Paul A. Miller, Michelle L. Bollom, Haley A. Terrell & Dillon S. Rylatt (Arizona State University West Campus)

13-7 COMPETITIVENESS AND STEREOTYPE THREAT IN PERFECTIONISTIC COLLEGE STUDENTS, Jodie Mitchell, Sara Fligelman, Nashla Feres & Edward Dana (Chapman University)

- 13-8 INFORMATION PROCESSING IN INDIVIDUALS
TEMPERAMENTALLY-BASED SENSORY ORIENTING
SENSITIVITY, Chelsea R. Herzhaft, Lara Noss, Paul A. Miller & Jeffrey S.
Mintert (Arizona State University West Campus)
- 13-9 EFFECT OF INDIVIDUAL RESPONSIBILITY AND
GENDER-SPECIFICITY OF TASK ON DYADIC RAPPORT, Andrew
Nelson, McKenna Corlis, Markelle Lance & Jon Grahe (Pacific Lutheran
University)
- 13-10 GRATITUDE, VALUES, AND PERSONALITY, Lawrence G.
Herringer, Terry Miller-Herringer, Sarah Wilner & Kate Sperry (CSU Chico)
- 13-11 TEAM EDWARD OR JACOB? RELATIONSHIP BELIEFS
PREDICT CHARACTER CHOICE, Melissa F. Warstadt, Zahra
Mirnajafzadeh, Ginger C. Klee & Kristin P. Beals (California State
University, Fullerton)
- 13-12 A STRUCTURAL ANALYSIS OF THE DARK TRIAD AS A
LATENT VARIABLE, Rachael Grippe, Leanne Williamson, Chereé Ramón
& Lawrence S. Meyers (California State University, Sacramento)
- 13-13 CANONICAL PREDICTION OF ASPIRATIONS AND
ADULT ATTACHMENT, Erika R. Call, Kristine D. Christianson, Annette
Rodriguez & Lawrence S. Meyers (California State University, Sacramento)
- 13-14 CANONICAL CORRELATION: PREDICTING WELLBEING
USING PERSONALITY TRAITS AND ATTITUDES, Jennifer L. Wong,
Chereé Ramón, Sayuri M. Takemoto, Nicole Comeaux & Lawrence S.
Meyers (California State University, Sacramento)
- 13-15 DIFFERENCES IN FACEBOOK USAGE AMONGST
INDIVIDUALS WITH CONTRASTING FRIEND COUNTS, Emily
Ludovise, Joshua Garth, Christopher Warren & Martin Fiebert (California
State University, Long Beach)
- 13-16 EMPATHIC INFLUENCES ON INDIVIDUALS' ENCODING
OF THREAT OR VICTIM INFORMATION, Paul A. Miller, Chelsea
Herzhaft, Jomana Sweiss & Michelle Bollom (Arizona State University-West
Campus)
- 13-17 NEGATIVE MOOD REGULATION EXPECTANCIES
MODERATE PSYCHOLOGICAL ABUSE ON AVOIDANT COPING,
Cassandra Shepherd-McMullen, Jack Mearns, Julie Stokes & Mindy
Mechanic (California State University, Fullerton)
- 13-18 ATTACHMENT, VALUES, AND EMPATHY, Terry Miller-
Herringer, Lawrence G. Herringer, Kate Sperry & Sarah Wilner (California
State University, Chico)

13-19 THE EFFECT OF CONTEXTUAL VARIABLES ON GOSSIP TRANSMISSION, Joshua Parker, Bradley Campbell, Kara Gabriel & Susan Lonborg (Central Washington University)

13-20 LINKS BETWEEN CHILDHOOD MALTREATMENT, PERSONALITY VARIABLES AND ADULT ATTACHMENT QUALITY, Esperanza L. Alcazar, Edwin J. Vazquez, Rebekah L. Becker & Tasha R. Howe (Humboldt State University)

13-21 TESTING SOCIAL IMPACT THEORY USING A STAGED BULIMIC EPISODE, Amanda L. Cerro (Las Positas College), Nicole M. Murman (University of California, Berkeley), Kaylynn Patel (Las Positas College), Greg Sarkis-Kelly (University of California, Davis) & John D. Ruys (Las Positas College)

13-22 ATTITUDES OF KOREAN AMERICANS TOWARDS NATIVE KOREANS, Jason Chung, Trang Nguyen (San Francisco State University), Young Jin Nahm (Yonsei University), Do-Joon Yi (Yonsei University, Korea) & Seung Hee Yoo (San Francisco State University)

13-23 WHEN DO WE FORGIVE? GUILT AND APOLOGY IN FORGIVENESS, Kirsten Acker (Wright Institute), Jack W. Berry (Samford University), David J. Stiver (Graduate Theological Union), Suluck Chaturabul & Lynn E. O'Connor (Wright Institute)

13-24 EXPERIENTIAL PURCHASES AND PROSOCIAL EMOTIONS, Robin Miller, Darwin Guevarra (San Francisco State University), Jia Wei Zhang (UC Berkeley), Grant Donnelly & Ryan Howell (San Francisco State University)

13-25 MORAL DECISION-MAKING AND RELIGIOUS PRIMING: IMPLICATIONS FOR MORAL FOUNDATIONS THEORY, Joshua M. Gold (California State University, Northridge), Alexander B. Swan (University of California, Santa Barbara), Sara Fram, Shaunak Y. Maru & Abraham M. Rutchick (California State University, Northridge)

13-26 WHICH IS MORE COMFORTING--TEXT OR VOICE?, BriAnna Webb, Gurdhir Singh Shergill, Katie Yates, Kristina Vivar (Cal Poly San Luis Obispo) & Karen Freberg (University of Louisville)

13-27 SOCIAL CONTEXT, ETHNIC IDENTITY, AND ETHNOCULTURAL EMPATHY, Yvonne Jefferson, Thomas Gagen, Sarah C. Anderson, Sierra Dimberg & Greg M. Kim-Ju (California State University, Sacramento)

13-28 SUBJECTIVE WELL-BEING AND INDIVIDUALISTIC VERSUS COLLECTIVISTIC CULTURAL ORIENTATION: SOME UNEXPECTED FINDINGS, Erika Zambrano-Morales, Evelyn Mendoza, Kevin Moon, Belen Ocegüera & Gaithri A. Fernando (California State University, Los Angeles)

- 13-29 IS SELF-FOCUS OR CONCERN FOR OTHERS BETTER FOR PSYCHOLOGICAL HEALTH?, Michael Brower, Kelly Boxley, Steven Funk, Heidi Wayment & Ann Huffman (Northern Arizona University)
- 13-30 THE EFFECTS OF CHILDREN AND ADOLESCENTS IN DISTRESS ON ALTRUISM, Gerardo Rodriguez, Eden Velasquez, Robert Zhang, Negin Keshavarzian & Kimmy Kee (California State University, Channel Islands)
- 13-31 CATEGORICAL AND CONTINUOUS JUDGMENTS OF SEXUAL ORIENTATION, Abigail H. Sassoon, Mariana A. Preciado & Kerri L. Johnson (University of California, Los Angeles)
- 13-32 EMOTIONAL DISPLAY AND THE JUDGMENT OF SEXUAL ORIENTATION, Gabrielle Filip-Crawford, Andrew E. White & Virginia S.Y. Kwan (Arizona State University)
- 13-33 INTENT TO COHABITATE: A TEST OF THE THEORY OF PLANNED BEHAVIOR, Cathleen Dunlap, Blaine Bart, Kristina Hooper, Jay Mattson, Koby Binks & Theresa J. Martin (Eastern Washington University)
- 13-34 CONDOM USE AS IT RELATES TO PARTNER PERCEPTION AND SELF-EFFICACY, Taryn D. Larribas (University of San Francisco)
- 13-35 INTERSECTING SEXUAL AND ETHNIC IDENTITIES AND SOCIAL ANXIETY: PILOT STUDY, Andrew M. Buchanan (Palo Alto University)
- 13-36 BEYOND BALANCE: THE EFFECTS OF YOGA ON RELATIONSHIP SATISFACTION, Melissa Anacker (Scripps College) & Patricia Smiley (Pomona College)
- 13-37 MALE SEXUAL AGGRESSION AND FEMALE INFIDELITY IN INTIMATE RELATIONSHIPS, Michael Pham & Aaron Goetz (California State University, Fullerton)
- 13-38 FRAMING EFFECTS ON SUBJECTIVE SEXUAL AROUSAL IN FEMALE-IDENTIFIED PARTICIPANTS, Ann Harter & Charlotte Chuck Tate (San Francisco State University)
- 13-39 PHOTOVOICE AS AN INTERVENTION FOR LGBTQ YOUTH EMPOWERMENT, Alexander P. Ojeda & David V. Chavez (California State University, San Bernardino)
- 13-40 GENERATIONAL STATUS, SEXUAL BEHAVIOR AND ALCOHOL USE AMONG COLLEGE STUDENTS, Efren Velazquez & Elizabeth Morgan (Boise State University)

- 13-41 SEXUAL MINORITY STRESS SCALE (SMSS) WITH LGBTQ CLIENTS, Peter Goldblum & Jonathan Mueller (Palo Alto University)
- 13-42 RELATIONSHIP QUALITY AND SEXUAL SATISFACTION IN INDIVIDUALISTIC AND COLLECTIVIST CULTURES, Chrystle Medina, Anna Lopez, Jessica Raygoza, Jaime Saavedra (California State University, Los Angeles), Mathew Curtis (University of Southern California) & Douglas M. Stenstrom (California State University, Los Angeles)
- 13-43 MENSTRUAL CYCLE CHANGES IN IMPLICIT PREFERENCES FOR TRAITS INDICATING GOOD GENES, R. Shane Westfall & Murray G. Millar (University of Nevada, Las Vegas)
- 13-44 GAY ADOLESCENT MALES EFFECTIVE COPING WITH DISCRIMINATION, Peter W. B. Madsen & Robert-Jay Green (CSPP at Alliant International University & Rockway Institute)
- 13-45 INFIDELITY, AGE AND GENDER, Amanda Dodge & Zelda Gilbert (Woodbury University)
- 13-46 RELIGIOSITY AND SEXUAL ACTIVITY, Rozi Janesian & Zelda Gilbert (Woodbury University)
- 13-47 ROMANTIC RELATIONSHIPS: ARE THE DISABLED AT A DISADVANTAGE?, Joseph Palau (University of Southern California), Kris Beals & Janella Godoy (California State University, Fullerton)
- 13-48 CONTRACEPTIVE ATTITUDES AND SEXUAL SELF-ESTEEM AMONG YOUNG ADULTS: COMMUNICATION AND RELATIONSHIPS WITH MOTHERS, Heidi R. Riggio, Bobbie Galaz (CSU Los Angeles) & Amber L. Garcia (College of Wooster)
- 13-49 RELIGIOSITY, TRADITIONAL SEX-ROLE ATTITUDES, AND CONTRACEPTIVE ATTITUDES AMONG YOUNG ADULTS, Heidi R. Riggio, Bobbie Galaz (CSU Los Angeles) & Amber L. Garcia (College of Wooster)
- 13-50 GENDER NON-CONFORMITY AS A MODERATING VARIABLE IN ATTITUDES TOWARD LESBIANS, Janella M. Godoy, Kristin Beals & Christine M. Havey (California State University, Fullerton)
- 13-51 EFFECTS OF GENDER AND DEFENDANT SEXUAL ORIENTATION ON JUROR DECISION-MAKING, Jennifer V. Coons & Russ K. E. Espinoza (California State University, Fullerton)
- 13-52 PERCEPTIONS OF SEX-RELATED CONSEQUENCES: PREVALENCE ESTIMATES ACROSS REFERENCE POINTS, Sydney M. Loewen, Jonathan Huang, Matomi Butler & Anna V. Song (University of California, Merced)

13-53 PARAPHILIAS: BEHAVIOR, ACCEPTABILITY AND THE INTERNET, Aubrey Dike, Wendy A. Williams, Ian J. Loverro & Anthony Stahelski (Central Washington University)

13-54 FEMALE UNIVERSITY STUDENTS' ORAL-GENITAL BEHAVIOR AND SEXUAL ASSERTIVENESS, Emily M. Craig, Wendy A. Williams, Ian J. Loverro & Stephanie Stein (Central Washington University)

13-55 DISGUST REACTIONS TOWARD LESBIANS AND GAY MEN, Sarah Eagan (Sonoma State University), Sara Smith (University of Nebraska-Kearney), Melissa Nelson, Daniel Lehr, Matthew Paolucci Callahan, Courtney Beckham, Samantha Berenson, Kristin Carman, Dean Carvalho & Jaime Henry (Sonoma State University)

13-56 EXPLORING RESPONSES TO A PARTNERS HYPOTHETICAL MASTURBATION BEHAVIORS, Ryan Avey, Elisha Barron, Caroline Berich, Sam Chua, Mikayla Saxton, Lorena Jimenez & AnaMarie Guichard (California State University, Stanislaus)

13-57 SELF-ESTEEM, WELL-BEING, AND BODY IMAGE: RELATIONSHIP TO SEXIST ATTITUDES AND EXPERIENCES, Jordan L. Nitcy, P. Andy Ruggerio-Smith, Heather D. Cochrell, Alex C. Wilson, P. Dean Jones, Kendra D. Kimball-Rathbone & Daniel M. Mayton II (Lewis-Clark State College)

13-58 SEXUAL AND RELATIONAL DIFFICULTIES OF WOMEN WHO SURVIVED SEXUAL ASSAULT, David Martinez Alpizar, Patricia Cabral, Karen Gonzalez, Nathalie Nehman, Ani Arabian, Tammy Abril, Christina Amezquita & Luciana Lagana (California State University, Northridge)

13-59 PREDICTING ATTITUDES TOWARD CONDOM USE AMONG ETHNICALLY DIVERSE EMERGING ADULTS, Patricia Cabral, Katelyn Cox, Jessica Williamson, Brianna Briones, Cassie Greenough & Luciana Lagana (California State University, Northridge)

PAPER SESSION

9:45-10:45 Sandpebble E

RESEARCH METHODS/MEASUREMENT

Chair: Siobhan K. O'Toole

9:45 THE ASSESSMENT OF ADJUDICATED YOUTH: A STRENGTHS BASED APPROACH, Paul Jenkins (National University)

9:45 SAMPLING SEXUAL MINORITY PARTICIPANTS IN RESEARCH: METHODOLOGICAL CONSIDERATIONS, K. Nicole Jones (Colorado Mesa University)

9:45 MEASUREMENT RELIABILITY ACROSS CULTURES, Siobhan K. O'Toole & Shiva Amin (CSPP at Alliant International University)

9:45 EXTENDED CHILDHOOD DISORDER: AN EXPLORATORY STUDY, REVISED AND EXPANDED, Robert Epstein (Cambridge Center for Behavioral Studies), Katrina Kaminaka (Walden University), Paul McKinney & Kim Vu (University of California, San Diego)

WPA TEACHING AWARD PRESENTATION

9:45-10:45 Grand Peninsula ABC

TEACHING PSYCHOLOGY THROUGH ITS APPLICATIONS

Presenter: Mark Costanzo, Claremont McKenna College

Chair: Robert Levine, California State University, Fresno

Synopsis

Psychology is a practical science. It is relevant to everyday life, controversial social issues, and a variety of settings such as law, medicine, education, and politics. One important way of engaging students is to make explicit links between basic and applied psychological science. Using my own research in areas such as energy conservation, nonverbal communication, the death penalty, and police interrogations, I will attempt to show how basic psychological research can be used to provide fresh insights into social issues. Teaching psychology through its applications can make abstract concepts come alive for students.

Biography

Mark Costanzo is Professor of Psychology at Claremont McKenna College. He has published research on a variety of law-related topics including police interrogations, false confessions, jury decision-making, sexual harassment, attorney argumentation, alternative dispute resolution, and the death penalty. He has also published research in the areas of nonverbal communication, teaching techniques, and energy conservation. Professor Costanzo is author of the books, *Psychology Applied to Law* (Wadsworth, 2004) and *Just Revenge: Costs and Consequences of the Death Penalty* (St. Martin's Press, 1997). He has also co-edited four books, most recently, *Expert Psychological Testimony for the Courts* (Erlbaum, 2007). His latest book, *Forensic and Legal Psychology* (co-authored with Dan Krauss) was recently published by Worth. He has served as a consultant or expert

witness for more than 100 criminal cases involving coerced and potentially false confessions. In addition to the WPA teaching award, he has received outstanding teaching and mentoring awards from the American Psychology-Law Society, the Society for the Psychological Study of Social Issues, and the Society for the Teaching of Psychology.

INVITED PRESENTATION

10:00-11:00 Grand Peninsula F

THE PSYCHOLOGY OF DICTATORSHIP: THE 'SPRINGBOARD MODEL, IDEOLOGY, AND BRUTE FORCE

Presenter: Fathali M. Moghaddam, Georgetown University

Chair: James Breckenridge, Palo Alto University

Synopsis

Most humans during most of human history have lived in dictatorships. Democracy has made relatively brief appearances, but there is no guarantee that democracy will survive in the future. I introduce a 'springboard model' to critically re-assess our understanding of dictatorship from a psychological perspective. My argument is that 'potential dictators' exist in most human groups, but it is only when the context provides them with an appropriate 'springboard' that potential dictators can achieve power. I discuss the main characteristics of the 'springboard to dictatorship', and highlight the role of brute force. I conclude that modern researchers have committed the ultimate academic fallacy, exaggerating the role of ideology and neglecting the role of brute force in bringing about and sustaining dictatorships. This 'fallacy' has arisen because researchers have assumed that power differences and group-based inequalities are maintained in dictatorships through the same mechanisms as in capitalist democracies.

Biography

Fathali M. Moghaddam is Professor, Department of Psychology, and Director, Conflict Resolution Program, Department of Government, Georgetown University. Dr. Moghaddam was born in Iran, educated from an early age in England, and worked for the United Nations and McGill University before joining Georgetown. He has published extensively in the areas of intergroup relations, human rights and duties, security, radicalization, terrorism, positioning theory, and globalization. His most recent books include 'The New Global Insecurity' (2010) and 'Psychology for the Third Millennium' (2012, with Rom Harré). His forthcoming book is 'The Psychology of Dictatorship' (APA Press). More details can be found on his website: fathalimoghaddam.com

INVITED PRESENTATION

10:00-1100

Grand Peninsula G

USING PSYCHOLOGY AND THE INTERNET TO REDUCE HEALTH DISPARITIES LOCALLY AND GLOBALLY

Presenter: Ricardo Muñoz, University of California, San Francisco

Chair: Stanley Sue, Palo Alto University

Synopsis

One of the obstacles to reducing health disparities is the health system's almost total reliance on consumable interventions, that is, interventions that are used up (consumed) when they are administered, such as medications or live interactions between a provider and a consumer. For example, when a psychotherapy session is provided face-to-face or via telehealth, the time spent on that session can never benefit any other patient. Evidence-based self-help automated interventions provided in several languages and tested in worldwide randomized controlled trials could be used as an adjunct to traditional services, so they can reach people who have either no access to live providers, or no access to providers who speak their languages. Such interventions could benefit millions of people worldwide, and may be able to increase the use of traditional services in places where such exist by providing individuals with a non-threatening introduction to how psychological interventions work.

Biography

Ricardo F. Muñoz, Ph.D., is Professor of Psychology, Department of Psychiatry, School of Medicine at the University of California, San Francisco (UCSF) where he also serves as Chief Psychologist at San Francisco General Hospital (SFGH), Director of the UCSF/SFGH Latino Mental Health Research Program, and Director of the Internet World Health Research Center ("<http://www.health.ucsf.edu>" www.health.ucsf.edu). He earned his B.A. from Stanford University in 1972 and his Ph.D. from the University of Oregon in 1977. He specializes in cognitive behavioral approaches to the prevention and treatment of major depression. He has published over 100 articles and chapters, and co-authored or edited five books, including *The Prevention of Depression: Research and Practice*, *Social and Psychological Research in Community Settings*, *Control Your Depression*, and *Controlling Your Drinking*. He develops and evaluates social learning oriented cognitive-behavioral self-control interventions in Spanish and English. The manuals he has developed are freely available for downloading at: <http://www.medschool.ucsf.edu/latino/manuals.aspx>. He is currently conducting worldwide smoking cessation randomized trials via the Internet. For more information on his work, see: <http://www.apa.org/monitor/febo2/reaching.html>.

SYMPOSIUM

10:00-11:30

Sandpebble CD

GLOBAL PERSPECTIVES ON POSITIVE PSYCHOLOGY

Chair: Douglas C. Smith, Southern Oregon University

Synopsis

Positive psychology focuses on the role of protective factors, social and emotional strengths, and other positive assets in facilitating optimal human development. The presenters in this symposium describe a broad range of personal and social factors that predict positive outcomes across cultural contexts. Our opening presenter describes the protective role of culture itself as a psychological defense and a source of belonging in the service of human needs fulfillment. The second presentation focuses on research in Japan examining the relationship between classroom climate, positive traits and dispositions, and school performance. Our third presenter explores the culture specific nature of well-being by describing comparative research between college students in the United States and Korea. Our final presentation focuses on the relationship between perceived social support and subjective well-being across research samples from Iran, Jordan, Cuba, South Africa, and the United States. Implications of these global perspectives on positive psychology will be the focus of the discussion.

Presenters

CULTURE AND HUMAN NEEDS: THE ADAPTIVE FUNCTION OF CULTURE, Michael B. Salzman (University of Hawaii at Manoa)

COVITALITY, CLASSROOM CLIMATE, AND SCHOOL PERFORMANCE AMONG JAPANESE STUDENTS, Ayako Ito (Ochanomizu University) & Douglas C. Smith (Southern Oregon University)

LAY CONCEPTIONS OF WELL-BEING IN SOUTH KOREA AND THE UNITED STATES: AN EXPLORATION OF CROSS-CULTURAL DIFFERENCES AND SIMILARITIES, Ethan A. McMahan (Western Oregon University)

FRIENDS AND FAMILY: A CROSS-CULTURAL INVESTIGATION OF SOCIAL SUPPORT AND SUBJECTIVE WELL-BEING, Debi Brannan (Western Oregon University), Robert Biswas-Diener, Cynthia D. Mohr (Portland State University), Shahnaz Mortazavi (Shahid Beheshti University) & Noah Stein (Portland State University)

Discussant

Douglas C. Smith

PAPER SESSION

10:15-11:15 Bayside

SEXUALITY

Chair: Brooke N. Gentle

10:15 PROTECTORS OR PROMOTERS: SOCIAL INFLUENCES ON VOLUNTARY SEXUAL INITIATION, Logan M. Steele (Whitworth University)

10:30 INFIDELITY AND RELATIONSHIP EXPECTATIONS IN GAY, LESBIAN, AND BISEXUAL RELATIONSHIPS, Dana A. Weistr & Daniel J. Weigel (University of Nevada, Reno)

10:45 NOT ONE IN THE SAME: EARLY FOLLICULAR VS. LUTEAL PHASE, Heather Adams & Victor Luevano (California State University, Stanislaus)

11:00 FEMALE ORGASM FUNCTIONALITY: INDICATING GOOD BONDS AND RETAINING SPERM, Brooke N. Gentle, Aaron T. Goetz, Kristin P. Beals, Elizabeth G. Pillsworth & Jessica Tessler (California State University, Fullerton)

PSI CHI SYMPOSIUM

10:30-12:00 Sandpebble AB

PSI CHI LEADERSHIP WORKSHOP

Chair: Jon E. Grahe, Pacific Lutheran University

Synopsis

The Psi Chi Leadership Session will connect leadership theory to the practical issues faced by local chapters and other campus groups. In addition to speakers presenting specific applications of leadership theory to common issues, attendees will be encouraged to participate in an interaction session through actively considering different leadership approaches to their own experiences.

Presenters

Susan Amato-Henderson (Psi Chi President, Michigan Technology Institution)

Rob Winningham (Western Oregon University)

Michell Marks (San Francisco State University)

Discussant

Jon Grahe

POSTER SESSION 14

11:00-12:15

Grand Peninsula D

HEALTH PSYCHOLOGY 2 STRESS & ANXIETY 2

14-1 IN SICKNESS AND IN HEALTH: THE IMPACT OF SPOUSES HEALTH AND WELL-BEING ON OWN WELL-BEING, Joelle Ruthig, Jenna Trisko (University of North Dakota) & Tara Stewart (University of Manitoba)

14-2 CATEGORIZING HEALTH BEHAVIORS: EXPLORATION OF A NEW TYPOLOGY, Erin O'Brien, Stephen M. Miller & Benjamin D. Rosenberg (Claremont Graduate University)

14-3 THE EFFECTS OF MUSIC ON RECOVERY FROM A PSYCHOSOCIAL STRESSOR, Sangeeta Vijayagopalan, Christopher Gelety, Alyssa Pimental, Jacqueline Gudewich, Sangeeta Vijayagopalan, Christopher Gelety, Alyssa Pimental, Jacqueline Gudewich, Jessica Ottmar & Melissa Birkett (Northern Arizona University)

14-4 THE EFFECT OF APPEARANCE BASED INTERVENTIONS ON SUN PROTECTION BEHAVIORS, Wei-Ruoh Wang, Vanessa Neag & Heike Mahler (UC San Diego)

14-5 STIGMATIZED BELIEFS ABOUT INDIVIDUALS WITH CHRONIC FATIGUE SYNDROME, Christina C. Graham, Yesenia R. Arellano & Jessica A. Lewis (Pacific Lutheran University)

14-6 OBESITY AND CHRONIC PAIN AMONG HISPANICS: IMPACT OF SOCIAL SUPPORT, Kyle D. Jasper, Justin Ludwig & Laura Zettel-Watson (California State University, Fullerton)

14-7 RHYTHM AS A HEALTH INTERVENTION, Owen Petersen, Erin O'Callaghan & Lekeisha Sumner (Alliant International University)

14-8 OLDER ADULTS RISK OF FALLING: DEMOGRAPHIC AND HEALTH-RELATED PREDICTORS, Ani Mamikonian, Chen-Hui Yu & Luciana Lagana (California State University, Northridge)

14-9 HEALTH EVALUATION AND MAINTENANCE: EFFECTS OF ETHNICITY AND ELDER CONTACT, Trish L. Harrison, Marlene V. Strege & Maureen J. Fitzpatrick (California State University, San Marcos)

14-10 ASIAN AMERICAN CLIENTS' USE OF COMPLEMENTARY AND ALTERNATIVE MEDICINE, Tai Chang, Eddie Chiu & Nicole Mayeda (CSPP at Alliant International University)

14-11 FINDING COLLABORATION IN MEDICAL CARE: CULTURE AND ETHNICITY IN HAWAII, Lauren M. Kagami, Jennifer R. Antick & Sandra Y. Jenkins (School of Professional Psychology at Pacific University)

14-12 PSYCHOSOCIAL CORRELATES OF FATIGUE IN COLLEGE STUDENTS, William M. Reynolds, Gabrielle Sybeldon & Sarah E. Murphy (Humboldt State University)

14-13 FEAR OF INTIMACY IN SIBLINGS OF PEDIATRIC CANCER PATIENTS, Erin McCutcheon, Lisa Christianson & Shawn Davis (Pacific University)

14-14 DEVELOPMENT OF AN ADOLESCENT STANDARDIZED PATIENT VISIT PROTOCOL, Marisol Chavez, Monica Bernardo & Steve Roussos (Alliance for Community Research & Development)

14-15 DOES PRESCHOOL ATTENDANCE PREVENT OBESITY IN HISPANIC YOUTH?, Brian Neau, Amanda Haboush & Tara Phebus (University of Nevada, Las Vegas - Nevada Institute for Children's Research and Policy)

14-16 COMORBID ALZHEIMERS: WHEN THE HELPING HAND SEEKS A HELPING HAND, Charles Van Liew, Robert Cook & Terry Cronan (San Diego State University)

14-17 ADVISORY AND SUPPORTIVE SERVICES FOR PEOPLE WITH ALZHEIMERS DISEASE, Jennalee S. Wooldridge, Bianca Eloi & Terry Cronan (San Diego State University)

14-18 RELATIONSHIP CONTEXT'S EFFECT ON PERCEIVED SUSCEPTIBILITY TO UNWANTED SEXUAL OUTCOMES, Shannon L. Jewell, Angela G. Pirlott & Virginia S. Y. Kwan (Arizona State University)

14-19 FACTORS ASSOCIATED WITH COLLEGE STUDENTS PHYSICAL ACTIVITY AND WEIGHT STATUS, Andrea J. Ericksen (San Juan College), Crystal Mitchell-Nothus (University of New Mexico), Tyler Farroba & Jordan Slavin (San Juan College)

14-20 POST-TRAUMATIC GROWTH AND HEALTH-RELATED QUALITY OF LIFE IN HIV-POSITIVE MEN, Sergio Flores, Ty Canning (PGSP-Stanford PsyD Consortium), Cheryl Gore-Felton & Charles Kamen (Stanford University)

14-21 IS CARBIOBURN THE WAY TO WELL-BEING? THE IMPACT OF A SINGLE SESSION OF EXERCISE ON MOOD, Christy Teranishi Martinez, Florangel Rueda, Elizabeth Thomas & Lauren Wenzell (CSU Channel Islands)

- 14-22 NUTRITIONAL KNOWLEDGE AS A PREDICTOR OF TOTAL MEAL CALORIES CHOSEN, Natalie Classen, Jill L. Quilici & Erica L. Wohldmann (California State University, Northridge)
- 14-23 MODERATE EXERCISE AS A PREVENTATIVE MEASURE OF DEPRESSION AND ANXIETY, Laura E. Ratsch, Kate Quintanilla, Tiffany Baumbach & Jill L. Quilici (California State University, Northridge)
- 14-24 MOTHERS' OVERWEIGHT STATUS AND TRAJECTORIES OF THEIR CHILDREN'S BMI, Dorothy Chien, Holli A. Tonyan, Jennifer L. Romack & Lisa M. Squier (California State University, Northridge)
- 14-25 FACTORS RELATED TO HIRING A HEALTH CARE ADVOCATE FOR A PARENT, Nicole Troup, Kelly Faxon, Jennalee Wooldridge & Terry Cronan (San Diego State University)
- 14-26 AN INVESTIGATION OF POST-MENOPAUSAL STATUS, DEPRESSION, AND INFLAMMATION, Elizabeth Devon Eldridge, Celestina Barbosa-Leiker, Bruce Wright & Candace Fanale (Washington State University)
- 14-27 EFFECTS OF CULTURAL PRIMING ON ATTITUDES TOWARD PSYCHOPHARMACEUTICAL MENTAL HEALTH TREATMENTS, Andrea Fessler (Arizona State University), Priscila Diaz, Angela Pirlott (Azusa Pacific University, Arizona State University), Megan Leonhardt, Virginia Sau Yee Kwan & Alexis Nay (Arizona State University)
- 14-28 EXPLORING THE RELATIONSHIP BETWEEN PHYSICAL ACTIVITY AND EMOTION, Katie Endresen, Deana Julka, Jacquie Vanhoomissen, Andrew Lafrenz & Andrew Downs (University of Portland)
- 14-29 PERCEPTION OR REALITY OF PHYSICAL ACTIVITY: PREDICTING MENTAL HEALTH, Brittany Robbins, Deana Julka, Andrew Downs, Jacquie VanHoomissen & Andrew Lafrenz (University of Portland)
- 14-30 CULTURAL FACTORS IN AN OBESITY REDUCTION INTERVENTION WITH HISPANIC CHILDREN, Kathryn Ecklund, Christina Zavalza, Jacqueline Bran, Kellie Fujimoto & Susan Shore (Azusa Pacific University)
- 14-31 AMBIENT MUSIC AND EMERGENCY ROOM VISITORS' ANXIETY REDUCTION: MUSIC EXPERIENCE CORRELATES, Alexandra Tilt (Massachusetts General Hospital), Paul D. Werner (CSPP at Alliant International University, San Francisco), Alyson Boulanger, Blair Parry, David Brown & Claudius Conrad (Massachusetts General Hospital)

14-32 PSYCHOSOCIAL INDICATORS OF MEDICATION ADHERENCE AMONG COGNITIVELY IMPAIRED HIV-INFECTED INDIVIDUALS, Timothy J. Arentsen (VA Greater Los Angeles Healthcare System), Stella Panos, April D. Thames (UCLA School of Medicine), Vanessa Streiff, Natalie Arbid & Charles H. Hinkin (VA Greater Los Angeles Healthcare System)

14-33 POSTTRAUMATIC GROWTH AMONG HISPANIC AND NON-HISPANIC CHILDHOOD CANCER SURVIVORS, Rhona Slaughter, Joel Milam, Anamara Ritt-Olsen, Ann Hamilton, Yaping Wang (University of Southern California), Sandra Sherman-Bien & Kathy Meeske (Children's Hospital of Los Angeles)

14-34 COMMUTING STRESS AND PERCEPTIONS OF THE COMMUTE, Christopher Plant, Juliana Fuqua & Samantha Kinzle (California State Polytechnic University, Pomona)

14-35 PATIENT AND PROVIDER CHARACTERISTICS AFFECT NON-DSM-IV-TR MENTAL HEALTH DIAGNOSES, Eric M. Schmidt, Kate Price, M. Blair Chinn, Jason C. Zeltser, Lila Inglima & Leonard Beckum (Palo Alto University)

14-36 GOOD GRADES: AN INDICATOR OF STRESS?, Lindsey A. Chesus & Diane J. Pfahler (Crafton Hills College)

14-37 PSYCHOSOCIAL RISK FACTORS AND CORONARY ARTERY DISEASE IN WOMEN, Katja Pohl, Jeffrey Tirengel & Ron Duran (Alliant International University)

14-38 THE EFFECT OF VISUAL SUGGESTION ON PHYSICAL EXERCISE, Thomas Plante, Ashley Morisako, Justine Folk, Elizabeth Kay, Caroline Read, Ashley Dunn & Angel Perez (Santa Clara University)

14-39 EFFECTS OF KHMER ROUGE TRAUMA ON ADJUSTMENT TO RECENT LOSS, Jessica Beeghly, Nigel Field (Palo Alto University), Judith Strasser & Taing Sopheap (Transcultural Psychosocial Organisation Cambodia)

14-40 VULNERABILITY-STRESS INTERACTIONS IN PREDICTING ANXIETY SYMPTOMS AMONG LGBTQ ADOLESCENTS, Jordan Simonson, Sarah Crystal, Melissa Hudson & Amy Mezulis (Seattle Pacific University)

14-41 SOCIAL INTERACTION ANXIETY AND RELATIONSHIPS: THE MODERATING EFFECT OF STUTTERING, Rebecca A. Stephens, Johnny M. Felt, Jr., Deanna K. Purpus & Andrew Ainsworth (California State University, Northridge)

- 14-42 PREGNANCY INTENTION AND EXPERIENCE IN U.S.-BORN AND FOREIGN-BORN LATINA SAMPLES, Heyzel Chevez, Belinda Campos, Ilona Yim & David Busse (UC Irvine)
- 14-43 BARRIERS TO TREATMENT FOR ANXIOUS LATINO CHILDREN IN PRIMARY CARE, Juliana Whitaker, Tina Kim, Cristina Bustos & Denise A. Chavira (University of California, San Diego)
- 14-44 PARENTING STRESS IN MOTHERS OF TRAUMA-EXPOSED CHILDREN, Kimberly Levit, Kristin Samuelson, Christina Wilson & Elena Padron (Alliant International University)
- 14-45 VISUAL PROCESSING BY ANXIOUS INDIVIDUALS OF VICTIMS AND THREAT IN STRESSFUL SCENES, Jeffrey S. Mintert, Christina M. Bearden, Paul A. Miller & Haley A. Terrell (Arizona State University West Campus)
- 14-46 AVOIDANCE COPING AS A MEDIATOR BETWEEN FATALISM AND NEGATIVE AFFECT, Calvin Fitch, Hector Silva, Chi-Ah Chun & James Amirkhan (California State University, Long Beach)
- 14-47 TRAUMA AND VICTIMIZATION EFFECTS ON INDIVIDUALS COGNITIVE PROCESSING OF THREAT AND VICTIM STIMULI, Christina M. Bearden, Jeffrey S. Mintert, Paul A. Miller & Jomana K. Sweiss (Arizona State University West Campus)
- 14-48 THE RELATIONSHIP BETWEEN COMBAT EXPOSURE, MILITARY RANK, AND SUICIDAL BEHAVIORS, Francesca J. Piscitelli, Collen Dolan, Amanda McCabe & Lisa Christiansen (Pacific University)
- 14-49 THE EFFECTS OF SLEEP QUALITY ON RESPONSE TO THE TRIER SOCIAL STRESS TEST, Jessica Moschetto, Daniel Tebbe, Mica McGriggs & Melissa Birkett (Northern Arizona University)
- 14-50 COPING STRATEGIES RELATED TO LATINO/A ADOLESCENT ADAPTATION, Bryan M. Montano Maceda, Josiah Pappas, Calvin K. Montano Maceda & Scott W. Plunkett (California State University, Northridge)
- 14-51 THE IMPOSTOR PHENOMENON: PERSONALITY FACTORS, GENDER, AND PERFORMANCE VARIABLES, Lisa Halstrom, Wendy A. Williams, Ian J. Loverro & Stephanie Stein (Central Washington University)
- 14-52 STRESS AND SOCIAL SUPPORT IN LATINA AND ASIAN WOMEN, Linett Chevez, Belinda Campos, Ilona Yim, David Busse & Adam Dayan (UC Irvine)

14-53 THE EFFECT OF CARDIOVASCULAR EXERCISE ON TSST-INDUCED CORTISOL ELEVATIONS, Lauren Bordessa, Maaheem Akhtar, Andrew Griffin IV, Megumi Hosoda & Cheryl Chancellor-Freeland (San José State University)

14-54 THE RELATIONSHIP BETWEEN PERCEIVED STRESS AND CORTISOL FOLLOWING THE TSST, Bryce Antonel, Maaheem Akhtar, Atsuko Iwasaki, Wei-Ju Chen, Dong Nguyen, Megumi Hosoda & Cheryl Chancellor-Freeland (San José State University)

14-55 THE INTERACTION BETWEEN SOCIAL ANXIETY, EMOTION REGULATION, AND ALCOHOL USE, Jacqueline Randall, William Davies, Lanni Paronto, Erin Murphy, Jessica Andrews, Daniel Gibson & Johan Rosqvist (Pacific University)

INVITED PRESENTATION

11:00-12:00 Grand Peninsula ABC

NARRATIVE OF HOPE FOR WAR-TORN CHILDREN

Presenter: Sally Mallam, Hoopoe Books for Afghanistan

Chair: Robert Ornstein

Synopsis

What was Afghanistan like before the Soviet Invasion? How has thirty years of war affected its people? What would it be like if you had lived your whole life in a war zone? What would be your internal narrative?

Changing an individual's internal narrative can help to change their behavior, hopes and dreams. Hoopoe Books for Afghanistan is a program about changing that narrative for its over 12 million children, by 'repatriating' their own, unique teaching-stories. Literacy is a prerequisite for a civil society yet 75% of Afghans over 15 are illiterate. Our program returns these tales to children in book form tied to a literacy curriculum, teacher training and radio programs. The lecture will present examples of stories to illustrate their implications for dealing with anger, disappointment, conflict resolution and the idea of changing one's life for a positive outcome. Finally it will discuss the progress of the State Dept program, and the reactions from teachers and educators.

Biography

Sally Mallam is an illustrator and author of children's books, and is the publisher of Hoopoe Books, which publishes stories for young children and on psychology for high schools. She is the founder and director of Share Literacy which has provided more than 400,000 books to at-risk children in the United States, and is the recipient of a State Department Grant to provide 2.4 million books to the children of Afghanistan. <http://booksforafghanistan.org/bfa/>

INVITED SYMPOSIUM

11:15-12:45

Grand Peninsula G

STATE OF THE DISCIPLINE IN FORENSIC PSYCHOLOGY

Chair: Dan Krauss, Claremont McKenna College

Synopsis

Four leading scholars in the field of forensic psychology will discuss their four major research areas: Eyewitness identification and misidentification (Steve Clark); false confessions (Richard Leo), capabilities of child witnesses (Jodi Quas), and risk assessment (Daniel Krauss); and where they see the field headed in the future. They will offer what they see as the possible legal and policy implications of existing research and what future research still needs to be completed. The panel will also address questions from the audience.

Presenters

EYEWITNESS IDENTIFICATION, Steven E. Clark (UC Riverside)

FALSE CONFESSIONS, Richard Leo (University of San Francisco Law School)

CAPABILITIES OF CHILD WITNESSES, Jodi Quas (UC Irvine)

RISK ASSESSMENT, Dan Krauss (Claremont McKenna College)

Biographies

Dr. Clark is a Psychology Professor at the University of California, Riverside, where he conducts experimental research on human memory and eyewitness identification. This research, funded by the National Science Foundation, has been published in *Law and Human Behavior* and the *Journal of Experimental Psychology*, and other scientific and scholarly journals. Professor Clark has been involved in over 200 criminal and civil cases, has consulted with both prosecution and defense attorneys, and has testified as an expert in Federal and State courts in California, Washington, Texas, Nevada, Arizona, and Wisconsin. His current research examines the costs and benefits of eyewitness identification reforms, and the interface between science and public policy.

Dr. Leo is nationally and internationally recognized for his pioneering empirical research on police interrogation practices, the impact of Miranda, psychological coercion, false confessions, and wrongful convictions. Dr. Leo has authored more than 70 articles in leading scientific and legal journals as well as several books including the multiple award-winning book *Police Interrogation and American Justice* (Harvard University Press, 2008). He co-authored, with Tom Wells, *The Wrong Guys: Murder, False Confessions and the Norfolk Four* (The New Press, 2008) and, with George Thomas, *The Miranda Debate: Law, Justice and Policing* (Northeastern University Press, 1998). His

newest book, *Interrogation and Confession: The Historical Journey to Miranda and Beyond* (with George Thomas), will be published by Oxford University Press in 2011.

Dr. Quas is Professor of Psychology and Social Behavior at the University of California, Irvine. She received her Ph.D. from the University of California, Davis, and completed postdoctoral training at the University of California, Berkeley. Her work focuses on memory development and children's involvement in the legal system. She has addressed important questions regarding how stress affects children's memory, children's suggestibility and eyewitness accuracy, consequences of testifying in court on children, and children's emerging testimonial competence. She has received numerous awards for the theoretical and applied significance of her research, including the 2008 Award for Scientific Early Career Contributions in Developmental Psychology from the American Psychological Association.

Dr. Krauss is a Professor of Psychology at Claremont McKenna College, and is a plenary faculty member at Claremont Graduate University. He is primarily interested in the interaction of law and clinical psychology, and has published a large number of research articles and book chapters relating to clinical psychological evaluations for the courts, legal and psychological expertise, and jury decision-making. He has co-edited 3 books, and is the co-editor of the Law and Public Policy: Psychology and the Social Sciences book series by the American Psychological Association (APA) Press. Professor Krauss is licensed to practice law in Arizona, is a member of the United States Supreme Court bar, and has served as the United States Supreme Court Fellow to the U.S. Sentencing Commission. He is a licensed clinical psychologist in the state of California, and a diplomate in forensic psychology, board certified by the American Board of Professional Psychology. In 2010, he was awarded the Early Career Research Award by the Western Psychological Association.

SYMPOSIUM

11:15-12:30 Grand Peninsula F

BEST PRACTICES IN ONLINE TEACHING AND LEARNING

Chair: Inna Kanevsky, San Diego Mesa College

Synopsis

Online courses are proliferating. And while this "alternative" modality provides a valuable service to students who can't get to campus for face-to-face classes (and for those who just prefer the online format), online courses pose some distinct challenges to faculty who are teaching them. For example,

- How can you bring the same energy and presence seen in face-to-face classrooms into the online classroom?
- What are the best strategies for time management when teaching online courses?
- How can we be sure students are getting a high-quality learning experience in an online classroom?

In this symposium, two highly experienced online faculty members will offer a variety of tried-and-true strategies to solve these common problems. In addition, tech guru Sue Frantz, host of the Technology for Educators website, will supplement the session with her suggestions for the best technologies available to help with these issues.

Presenters

Elizabeth Post (University of California, Davis)

Tani McBeth (Portland Community College)

Sue Frantz (Highline Community College)

WPA LIFE ACHIEVEMENT AWARD PRESENTATION

11:30-12:30

Grand Peninsula E

THE YELLOW BRICK ROLLER COASTER

Presenter: Barbara Tabachnick, California State University, Northridge

Chair: Jodie B. Ullman, California State University, San Bernardino

Synopsis

Have you always wondered: How belly dancing led to a multivariate statistics book? How a math-hating schoolgirl ended up in quantitative psychology? How a multivariate statistician became an artist? About the variety of research projects possible in 40 years of consulting? Barbara Tabachnick will share stories and show pictures from a lifetime of adventures in and out of psychology. With projects in Thurstone scaling, periodontics, marketing research, aircraft noise, educational therapy, transportation, professional ethics, aging, fetal alcohol syndrome, and educational computer games, among others, it's impossible to become bored as a research design/statistical consultant.

Biography

Barbara Tabachnick is Professor Emerita of Psychology at California State University, Northridge, and co-author with Linda Fidell of *Using Multivariate Statistics*, now in 5th edition, as well as *Experimental Designs Using ANOVA*. She is a graduate of UCLA, where her doctoral research in the psychophysics of value judgments was supported by a National Science Foundation Fellowship. She has published over 70 articles, chapters and technical reports and participated in over 50 presentations, many invited.

During her 25 years at CSUN, she was the “stat person” on over 100 thesis committees and chaired the General-Experimental Graduate Committee. She is a Fellow of WPA has attended most of the WPA conventions since 1971. Between 1980 and 2000, she and Linda Fidell presented eight statistical workshops as WPA symposia and since that time she has been an active participant in the Statistics Workshop series. She currently consults in a variety of research areas and spends as much time as possible in her art studio.

SYMPOSIUM

11:30-1:00 Sandpebble E

DECEPTION AND INFORMATION MANAGEMENT STRATEGIES IN ADOLESCENCE AND EMERGING ADULTHOOD

Chair: Jessica Dennis, California State University, Los Angeles

Synopsis

In this symposium we examine the strategies used by adolescents and emerging adults to manage the information they disclose about themselves to others. The first paper focuses on the extent to which Latino adolescents disclose their activities to parents and the ways in which this disclosure is related to risky behaviors and adjustment. The second paper examines the disclosure of real and false aspects of the self on social networking sites among emerging adults. The third and fourth papers will discuss the use of deception and communication strategies to cope with family intergenerational conflicts among Asian American and Latino college students respectively. In each paper, presenters will discuss the implications of young peoples' decision to disclose personal information about their selves and the reasons why some might instead chose to present information that is deceptive. The symposium will conclude with a discussion of the ways in which information management strategies relate to the individual and social functioning of young people as they transition to adulthood.

Presenters

COMPARING THE INTERGENERATIONAL COMMUNICATION APPROACHES OF LATINO YOUNG ADULTS: IMPLICATIONS FOR ADJUSTMENT, Roxanna Rosen & Jessica Dennis (California State University, Los Angeles)

SELF PRESENTATIONAL STRATEGIES ON FACEBOOK: SHOWING YOUR REAL, IDEAL, AND FALSE SELF, Minas Michikyan (California State University, Los Angeles)

DECEPTION STRATEGY FOR COPING WITH INTERGENERATIONAL CONFLICTS AMONG ASIAN AMERICAN, Mijin Park (CSU Los Angeles)

AVOIDANT COPING AND SELF-DISCLOSURE: STRATEGIES RELATED TO SELF-AGENCY IN ADOLESCENCE, Tatiana Basáñez, Michael Warren (Claremont Graduate University) & Jennifer B. Unger (University of Southern California)

Discussant
Jessica Dennis

PAPER SESSION

11:30-12:45 Bayside

EDUCATION RESEARCH 2

Chair: Jennie K. Singer

11:30 SKILLS NEEDED BY PRINCIPALS IN CENTRAL TAIWAN ELEMENTARY SCHOOLS, Tsui-Ying Lin (Department of Special Education, National Changhua University of Education), Chih-Hung Wang (Graduate Institute of Education, National Changhua University of Education) & Mei-Jy Yang (Department of Special Education, National Changhua University of Education)

11:45 ACADEMIC ACHIEVEMENT AND SES IN ELEMENTARY SCHOOL AND HIGH SCHOOL, Jennie K. Singer (California State University, Sacramento), Christopher R. Niileksela, Matthew R. Reynolds (University of Kansas) & Alan S. Kaufman (Yale University School of Medicine)

12:00 GENDER DIFFERENCES IN READING, MATH, AND WRITING AT AGES 7-19, Bryanna N. Schwartz (University of North Carolina), Daniel B. Hajovsky, Matthew R. Reynolds (University of Kansas) & Alan S. Kaufman (Yale University School of Medicine)

12:15 CAN SELF-MONITORING PREDICT ENGLISH LEARNING SATISFACTION: SELF-EFFICACY AS MEDIATOR, Chih-Hung Wang, Tsui-Ying Lin (National Changhua University of Education), Pei-Chien Sun (Trans World University) & Shin-Yi Pan (National Chnaghua University of Education)

12:30 GENDER, SES AND ENGLISH LEARNING INTEREST OF TAIWANESE STUDENTS, Pei-Chien Sun, Chih-Hung Wang, Yu-Chien Su & Bin-Hsing Chen (National Changhua University of Education)

SYMPOSIUM

12:00-1:00

Sandpebble CD

NEW EXPLORATIONS OF INTIMATE PARTNER VIOLENCE: ANALYSES OF THE RELATIONSHIP BETWEEN TRAUMA SYMPTOMS AND RURAL LIVING, CHILDHOOD VICTIMIZATION AND LEXICAL INQUIRY ANALYSIS OF WOMEN'S EXPERIENCES

Chair: Christine Fiore, University of Montana

Synopsis

This symposium will examine new and novel aspects of moderate to severe Intimate Partner Violence (IPV) in community samples of women who experienced IPV. The first study examines the relationship between trauma symptoms, violence severity and barriers to service access for women living in rural and frontier communities. Following this study is an examination of the mediational role of coping in the relationship between women's history of childhood victimization and trauma symptoms. Finally, Linguistic Inquiry Word Count (LIWC) (Pennebaker, 2001) was used to analyze transcripts of women's discussion of their relationships and experiences since the violent relationship. Discussion will focus on how these findings can guide us in research informed interventions for women experiencing IPV.

Presenters

RURAL IPV: RESOURCE BARRIERS, VIOLENCE SEVERITY AND TRAUMATIC STRESS, Joanna Legerski (Summit Preparatory School, Kalispell, MT) & Christine Fiore (University of Montana)

COPING AS A MEDIATOR BETWEEN CHILDHOOD TRAUMA AND CURRENT TRAUMA SYMPTOMS, Aryn Ziehnert & Christine Fiore (University of Montana)

LEXICAL MANIFESTATIONS OF GROWTH: WOMEN WHO'VE EXPERIENCED INTIMATE PARTNER VIOLENCE, Zed David Kramer & Christine Fiore (University of Montana)

Discussant

Christine Fiore

INVITED PRESENTATION

12:15-1:15

Grand Peninsula ABC

CULTURAL COMPETENCY: NECESSITY OR POLITICAL CORRECTNESS?

Presenter: Stanley Sue, Palo Alto University

Chair: Jeffery Scott Mio, Cal Poly Pomona

Synopsis

Culturally competency has received considerable attention. National, state, local, and professional organizational (e.g., the American Psychological Association) guidelines for the delivery of culturally competent treatment have been established. Yet, considerable controversy exists over the concept and practice of cultural competency. This presentation examines three questions. (1) What is cultural competency? Various definitions exist which result in endless debates. (2) Is cultural competency necessary in treatment and professional practice or is this the latest politically correct fad in professional practice? Controversies over the necessity for cultural competency are discussed. (3) What evidence is there that cultural competency is beneficial? Examination is made of the outcomes of cultural competency research and of meta-analytic studies. It is argued that cultural competency is necessary and that it is supported by research and clinical practice.

Biography

Stanley Sue is Professor of Psychology and Director of the Center for Excellence in Diversity at Palo Alto University. His other positions included: Distinguished Professor of Psychology and Asian American Studies at the University of California, Davis (1996-2010); Professor of Psychology at UCLA (1981-1996) and Associate Dean of the Graduate Division; Assistant and Associate Professor of Psychology at the University of Washington (1971-1981).

His research has been devoted to the study of the adjustment of, and delivery of mental health services to, culturally-diverse groups. Dr. Sue has received numerous awards for his research, including the 2003 American Psychological Association's Distinguished Contributions to Applied Research Award and the 2005 Lifetime Achievement Award from the California Psychological Association. He served as 2010 President of the Western Psychological Association.

POSTER SESSION 15

12:30-1:45

Grand Peninsula D

CLINICAL PSYCHOLOGY 2

SOCIAL ISSUES 3

15-1 EXAMINING ETHNIC DIFFERENCES IN PARENTING STYLES IN LATINO AND CAUCASIAN POPULATIONS, Joanna Servin (University of California, Davis), Deanna Boys (California State University, Sacramento), Susan G. Timmer & Erica Morrissey (University of California, Davis)

15-2 COMMUNITY VIOLENCE EXPOSURE AND INTERNALIZING DISORDERS AMONG PUBLIC SECTOR YOUTH, Brian J. Albanese (University of California, San Diego), Elizabeth A. Miller (Penn State University), Amy E. Green & Gregory A. Aarons (University of California, San Diego)

15-3 NINE CATEGORIES ON THE ECBI: A COMPREHENSIVE VIEW OF ADHD BEHAVIOR PROBLEMS, Lindsay Forte, Millie Zhou (University of California, Davis), Deanna Boys (California State University, Sacramento) & Susan G. Timmer (University of California, Davis)

15-4 COMPARING THE COGNITIVE SCREENING TOOLS MMSE AND SLUMS, Katie Mackor, Kristoffer Molloy, Nehala Pullam, Jesse Kopel, Chelsey Grigsby, Ryan Miller, Devan Buckingham, Janelle Sutter, Amanda Graves & Robert G. Winningham (Western Oregon University)

15-5 SLEEP PROBLEMS IN CHILDREN WITH AUTISM OR ADHD, Andrea M. N. Parnell, Danelle Hodge, Dwight P. Sweeney & Charles D. Hoffman (California State University, San Bernardino)

15-6 CHILDREN WITH ASD, Andrea M. N. Parnell, Danelle Hodge, Dwight P. Sweeney & Charles D. Hoffman (California State University, San Bernardino)

15-7 INNOVATIVE TECHNOLOGIES IN CLINICAL PRACTICE: CURRENT TRENDS AND FUTURE DIRECTIONS, Ross Nelson, Frederick Heide, Randall Wyatt & Diane Zelman (California School of Professional Psychology)

15-8 MEASURES OF PARENTING AMONG TRAUMA-EXPOSED MOTHERS AND THEIR CHILDREN, Kristen Kelly, Kristi Samuelson, Christina Wilson & Elena Padrón (California School of Professional Psychology)

15-9 UTILIZING THE WCST TO DIFFERENTIATE EXECUTIVE PERFORMANCE IN AD AND MCI INDIVIDUALS, Nirzari Amin, Justina Avila, Jeremy Neswald & Jill Razani (CSU Northridge)

15-10 EFFECTS OF MILD COGNITIVE IMPAIRMENT ON DAILY ACTIVITIES IN SENIORS, Iliana Meza-Gonzalez, Amina Flowers, Travis M. Scott & Jill Razani (CSU Northridge)

15-11 GRIEF SEVERITY FOLLOWING PET VS. HUMAN DEATH, Meghan Martinez, Ellyn Bass, Tiffany Maldonado & Lizabeth M. Eckerd (Humboldt State University)

15-12 THERAPISTS EXPECTATIONS OF OUTCOMES, DIFFICULTIES, AND DESIRABILITY OF DIAGNOSTIC TYPES, Amy Wytiaz, Aleksandra Cernic, Cassandra Fees & Louis Moffett (Palo Alto University)

- 15-13 PSYCHOLOGY STUDENTS' EXPERIENCE WITH DEATH-RELATED ISSUES, Lizabeth M. Eckerd, Meghan Martinez, Vanessa Morales & Luis Villafranca (Humboldt State University)
- 15-14 PREMARITAL AND MARITAL BEHAVIORS ACROSS THREE ASIAN AMERICAN POPULATIONS, Vanessa Nelson, Ashley A. Vaillancourt, John T. Wu & Kendra L. Oakes Mueller (Point Loma Nazarene University)
- 15-15 WILLINGNESS TO SEEK ONLINE AND FACE-TO-FACE PROFESSIONAL TREATMENT, Kurt D. Baker, Kristy Johnson, Misael Cerpas & Rosa P. Ramirez (California State University, Stanislaus)
- 15-16 PARENTING BEHAVIORS AND ADOLESCENT SELF-CONCEPT IN MIDDLE EASTERN IMMIGRANT FAMILIES, Jennifer M. Picanso, Solange Petrosspour, Alina Valdez & Scott W. Plunkett (California State University, Northridge)
- 15-17 COMMUNICATION AND HELP SEEKING PREFERENCES ACROSS THREE ASIAN AMERICAN POPULATIONS, Ashley A. Vaillancourt, Vanessa Nelson, Kendra L. Oakes Mueller & John T. Wu (Point Loma Nazarene University)
- 15-18 UNPACKING SELECTION OF THEORETICAL ORIENTATION AMONG CONTINUING EDUCATION CONFERENCE ATTENDEES, Brandi Schmeling, Robert D. Friedberg, Yvonne DelZenero, Laura Wetherbee & Jennifer Cadigan (Pacific Graduate School of Psychology, PAU)
- 15-19 BENEFITS OF A SOCIAL SKILLS INTERVENTION IN RESIDENTIAL TREATMENT SETTINGS, Allison Vreeland, Elizabeth Laugeson (UCLA Semel Institute for Neuroscience & Human Behavior), Jessica Romeyn (The Help Group), Lara Tucci (The Help Group-UCLA Autism Research Alliance) & Ruth Ellingsen (UCLA)
- 15-20 SCREENING COLLEGE STUDENTS FOR PSYCHOLOGICAL DISTRESS WITH THE WHO-5, Anita Polyakov, Cecilie Han, Andrew Downs (University of Portland), Laura Boucher & Duncan G. Campbell (University of Montana)
- 15-21 TREATING SOCIAL DIFFICULTIES IN WELL SIBLINGS OF CHILDREN WITH AUTISM, Jessica M. Andrews, Kalin Burkhardt, Barbara D. Petersen, Jennifer L. Wersland & Juliann Haislip (Pacific University)
- 15-22 THE RELATIONSHIP BETWEEN EMERGENCIES AND PARENTING BEHAVIOR, Chelsey Wilks, Jessica Urgelles, Jasmine Fayeghi, Jill Cohen & Brad Donohue (University of Nevada, Las Vegas)

- 15-23 ETHNICITY AND SERVICE USE EFFECTS ON APPROACH AND AVOIDANCE HELP-SEEKING ATTITUDES, Ho Man Cheung, Phillip Akutsu, E-Ting Lee, Tyler Virden & Rachel Altholz (California State University, Sacramento)
- 15-24 EFFECTS OF A SELF-COMPASSION INTERVENTION IN UNIVERSITY STUDENTS, Trevor Cole, Lauren Thomas, Leah Parker, & Russell Kolts (Eastern Washington University)
- 15-25 DIFFERENCES IN PERFORMANCE OF ALZHEIMER'S DISEASE PATIENTS ON NEUROPSYCHOLOGICAL TESTS, Travis M. Scott, Justina Avila, Jeremy Neswald, Jennifer Wong & Jill Razani (California State University, Northridge)
- 15-26 PRENATAL ALCOHOL EXPOSURE, ADHD, AND SLUGGISH COGNITIVE TEMPO, Diana Graham, Sarah N. Mattson, Edward P. Riley, Benjamin N. Dewese, Nicole Crocker, Scott C. Roesch, Claire D. Coles, Julie A. Kable, Philip A. May, Wendy O. Kalberg, Elizabeth R. Sowell & Kenneth L. Jones (San Diego State University)
- 15-27 STRESSOR CHARACTERISTICS AND EXPLANATORY STYLES THAT PROMOTE RESILIENCE, Marylie W. Gerson, Jeriann M. Lynds, Rebekah E. Casas, Noelle C. Attalla, Rachel E. Cord, Shabnam M. Deriani & Rodolfo Lugo Rios (California Lutheran University)
- 15-28 THE RELATIONSHIP BETWEEN PROCESSING SPEED AND SYMPTOMATOLOGY IN ADHD, Carla A. Farcello, James Boucher, Nathan Wood, Nicholas S. Thaler, Lewis M. Etkoff & Daniel N. Allen (University of Nevada, Las Vegas)
- 15-29 GOAL-SETTING PROCESSES IN AN INTERVENTION TARGETING GANG-INVOLVED JUVENILE PROBATIONERS, Matthew Dinovitz, Anastasia Harrell, Lily Mathison, Caitlin Smith, Stanley Huey, Jr. & Dawn McDaniel (University of Southern California)
- 15-30 THE EFFECT OF COLLEGE STANDING ON CONCEALMENT OF MENTAL HEALTH DIFFICULTIES, Rachael Sullivan, David Contreras, Kyle Bosshart, Sonja Assouline & Paola Riverayra Quezada (University of La Verne)
- 15-31 THE TRAINING OF BUDDHIST TEACHERS: IMPLICATIONS FOR MINDFULNESS-BASED PRACTITIONERS, Joshua D. Lepore, Fred Heide & Ed Bourg (Alliant International University)
- 15-32 THE ASSOCIATION BETWEEN EMOTION REGULATION STRATEGIES AND SYMPTOMS OF BINGE EATING DISORDER, Jenissa D. Mac Vie, Amy Johansson & Jamie Bedics (California Lutheran University)

- 15-33 PRESCRIPTION AUTHORITY IN CALIFORNIA PRISONS: OPINIONS OF PSYCHOLOGISTS AND INTERNS, Andrew R. Davis (Alliant International University)
- 15-34 THE EFFECTS OF STIGMA ON COLLEGE STUDENT'S MENTAL HEALTH SEEKING, David W. Contreras Jr., Rachael Sullivan, Kyle Bosshart, Sonja Assouline & Paola Riverayra Quezada (University of La Verne)
- 15-35 ATTITUDES TOWARD HUMAN SEX TRAFFICKING VICTIMS, Andrea Valenzuela, Jessica Blackwood & Stacy J. Bacigalupi (Mt. San Antonio College)
- 15-36 GROUP IDENTIFICATION AND THE PERCEIVED DISCRIMINATION PSYCHOLOGICAL DISTRESS RELATIONSHIP, Robyn Goldberg, Que-Lam Huynh & Thierry Devos (San Diego State University)
- 15-37 SERIOUS GAME ALTERS ATTITUDES - MEDIA ENHANCES EMPATHY, Erik Nilsen, Dmitri Alvarado, Louis Moore (Lewis & Clark College) & Seth Olund (Mount Hood Community College)
- 15-38 EFFECTS OF ANTHROPOMORPHIZED AND LIVE ORANGUTANS ON IMPLICIT STEREOTYPE ACTIVATION, Tessa Harland, Nora Alami, Jenny Wool & Alexander Glassman (Colorado College)
- 15-39 SELF-ESTEEM AND SELF-EFFICACY AS MEDIATORS OF CHILDHOOD ABUSE AND QUALITY-OF-LIFE, Laura M. Garcia, David V. Chavez, Evelyn E. Ayala & Ashlee L. Barker (CSU San Bernardino)
- 15-40 USING INTEGRATED THREAT THEORY TO PREDICT ATTITUDES TOWARD AFRICAN AMERICANS, Michael S. Le, Amanda R. Perez, Lacey L. Palmer & Christopher L. Aberson (Humboldt State University)
- 15-41 POLITICAL ORIENTATION AND THE THREAT-ATTITUDE RELATIONSHIP IN SAME-SEX MARRIAGE, Matthew M. Daniel, Jessica L. Clayburn, Justin Tuttle & Christopher L. Aberson (Humboldt State University)
- 15-42 HIDDEN PREJUDICE AND EYE CONTACT, Robyn Brammer, Tricia Klopfenstine, Max Hanson & Daniel Ackley (Central Washington University)
- 15-43 UNDERSTANDING PERCEPTIONS OF ETHNICITY THROUGH DAILY EXPERIENCE SAMPLING, Nazia A. Khan, Sarah C. Anderson, Sierra Dimberg & Greg M. Kim-Ju (California State University, Sacramento)

- 15-44 GENDER AND CULTURAL BELIEFS AMONG KOREAN IMMIGRANTS IN THE U.S., Sarah Clingan, Tory Wall, Chi-Ah Chun & James Amirkhan (California State University, Long Beach)
- 15-45 CHILD ABUSE AND INTIMATE PARTNER VIOLENCE: MODERATING ROLE OF ATTACHMENT, Ashlee L. Barker, David V. Chavez, Evelyn E. Ayala & Laura M. Garcia (CSU San Bernardino)
- 15-46 CHILDHOOD ABUSE SURVIVORS PERCEIVED SOCIAL SUPPORT AS MODERATOR OF SHAME, Evelyn E. Ayala, David V. Chavez, Ashlee L. Barker & Laura M. Garcia (CSU San Bernardino)
- 15-47 EFFECTS OF VETERAN STATUS, PHYSICAL DISABILITY AND PTSD ON STIGMA, Kristine D. Christianson, Marya C. Endriga, Lisa M. Bohon & Matthew L. Steinwert (California State University, Sacramento)
- 15-48 U.S. PROFESSORS DESCRIBE SERIOUS EXPERIENCES WITH ACADEMIC CONTRAPOWER HARASSMENT, Claudia Lampman, Earl C. Crew, Shea D. Lowery & Mikaela Mulder (University of Alaska Anchorage)
- 15-49 IS ONLINE DATING REPLACING OFFLINE DATING PRACTICES AMONG COLLEGE STUDENTS?, Sarah Leclerc, Danielle Johnson, Christine Serrano & Shushan Khachatryan (University of La Verne)
- 15-50 HOW PERCEIVED THREAT PLAYS A ROLE IN NBA OFFICIATING, Markie Keelan, Jordan Axt, Mark Otten & Debbie Ma (California State University, Northridge)
- 15-51 DO VALUES PREDICT PREJUDICE TOWARDS SAME SEX MARRIAGE?, Sarah E. Murphy, Edwin J. Vazquez, Patrick Panelli, Kelsey Burgos & Christopher L. Aberson (Humboldt State University)
- 15-52 WHAT WE LEARN FROM COMMUNITY INVOLVEMENT, Yvonne J. Jefferson, Cong Vue, Leslie Boykin, Susan Her & Greg M. Kim-Ju (California State University, Sacramento)
- 15-53 PREDICTING ENROLLMENT IN COLLEGE DIVERSITY COURSES FROM PRE-COLLEGE ATTITUDES, Edwin J. Vazquez, Brooke R. Bisel, Janet Aguirre, Elizabeth Greene & Christopher L. Aberson (Humboldt State University)
- 15-54 RELIGION, ETHNICITY, GENDER ROLES, AND ATTITUDES TOWARDS RAPE VICTIMS, Pilar Gomez-Marmolejo, Nathan Fierheller, Christopher Mayfield, Marissa Castaneda & Lisa Mori (California State University, Fullerton)

- 15-55 SEXISM AND SEXIST EXPERIENCES ON A COLLEGE CAMPUS, Douglas F. Cruthirds, Jordan L. Nitcy, P. Dean Jones, Alex C. Wilson & Kylee A. Roberts (Lewis Clark State College)
- 15-56 ETHNIC AND GENDER DIFFERENCES ON ATTITUDES TOWARDS MALE DATING VIOLENCE, E-Ting Lee, Phillip Akutsu, Ho Man Cheung, Rachel Altholz & Tyler Virden (California State University, Sacramento)
- 15-57 MINDFULNESS, IMPULSIVITY, EMPATHY, AND SEXUAL AGGRESSION IN UNIVERSITY STUDENTS, Tina Myers, Curtis Bennett, Christina Patterson, Jamie Yotz, Kelly Staley & Russell Kolts (Eastern Washington University)
- 15-58 THE EFFECT OF TATTOOS ON PERCEIVED LIKELIHOOD OF BEING HIRED, Jacob Kuna, Hana Fontes, Donald Marks, Zachary Telepak & Rada Duvnjak (Arizona State University)
- 15-59 WINNING MORE THAN ACCOLADES: SCIENTIFIC AWARDS IMPACT INTENTION TO PURSUE A RESEARCH CAREER IN HIGHLY THREATENED STUDENTS, Maria A. Aguilar, Priscilla Fernandez (California State University, San Marcos), Anna Woodcock (Purdue University), Paul R. Hernandez (Colorado State University), Mica Estrada & P. Wesley Schultz (California State University, San Marcos)
- 15-60 MARITAL SATISFACTION AND LONG-DISTANCE COMMUNICATION IN MILITARY COUPLES SEPARATED BY DEPLOYMENT, Jessica M. King (Whitworth University)

PSI CHI SYMPOSIUM

1:00-2:30 Sandpebble AB

PSI CHI GRAD SCHOOL WORKSHOP: APPLYING THEORY TO PRACTICE IN CHAPTERS

Chair: Jon E. Grahe, Pacific Lutheran University

Synopsis

A panel will try to answer frequently asked questions about graduate school, as well as some that students might not know to ask. Questions about reference letters, appropriate programs, costs and funding opportunities, and graduate school life will all be addressed. For all the questions that the panel fails to address, there will be a interactive Q & A session.

Presenters

Kristin Beals (California State University Fullerton)

Ethan McMahan (Western Oregon University)

Fiona Grant (Claremont Graduate University)

Jason Young (Psi Chi President-Elect, Hunter College)

Discussant

Jon Grahe

INVITED SYMPOSIUM

1:00 – 2:30

Grand Peninsula G

HEROIC TRANSFORMATIONS FROM VIOLENCE TO PEACE: HEALING AND COMPASSION IN WOUNDED COMMUNITIES

Chair: Philip Zimbardo, Palo Alto University

The symposium will present on a unique project, which covers the phenomenon of transformations from violence to peace in conflict areas across continents. This is done by in depth narrative interviews, as well as quantitative measures. In the Middle East, we interviewed Israelis and Palestinians who were once violent combatants and are now collaborating as peacemakers, towards reconciliation. In the US we interviewed former gang members who now devote their time and energy to helping at risk youth avoid the cycle of violence they became trapped in. Lessons from this study will go beyond just peer reviewed publication. In addition we will create interventions based on our data, to be embedded in a school based program entitled ERASE-Stress-Pro Social. Furthermore, a documentary film following this project will be released soon, to raise awareness of this phenomena, and the need for programs to deliver these messages of healing and wisdom to at risk children worldwide.

Presenters

Yotam Heineberg (CCARE, Center for Compassion and Altruism, Research and Education, Stanford University)

Rudy Corpuz (Founder and Director, United Playaz)

Discussant

Philip G. Zimbardo

Biographies

Dr. Yotam Heineberg earned his undergraduate degree in psychology and comparative literature at Tel Aviv University. He completed his doctorate in clinical psychology at the PGSP-Stanford consortium focusing on the cycle of violence, trauma and aggression. His dissertation, chaired by Dr. Leonard Beckum, was entitled "Post Traumatic Responses; the Extended Impact of Inner City Realities on Children and Adolescents." Yotam's

passion has been finding effective methods for healing the cycle of violence with compassion. With his mentors Drs. Rony Berger and Philip Zimbardo, Yotam has worked hard to promote “ERASE-Stress-Pro-Social”, a school-based program that reduces post traumatic distress and increases pro social engagement in warzones and inner cities. In his clinical work, Yotam aspires to help clients cultivate self-agency, as well as self and other directed compassion. Yotam is currently directing a research project to examine the processes of heroic transformation from violence to peacemaker among former gang members. Yotam is working to further discover the mechanisms of pro-social engagement and altruism, as well as develop methods to cultivate compassionate ways of being.

Rudy Corpuz Jr. is an ex-drug dealer and ex-felon turned community activist. Mr. Corpuz was born and raised in the tough South of Market neighborhood of San Francisco . He worked with youth and community members to found the United Playaz in 1994 at Balboa High School in response to gang violence between ethnic groups and with the help of many has grown the program into an organization. United Playaz provides youth with positive role models and activities to engage in as an alternative to violence, gangs, drugs and other high-risk behaviors. Mr. Corpuz is recognized as a leader in the field of youth violence prevention and believes strongly in the UP motto that “It takes the hood to save the hood.”

SYMPOSIUM

12:45-2:15 Grand Peninsula E

FLOW THEORY AND RESEARCH: NEW DIRECTIONS

Chair: Jeanne Nakamura, Claremont Graduate University

Synopsis

Mihaly Csikszentmihalyi began his description and empirical investigation of the flowstate over thirty-five years ago. Since that time, much has been written about flow and its value for the human experience. Experienced by athletes and artists, chess players and rock climbers, musicians and people of all ages and interests, flow is enjoyable in and of itself, inviting all to re-experience it. What we know about flow is clear: its nine dimensions, its performance-enhancing properties and its positive psychological outcomes. Yet there is more to learn about this elusive experience. The presenters will begin to shed light on where the newer researchers in this exciting field will direct the empirical future of flow. This symposium will include two researchers presenting new perspectives on this phenomenon and two presenters who will present innovative methodologies for the study of flow. The first presenter, En-Ling Chiao, will discuss the use of Internet technology to develop a larger database of knowledge on flow experiences. The second presenter, Kim Perkins, will discuss her empirical work with recreational athletes in a variety of competitive scenarios. A discussion of her findings will include the relationship between competitive attitudes,

flow and performance. The third presenter, Chris Weinkauff, will discuss a new perspective on the dimensions of flow, specifically how some of these dimensions may be viewed as antecedents to the flow experience. The fourth presenter, Bob Ono, will introduce another methodological advance with his research using a badge-like device to track the physiological markers of flow. In the final portion of the symposium, the expert discussant for this panel and founder of flow theory, Dr. Mihaly Csikszentmihalyi, will synthesize the information shared by the presenters and field questions regarding these exciting new directions in the understanding of the flow phenomenon.

Presenters

LET'S "FLOW" ON WIKIS!, En-Ling Chiao (Claremont Graduate University)

FLOW IN COMPETITIVE SETTINGS, Kim Perkins (Claremont Graduate University)

ANTECEDENTS TO THE FLOW PHENOMENON, Christine M. Weinkauff (Claremont Graduate University)

THE RELATIONSHIP BETWEEN PHYSIOLOGICAL MARKERS AND FLOW EXPERIENCES DURING WORK, Masakatsu Ono, Jeanne Nakamura (Claremont Graduate University), Koji Ara & Kazuo Yano (Central Research Laboratory, Hitachi, Ltd.)

PAPER SESSION

1:00-2:15 Bayside

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Chair: Chris J. Sablinski

1:00 TO SHOULDER THE BURDEN OR POINT THE FINGER: EXAMINATION OF LEADERS' RESPONSE TO CRISIS, Stephanie Glassburn (Claremont Graduate University)

1:15 THE EFFECT OF JOB EMBEDDEDNESS AND STRESS ON TURNOVER INTENTIONS, Chris J. Sablinski (University of the Pacific) & Christian W. Wright (San Francisco State University)

1:30 HOW IS CREATIVITY BEST MANAGED? MEASURING AND RANKING RELEVANT COMPETENCIES, Robert Epstein (Cambridge Center for Behavioral Studies) & Katrina Kaminaka (Walden University)

1:45 A CONSTRUAL LEVEL THEORY OF LEADER-FOLLOWER DISTANCE: VALIDATION AND APPLICATION, Joshua Lewandowski & Michelle C. Bligh (Claremont Graduate University)

2:00 HELP! IM STUCK! EXPLORING THE DOWNSIDE OF JOB EMBEDDEDNESS, Chris J. Sablynski, Shaina Brock, B. Patrick Daley, Courtney Fusco, Jeremy Hixson & Stephanie Wojda (University of the Pacific)

SYMPOSIUM

1:15-2:45 Grand Peninsula F

ON THE ROAD TO EVERYDAY LEADERSHIP

Chair: Allen W. Gottfried, Fullerton Longitudinal Project

Synopsis

Who will become the leaders of tomorrow? Are leaders born or made? Are there experiences both within and out of the home that facilitate leadership development? Asking questions pertaining to the developmental roots of leadership has a long history. For decades psychologists have relied almost exclusively on retrospective reports and anecdotal accounts in tackling the developmental aspects of leadership. What is novel is the availability of the Fullerton Longitudinal Study which allows examination of the developmental trajectories of everyday leadership. A conceptual framework will be advanced along with our initial findings from this project. The participants in this symposium take on the task of contributing new findings and their importance to the budding literature.

Presenters

THEORETICAL FOUNDATION FOR RESEARCH ON THE DEVELOPMENT OF LEADERSHIP, Ronald E. Riggio (Claremont McKenna College)

BIRTH OF A LEADER? Qin Li & Thomas Chan (Claremont Graduate University)

MAKE ME A LEADER! PARENTAL ENCOURAGEMENT OF CURIOSITY MODERATES THE RELATIONSHIP OF CHILDHOOD EXPERIENCES TO TRANSFORMATIONAL LEADERSHIP, Megan Dunbar & Coral Bruni (Claremont Graduate University)

FROM THROWERS TO PITCHERS: CAN PARTICIPATING IN SPORTS TRANSFORM EVERYDAY YOUTH INTO EVERYDAY LEADERS? John (JP) Dulay (Claremont Graduate University)

Discussant: Stewart I. Donaldson

SYMPOSIUM

1:15-2:15

Sandpebble E

MENTAL-HEALTH ISSUES IN LATINO UNDERGRADUATES FROM A RURAL, BORDER COMMUNITY

Chair: Elizabeth D. Cordero, San Diego State University, Imperial Valley

Synopsis

The Imperial Valley is a rural, desert community in southeastern California and borders Arizona and Mexico. According to the 2010 United States census, approximately 80% of residents identify as being of Hispanic or Latino origin. Unemployment rates are high, and the area ranks among one of California's most economically-disadvantaged counties. In order to begin to address mental-health issues within undergraduates in the region, faculty at the Imperial Valley campus of San Diego State University (SDSU-IV) assembled a collection of questionnaires that they informally called the "Imperial Valley Healthy Student Survey." This project was the first comprehensive assessment of the prevalence of mental-health problems among undergraduates in the Imperial Valley. Participants were recruited from both institutions of higher learning in the area: Imperial Valley College and SDSU-IV. The research discussed in this symposium presents data collected from 364 participants who self-identified as Latino undergraduates. The first paper examines the relationships among body mass index (BMI), acculturation, body image, and disordered eating in female and male participants. The second paper is an investigation of trauma, including gender discrepancies in exposure and the relationships between trauma, depression, anxiety, and stress. The final paper addresses alcohol and marijuana use among Latino college students, particularly within the context of acculturation. Ways in which we can address the mental-health needs of Latino students in order to help them maintain good quality of life and to support them in their academic endeavors will be discussed throughout the symposium.

Presenters

BODY IMAGE AND DISORDERED EATING AMONG LATINO COLLEGE STUDENTS, Elizabeth Diane Cordero (San Diego State University, Imperial Valley)

LATINO COLLEGE STUDENTS AND TRAUMATIC EVENTS: PREVALENCE AND DISTRESS, Grecia Arapiz Sandoval, Francisco Nunez, Stephanie Medina & Elizabeth Diane Cordero (San Diego State University, Imperial Valley)

EFFECTS OF ACCULTURATION AND SUBSTANCE USE IN LATINO COLLEGE STUDENTS, Karina Padilla, Amalia Romero, Melissa Torres & Elizabeth Diane Cordero (San Diego State University, Imperial Valley)

Discussant
Elizabeth Diane Cordero

SYMPOSIUM

1:15-2:45

Sandpebble CD

INTERNATIONAL IMMERSION LEARNING IN HIGHER EDUCATION: RESEARCH RESULTS

Chair: Lynette Bikos, Seattle Pacific University

Synopsis

As documenting the merit of international immersion learning programs in higher education settings become critically important, researchers are responding with sophisticated and informative approaches to evaluation. Specifically, they are attempting to identify predictors that enhance the sojourn experience as well as delineate the factors that sustain the gains that are made. In this symposium, results from three independent research projects are presented. In our first presentation, immediate, short-term, and longitudinal program outcomes are presented for undergraduate-level students ($N = 70$; enrolled in a 3-unit upper division child psychology internship course) who participated in a 2-week international internship in a summer camp setting in Shanghai, China. Students completed structured reflections during and immediately following the internship, and were invited to share longitudinal perspectives on their participation one to six years later. Results of the comparative content analysis, identifying primary themes related to outcomes, will be presented. In our second presentation, a research team shares the results of a longitudinal, mixed-methods investigation of undergraduate students' global learning outcome and pertinent psycho-social-spiritual variables. Undergraduate students who studied abroad ($N = 50$) completed online measures beginning 3 months prior to departure, and at re-entry intervals of 2 weeks, 6 weeks, 3 months, 6 months, 9 months, and 12 months. A comparison group ($N = 50$) of non-travellers completed parallel surveys at pre-test, 6 months, and 12 months. Results of hierarchical linear modeling of the outcome and predictor variables as well as the emerging themes from a subgroup who participated in qualitative interviews during the same intervals will be presented. In our third presentation, the researchers will describe the results of an evaluation of Searle and Ward's (1990, 1992) model of sociocultural adaptation enhanced by the inclusion of host-country-friendship-type (i.e., co-national, host-national, international) and need for cognitive closure variables. Participants were 141 international students (representing 40 countries) attending Middle East Technical University in Ankara, Turkey. Data were analyzed with a path trimming process in a structural equation modeling frame. Our Discussant will summarize themes, contradictions, and limitations across the three international projects and their outcomes and will moderate a short discussion with those in the audience.

Presenters

INITIAL AND LONGITUDINAL OUTCOMES ASSOCIATED WITH INTERNATIONAL INTERNSHIPS, Kari Knutson Miller (California State University, Fullerton), Amber M. Gonzalez (University of California, Santa Barbara), Ashleigh Bauserman & Megan C. Mclaughlin (California State University, Fullerton)

EFFECTS OF STUDY ABROAD EXPERIENCES ON STUDENTS PSYCHO-SOCIAL-SPIRITUAL DEVELOPMENT, Julianne Bergman, Rebekah L. Forman, Mari Yamamoto & Lynette H. Bikos (Seattle Pacific University)

PSYCHOLOGICAL ADJUSTMENT AND SOCIO-CULTURAL ADAPTATION OF INTERNATIONAL STUDENTS IN TURKEY, Renee M. Gibbs (Seattle Pacific University/Middle East Technical University), Oya Yerin Guneri (Middle East Technical University, Ankara, Turkey) & Lynette H. Bikos (Seattle Pacific University)

Discussant
Neal Rubin

INVITED PRESENTATION

1:30-2:30

Grand Peninsula ABC

DOING COLLABORATIVE RESEARCH WITH UNDERGRADUATES: A TEAM-BASED APPROACH

Presenters: Brian Detweiler-Bedell and Jerusha Detweiler-Bedell, Lewis & Clark College

Chair: Paul Marcille, Palo Alto University

Synopsis

From our perspective as professors, undergraduates are our youngest, most vibrant colleagues. They have great potential and can grow rapidly into promising researchers. But how can we best tap into their potential, both in the classroom and in the research lab? How can we best attend to their needs, when there are so many of them and so little time? And how can we best support their development as skilled collaborators, when their knowledge and talents vary so greatly? Our answer has been to develop a systematic approach to team-based undergraduate research. In this talk, we will describe our approach and, more generally, the principles of effective research mentoring. The process through which a student becomes a scholar is a gradual one, and it develops as a result of the student working effectively with other people, setting challenging yet achievable goals, and developing a sense of ownership over compelling intellectual questions. To illustrate these principles, we emphasize how we teach students to work in teams to

generate creative research ideas, design and pilot studies, and prepare and give formal research presentations. Our talk concludes with a discussion of the rewards of mentoring undergraduate students.

Biographies

Jerusha Detweiler-Bedell is Associate Professor of Psychology at Lewis & Clark College in Portland, Oregon. She received her B.A. and M.A. in psychology from Stanford University and her Ph.D. in clinical psychology from Yale University. Her program of research brings together investigations of human decision-making, health psychology, and clinical psychology, with the goal of promoting health behaviors by understanding why people fail to do 'what's best' for their physical and mental well-being. In 2008 Jerusha was named the United States Professor of the Year for Baccalaureate Colleges by the Council for Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching. She co-directs the Behavioral Health and Social Psychology laboratory with Brian Detweiler-Bedell, and they were awarded a National Science Foundation grant to further develop and disseminate their methods of mentoring undergraduates in research. Their book about this topic, *Doing Collaborative Research in Psychology: A Team-Based Guide*, is forthcoming from SAGE Publications in the summer of 2012.

Brian Detweiler-Bedell is Associate Professor and Chair of Psychology at Lewis & Clark College in Portland, Oregon. He received his B.A. and M.A. in psychology from Stanford University and his Ph.D. in social psychology from Yale University. His research examines the influence of emotion on social judgment and decision-making. Together with his wife, Jerusha, Brian co-directs the Behavioral Health and Social Psychology laboratory, which provides an immersive research experience to over a dozen undergraduate student collaborators each year. In 2008 the Detweiler-Bedells were awarded a grant from the National Science Foundation for their project entitled, *Using Laddered Teams to Promote a Research Supportive Curriculum*. Their book on team-based undergraduate research will be published by SAGE in the summer of 2012. Brian recently served as Director of Lewis and Clark College's HHMI-funded undergraduate science education program, *Collaborative Approaches to Undergraduate Science Education (CAUSE)*.

POSTER SESSION 16

2:00-3:15

Grand Peninsula D

LAW & PSYCHOLOGY

SOCIAL ISSUES 4

MOTIVATION

16-1 ITS OVR B/N U N ME: TECHNOLOGY USE, ATTACHMENT STYLES, AND GENDER ROLES IN RELATIONSHIP DISSOLUTION, Raquel Delevi (California State Unviveristy, Los Angeles) & Rob Weisskirch (California State University, Monterey Bay)

- 16-2 INCREASING CLIMATE CHANGE COMMUNICATION EFFECTIVENESS USING ENVIRONMENTAL VALUES FRAMING, Shawn Meghan Burn & Aaron Hussmann (California Polytechnic State University)
- 16-3 BREAKING UP IS HARD TO DO: ONLINE VS. FACE TO FACE BREAKUPS AMONG TECHNOLOGY USERS, Leslie S. Vasquez & Nancy A. Cheever (California State University, Dominguez Hills)
- 16-4 TATTOOS, A SIGN OF AGGRESSION?, Claire Romillo, Mary Abadir, Melania Moradian, Sophia Nolasco (California State University, Los Angeles), Mathew Curtis (University of Southern California) & Douglas M. Stenstrom (California State University, Los Angeles)
- 16-5 DIVERSITY EXPERIENCES PROMOTE CHANGES IN SOCIAL DISTANCE AND CROSS-GROUP FRIENDSHIPS, Patrick Panelli, Elizabeth Greene, Jennifer Arciniega, Justin Tuttle, Kelsey Burgos, Janet Aguirre & Christopher L. Aberson (Humboldt State University)
- 16-6 PREDICTORS OF ATTITUDES TOWARD TRANSGENDER INDIVIDUALS AMONG HETEROSEXUAL COLLEGE STUDENTS, Rebecca Cameron, Pegah Naemi, Vincenzo Roma, Alexandra Haas, Danielle Rounds, Rebecca Kneppel & Jessica Peterson (California State University, Sacramento)
- 16-7 CHILDHOOD CORRELATES OF NONVIOLENCE IN ADULTS: A REPLICATION, Amy L. Erickson, Daniel M. Mayton II, Heather D. Cochrell, Douglas F. Cruthirds, Alex C. Wilson & Kendra D. Kimball-Rathbone (Lewis-Clark State College)
- 16-8 DIAMOND THEORY OF NONVIOLENCE: PSYCHOMETRIC SUPPORT FOR A NEW MEASURE, Daniel M. Mayton II, Amy L. Erickson, Douglas F. Cruthirds, Kylee A. Roberts, Heather D. Cochrell & Andy Ruggerio-Smith (Lewis-Clark State College)
- 16-9 DIVERSITY REPRESENTATION WITHIN UNDERGRADUATE PSYCHOLOGY TEXTBOOKS, Kim D. Nguyen, Jennifer M. Maulding, Marya C. Endrigo, Carmen Mootz, Claudia Padilla, Sharmilaa Ramachandran, Rebecca Kneppel & John Mootz (California State University, Sacramento)
- 16-10 DISCRIMINATION AND MENTAL HEALTH AMONG AFRICAN AND ARAB ADOLESCENT IMMIGRANTS, Fazia Eltareb, Michelle Medeiros & Sita Patel (Palo Alto University)
- 16-11 STICKS AND STONES: THE UNPERCEIVED IMPACT OF CYBER BULLYING, Samuel Bierbrauer & K. Nicole Jones (Colorado Mesa University)

- 16-12 MOOD INDUCTION AND ITS EFFECTS ON IMPLICIT RACIAL PREJUDICE, Lisa Pierce & Sara Klepinger (Whitworth University)
- 16-13 RISKY BUSINESS: COMPARISONS OF ONLINE AND OFFLINE RISKY BEHAVIOR, Ludivina Vasquez, L. Mark Carrier (California State University, Dominguez Hills) & Alexander Spradlin (Washington State University)
- 16-14 THE MULTICULTURAL V. COLOR-BLIND APPROACHES, STEREOTYPES, AND SOCIAL DISTANCE, Hilda Nieblas, Johnathon Ferguson & Anne Duran (California State University, Bakersfield)
- 16-15 SOUTHERN CALIFORNIA UNIVERSITY STUDENTS PERCEPTIONS AND ATTITUDES TOWARD ONLINE DATING WEBSITES, Michelle Alfaro (University of La Verne)
- 16-16 REASONS BEHIND THE USE OF ONLINE DATING WEBSITES AMONG SOUTHERN CALIFORNIA UNIVERSITY STUDENTS, Michelle Alfaro (University of La Verne)
- 16-17 A META-ANALYSIS OF SEX OFFENDER TREATMENT EFFECTIVENESS: COMMUNITY VERSUS INSTITUTION, Jennifer L. Harrison, Sheera N. Harrell, Jacinda L. Peltz & Siobhan K. O'Toole (CSPP at Alliant International University)
- 16-18 EVALUATING THE EFFECTIVENESS OF A POSITIVE PSYCHOLOGY RE-ENTRY INTERVENTION FOR PRISONERS IN STATE CORRECTIONS, Mark Hurst (The Evergreen State College), Kim Huynh, Brittany Hall, Minhdan Ta & Lynette H. Bikos (Seattle Pacific University)
- 16-19 THE WORST TREATED CRIMINAL: PERCEPTIONS OF PEDOPHILES, Carolina Merino (Dominican University of California)
- 16-20 CULTURAL PERCEPTIONS OF THE DEATH PENALTY IN AMERICA, Veronica E. Chinchilla (Dominican University of California)
- 16-21 EFFECTS OF PHYSICAL ATTRACTIVENESS AND GENDER ON THE PERCEPTIONS OF A SEXUAL OFFENSE, Adam Austin (University of North Dakota)
- 16-22 EARLY ATTACHMENT, PARENTING BEHAVIORS AND LATER CRIMINALITY IN ADOLESCENCE AND YOUNG ADULTHOOD BETWEEN INDIVIDUALS FROM VARIOUS SOCIAL ECONOMIC STATUS, Shalbe Ealey (California Baptist University)
- 16-23 CHARACTERISTICS OF PSYCHOPATHOLOGIES EVIDENT IN SEXUAL HOMICIDE, Jenny E. Aguilar (California Baptist University)

- 16-24 CHARACTERISTIC AND MOTIVATION DIFFERENCES BETWEEN LAW ENFORCEMENT OFFICERS AND CIVILIANS, Kiran Jethani (California Baptist University)
- 16-25 RISK AND RESILIENCY FACTORS IN THE PREDICTION OF VIOLENCE, Joanna Knower & Douglas Smith (Southern Oregon University)
- 16-26 SUPPLY VS. DEMAND: RE-ENTERING AMERICAS PRISON POPULATION INTO THE WORKFORCE, Marissa L. Enfield & Jennifer Groscup (Scripps College)
- 16-27 AVERSIVE DISABLISM AND JUROR BIAS: IS REVERSE DISCRIMINATION AT PLAY?, Andrew E. Iverson & Russ K. E. Espinoza (California State University, Fullerton)
- 16-28 EFFECTS OF RWA AND DEFENDANT IMMIGRANT STATUS ON JUROR DECISIONS, Russ K. E. Espinoza, Erica Sanchez, Daisy Trujillo & Stacy Ziegler (California State University, Fullerton)
- 16-29 ROMANTIC RELATIONSHIPS IN ADOLESCENCE: EFFECTS ON ANGER AND OFFENDING, Stephanie M. Navarro, Navneet Sandhu, Joseph R. Tatar II & Elizabeth Cauffman (University of California, Irvine)
- 16-30 A CROSS-CULTURAL EXAMINATION OF JUROR BIAS AND JUVENILE IMMIGRANT DEFENDANTS, Russ K. E. Espinoza, Carly Albin, Mariann Howland, Raquel Cornejo & Lisa Ponce (California State University, Fullerton)
- 16-31 NEIGHBORHOODS AND JUVENILE OFFENDERS' PERCEPTIONS OF THE JUSTICE SYSTEM, Brande M. Otis, Caroline Sisk, Susan Wensley, Adam Boessen & Elizabeth Cauffman (UC Irvine)
- 16-32 JUVENILE COURT VS. ADULT COURT: WHAT DETERMINES YOUTH OFFENDERS ADJUDICATION?, Paola Duran, Christa Lacombe-Albanes, Muriel Segura, Louise Ramirez (California State University, Los Angeles), Mathew Curtis (University of Southern California) & Douglas M. Stenstrom (California State University, Los Angeles)
- 16-33 ABUSED WOMEN WHO KILL: JUROR PERSPECTIVES ON SELF-DEFENSE THEORIES, Shahrzad Nikoo & Daniel A. Krauss (Claremont McKenna College)
- 16-34 NEUROPSYCHOLOGICAL CORRELATES OF SCHIZOTYPY AND CRIMINAL BEHAVIOR IN A COMMUNITY SAMPLE, Samantha Holdren, Gianni Geraci, Gabriel Marmolejo, Heather McLernon, Sean Thomson, Jennifer Ostergren & Robert Schug (California State University, Long Beach)

- 16-35 VIGOROUS PHYSICAL ACTIVITY AND SELF-EFFICACY IN A 4-WEEK STUDY, Xiaozhou Zhang (University of Alberta), Sawaros Yingwanna (Chulalongkorn University), Virginia Tze, Robert Klassen & Lia Daniels (University of Alberta)
- 16-36 IQ AND DONATION AMOUNTS IN PUBLIC RADIO LISTENERS, Alexander Webb, Maiko Taguchi, Ashley May, Brad Hatch & Luciano Pesci (University of Utah)
- 16-37 EXAMINING EFFECTIVE SAMPLE SIZES REGARDING LIKELIHOOD TO RECOMMEND AN ORGANIZATION, John Duncan, Justin Brown, DeAndre Reynolds, Brad Hatch & Luciano Pesci (University of Utah)
- 16-38 EFFECTS OF DIFFERENT TYPES OF MOTIVATIONAL MUSIC ON ATHLETIC PERFORMANCE, Frank Menchavez (Dominican University of California)
- 16-39 MOTIVATION FOR PHYSICAL ACTIVITY: WHAT MAKES US MOVE?, Kelly Cotter, Nicole Lancaster, Daniel Rodda, Claudia Padilla, Sonny Lee, Amy Filipowski, Kellie Painter, Rachel Altholz & Michelle Garbato (Sacramento State University)
- 16-40 MOTIVATIONAL FACTORS OF YOUNG ADULTS INVOLVED IN MEDITATION, Erin G. Riley (Saint Mary's College of California)
- 16-41 LINKING GOALS AND BEHAVIOR: A MULTI-METHOD COMPARISON, Michael R. Cassens (Irvine Valley College)
- 16-42 MATCHING GOALS TO VALUES: CORRELATIONS FOLLOW SEMANTIC SIMILARITIES, Nick Stauner & Daniel J. Ozer (University of California, Riverside)
- 16-43 THE IPHONE INFLUENCE IN CHINA'S MOBILE MARKET, Shao-Ling Hsu & Mathew Curtis (Annenberg School for Communication & Journalism, University of Southern California)
- 16-44 CAUSE-RELATED MARKETING AND GENERATION Y: WHAT WORKS?, Sarah E. Castellvi & Matthew Curtis (University of Southern California)
- 16-45 POSITIVE PSYCHOLOGY AND ITS EFFECT ON OVERALL HAPPINESS, Laura Delizonna (Stanford University), Ted Anstedt, Samantha Feinberg & Brittany Rudolph (Golden Gate University)
- 16-46 CREATIVE ACHIEVEMENT, SELF-REFLECTION, AND MOTIVATION: FACTORS OF THE CREATIVE PROCESS, Ryan Holt, Bryce Lakamp & James Kaufman (California State University, San Bernardino)

16-47 PLAYING TO WIN: A LOOK INTO THE MOTIVATION OF ATHLETES, Stefanee Maurice, Ashley Samson & Mark Otten (California State University, Northridge)

16-48 MENTAL TOUGHNESS AND MOTIVATION OF MARATHON RUNNERS, Kerry Virgien, Ashley Samson & Mark Otten (California State University, Northridge)

16-49 THE IMPACT OF HYPNOSIS ON COERCIVE SUGGESTIONS, Aliza Howitt, Holly Taylor & Tad Brunye (Tufts University)

16-50 THE ROLE OF GENDER AND BODY MASS INDEX ON EXERCISE MOTIVATION, Kayla Hornor, Christy Teranishi Martinez, Shirah Bale & Bailey Liebes (CSU Channel Islands)

16-51 IS THE GLASS HALF FULL OR HALF EMPTY? OPTIMISM AND EMOTIONAL PROCESSING, Casey Espinoza, Trisha Taylor, Jennifer McDonald & Kimmy Kee-Rose (California State University, Channel Islands)

16-52 MOTIVATION TO SHRED: THE PSYCHOLOGY OF SNOWBOARDING, Brittany Nesbitt, Anthony Neal, Markie Keelan, Stefanee Maurice & Mark Otten (CSU Northridge)

16-53 COGNITIVE (SECONDARY) CONTROL STRATEGIES: FACILITATING THE BEHAVIOURAL ENACTMENT OF ACHIEVEMENT GOALS, Jeremy M. Hamm, Tara L. Stewart, Raymond P. Perry, Judith G. Chipperfield, Rodney A. Clifton (University of Manitoba) & Lia M. Daniels (University of Alberta)

PT@CC PRESENTATION

2:45 - 4:00 Grand Peninsula G

PT@CC TEACHING TAKE-OUTS, ROUND 2

Chair: Kathryn Clancy, South Puget Sound Community College

Synopsis

Each year, the Teaching Take-Outs offer effective and engaging new teaching activities and ideas developed by college faculty for use in undergraduate psychology courses. This year's sessions offer an array of interactive strategies for teaching a variety of topics.

Presenters

Inna Kanevsky (San Diego Mesa College)

April Kindrick (South Puget Sound Community College)

Monica Schneider (Portland Community College)

THE ATTRACTION GAME What makes babies cute? Why, it's the same thing that makes you notice an attractive person across the crowded room. Facial attraction is universally connected to certain features, and thus can serve as a good example for discussing fixed action patterns or instincts in humans. This demonstration uses Disney animated movie characters to illustrate the phenomenon. Though currently used with clickers, it can be adapted to non-equipped classrooms.

USING STUDENT'S OWN SCHEDULES TO TEACH ABOUT SLEEP Sleep chart exercise that can be used to teach sleep concepts such as biological rhythms, sleep cycles, sleep deprivation and jet lag. Chart can also be expanded to use in other areas to teach concepts around time management (and studying), stress, relationships and operant conditioning.

THE POGIL METHOD IN THE PSYCHOLOGY CLASSROOM Process Oriented Guided Inquiry Learning, POGIL, uses self-managed groups in problem solving and learning. POGIL materials are designed so the instructor becomes a facilitator of learning rather than the sole source of information. The method aims to develop higher order thinking skills and the ability to apply knowledge in new contexts. The session will include a display and explanation of the highlights of the materials and describe ways I modified course content to utilize POGIL in a variety of classes.

PSI CHI CHAPTER EXCHANGE AND AWARDS

2:30-4:30 Grand Peninsula E

Chair: Jon E. Grahe, Pacific Lutheran University

Synopsis

Psi Chi annually hosts a chapter exchange for chapters in the Western Region to share their activities and experiences with other chapters. Each chapter at the exchange will be encouraged to speak for 5-10 minutes about their goals and activities for the year. Also, various recognition awards will be given during the chapter exchange.

PSI BETA CHAPTER EXCHANGE AND SOCIAL

2:30-4:30 Sandpebble AB

Chair: Kris Leppien-Christensen, Saddleback College

Synopsis

The chapter exchange is an opportunity for active and inactive Psi Beta chapters to share information on successful fundraising, recruiting, and club activities. Information regarding Psi Beta national awards and activities is also disseminated.

SYMPOSIUM

2:30-3:30

Sandpebble E

PSYCHOLOGY IN ACTION: MIGRANT STUDENTS' ACADEMIC ATTAINMENT AND EXPECTATIONS

Chair: Luis A. Vega, California State University, Bakersfield

Synopsis

We discuss psychology in action as envisioned by Kurt Lewin's force field where uses of psychology are most effective when the person*situation interaction serves as a foundation. Lewin's principles are used to explain the exemplary status of the College Assistance Migrant Program (CAMP) at California State University, Bakersfield. CAMP has now been in existence for 11 years, during which it has earned the status as one of the "top ten" performing programs in the country in helping migrant students excel academically. This academic success is firmly rooted in psychological theories that target students perceptions of self-efficacy, perceived control, learned-helplessness, social identity, normative- informational- and referent social influence, and group psychology, particularly as applied to the cultural context of migrant students. Discussants use action psychology to explain practices, processes, procedures, programs, and policies that contribute to the migrant students' academic success, offering lessons learned and best practices so as to make the results generalizable.

Presenters

STRATEGIES AND METHODS OF ENGENDERING COLLECTIVE EFFICACY IN A MIGRANT ECOSYSTEM, Maria Escobedo (California State University, Bakersfield)

FROM PERCEPTIONS TO REFLECTIONS: EMPOWERMENT STRATEGIES FOR MIGRANT STUDENTS, Maricela Ramirez (California State University, Bakersfield)

POWER OF PLACE WHEN FAMILIA IS INVOKE: LESSONS FROM A RESIDENTIAL SUMMER PROGRAM, Alicia Velasquez (California State University, Bakersfield)

STUDENT-TEACHER PERSPECTIVES OF SELF-EFFICACY, Patricia Ramirez (California State University, Bakersfield)

PSYCHOLOGICAL AND BIOLOGICAL PERSPECTIVES IN PERCEIVED CONTROL, Gillermina Martinez (California State University, Bakersfield)

THE INTERSECTION OF COMMUNITY EMPOWERMENT AND INDIVIDUAL DRIVE, Blanca Cavazos (Office of Kern County Superintendent of Schools, Bakersfield, CA)

Discussant
Blanca Cavazos

PAPER SESSION

2:30-3:15 Bayside

CLINICAL PSYCHOLOGY 2

Chair: Gale M. Lucas

2:30 CULTURALLY COMPETENT THERAPY TERMINATION WITH NATIVE AMERICAN CLIENTS, Erin C. Siebert & Jessa A. Carlile (Seattle Pacific University)

2:45 THERAPISTS AND LATINO CLIENTS' PERCEPTIONS OF CULTURE: IMPLICATIONS FOR THERAPY, Kitsya Macias, Megan Enciso, Monica Sepulveda, Melissa Donovick & Steven Lopez (University of Southern California)

3:00 INCREASING SOCIAL ENGAGEMENT AMONG LONELY INDIVIDUALS VIA THOUGHTS ABOUT ACCEPTANCE, Gale M. Lucas (Western Oregon University), Nicolette L. Bacci, Andrew M. Hallberg, Surya Nagarajan, Vera Warren & Paige E. Mullins (Willamette University)

E. E. JONES AWARD PRESENTATION

3:00-4:00 Grand Peninsula ABC

BLACK SHEEP GET THE BLUES: A PSYCHOBIOLOGICAL MODEL OF SOCIAL REJECTION AND DEPRESSION

Presenter: George M. Slavich, University of California, Los Angeles

Chair: Philip Zimbardo, Palo Alto University

Synopsis

Social rejection is a universally painful experience that is strongly associated with distress and depression. How, though, do external life events involving rejection get translated into internal biological processes that

have the ability to affect health? The present talk addresses this question by examining how social rejection triggers neural, cognitive, emotional, and immunological processes that increase risk for depression in addition to a variety of other conditions, including asthma, rheumatoid arthritis, cardiovascular disease, and certain types of cancer.

Biography

George M. Slavich is an assistant professor and Society in Science: Branco Weiss Fellow in the Department of Psychiatry and Biobehavioral Sciences at UCLA. He is also a research scientist at the Cousins Center for Psychoneuroimmunology, where he directs the UCLA Laboratory for Stress Assessment and Research. He completed undergraduate and graduate coursework in psychology and communication at Stanford University, and received his Ph.D. in clinical psychology from the University of Oregon. After graduate school, he was a clinical psychology intern at McLean Hospital and a clinical fellow in the Department of Psychiatry at Harvard Medical School. He subsequently completed three years of postdoctoral training in psychoneuroimmunology at UCSF and UCLA. Dr. Slavich's research integrates tools and methods from clinical psychology, health psychology, and social neuroscience to examine how social stressors affect health. In addition, he is deeply devoted to teaching and mentoring, and to developing groups and forums that promote student development. He founded the Stanford Undergraduate Psychology Conference, the Western Psychological Association Student Council, and the Society of Clinical Psychology's Section on Graduate Students and Early Career Psychologists.

INVITED SYMPOSIUM

3:00-4:30 Grand Peninsula F

SELF-REGULATED LEARNING: BELIEFS, STRATEGIES, AND CHANGES WITH AGING

Chair: Robert Bjork, University of California, Los Angeles

Synopsis

Increasingly, learning is happening outside of formal classrooms, often at a computer, and typically in unsupervised environments. Knowing how to manage one's own learning has become, therefore, especially important. Recent findings, such as those presented in this symposium, suggest that what people believe about effective learning sometimes matches and sometimes mismatches what we know about how people learn.

Presenters

MAKING, CORRECTING, AND LEARNING FROM ERRORS, Janet Metcalfe (Columbia University)

MEMORIAL CONSEQUENCES OF MAKING JUDGMENTS OF LEARNING, Elizabeth L. Bjork (UCLA)

SELECTING WHAT TO REMEMBER: AGE-RELATED DIFFERENCES AND SIMILARITIES IN VALUE-DIRECTED REMEMBERING, Alan D. Castel (UCLA)

WHAT DO PEOPLE BELIEVE ABOUT HOW TO STUDY AND LEARN? Robert A. Bjork (UCLA)

Biographies

Robert A. Bjork (Ph.D., Psychology, Stanford University) is Distinguished Professor of Psychology at the University of California, Los Angeles. His research focuses on human learning and memory and on the implications of the science of learning for instruction and the self-regulation of learning. He is a past president of the Western Psychological Association and the Association for Psychological Science.

Elizabeth Ligon Bjork (Ph.D., University of Michigan) is Professor and Senior Vice Chair in the Department of Psychology at the University of California, Los Angeles. Her research focuses on human memory, particularly the role of inhibitory processes in goal-directed forgetting and in the resolution of competition in retrieval, and on how we might apply principles of learning and memory discovered in the laboratory to enhance instructional practices.

Alan D. Castel (Ph.D., University of Toronto) is Assistant Professor of Psychology at the University of California. His research focuses on memory, metacognition, and cognitive aging, especially on how younger and older adults' efforts to selectively remember important information is influenced by attentional and metacognitive resources and processes.

Janet Metcalfe (Ph.D., University of Toronto) is Professor of Psychology and of Neurobiology and Behavior at Columbia University. Her research centers on how people know what they know --that is, on their metacognitive abilities --and whether they use this evolutionarily unique ability efficaciously. Her recent theoretical efforts have been directed at specifying the heuristics underlying how people hone in on their Region of Proximal Learning, that is, on those items for which further study will yield maximum payoffs in learning.

SYMPOSIUM

3:00-4:30

Sandpebble CD

SERVING THOSE WHO SERVED: UNDERSTANDING, EDUCATING AND INTERVENING

Chair: Kelly L. Turner, University of Southern California

Synopsis

Approximately one third of the 2 million United States service members deployed to conflicts in Iraq and Afghanistan return home with a mental health condition. Beyond DoD and VA resources, civilian behavioral health professionals are increasingly tasked to provide treatment for the “invisible wounds” that comprise the signature injuries of the current wars. This presentation outlines a comprehensive approach to these needs featuring 4 approaches that span the academic, treatment, training, and service delivery environments. The papers included present (a) a model for testing the effectiveness of continuing education courses designed to teach military cultural competence to civilian behavioral healthcare providers, (b) an examination of attitudes toward, and barriers to, use of evidence-based practices among providers who treat military-related clients, (c) the development of a tool that assesses clinical skill among newly-trained providers practicing with military-related clients, and (d) an evaluation of a cognitive-behavioral clinical intervention designed to ease the transition between combat deployment and civilian life among members of the California National Guard. This symposium is of interest to military behavioral health scholars and practitioners, as well as clinical educators seeking to learn models to rapidly and effectively train clinicians to practice with underserved populations.

Presenters

ATTITUDES TOWARD EVIDENCE BASED PRACTICE: FAMILIARITY, OPENNESS, UTILIZATION AND BARRIERS AMONG MILITARY-RELATED BEHAVIORAL-HEALTH PROVIDERS, Shawna M. Campbell, Kelly Turner, Kaytlyn J. Barr & Anthony M. Hassan (University of Southern California)

REINTEGRATION SKILLS TRAINING FOR NATIONAL GUARD SERVICE AND FAMILY MEMBERS, Sherrie Wilcox, Joseph E. Chicas, Hyunsung Oh, Anthony M. Hassan & Kathleen Ell (University of Southern California)

ASSESSING CULTURAL COMPETENCE: DEVELOPING A CLINICAL SKILL ASSESSMENT TOOL RELEVANT TO MILITARY POPULATIONS, Kelly L. Turner, Alice K. Kim, Jan A. Nissly, Shawna M. Campbell & Anthony M. Hassan (University of Southern California)

CULTURALLY COMPETENT PRACTICE: TRAINING CIVILIAN BEHAVIORAL HEALTHCARE PROVIDERS TO EFFECTIVELY WORK WITH MILITARY-IMPACTED CLIENTS, Alice K. Kim, Kelly L. Turner, Megan Hazle, Jan A. Nissly, Shawna M. Campbell & Anthony M. Hassan (University of Southern California)

Discussants

Alice Kim

Kelly Turner

POSTER SESSION 17

3:30-4:45

Grand Peninsula D

GENDER-RELATED ISSUES

- 17-1 INTIMATE PARTNER VIOLENCE: ASSOCIATIONS WITH ATTACHMENT AND GENDER ROLES, Lisa M. Squier, Dorothy Chien & Holli Tonyan (California State University, Northridge)
- 17-2 RELATIONSHIP PATTERNS AND CYCLES OF ABUSE, Heather Silva, Krystal Perez & Jesus Ramos (Hope International University)
- 17-3 THE EFFECTS OF SELF-ESTEEM ON THE PERCEPTION OF SEXUAL HARASSMENT, Ashley Mourlot (Dominican University of California)
- 17-4 WOMEN CAN PLAY BASEBALL, Jennifer Dyer-Seymour & Gabrielle Witherill (California State University, Monterey Bay)
- 17-5 CHANGES IN THE DSM-5 REGARDING SEXUALITY AND GENDER, Robyn Brammer (Central Washington University)
- 17-6 GENDER AND SOCIO-ECONOMIC STATUS (SES) DIFFERENCES IN THE ATTITUDE TOWARD WOMEN AMONG TURKISH UNIVERSITY STUDENTS, Raquel Delevi (California State University, Los Angeles) & Asli Bugay (Akdeniz University, Antalya, Turkey)
- 17-7 CODEPENDENCE AND PARENTAL ALCOHOLISM IN FEMALE COLLEGE STUDENTS, Julia Vasquez & Elizabeth Diane Cordero (San Diego State University, Imperial Valley)
- 17-8 THE EFFECTS OF PHYSICAL APPEARANCE ON PREJUDICIAL ATTITUDES TOWARDS TRANSPERSONS, Stacia Czichas & Katie Wilks (Pacific Lutheran University)
- 17-9 CONCEPTUALIZING THE DEVELOPMENT OF ANXIETY THROUGH THE LENS OF GENDER ROLE SOCIALIZATION, Brooke A. Corneli, Amanda McCabe & Erin McCutcheon & Johan Rosqvist (Pacific University School of Professional Psychology)
- 17-10 SOCIAL CAPITAL AND MENTAL HEALTH AMONG WOMEN OF MEXICAN DESCENT, Dellanira Garcia (VA Palo Alto Healthcare System & Stanford University), Jane M. Simoni (University of Washington), Margarita Alegria (Harvard University) & David Takeuchi (University of Washington)
- 17-11 GENDER STEREOTYPES IN CHILDREN'S CLOTHING TEXT, MaryEllen M. Olson (California State University, Monterey Bay)

- 17-12 WHY CAN'T I GRADUATE FROM COLLEGE: GENDER AND GRADUATION RATES, Michael S. Le (Humboldt State University)
- 17-13 GENDER DIFFERENCES IN COMPUTER SELF-EFFICACY, Mikaela Mulder (University of Alaska Anchorage)
- 17-14 SOCIAL EATING BEHAVIORS OF FEMALES IN RESPONSE TO COMPANION TYPE, Yvonne de La Paix (California State University, Fullerton)
- 17-15 SEARCHING FOR CHIVALRY: OBSERVING BENEVOLENT SEXISM AND CHIVALROUS BEHAVIOR TOWARDS PREGNANT WOMEN IN A MASS TRANSIT ENVIRONMENT, Emily Hanson (Dominican University of California)
- 17-16 WHY DO PEOPLE HAVE AFFAIRS? SEX DIFFERENCES IN MOTIVATIONS FOR INFIDELITY, Tania Reynolds (UCLA) & David A. Frederick (University of Hawaii at Manoa)
- 17-17 BIKINIS AND BIGOTRY: DO SEXIST ADVERTISEMENTS ENCOURAGE HOMOPHOBIA?, Jordan I. Ali & Arleigh J. Reichl (Kwantlen Polytechnic University)
- 17-18 SUCH A LESBIAN: INTERSECTIONS OF SEXUAL ORIENTATION AND VISUAL PRESENTATION, Laurel Somers & Charlotte Chuck Tate (San Francisco State University)
- 17-19 THE EFFECT OF GENDER PROTOTYPICALITY ON CATEGORIZATION, Heather Rees & Debbie Ma (California State University, Northridge)
- 17-20 DRIVING ACCIDENTS AND TICKETS: GENDER AND EMOTIONAL FACTORS, Jimmy Oholt & Diane Pfhaler (Crafton Hills College)
- 17-21 CHILDREN'S PERCEPTIONS OF GENDER WITHIN OCCUPATIONS, Ashley Moore & Haley Owens (Whitworth University)
- 17-22 EXPANDING IDENTITIES: WOMEN'S EXPERIENCES WITH MARITAL NAME CHANGES, Michelle L. Ceynar & Katherine S. Bednark (Pacific Lutheran University)
- 17-23 BONES: GENDER ROLES, STEREOTYPES, AND THE FEMALE GEEK, Stephanie Choie & Mathew Curtis (University of Southern California)
- 17-24 GENDER ROLE PORTRAYAL AND THE DISNEY VILLAIN, Meirav Rotstein & Mathew Curtis (USC Annenberg School for Communication and Journalism)

- 17-25 GENDER STEREOTYPING OF FEMALE CEOS IN HIGH-TECH START-UPS, Rachel Schmidt & Mathew Curtis (University of Southern California)
- 17-26 BLINDED BY THE MIRROR: SELF-OBJECTIFICATION AND PERCEPTION OF HIGH RISK RAPE SITUATIONS, Elizabeth A. Welch & Robert Durham (University of Colorado at Colorado Springs)
- 17-27 PARENTHOOD AND HELP-SEEKING FOR SUBSTANCE USE PROBLEMS IN INCARCERATED WOMEN, Alina Bonci & Shannon Lynch (Idaho State University)
- 17-28 STEREOTYPING: THE EFFECTS OF GENDER AND ETHNICITY ON COMMUNICATION STYLES, Krizeyda Portal & Zelda Gilbert (Woodbury University)
- 17-29 GENDER DIFFERENCES IN EXPERIENCING SHAME, Julie Cradock O'Leary (Private Practice), Nancy S. Thurston & Rodger K. Bufford (George Fox University)
- 17-30 CONCORDANCE OF TRADITIONAL GENDER ROLE VALUES AND MARITAL SATISFACTION, Christina Zavalza, Priscila Diaz (Azusa Pacific University) & Delia S. Saenz (Arizona State University)
- 17-31 SELF-ESTEEM AND GENDER DIMENSIONS REVISITED: THE IMPORTANCE OF TYPICALITY, Lindsay Brent, Charlotte Chuck Tate (San Francisco State University) & Jay N. Ledbetter (University of California, Santa Barbara)
- 17-32 BELIEFS ABOUT (HETERO)SEXUAL RELATIONSHIPS AND HOMOPHOBIA, Mary Storey, Leslee Martinez, Josh Uhalt & Anne Duran (California State University, Bakersfield)
- 17-33 MENTAL HEALTH CONSEQUENCES OF SEXUAL ASSAULT IN LGBT ADULTS, Valentina Rubinstein, Heather Bennett (Palo Alto University) & Kimberly F. Balsam (University of Washington)
- 17-34 TATTOOS, GENDER, AND PERCEIVED PAIN, Nancy Navejas, Giuliana Cumpa & Anne Duran (California State University, Bakersfield)
- 17-35 PERCEPTIONS OF SEX OFFENSES: EFFECTS OF GENDER OF PERPETRATOR AND VICTIM, Adam Austin, Karyn Plumm & Cheryl Terrance (University of North Dakota)
- 17-36 EFFECTS OF SENDER AND RECIPIENT SEX ON JUDGMENTS OF WORK EMAIL HOSTILITY, Heidi R. Riggio, Selineh Shahbazian & Efren Esparza (CSU Los Angeles)

17-37 PREDICTORS OF INSTITUTIONAL OFFENDING AMONG ADOLESCENT AND YOUNG ADULT FEMALES, Shannon Handa, Jordan Bechtold & Elizabeth Cauffman (University of California, Irvine)

17-38 BODY FRAME, BMI AND BODY DISSATISFACTION: A GENDER MODERATED MODEL, Megan B. Siesseger, Jessa Carlile & John Thoburn (Seattle Pacific University)

17-39 MALE BODY FRAME, SELF-OBJECTIFICATION, AND BODY DISSATISFACTION OF MEN, Megan B. Siesseger, Jessa Carlile & John Thoburn (Seattle Pacific University)

17-40 EMPATHY AND GIVING TO HUMANS VERSUS DOGS, Stephanie Artesi, Jacquelin Escobar & Monica Huston (Saint Mary's College of California)

17-41 INCREMENTAL VALIDITY OF SEXUAL MINORITY STIGMA IN PREDICTING MENTAL HEALTH, Paul Butler, Claire Ulrickson & Pavel S. Blagov (Whitman College)

17-42 WOMEN'S VOLUNTARY MIDLIFE CAREER TRANSITIONS, Ulla H. Grunnet, Suzanne Merlis (The Chicago School of Professional Psychology), Juanita Bigheart & Barbara L. Ingram (Pepperdine University)

17-43 INTERNET SOCIAL NETWORKING: DOES A GENDER DIGITAL DIVIDE EXIST?, Felicia Friendly Thomas, Maya Smith, Christopher Galindo (California State Polytechnic University, Pomona) & David Greenberg (University of California, Santa Barbara)

17-44 EXPLORING ABORTION KNOWLEDGE AND OPINION, Bao Vang, Alicia Aayon, Angela Serna, Gladys Cortez & Gary Williams (CSU Stanislaus)

17-45 THIN AND HEAVY-SET WOMEN IN THE MEDIA: PERCEPTIONS OF HAPPINESS, SUCCESS AND POPULARITY, Lauren Jensen, Alyssa Busse, Christy Teranishi Martinez & London Mandrell (CSU Channel Islands)

17-46 AN EXAMINATION OF CHILDHOOD SEXUAL ABUSE AND COUPLE DYNAMICS, Reena Patel, Kim Vander Dussen, Bina Parekh & Mark Hume (Argosy University, Orange County)

17-47 WHY CAN'T WE BE FRIENDS? A STUDY ON BULLYING AND FRIENDSHIP, Joannie V. Ayala, Shawndeeia L. Drinkard, Erica Perez & Michael Giang (Mount St. Mary's College)

17-48 THE IMPACT OF CHANGING GENDER ROLES ON INTIMATE PARTNER VIOLENCE, Christy Teranishi Martinez, Julie Gastelum, Alyssa Busse, Lauren Jensen & Micaela Baral (CSU Channel Islands)

17-49 THE ROLE OF ETHNICITY AND GENDER IN TABOO WORD EXPRESSIONS, Elizabeth Long, Tamara Cole, Tyler Broderick, Maura Pilotti & Erika Derkas (New Mexico Highlands University)

17-50 LEARNING NEW INFORMATION FROM ADULT TESTIMONY: GENDER MATTERS TO CHILDREN, Marianne G. Taylor, Sarah M. Eisert, Margaret E. Kiffer, Rachel Lee, Mari K. Petersen & Kelsey P. Yonce (Pacific Lutheran University)

17-51 LEGITIMIZING THE STATUS QUO: IMPLICATIONS FOR WOMEN'S BEHAVIORAL INTENTIONS IN STEM, Abdiel J. Flores, Marissa Salazar, Erika Estrada, Tanya A. Chavez, Amy M. Arambulo, Sara E. Chapman, Rachele L. Webb, Deanna Prall, Dana Peralta, Robin Blauvelt, Nikki Ancona, Alyssa Dillon, Jacqueline Freyre, Miriam Zavala & Bettina J. Casad (California State Polytechnic University, Pomona)

17-52 SOCIETAL PRESSURE, EXPOSURE TO MEDIA, AND INTERNET: RELATIONSHIP TO SEXISM, P. Dean Jones, Alex C. Wilson, Kylee A. Roberts, Amy L. Erickson, Yangyang Li, P. Andy Ruggiero-Smith, Alexandra E. Canfield & Daniel M. Mayton II (Lewis-Clark State College)

17-53 DETECTION OF MALE PATERNAL INVESTMENT ACROSS GENDER AND MEDIA, Emily WuHsuan Shih, Donna Tadler, Heather Coffin, Ninveh Dizayer, Martha Munoz & Sun-Mee Kang (California State University, Northridge)

SYMPOSIUM

3:30-4:45 Bayside

MODELING CLUTCH PERFORMANCE IN SPORT: THE KEYS TO SUCCESS REVEALED

Chair: Mark P. Otten, California State University, Northridge

Synopsis

Recent years have brought a flood of books and articles written to explore the phenomenon known as “choking” under pressure in sport, academics and beyond. The purpose of this symposium is to revisit the potential for positive (clutch) outcomes in connection with pressure conditions in sport, in addition to the frequently-noted pitfalls (choking). How might we best mentally prepare to be clutch performers? The first presentation examines a pre-shot routine and its rewards for basketball free-throw shooters under pressure conditions. Results suggest the importance of consistency in enacting a routine; the benefits of this habit may be disrupted, however, if explicit attention is paid to it. The second presentation suggests that a positive appraisal of anxiety, as defined by a new 11-item measure of competitive state arousal, is important for both perceiving control over

a pressure situation and ultimately performing well. The third portion of the symposium declares perceived control as the biggest key to clutch performance; results reveal it to also correlate positively with sport confidence, and negatively with competitive state anxiety. Perceived control did not correlate with having an internal locus of control, however, revealing it to be distinct in this way. The fourth presentation brings these results together in the form of a structural equation model, whose ultimate dependent variable is performance under pressure in sport. The fifth and final portion of the symposium integrates 103 years of baseball statistics to explore the connections between regular- and postseason performance, to ultimately reveal the best predictors clutch performance at both the individual and team levels, for both hitters and pitchers.

Presenters

JUST DO IT: OVER-THINKING YOUR PRE-SHOT ROUTINE, Sevan Sherikian (CSU Northridge)

MEASURING POSITIVE APPRAISAL AS AN ALTERNATIVE TO COMPETITIVE STATE ANXIETY, Yulia Gavrilova (California State University, Northridge) & Deanna Perez (University of California, Los Angeles)

THE KEY TO CLUTCH PERFORMANCE: PERCEIVED CONTROL, Nissa B. Hatifie (The Chicago School of Professional Psychology) & Michael Overstreet (California State University, Northridge)

CLUTCH PERFORMANCE: THE STRUCTURAL EQUATION MODEL, Mark P. Otten (California State University, Northridge)

CLUTCH HITTING IN BASEBALL: WHAT 109 YEARS OF STATISTICS REVEAL, Matthew E. Barrett, Michael Overstreet & Marc Grover (California State University, Northridge)

SYMPOSIUM

3:45-4:45

Sandpebble E

GENDER VIOLENCE AND HUMAN RIGHTS: SEXUAL SLAVERY, HONOR KILLINGS AND EDUCATIONAL ACCESS

Chair: Neal S. Rubin, Argosy University

Synopsis

Gender violence remains one of the most compelling human rights issues of the 21st century. The pervasiveness of gender violence challenges prevailing assumptions regarding the global expansion of freedoms and rights for girls

and women. Violence perpetrated upon girls and women occurs in many forms, in many cultures and in many places. The Universal Declaration of Human Rights (UDHR) states: “Everyone has the right to life, liberty and security of person” (Article 3); and “No one shall be held in slavery or servitude” (Article 4). In spite of these soaring aspirations, reports from the United Nations detail that the human rights of girls and women are violated daily across Member Nations. Whether via sexual slavery, honor killings and/or lack of protection to achieve access to education, the basic human rights of girls and women are compromised leading to devastating consequences. The purpose of the proposed symposium is to enhance awareness among psychologists regarding the status of gender violence in the world today. Forms of gender violence and their psychosocial implications will be detailed. Our first speaker leads the APA’s Task Force on the Human Trafficking of Girls and Women and will outline the five major forms of sexual enslavement affecting millions of girls and women. The traumatic effects of sexual exploitation will be discussed from a psychological and social perspective. Second, a psychologist originally from Turkey will provide a cultural and historical perspective on one form of violence against women, honor killings, in one specific country, Turkey. In spite of civil law protections for women built into the Turkish criminal code, frequent honor killings continue to be documented today in the Republic of Turkey. Our third speaker, a member of the APA’s United Nations NGO Team, will outline gender inequities in access to education worldwide. Lack of educational opportunity violates fundamental human rights, leaving girls and women vulnerable to violence, poverty and insecurity. Our discussant will provide a thoughtful perspective on these issues and will identify actions that psychologists can engage in to combat gender violence.

Presenters

MODERN DAY SLAVERY: THE HIDDEN AND UNSPOKEN HORROR FOR GIRLS AND WOMEN, Nancy Sidun (Kaiser Permanente-Hawaii)

VIOLENCE AGAINST WOMEN AND HONOR KILLINGS: A CASE EXAMPLE OF TURKEY, Ayse Ciftci (Purdue University)

CAN EDUCATION PROTECT GIRLS?: A UNITED NATIONS HUMAN RIGHTS PERSPECTIVE, Neal Rubin (Argosy University, Chicago)

Discussant
Jill Bloom

TOPSS INVITED PRESENTATION

5:00-6:00

Grand Peninsula ABC

WHY I AM MANAGING A NEW HERO FACTORY IN SAN FRANCISCO

Presenter: Philip Zimbardo, Stanford University

Chair: Jann Longman, Chair, Teachers of Psychology in Secondary Schools (TOPSS), Liberty High School, Renton, WA

Synopsis

I founded the Heroic Imagination Project, HIP, a few years ago with the vision of encouraging ordinary people, especially our youth, to engage in the extraordinary civic action of heroism. Our program based in San Francisco's Presidio, currently has a small team of dedicated staff and volunteers working in four domains: Education, Research, Public Engagement and Corporate Initiatives. All of our programs are research-based in always being guided by answers to the question: Does it work as planned? Our education program has been tested in a number of local high schools, now being moved down to middle schools and up to colleges, with a mission of extending our program nationwide and world wide. Using a variety of video clips that illustrate basic principles of awareness of social situational power, we teach students how to translate that knowledge into personal action that puts their best selves forward in service to humanity. Ideally, our vision and mission will be extended by TOPPS and WPA.

This presentation is sponsored by the APA Teachers of Psychology in Secondary Schools (TOPSS - <http://www.apa.org/ed/precollege/topss/index.aspx>)

Biography

Philip Zimbardo is internationally recognized as the 'voice and face of contemporary American psychology through his widely seen PBS-TV series, *Discovering Psychology*, his classic research, *The Stanford Prison Experiment*, authoring the oldest current textbook in psychology, *Psychology and Life*, going into its 19th Edition, and his popular trade books on *Shyness in adults and in children*; *Shyness: What it is, what to do about it*, and *The Shy Child*. Most recently, Zimbardo co-authored *The Time Paradox*, a new view of how time perspective influences our decisions and actions. He is also past president of the American Psychological Association, and the Western Psychological Association.

Zimbardo has been a Stanford University professor since 1968 (now an Emeritus Professor), having taught previously at Yale, NYU, and Columbia University. He is currently on the faculty of the Pacific Graduate School of Psychology, and the Naval Postgraduate School at Monterey, CA. He has been given numerous awards and honors as an educator, researcher, writer, and service to the profession. Recently, he was awarded the Vaclav Havel Foundation Prize for his lifetime of research on the human condition. His

more than 300 professional publications and 50 books convey his research interests in the domain of social psychology, with a broad spread of interests from shyness to time perspective, madness, cults, political psychology, torture, terrorism, and evil.

Zimbardo is Chair of the Western Psychological Foundation. He heads a philanthropic foundation in his name to promote student education in his ancestral Sicilian towns. Zimbardo adds further to his retirement list activities: serving as the new executive director of a Stanford center on terrorism -- the Center for Interdisciplinary Policy, Education, and Research on Terrorism (CIPERT). He was an expert witness for one of the soldiers in the Abu Ghraib Prison abuses, and has studied the interrogation procedures used by the military in that and other prisons as well as by Greek and Brazilian police torturers. That research is presented in his recent book: *The Lucifer Effect: Understanding How Good People Turn Evil* -a New York Times best seller. Noted for his personal and professional efforts to actually 'give psychology away to the public, Zimbardo has also been a social-political activist, challenging the U.S. Government's wars in Vietnam and Iraq, as well as the American Correctional System.

Zim's new mission in life is "seeding the earth with everyday heroes" via his newly formed Heroic Imagination Project (HIP). Ask him about it.

Sunday, April 29

POSTER SESSION 18

8:30-9:45 Grand Peninsula D

SOCIAL/PERSONALITY 5 DEVELOPMENTAL PSYCHOLOGY 2

18-1 EXTERNALIZING BEHAVIORS AND AUTISM: BUFFERING EFFECTS OF PARENTAL EMOTION COACHING, Megan E. Zurawski, Jessica L. Berg & Beverly J. Wilson (Seattle Pacific University)

18-2 LONG-TERM EFFECT OF CULTURAL SENSITIVITY IN AN IMMERSSED ABROAD EXPERIENCE, Julianna Aldredge, Tim Hall & Holly Irwin-Chase (Point Loma Nazarene University)

18-3 ALTERING IMPRESSIONS BASED ON ATTRACTIVENESS THROUGH DELAY CONDITIONING, Leslie Flaming, Jean Ritter & Martin Shapiro (California State University, Fresno)

18-4 YOUNG CHILDREN'S CONFLICT RESOLUTION STRATEGIES IN HYPOTHETICAL SITUATIONS, Martin Araya, Mildred Alvarez & Sarah Greene (San José State University)

18-5 SEX DIFFERENCES IN FRESHMEN'S ONE MONTH TO LIVE ESSAYS, Susana G. Chavez, Maria L. Guerrero & Susan Nakayama Siaw (California State Polytechnic University Pomona)

18-6 INFANTS' DEVELOPMENT OF COMMUNICATIVE AND LINGUISTIC SKILLS: THE ROLE OF MATERNAL ENGAGEMENT, Donna Naghmeh Tafreshi, Sherri L. Frohlick & Timothy P. Racine (Simon Fraser University)

18-7 MARITAL CONFLICT AND CHILDREN'S EMOTIONAL SECURITY: THE ROLE OF INTERADULT ATTACHMENT, Chelsea Harrington, Hilary Nicol & Tina D. Du Rocher Schudlich (Western Washington University)

18-8 FAMILISTIC AND INDIVIDUALISTIC VALUES WITHIN FAMILIES OF EMERGING ADULTS, Melissa Powell (California State University, Monterey Bay), Heejung Park, Adriana Manago & Patricia Greenfield (University of California, Los Angeles)

18-9 SECURITY OF ATTACHMENT IN RELATION TO MATERNAL SENSITIVITY OVER TIME, Vanessa Bueno, Daniella Dahmen Wagner, Holli A. Tonyan (California State University, Northridge) & Carollee Howes (University of California, Los Angeles)

- 18-10 LIKE FATHER, NOT LIKE SON: PARENTAL INFLUENCE ON ADOLESCENT DEVELOPMENT, Trevor Brown, Laura Wert, Le Xuan Hy (Seattle University) & Linda Bell (Indiana University-Purdue University Indianapolis)
- 18-11 INFANTS DETECTION OF INTERMODAL EMOTIONAL MATCHES, Francesca Kruk, HoJin Kim, Scott Johnson (University of California, Los Angeles) & Ronit Kahana-Kalman (New York University, Steinhardt)
- 18-12 A SPANISH VERSION OF THE CHILDREN'S SLEEP HABITS QUESTIONNAIRE (CSHQ), Duvia Lara Ledesma, Danelle Hodge, Charles D. Hoffman & Dwight P. Sweeney (California State University, San Bernardino)
- 18-13 ASPECTS OF IDENTITY AND MOOD STATES IN FACEBOOK PHOTO DESCRIPTIONS, AND WALL POSTS/ STATUS UPDATES, Minas Michikyan, Jessica Dennis, Deborah Burns & Edward Topps (California State University, Los Angeles)
- 18-14 LANGUAGE PROFICIENCY AND ACCULTURATION CONFLICTS WITH PARENTS AMONG LATINO COLLEGE STUDENTS, Sibella Salazar, Guadalupe Gutierrez, Liana Kostandyan & Jessica Dennis (California State University, Los Angeles)
- 18-15 ELECTRONIC VS. TRADITIONAL BULLYING IN COLLEGE STUDENTS, Leeland Durst, Stephanie Stein, Anne Scanlon & Steve Schepman (Central Washington University)
- 18-16 YOUR BRAIN, YOURSELF!: PREPARING PRE-ADOLESCENTS TO ADOPT A GROWTH MINDSET, Toi Sin Arvidsson, Brea Louise Kelsey, Jeffrey Cookston & Vanessa Calavano (San Francisco State University)
- 18-17 FACILITATING EMERGING ADULTS VOCATIONAL REFLECTION THROUGH CHARACTER STRENGTH EDUCATION, Angelika Scherrer, Melissa Lindholm, Eva Frey Johnson & Wendelyn Shore (Pacific Lutheran University)
- 18-18 EXPERIENTIAL AND SOCIALIZATION CORRELATES: DELINQUENT YOUTH'S PERCEPTIONS OF FUTURE OPPORTUNITIES, Faith Gifford, Monica Corona, Raul Alvarez, Erin Kelly & Elizabeth Cauffman (University of California, Irvine)
- 18-19 CULTURAL DIFFERENCES IN FACTORS ASSOCIATED WITH ACADEMIC ACHIEVEMENT, Trang T. Nguyen, Jason Chung (San Francisco State University), Young Jin Nahm, Do-Joon Yi (Yonsei University, Korea) & Jae Hee Paik (San Francisco State University)

18-20 TEMPERAMENTAL PREDICTORS OF TODDLER COMPLIANCE DURING A LABORATORY-STRUCTURED CONTROL SITUATION, Adriana Molitor (University of San Diego), Hui-Chin Hsu (University of Georgia), Carolyn Noack, Emily Scheerer & Rosalie Bates (University of San Diego)

18-21 CHANGE OVER TIME IN RISK JUDGMENTS AMONG ADOLESCENTS AND ADULTS, Leah Acosta, Natasha Duell, Elizabeth Shulman, April Thomas & Elizabeth Cauffman (University of California, Irvine)

18-22 SAMOAN AMERICAN YOUTH'S CULTURAL IDENTITIES, Luis Placencia, Christine Yeh, Noah Borrero, Catherine Lusheck & Sara Aslan (University of San Francisco)

18-23 MOVING AWAY FROM TRADITIONAL RELATIONAL VALUES: THE ROLE OF CULTURE, AGE AND EDUCATION ON ATTITUDES TOWARD INTIMATE PARTNER VIOLENCE AMONG LATINOS AND NON-LATINOS, Christy Teranishi Martinez (CSU Channel Islands), Marie Villa (University of Montana), Dawn Chandler, Elizabeth Duarte, Troy Mikolyski, Vanessa Sargent & Yolanda Fulton (CSU Channel Islands)

18-24 CHILDREN'S SELF-PERCEPTION ON CREATIVE TASKS, Heather L. Hammond, Sarah Lakamp, Caitlin Younger, Jessica Jimenez, Krystl Malit, Rosaareli Sauri, Vanessa Greenwood, Dolly Sanchez, Claudia Pardini, Leticia Molinero, Tifani-Crystal Hanley, Jaclyn Croox, Maria Maldonado, Laura Alfaro, Shana Siples, Melinee Ledbetter, Brytnee Christensen, James Kaufman & Amanda Wilcox-Herzog (California State University, San Bernardino)

18-25 LONELINESS IN MIDDLE CHILDHOOD: SOCIAL CONNECTEDNESS AND GENETIC RELATEDNESS, Taryn L. Larribas, Margaret S. Gross, Meenakshi Palaniappan, Helena R. Karnilowicz, Shannon E. McCarthy (University of San Francisco) & Nancy L. Segal (California State University, Fullerton)

18-26 SEX AND AGE DIFFERENCES IN THE PREDICTORS OF RISK TAKING IN ADOLESCENCE, Beatriz Martinez, Shannon Handa, Angelica Vazquez, Jordan Bechtold, Sachiko Donley & Elizabeth Cauffman (University of California, Irvine)

18-27 NEGATIVE EMOTIONS IN LATE LIFE: THE ROLE OF PERCEIVED CONTROL OVER HEALTH AND SUBJECTIVE HEALTH, Kate M.A. Dubberley, Judy G. Chipperfield, Ray P. Perry, Jeremy M. Hamm, Tara L. Stewart, Loring P. Chuchmach & Michelle M. Lobchuk (University of Manitoba)

- 18-28 PARENTAL DIFFERENTIAL TREATMENT: A TWIN-SIBLING-ADOPTEE STUDY, Meenakshi Palaniappan, Helena Karnilowicz, Shannon McCarthy, Taryn D. Larribas, Margaret Gross & Shirley McGuire (University of San Francisco)
- 18-29 EMOTION LANGUAGE SYNCHRONY IN PARENTS AND THEIR CHILDREN, Kizzann Ramsook & Jessica Borelli (Pomona College)
- 18-30 THE PERSONALITY AND SOCIAL PSYCHOLOGY OF MOSTLY WOMEN: THIRTY YEARS OF RESEARCH IN PSPB, Dean Morier, Ruth Carter, Soo Choi, Kiya Komaiko & Ziyong Lin (Mills College)
- 18-31 UNDERGRADUATE STUDENTS' EMPATHY AND TRUST: WHAT IS IT GOOD FOR?, Eric I. Cruz, Roberto A. Barrios, David Bautista, Bianca Garcia, Claudia Menjivar, Federico Leguizamo & Sheila K. Grant (CSU Northridge)
- 18-32 EMOTION PERCEPTION IS IMPORTANT FOR SUCCESSFUL RELATIONSHIPS, Amanda L. DeVaney, Laura Favela Sepulveda, Ashley A. Anderson, Elizabeth A. Craun & Kimberly A. Barchard (University of Nevada, Las Vegas)
- 18-33 INFLUENCE OF ACCENT AND ATTIRE ON THE PERCEPTION OF CREDIBILITY, Milagros Chumpitaz, Juanita Guevara, Ericka Garcia, Charles Chuang & Stacy J. Bacigalupi (Mt. San Antonio College)
- 18-34 UNIVERSITY IDENTIFICATION, AUTHORITY BEHAVIOR AND TRUSTWORTHINESS: AN EXPERIMENTAL TEST, Jennifer De Armit, Allison Highberger (Sonoma State University), Silvia Di Battista (Università "G. d'Annunzio" di Chieti-Pescara), Marissa Georges, Mathew Fox, Tomoko Ogata, Alix Snyder, Desiree Ryan & Heather Smith (Sonoma State University)
- 18-35 CONSTRUAL LEVEL AND ENVIRONMENTAL DECISION MAKING, Brian Detweiler-Bedell (Lewis & Clark College), Allison Sweeney (Stony Brook University), Stephanie Schwartz, Dmitri Alvarado, Ashley Beck, Claire Beatus & Azalea Lewis (Lewis & Clark College)
- 18-36 CULTURE AND DETECTION OF PATERNAL INVESTMENT THROUGH FACIAL CUES, Donna Tadde, Emily Wu Hsuan Shih, Korey Lewis, Antonette Boykins, Karina Halajian & Sun-Mee Kang (California State University, Northridge)
- 18-37 CONSISTENCY OF SELF IN KIN VERSUS NON-KIN PERSPECTIVES, Gary K. Hagy, Michelle Fabros, Robert Levine (California State University, Fresno), Suguru Sato (Doshisha University), Jyoti Verma & Fabio Iglesias (Patna University, University of Brasilia)

18-38 COMMUNAL MOTIVATION AND INTERPRETATIONS OF OTHERS' EMOTIONS, Jueyin Pan, Sarah Noyes, Shannon Rice, Leigh Katherine Smith, Jessica Kolber & Seung Hee Yoo (San Francisco State University)

18-39 HAVE YOU EVER POKED SOMEBODY ONLINE? CYBERCHEATING ON FACEBOOK, Kim Dodson, Liliana Hernandez, Chanell Daily, Rosa Najera, Javier Sotomayor-Galindo (California State University, Los Angeles), Mathew Curtis (University of Southern California) & Douglas M. Stenstrom (California State University, Los Angeles)

18-40 THE EFFECT OF LIFE OUTLOOK ON THE PROGNOSIS OF DEPRESSION, Ashlee Ostrom, Evan Rubin, Bahram Edward K. Shahrokh, Timothy Chen, Tomas Martinez & Gordon Hunt (Pepperdine University)

18-41 MINDFUL REFLECTION AND EMPATHY AS REMEDIES TO DYSFUNCTIONAL GROUP PERCEPTION, Rebecca E. Shepherd, Richard R. Howe, McKenzie Dunn, Ringaile Barysaite, Anthony T. Trujillo, Mac Streliaoff, Maria Diaz, Alejandra Maldonado, Grecia Trujillo & Amanda Loya (College of the Canyons)

18-42 THE RELATIONSHIP OF PERSONALITY TRAITS AND COMMUNICATION TECHNOLOGIES, Joel W. Kennedy, Alisha Steffes, Rafael Ayala Lopez, Karina Medoza-Gonzalez, Kurt D. Baker & Dawn L. Strongin (CSU Stanislaus)

18-43 A QUALITATIVE ANALYSIS OF THE REAL LIFE SUPERHERO MOVEMENT, Katherine Donald, Long P. Le, Patricia L. Moeller, Demetria Wesley, Jill Mauerma, Mary J. Drew, Renee C. Hamar & Juliann Matson (South Puget Sound Community College)

18-44 CROSS-CULTURAL COMPARISON OF PROTOTYPICAL EMOTION-ELICITING EVENTS (UPDATE), Julia Maria Loo, Maysa Mohajer, Aya Nakayama & Kim Vincent (San Francisco State University)

18-45 THE EFFECTS OF HARDINESS ON COPING MECHANISMS IN STRESSFUL CONSUMER EPISODES, Salvatore R. Maddi, Lynne Erwin, Kristin K. Gundersen, Felicia Kirsch, Crystal Ferguson, Sequoia Giordano, Adriana Hubert, Christina Metropoulos & Mehwish Arif (University of California, Irvine)

18-46 AGE-RELATED CHANGES BETWEEN PERSONALITY CHARACTERISTICS AND MUSIC PREFERENCES, Norma A. Choza-Sanchez, Cristina Lopez, Sandy A. Molina, Jonathan Figueroa (California State University, Los Angeles), Mathew Curtis (University of Southern California) & Douglas M. Stenstrom (California State University, Los Angeles)

18-47 INDIVIDUAL CONCEPTIONS OF WELL-BEING AND PERCEPTIONS OF THE QUALITY AND GOODNESS OF OTHERS' LIVES, Christopher Easton, Lindsey M. King, Katie M. Mackor, Chanel K. Meyers & Ethan A. McMahan (Western Oregon University)

18-48 CANONICAL CORRELATION ANALYSIS OF ATTACHMENT, MATERIALISM, AND PSYCHOLOGICAL WELL-BEING, Pegah Naemi, Leanne M. Williamson, Chereé Ramón, Rachael Grippe, Skye Innerarity, Lawrence S. Meyers & Jianjian Qin (CSU Sacramento)

18-49 VARIABLES ATTRIBUTING TO ANGER WHILE DRIVING, David Saveau, Samantha Holdren & C. R. Warren (CSU Long Beach)

18-50 EFFECT OF RELIGIOSITY ON INTERPERSONAL ATTRACTION AT A SPEED-DATING EVENT, April V. Marquez, Jessica D. R. Cerda & Bruce Bainum (Pacific Union College)

18-51 IMPROVING FIRST-YEAR COLLEGE STUDENT RETENTION, Nora Dunbar, Miranda Minasian, Lindsey Huber & Anna McCabe (Northern Arizona University)

18-52 HIP-HOP MUSIC: AN EXPLORATION ACROSS RACIAL GROUPS, Melinee A. Ledbetter & Kelly Campbell (CSU San Bernardino)

18-53 THE PERCEPTION OF LYING: A COMPARATIVE ANALYSIS OF TELLING AND RECEIVING, Shira M. Kern, Solo DeLoatch, Ravreet Chima, Ellie Kazemi & Abraham M. Rutchick (Cal State University, Northridge)

18-54 THE HIDDEN EFFECTS OF EXERCISE ON SELF-ESTEEM, Michelle Newhall, Misske Tjandra & Jacob Jones (Colorado Mesa University)

18-55 SOCIAL CUE UTILIZATION IN ADULTS WITH ADHD, Barbara D. Petersen (Pacific University School of Professional Psychology) & Jon E. Grahe (Pacific Lutheran University)

STATISTICS WORKSHOP 4

8:30-10:30 Grand Peninsula E

CHOOSING YOUR MULTIVARIATE TECHNIQUE

Presenter: Barbara Tabachnick, CSU, Northridge

Chair: Jodie Ullman, CSU San Bernardino

Synopsis

One of the stickiest issues in multivariate statistics is deciding which technique to use. This workshop will present a scheme for deciding on a multivariate technique based on dissection of a problem once an analysis goal is determined: 1) Finding significance of group differences, 2) Analyzing relationships among variables; 3) Predicting group membership, 4) Analyzing time course of events; or 5) Determining structure of a set of variables. For each goal, the kind of number of independent and dependent variables is used to help determine the most useful technique. An example of each of the techniques is then demonstrated, with a description of the example, numbers and types of the variables in the example, specific goals of analysis, illustrative output, and a brief interpretation of the results.

Biography

Barbara Tabachnick is Professor Emerita of Psychology at California State University, Northridge, and co-author with Linda Fidell of *Using Multivariate Statistics*, now in 5th edition, as well as *Experimental Designs Using ANOVA*. She is a graduate of UCLA, where her doctoral research in the psychophysics of value judgments was supported by a National Science Foundation Fellowship. She has published over 70 articles, chapters and technical reports and participated in over 50 presentations, many invited. During her 25 years at CSUN, she was the “stat person” on over 100 thesis committees and chaired the General-Experimental Graduate Committee. She is a Fellow of WPA has attended most of the WPA conventions since 1971. Between 1980 and 2000, she and Linda Fidell presented eight statistical workshops as WPA symposia and since that time she has been an active participant in the Statistics Workshop series. She currently consults in a variety of research areas and spends as much time as possible in her art studio.

SYMPOSIUM

8:30-10:00

Grand Peninsula G

THE MICHELLE OBAMA EFFECT ON THE SELF-CONCEPT OF AFRICAN AMERICAN GIRLS

Chair: Lori A. Barker, California State Polytechnic University, Pomona

Synopsis

The election of Barack Obama as the first African American president was an historic event. What is the impact of this event, especially on the next generation?

In the classic study by the Clarks (1939), African American children attributed more positive characteristics to white dolls and negative characteristics to black dolls. These results illuminated the negative effects of racism and discrimination on the self-concept of African American children. Replications of the Clark study had similar results. The question arose, with the first African American family in the White House, would

results be the same? This symposium will report the results of an empirical study in which we tested the hypothesis that exposure to Michelle Obama would boost the self concept of African American girls. The first paper will provide an introduction to and overview of current research and rhetoric regarding the “Obama Effect.” The second paper will describe the methods used in the study, followed by a presentation on the results. Lastly, we will discuss the limitations and practical implications of the findings.

Presenters

EXAMINING THE PSYCHOLOGICAL IMPACT OF OBAMA ON THE NEXT GENERATION, Lori A. Barker (Cal Poly Pomona)

MICHELLE OBAMA AND SELF-CONCEPT IN AFRICAN AMERICAN GIRLS: METHODS, Maleta B. Wilson (Cal Poly Pomona)

MICHELLE OBAMA AND SELF-CONCEPT IN AFRICAN AMERICAN GIRLS: RESULTS, Marquita M. LaGarde (Cal Poly Pomona)

MICHELLE OBAMA AND SELF-CONCEPT IN AFRICAN AMERICAN GIRLS: DISCUSSION, Sindhu T. Palazzotto (Cal Poly Pomona)

SYMPOSIUM

8:30-10:00 Sandpebble AB

OVULATORY RESEARCH IN 2011: NEW FINDINGS IN WOMEN'S BEHAVIORAL RESPONSES TO FERTILITY AND THE HORMONAL MECHANISMS THAT CONTROL THEM

Chair: Brooke N. Gentle, California State University, Fullerton

Synopsis

When a female chimpanzee ovulates, her physical appearance and her sexual behaviors change dramatically. Her genitalia swell substantially, in an overt advertisement of her fertility, and she initiates matings with the best quality males in the troop. In contrast, for nearly a century, it was assumed that ovulation was completely concealed in humans. Recent evidence, however, has cast doubt on that claim. This evidence suggests that women undergo subtle changes in appearance and sexual motivations during the fertile phase of their ovulatory cycle. This symposium will present current evidence of ovulatory shifts in behaviors thought to be relevant to evolved mating strategies, and examine why some women show more dramatic shifts than others. The first speaker will present some of the competing theoretical perspectives that have been used to explain the presence of these ovulatory shifts, and will highlight some of the common methodological problems encountered in this research. The next two speakers will present new evidence of behavioral shifts in response to the combined effects of ovulation and external cues of reproductive importance. These include

evidence that women's sleeping patterns change as they enter the ovulatory phase of their cycles – but that the pattern of change depends on qualities of the woman's romantic partner – and that women's affiliative behaviors with kin are affected by the sex of kin and the woman's fertility status. The fourth speaker will discuss the hormonal or other physiological signals that may regulate these cycle phase shifts. These studies add compelling new behavioral data to the growing body of evidence that women do indeed express fertility-contingent motivations, preferences, and desires, that these changes are influenced by cues to the reproductive costs and benefits of behaviors engaged in at high fertility, and provide a more thorough examination of the proximate mechanisms by which such changes occur.

Presenters

OVULATORY SHIFTS IN WOMEN: THEORETICAL RATIONALES AND METHODOLOGICAL CHALLENGES, David Frederick (University of Hawai'i)

FERTILITY EFFECTS ON KIN AFFILIATION IN HUMANS, Elizabeth G. Pillsworth (California State University, Fullerton)

ATTRACTIVENESS OF A WOMAN'S PARTNER PREDICTS OVULATORY CYCLE SLEEP PATTERNS, Brooke N. Gentle, Elizabeth G. Pillsworth & Aaron T. Goetz (California State University, Fullerton)

HORMONAL PREDICTORS OF CYCLE PHASE SHIFTS IN WOMEN'S MATING PSYCHOLOGY, James R. Roney & Zachary L. Simmons (University of California, Santa Barbara)

SYMPOSIUM

8:30-10:00 Sandpebble CD

RELATIONSHIP-BASED MENTAL HEALTH INTERVENTIONS WITH FOSTER YOUTH

Chair: June M. Clausen, University of San Francisco

Synopsis

Children who are traumatized by abuse and neglect often experience further trauma when they are removed from their parents and placed into foster care. Foster children experience a plethora of emotional and behavioral problems at rates significantly higher than children who are not placed in out-of-home care. For many foster youth, the instability and discontinuity of the foster care system serves to worsen their mental health status. This symposium presents the results of four research studies examining the effectiveness of relationship-based mental health interventions for children at risk of placement into foster care, children currently in foster care, and young adults recently emancipated from the foster care system. Findings of improved emotional and behavioral functioning are encouraging and suggest

that attachment-focused treatment provides the necessary continuity and stability required for this vulnerable population to overcome their traumatic and neglectful histories.

Presenters

CASE STUDY OF AN ART INTERVENTION FOR OLDER FOSTER YOUTH, Ashley May Plushnik (University of San Francisco)

REFERRAL SCREENING AND PSYCHOTHERAPY INTAKE OF CHILDREN IN FOSTER CARE, Emily Reich (University of San Francisco)

TERMINATION OF LONG-TERM MENTAL HEALTH TREATMENT WITH FOSTER YOUTH, Kimberlin M. Borca (University of San Francisco)

INFANT ATTACHMENT INTERVENTION WITH PARENTS IN EARLY SUBSTANCE ABUSE RECOVERY, Rosana Aguilar (University of San Francisco)

Discussant

June Madsen Clausen

SYMPOSIUM

8:30-10:00 Bayside

EMPOWERMENT OF WOMEN AND GIRLS THROUGH LIFE SKILLS AND SELF-DEFENSE TRAINING

Chair: Jennifer Keller, Stanford University

Synopsis

Interpersonal violence has a significant physical and emotional toll on one's well-being. Based on current research and clinical experience, we have developed two empowerment programs to address such violence. Each project has three components: 1) psychoeducation, 2) psychological skill development, and 3) physical self-defense training. The first pilot project was designed for adult women who are survivors of interpersonal violence. The curriculum addresses the frequent psychological and emotional sequelae of that violence. This class is designed to help women understand the link between the trauma and these psychological effects, as well as to develop effective life skills, which can be protective against future violence. The third component is physical self-defense training. A small literature suggests that women who take self-defense classes have increases in general self-efficacy. This addresses the beliefs that one could successfully fight off an attacker and whether one has the right to protect one's self. We also develop physical skills, such as punching, kicking, and evasion techniques. The second pilot project was designed for adolescent girls since young

women ages 16-24 experience the highest rates of relationship violence. Moreover, once a girl has experienced such violence, she is at even greater risk of re-victimization. Thus, if we can prevent these experiences during the greatest risk period, then we can hopefully prevent a cascade of life-long psychological and interpersonal problems. This curriculum is an age-appropriate, adapted version of the adult curriculum. Our symposium will be broken down into 4 specific talks. First, we will discuss the empirical support for our program development. Second, we will discuss the baseline data for the adult women who participated in our therapeutic group, including examining the relationship between type and extent of abuse and measures of shame, guilt, risk perception, and psychological symptoms. The third talk will discuss the challenges and practical aspects of implementing the adult women's program. Qualitative and quantitative data related to class-related changes will be discussed. Finally, we will discuss implementation of and outcome data from the program conducted at a local high school.

Presenters

EMPOWERMENT AND SELF-DEFENSE SKILLS TRAINING FOR ADOLESCENT GIRLS: PROGRAM REVIEW, Christine Manley Raba (Palo Alto University), Heidi Rolfson (Notre Dame San José) & Jennifer Keller (Stanford University School of Medicine)

EMPOWERMENT AND SELF-DEFENSE TRAINING FOR WOMEN WITH INTERPERSONAL VIOLENCE HISTORY, George Lin, Charlene Tai (Palo Alto University), Linda J. Trettin, Kim D. Bullock & Jennifer Keller (Stanford University)

DEVELOPMENT OF LIFE SKILLS AND SELF-DEFENSE TRAINING FOR WOMEN AND GIRLS, Jennifer Keller, Linda J. Trettin (Stanford University), Charlene Tai, George Lin & Christine Manley Raba (Palo Alto University)

WOMEN SELF-DEFENSE AND LIFE SKILLS TRAINING: THE PILOT STUDY, Charlene K. Tai (Palo Alto University), Linda J. Trettin (Stanford University), George Lin, Tom Kiely, Scott Su (Palo Alto University) & Jennifer Keller (Stanford University)

SYMPOSIUM

8:30-10:00 Sandpebble E

SOCIAL AND DEVELOPMENTAL INFLUENCES ON US-BORN LATINO/A ADOLESCENTS' PSYCHOLOGICAL WELL-BEING

Chair: Nathaly S. Pacheco-Santivañez, California State University, Northridge

Synopsis

Immigration from Latin American countries has made Latinos the largest minority group in the nation and the fastest growing sociodemographic group. By 2015, Latino youth are projected to comprise 16.7% of the U.S. population (U.S. Census Bureau, 2005.) This dramatic rise has increased the need to better understand immigrant background adolescents' well-being. Previous research regarding the psychological well-being of immigrant-background adolescents tends to be complex. Some findings indicate that foreign-born adolescents score higher in well-being measures when compared to their US-born, immigrant-background peers (Kao, 1995; Fuligni, 1997.) Several factors affect psychological well-being. In order to add to the existing literature, this symposium focuses on identifying social and developmental factors that might play a role in US-born, immigrant-background Latino/a adolescents' psychological well-being. Particular attention is given to the familial, socializing, and cultural contexts that surrounds these youth. The first paper examines the impact of adolescents' birth order and the perceived relationship with their parents on the adolescents' psychological well-being. The second paper explores the effects of peer relationship on the adolescents' maladaptive outcomes (i.e. depression, tension, and fatigue.) Finally, the third paper identifies the relationship between the parent-adolescent relationship and ethnic identity on immigrant-background adolescents' well-being.

Presenters

PARENTAL ATTACHMENT AND BIRTH ORDER ON LATINO/A ADOLESCENTS PSYCHOLOGICAL WELL-BEING, Jourdan L. Munster & Janet S. Oh (California State University, Northridge)

INFLUENCE OF PEER RELATIONSHIPS ON PSYCHOLOGICAL WELL-BEING IN LATINO/A ADOLESCENTS, Ravreet K. Cheema & Janet S. Oh (California State University, Northridge)

ETHNIC IDENTITY, FAMILY CONTEXT, AND PSYCHOLOGICAL WELL-BEING IN IMMIGRANT-BACKGROUND ADOLESCENTS, Nathaly S. Pacheco-Santivañez & Janet S. Oh (California State University, Northridge)

PT@CC BREAKFAST

8:30-9:30

Harbour AB

Co-Chairs: Vivian McCann, Portland Community College
Kathryn Clancy, South Puget Sound Community College

All community college faculty are invited to attend the PT@CC breakfast to network and share teaching ideas.

Psychology Teachers at Community Colleges (PT@CC) sincerely thanks Pearson Education for sponsoring this event.

PAPER SESSION

9:30-10:15 Grand Peninsula F

CLINICAL PSYCHOLOGY 3

Chair: Jessica E. Lambert

9:30 UNDERSTANDING WOMEN'S PERSPECTIVE DURING DEPLOYMENT, Amanda McCabe, Erin McCutcheon & Francesca Piscitelli (Pacific University)

9:30 VETERAN PTSD & SPOUSE WELL-BEING: THE INFLUENCE OF COLLABORATIVE COPING, Jessica E Lambert, Jessica Holzer & Rachel Engh (California School of Professional Psychology at Alliant International University)

9:30 LIFESPAN APPROACH TO DEPRESSION AND NEUROPSYCHOLOGICAL FUNCTIONING: A LITERATURE REVIEW, Kaycee Rashid, Viktoriya Samarina, Yuliana Noniyeva, Melanie Stephans & Rowena Gomez (Palo Alto University)

POSTER SESSION 19

10:00-11:15 Grand Peninsula D

INDUSTRIAL/ORGANIZATIONAL AND APPLIED PSYCHOLOGY

19-1 INTENTIONS TO REPORT UNETHICAL BEHAVIOR IN ORGANIZATIONS: THE IMPACT OF ORGANIZATIONAL POLITICS AND EMPLOYEE CHARACTERISTICS, Kevin R. Aeling (Alliant International University) & Norbert Tanzer (University of Graz, Austria)

19-2 FACULTY COLLEGIALLY AND JOB SATISFACTION: A MULTI-LEVEL ANALYSIS, Christine Victorino, Karen Nylund-Gibson (UC Santa Barbara) & Jane Lehr (Cal Poly San Luis Obispo)

19-3 THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND JOB SATISFACTION, Ashley Rodolf (California State University, Fullerton)

19-4 WORKER ENGAGEMENT DIFFERENCES BETWEEN PAID EMPLOYEES AND VOLUNTEERS IN NON-PROFIT ORGANIZATIONS, Celina L. Kishna (Portland State University)

19-5 ORGANIZATIONAL CHANGE AND PERCEPTIONS OF WORK AND JUSTICE, Victor Savicki (Western Oregon University) & Laura Riolli (California State University, Sacramento)

- 19-6 PARTIAL SUPPORT FOR A PRO-DISABILITY BIAS IN HIRING SITUATIONS, Devon W. Lundberg & Arlene G. Asuncion (San José State University)
- 19-7 IMPACT OF EARLY SCIENCE EXPERIENCES ON CAREER CHOICES IN SCIENCE, Alex Z. Vieane & Gerard L. Hanley (California State University, Long Beach)
- 19-8 DIFFERENCES IN LINEMEN SALARIES IN THE NFL, Steven G. Manning & N. Clayton Silver (University of Nevada, Las Vegas)
- 19-9 PREDICTING LINEBACKER SALARIES IN THE NFL, N. Clayton Silver & Steven G. Manning (University of Nevada, Las Vegas)
- 19-10 WELL-BEING AS A MEDIATOR BETWEEN PSYCHOLOGICAL CAPITAL AND TEAM OUTCOMES, Ashley Waters, David Hanesana, Whitney LaBeau & Elisa Grant-Vallone (California State University, San Marcos)
- 19-11 PROMOTING A CULTURE OF SUSTAINABLE, AUTHENTIC ASSESSMENT IN GENERAL EDUCATION., Julie R. Marty-Pearson, Janelle Briggs, Jessica L. O'Keefe, Ashvinder K. Singh & Carol Therrien (San Joaquin Valley College)
- 19-12 LANGUAGE USAGE MEDIATES THE EFFECTS OF COMPETITIVENESS ON GROUP DECISION QUALITY, Lucrecia Lawer, Travis Smith, Bethany Wilson, David A. Foster & Victor Savicki (Western Oregon University)
- 19-13 TESTING THE JD-R MODEL: ARE DEMANDS AND RESOURCES BOTH LINKED TO BURNOUT AND ENGAGEMENT?, Wendi L. Benson, Katrina A. Burch, Lexi R. Dewar, Hsuan Hsuan Dai, Catherine E. Williams & Tahira Probst (Washington State University, Vancouver)
- 19-14 PSYCHOMETRIC PROPERTIES OF THE ATHLETE MENTAL STRENGTHS ASSESSMENT, Glenn S. Brassington (Sonoma State University & Stanford University)
- 19-15 THE USE OF CHOICE TO INCREASE PHYSICAL ACTIVITY, Kelley L. Harrison & Amanda Nicolson Adams (California State University, Fresno)
- 19-16 THE EFFECTS OF DEEP BREATHING ON TASK PERSISTENCE, Kelley L. Harrison & Christine Edmondson (California State University, Fresno)

- 19-17 EMPLOYED FAMILY CAREGIVERS: WORKPLACE SUPPORTS, WORK-FAMILY CONFLICT, AND HEALTH, Lisa M. Stewart (California State University, Monterey Bay), Eileen M. Brennan & Julie M. Rosenzweig (Portland State University)
- 19-18 STRATEGIZING WITH STAKEHOLDERS IN THE FIGHT AGAINST INTIMATE PARTNER VIOLENCE, Christy Teranishi Martinez, Nicholas Lazzarini, Gabriela Mendez, Elizabeth Lira, Laura Webb, Nicole Jager, Natalia Nowak & Elysse Farnell (CSU Channel Islands)
- 19-19 DISTANCE, PREVENTION, AND RESILIENCE IN DECISIONS ABOUT NATIONAL SECURITY RISKS, Amber M. Sanchez & Abraham M. Rutchick (California State University, Northridge)
- 19-20 OLDER ADULTS PSYCHOLOGICAL AND PHYSICAL FUNCTIONING: THE ROLE OF RETIREMENT COMMUNITY IMPORTANCE AND SENSE OF COMMUNITY, Pi-Ju Liu & Allen M. Omoto (Claremont Graduate University)
- 19-21 OUTCOMES OF INTRODUCTION TO THE PSYCHOLOGY MAJOR: CAREERS AND OPPORTUNITIES COURSE, Lauren J. Roscoe & Ethan McMahan (Western Oregon University)
- 19-22 PARENT SELF-EFFICACY: A QUALITATIVE ANALYSIS ASSOCIATED TO CHILDREN WITH ASD, Joseph J. Armendarez & Eugene H. Wong (CSU San Bernardino)
- 19-23 IMPLICIT PRIMING OF PRO-SOCIAL AND ANTI-SOCIAL SCHEMATA, Mikayel Yeghyan & Karl Oswald (California State University, Fresno)
- 19-24 HOW BODY IMAGE EVALUATIONS IMPACT PURCHASE INTENTIONS OF MEN'S APPAREL, Reeves Ronser & Mathew Curtis (University of Southern California)
- 19-25 FEASIBILITY OF A TELEMENTAL HEALTH SYSTEM ON A UNIVERSITY CAMPUS, Jennifer C. Shubert, Danna Lindemann & Anton Tolman (Utah Valley University)
- 19-26 WILL THEY BUY IT: VARIABLES THAT INFLUENCE WILLINGNESS TO PAY, Rebecca Kutcher & Michelle Amaral (University of the Pacific)
- 19-27 THE ROLE OF EMPATHY IN FEELING CONNECTED TO NATURE: IMPLICATIONS FOR ENVIRONMENTAL CONCERN AND ACTION, Amanda McIntyre & Robert Gifford (University of Victoria)

19-28 USING CLICKERS TO IMPROVE RETENTION: EFFECTS OF INCENTIVES AND FEEDBACK, Karl M. Oswald & Stephanie E. Butler (California State University, Fresno)

19-29 ACCULTURATIVE STRESS AMONG RECENT-IMMIGRANT LATINO ADOLESCENTS, Sita G. Patel, Alinne Barrera & Karlin Bruegel (Palo Alto University)

19-30 PREVALENCE AND DIFFICULTY EFFECTS ON VIGILANCE IN A BAGGAGE SCREENING TASK, Christina L. Rothans, Jy Lin & Matthew C. Bell (Santa Clara University)

19-31 THE EFFECT OF CONSISTENCY ON CHARITABLE DONATIONS, Joseph O'Donnell, Gregory Neidert & Michelle Le (Arizona State University)

19-32 THE EFFECT OF VOCAL EMOTION ON HYPERARTICULATION, Nora Hansen (Pacific Lutheran University), Joy Wu, Robin Panneton (Virginia Tech) & Christine Moon (Pacific Lutheran University)

19-33 FACTORS ASSOCIATED WITH DISCONTINUANCE OF CHILD CUSTODY IN MOTHERS REFERRED BY CHILD PROTECTIVE SERVICES, Jessica Urgelles, Chelsey Wilks, Michelle Pitts & Brad Donohue (University of Nevada, Las Vegas)

19-34 THE EFFECT OF SOCIAL PROOF IN MASS EMAIL MESSAGES TO COLLEGE STUDENTS, Morgan Uribe, Gregory Neidert, Michelle Le & Joseph Odonnell (Arizona State University)

19-35 PEDESTRIAN CELL PHONE USE: RISK OF NEAR HITS, Melika Golan, Nancy Giagou, Michelle Juarez, Laura Rios, Otilia Robles & Carrie Dempsey (California State University, Stanislaus)

19-36 USING NORMATIVE SOCIAL INFLUENCE TO PROMOTE SPILLOVER ACROSS CONSERVATION BEHAVIORS, Alyssa Messina, Cristine Sidela, Eleuterio Limas, Mica Estrada & P. Wesley Schultz (California State University, San Marcos)

19-37 ATTRIBUTIONAL RETRAINING: FACILITATING EMOTIONAL STABILITY IN VULNERABLE YOUNG ADULTS IN TRANSITION, Jeremy M. Hamm, Raymond P. Perry, Judith G. Chipperfield, Rodney A. Clifton & Kate M. A. Dubberley (University of Manitoba)

INVITED PRESENTATION

10:30-11:30

Grand Peninsula ABC

THE STANFORD PRISON EXPERIMENT: A 40-YEAR RETROSPECTIVE

Presenters: Philip Zimbardo, Stanford University and Christina Maslach, University of California at Berkeley

Chair: William Froming, Palo Alto University

Synopsis

In celebration of the 40th anniversary of the Stanford Prison Experiment (1971), Phil Zimbardo will resurrect it with slides and videos as he discusses its legacy in psychology and law enforcement. Christina Maslach (Zimbardo) will discuss the reasons she challenged him openly and ultimately forced its premature termination after only six days of its two-week intended duration. She will describe how that experience led her to study dehumanization in social service professions, which in turn ultimately resulted in her life long work on job burnout. Phil will update us on how her heroic action mirrors and foreshadowed his new mission in life, the creation of the Heroic Imagination Project, teaching people of all ages how to be wise and effective everyday heroes who stand up, speak out, and take action against injustice and public apathy in life's challenging moments.

THURSDAY

	Grand Peninsula D	Grand Peninsula ABC	Grand Peninsula F	Grand Peninsula G
8 AM				
8:30 AM				
9 AM	POSTER SESSION 1 SOCIAL/PERS 1 SOCIAL ISSUES 1			
9:30 AM				
10 AM				
10:30 AM	POSTER SESSION 2 CLINICAL PSYCH 1 PSYCHOPATHOLOGY 1	DAVID MYERS	MENTORING AND EVIDENCE-BASED PRACTICE	CLINICAL PSYCH PAPERS
11 AM				
11:30 AM				
12 PM	POSTER SESSION 3 RESEARCH METHODS	DEVELOPMENTAL PAPERS 1	SOCIAL ISSUES PAPERS 1	FOREIGN LANGUAGES & MENTAL HEALTH TRAINING
12:30 PM				
1 PM				
1:30 PM	POSTER SESSION 4 COGNITIVE/INFO PROCESSING		GOAL-DISRUPTION THEORY	
2 PM		SOCIAL PAPERS 1		CULTURE, HEALTH & WELL-BEING
2:30 PM				
3 PM	POSTER SESSION 5 DEVELOPMENTAL 1 LIFE-SPAN		DIVERSE FAMILIES IN DISTRESS	
3:30 PM		WILLIAM FROMING		SOCIAL PAPERS 2
4 PM				
4:30 PM	POSTER SESSION 6 LEARNING/BIOLOGICAL/ S&P	CLAUDE STEELE		
5 PM				
5:30 PM	Reception 5:30-6:30			
	STP LAST LECTURE, 7:00 PM, Grand Peninsula E			
6 PM				

INTERNATIONAL
RESEARCH PAPERS

SEX TALK

EDUCATION
RESEARCH PAPERS
1

GENDER ISSUES
PAPERS

FOSTERING CIVILITY
IN YOUTH

BEHAVIORAL
TREATMENT
INNOVATIONS

PTSD TREATMENTS

NATIONAL SURVEY
OF PARENTS AND
YOUTH

STATISTICS
WORKSHOP 1

SEX DOLLS

PSI BETA
DIVERSITY
WORKSHOP

SOCIAL PAPERS 3

SOCIAL PAPERS 4

Harbour B = Film Festival Harbour A = Hospitality

FRIDAY

	Grand Peninsula D	Grand Peninsula ABC	Grand Peninsula F	Grand Peninsula G
8 AM				
8:30 AM	POSTER SESSION 7 PSI CHI/PSI BETA	POLITICAL IDEOLOGY	STEVEN UNGERLEIDER	KATHRYN LEMERY CHALFANT
9 AM				
9:30 AM				
10 AM	POSTER SESSION 8 SOCIAL PAPERS 2	HALL P. BECK	INTRODUCTORY PSYCHOLOGY	CYBER-TERRORISM
10:30 AM				
11 AM				
11:30 AM	POSTER SESSION 9 EDUCATIONAL PSYCH STP TEACHING EXCHANGE	GREGG MADDEN	GENDER GAP IN STEM	JAMES BLASCOVICH
12 PM				
12:30 PM				
1 PM	POSTER SESSION 10 HEALTH PSYCH 1/ STRESS & ANXIETY 1	SUE FRANTZ	DEVELOPMENT AND RELATIONSHIPS	
1:30 PM				
2 PM				
2:30 PM	POSTER SESSION 11 SUBSTANCE ABUSE DEPRESSION COUNSELING	HOWARD FRIEDMAN LESLIE MARTIN	CHRISTINA MASLACH	STEVEN KOSSLYN
3 PM				
3:30 PM			NEGATIVE SOCIAL EXPERIENCES	GROUP JUDGMENTS
4 PM				
4:30 PM		WPA AWARDS & PRESIDENTIAL ADDRESS		
5 PM				
5:30 PM			Reception 6.15-7:15	
6 PM				

Grand Peninsula E

Sandpebble AB

Sandpebble CD

Bayside

Sandpebble E

STATISTICS WORKSHOP 2	ENVIRONMENTAL PSYCHOLOGY	AT RISK YOUTH	SOCIAL PAPERS 4	ORGAN DONATIONS
PATHWAYS TO LIFE SATISFACTION	MORGAN SAMMONS	POLITICAL RHETORIC	SOCIAL PAPERS 5	MANAGING EMERGENCIES
ADEK E. ESKELES GOTTFRIED	LATENT TRANSITION ANALYSIS	ETHNICITY AND MENTAL HEALTH	INTERNATIONAL ENGAGEMENT	RACIAL IDENTITY MODELS
HOW TO PUBLISH	TIME PERSPECTIVE THERAPY	ITEM RESPONSE THEORY	HELP-SEEKING FOR DEPRESSION	EDUCATIONAL RESEARCH PAPERS 2
	TOPPS HIGH SCHOOL PSYCHOLOGY		DEVELOPMENTAL PAPERS 2	SOCIAL ISSUES PAPERS 2
			LEARNING AND MEMORY PAPERS	

Douglas Kenrick, 8:00 PM, Grand Peninsula ABC

SATURDAY

	Grand Peninsula D	Grand Peninsula ABC	Grand Peninsula F	Grand Peninsula G
8 AM				
8:30 AM	POSTER SESSION 12 INTERNATIONAL SOCIAL ISSUES 2			TEACHING TAKE-OUTS 1
9 AM		JASON REIMER	CSIKSZENTMIHALYI AND DONALDSON	
9:30 AM				
10 AM	POSTER SESSION 13 SOCIAL/PERS 3 SEXUALITY			RICARDO MUÑOZ
10:30 AM		MARK COSTANZO	FATHALI MOGHADDAM	
11 AM				
11:30 AM	POSTER SESSION 14 HEALTH PSYCH 2 STRESS & ANXIETY 2			FORENSIC PSYCHOLOGY
12 PM		SALLY MALLAM	PT@CC ONLINE LEARNING	
12:30 PM				
1 PM	POSTER SESSION 15 CLINICAL PSYCH 2 SOCIAL ISSUES 3			HEROIC TRANSFORMATIONS IN WOUNDED COMMUNITIES
1:30 PM		STANLEY SUE		
2 PM				
2:30 PM	POSTER SESSION 16 FORENSIC PSYCH SOCIAL ISSUES 4 MOTIVATION			TEACHING TAKE-OUTS 2
3 PM		DETWEILLER-BEDELL	LEADERSHIP	
3:30 PM				
4 PM	POSTER SESSION 17 GENDER ISSUES			
4:30 PM		GEORGE SLAVICH	SELF-REGULATED LEARNING	
5 PM				
5:30 PM		PHILIP ZIMBARDO		
6 PM				

Grand Peninsula E

Sandpebble AB

Sandpebble CD

Bayside

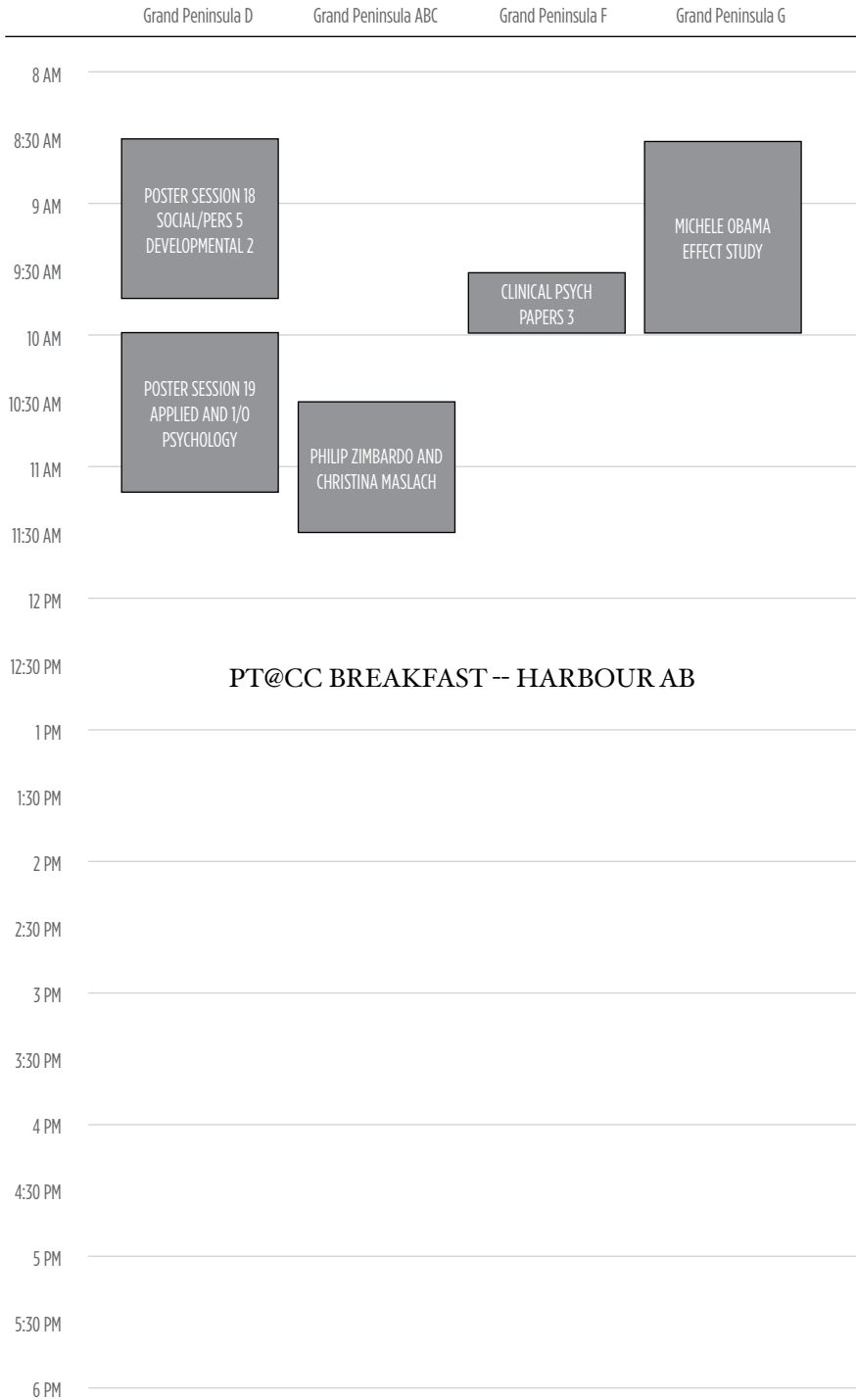
Sandpebble E

		SEVERE PROBLEMS BEHAVIORS	FORENSIC PAPERS	ATTITUDE AND SEMANTIC ACTIVATION
STATISTICS WORKSHOP 3	SEX TRAFFICKING		APPLIED PSYCHOLOGY PAPERS	
		GLOBAL POSTIVE PSYCHOLOGY	SEXUALITY PAPERS	RESEARCH METHODS PAPERS
BARBARA TABACHNICK	PSJ CHI/PSI BETA LEADERSHIP WORKSHOP		EDUCATION RESEARCH PAPERS	INFO MGMT STRATEGIES IN ADOLESCENCE
		INTIMATE PARTNER VIOLENCE		
FLOW THEORY	PSI CHI GRAD SCHOOL PANEL	INTERNATIONAL IMMERSION LEARNING	I/O PAPERS	LATINO MENTAL HEALTH ISSUES
			CLINICAL PSYCH PAPERS 2	PSYCHOLOGY IN ACTION
PSI CHI CHAPER EXCHANGE AND AWARDS	PSI BETA CHAPTER EXCHANGE & SOCIAL	SERVING THOSE WHO SERVED	MODELING CLUTCH PERFORMANCE	GENDER VIOLENCE AND HUMAN RIGHTS

Harbour B = Film Festival

Harbour A = Hospitality

SUNDAY



Grand Peninsula E

Sandpebble AB

Sandpebble CD

Bayside

Sandpebble E

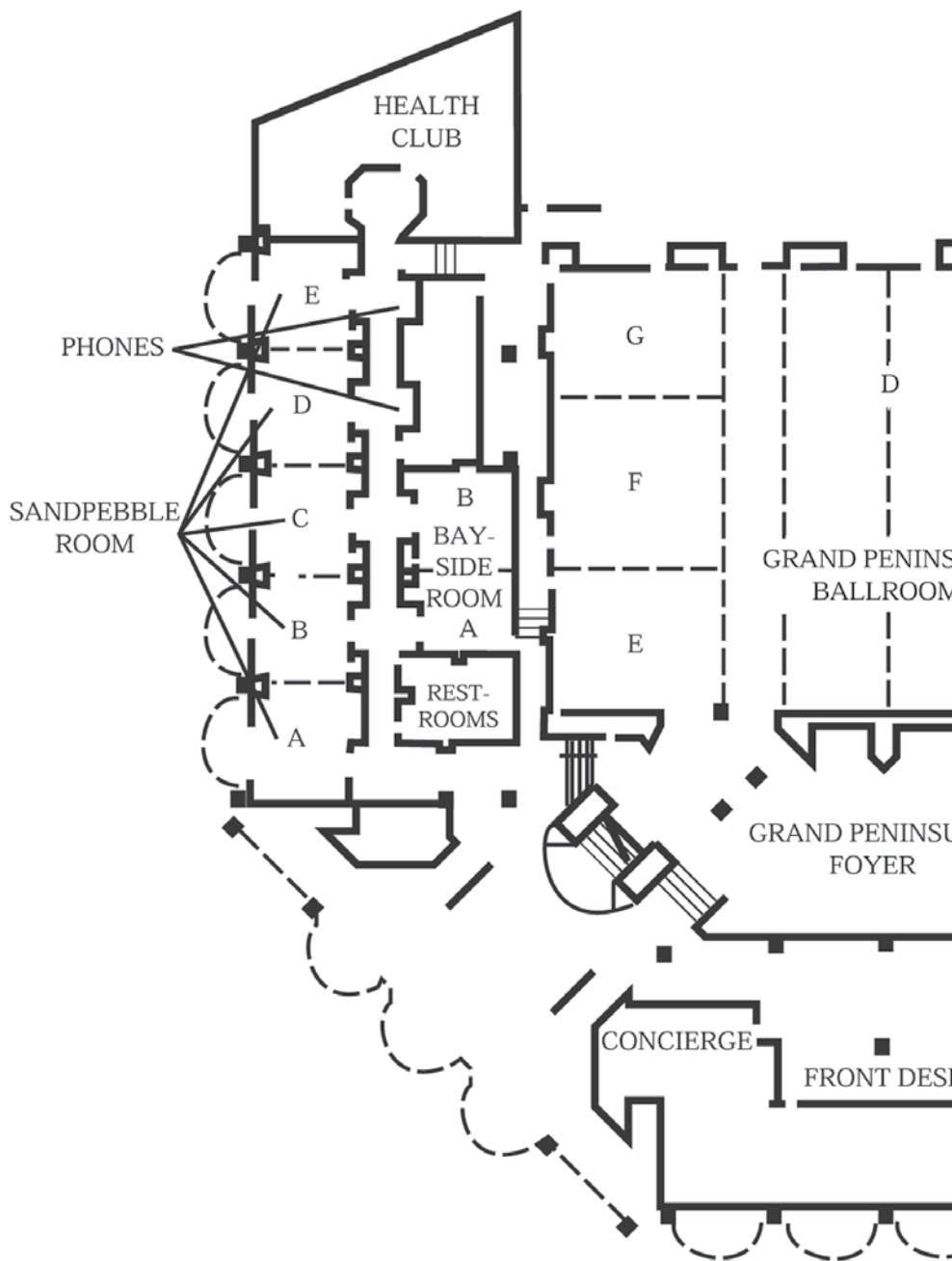
STATISTICS
WORKSHOP 4

OVULATORY
RESEARCH

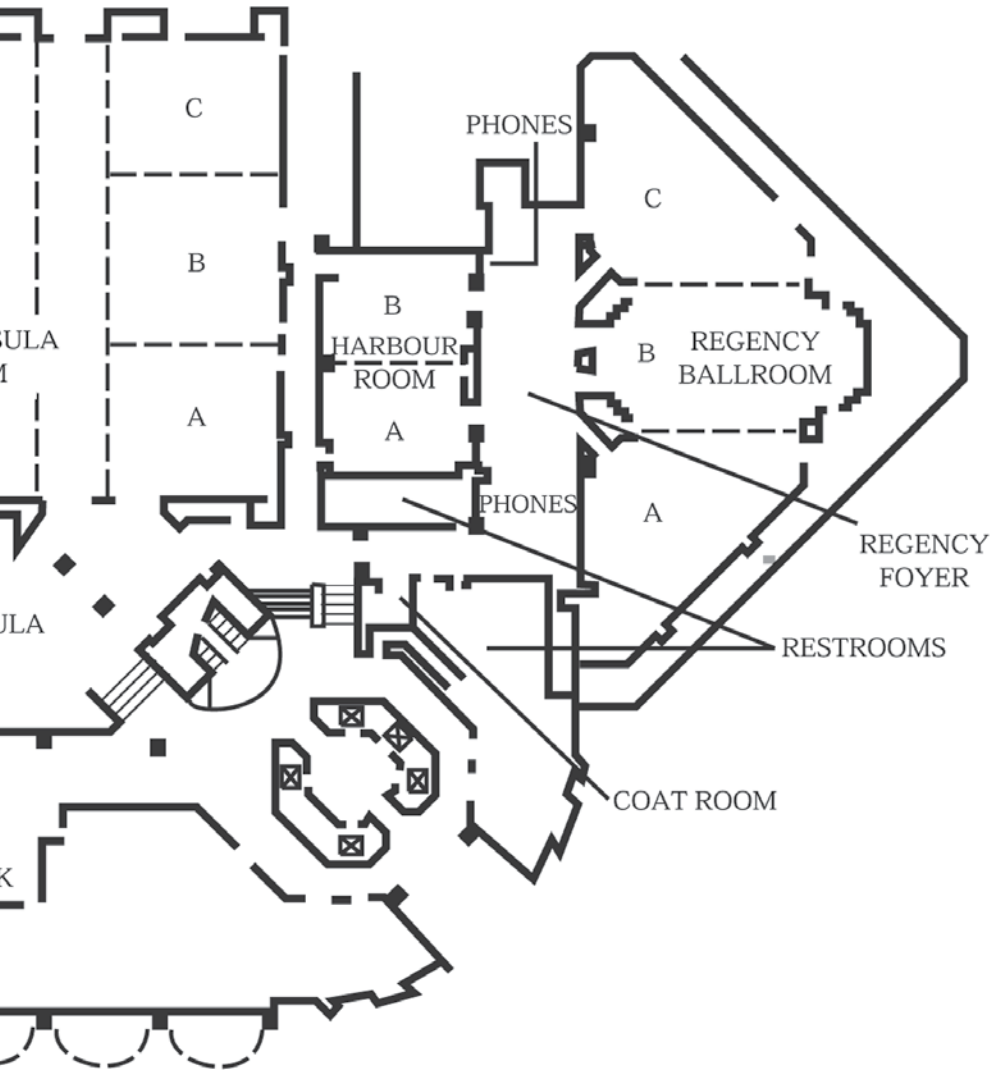
MENTAL HEALTH
INTERVENTIONS

EMPOWERMENT OF
WOMEN AND GIRLS

LATINO/A
ADOLESCENTS'
WELL BEING



MEETING SPACE FLOOR PLAN



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