Welcome to the

EIGHTY-NINTH ANNUAL CONVENTION

of the

WESTERN PSYCHOLOGICAL ASSOCIATION

APRIL 23-26, 2009

at the

Portland Marriott Downtown Waterfront Portland, Oregon

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Portland State



On behalf of Portland State University, it is my great pleasure to welcome you to the Western Psychological Association Conference. The University and the Department of Psychology extend sincere thanks to WPA President Ron Riggio, Executive Officer Chris Cozby, and conference chair Gabriela Martorell.

This conference features many of today's leading clinicians, researchers and theorists in psychology, and Portland State University is pleased to play a part in it. Portland State University is a major urban university with more than 800 full-time faculty teaching 27,000 students who are enrolled in more than 213 undergraduate, master's and doctoral programs. Our Department of Psychology is comprised of 17 full-time faculty offering undergraduate and graduate training at the master's and doctoral levels. At this time, more than 50 graduate students are pursing either an M.A. or Ph.D. in applied psychology.



In keeping the applied focus of the department, and with Portland State's motto of *Doctrina Urbi Serviat (Let Knowledge Serve the City)*, the speakers in the program this year have been asked to focus on applications of their work.

When not attending the conference, you will find many educational and cultural resources within easy walking distance of our campus. Consider visiting the Portland Art Museum, the Oregon Historical Society, the Portland Classical Chinese Gardens, the galleries of the Pearl District, and the Arlene Schnitzer Performing Arts Center. There is also a lively downtown nightlife featuring fine restaurants, jazz, blues and classical music. After your visit, I am confident you will agree with me that Portland is one of the most vibrant cities in America.

Best wishes for a successful conference.

Cordially,

Wim Wiewel

Wim Wiewel President



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8003

THURSDAY

WPA RECEPTION & SOCIAL HOUR

6:00-7:00pm SALON ABCD

FRIDAY

WPA PRESIDENTIAL RECEPTION & SOCIAL HOUR

6:15-7:15pm SALON ABCD



WESTERN PSYCHOLOGICAL ASSOCIATION CHRONOLOGY 1921-2009

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	UC.LA	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	UC.L.A	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	Mills College
			Los Angeles, CA	UCLA
			Berkeley, CA	UC Berkeley
1945	Jean W. Macfarlane	UC Berkeley	Seattle, WA	U Washington
			Los Angeles, CA	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	Maude Merrill (James)	Stanford U.	San Jose, CA	San Jose State
1952	Robert Leeper	U. Oregon	Fresno, CA	Fresno State
1953	Ruth S. Tolman	VA Mental Hygiene Clinic		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
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YEAR	WPA PRESIDENT	PRESIDENT'S AFFILIATION	CONVENTION SITE	CONVENTION HOST
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	UC.LA	San Jose, CA	San Jose 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	UC.L.A	Santa Monica, CA	Systems Dev. Corp
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	UC.L.A	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. &
1970	U1J U V-11	UC.LA	I A1 CA	U Victoria UCLA
1970	Harold H. Kelley Howard H. Kendler	UC Santa Barbara	Los Angeles, CA San Francisco, CA	San Jose 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	Nat'l. Science Found.	Los Angeles, CA	CSU Northrhdge
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
1982	Patricia Keith-Spiegel	CSU Northridge	Sacramento, CA	CSU Sacramento
1983	Philip G. Zimbardo	Stanford U	San Francisco, CA	San Jose State
1984	Elizabeth Loftus	U. Washington	Los Angeles, CA	UCLA
1985	Marilynn B. Brewer	UCLA	San Jose, CA	CSU Chico
1986	M. Brewster Smith	UC Santa Cruz	Seattle, WA	U. Puget Sound
1987	Joseph Matarazzo	Oregon Health Sciences U.		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 Jose State
1992	John Garcia	UC.LA	Portland, OR	Portland State U.
1993	James L. McGaugh	UC Irvine	Phoenix AZ	Arizona State U.
1994	Shelley E. Taylor	UC.LA	Kona, HI	U. of Hawaii, Hilo
1995	Richard F. Thompson	USC	Los Angeles, CA	CSU Dominguez Hills
1996	Nancy Eisenberg	Arizona State U	San Jose, CA	U. of the Pacitic
1997	Claude Steele	Stanford U.	Seattle, WA	U. of Puget Sound
1998	Robert L. Solso	U. Nevada	Albuquerque, NM	U. Nevada, Reno



YEAR	WPA PRESIDENT	PRESIDENT'S AFFILIATION	CONVENTION SITE	CONVENTION HOST
1999	Robert A. Bjork	UCLA	Irvine, CA	Claremont McKenna
2000	Diane F. Halpern	CSU San Bernardino	Portland, OR	Portland State U.
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 Graduate 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 Jose 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



WPA EXECUTIVE BOARD

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Chair of the Board, Western Psychological Foundation: Philip G. Zimbardo, Ph.D.

Department of Psychology Stanford University Stanford, CA 94305 650/723-7498 zim@psych.stanford.edu

Graduate Student Representative:

Arianna Aldridge SDSU/UCSD Joint Doctoral Program in Clinical Psychology 6363 Alvarado CT., Suite 103 San Diego, CA 92120 858/587-6074 aaldridge@gmail.com



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, Gabriela Martorell accepted the challenge of serving as the Program Chair for the convention. Together with WPA President Ronald Riggio, 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 convention's 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.

Anne Duran Terman Teaching Conference

Council of Teachers of Undergraduate Psychology Luis Vega

Heidi Riggio Yves Labissiere

Deana Julka Council of Undergraduate Psychology Programs

Ngoc Bui Psi Chi Western Region Vice President

Vivian McCann PT@CC

Fernando Ortiz Psi Beta Regional Vice President

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

APA Education Directorate APA Science Directorate

Council of Teachers of Undergraduate

Psychology

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McGraw-Hill Higher Education

Psychology Teachers @ Community

Colleges Psi Beta

Psi Chi

Association for Psychological Science



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 Jeffery Scott Mio, Chair of the Fellows and Awards Committee (jsmio @csupomona.edu) or by contacting the WPA Office.

Leona S. Aiken Daniel N. Allen Mary Allen Elliot Aronson Georgia Babladelis Albert Bandura Lori Barker-Hackett Kenneth Beauchamp Peter Bentler Dale E. Berger Elizabeth Ligon Bjork Robert Bjork Gordon Bower Thomas Bradbury Marilynn B. Brewer Laura S. Brown John N. Castellan, Jr. Garvin Chastain Paul W. Clement Gloria Cowan P. Chris Cozby William Crano Terry Cronan Ronald Dillehay Stewart Donaldson Bradley Donohue Eric Eich Dorothy Eichorn Nancy Eisenberg Henry Ellis Ann Ewing **Judith Farrell** Norma Feshbach Seymour Feshbach Susan Folkman Michael Fov Scott C. Fraser Howard S. Friedman David Funder Helen C. Fung Glenn Gamst John Garcia

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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 year, the Lewis M. Terman Conference will be held on Wednesday, April 22nd. This conference requires a separate registration.

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 2009 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 2009 Western Psychological Foundation Student Scholarship Awards.

The members of the 2009 Program Review Committee are as follows:

Chris Aberson Nancy Alvarado Mark Alcorn James Amirkhan Lori Barker-Hackett Humboldt State University CSU Pomona University of Northern Colorado

CSU Long Beach CSU Pomona



Barnaby Barratt Ken Beauchamp Dale E. Berger Melinda Blackman Kendal Boyd

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CSU San Marcos CSU San Bernardino Claremont McKenna College Western Oregon University

Oregon Health & Science University

CSU San Bernardino

Western Washington University Central Washington University

CSU Fullerton

Mesa Community College Northcentral University

BYU Hawaii CSU San Marcos CSU San Bernardino CSU Pomona

University of San Diago

California State University, Long Beach

University of Portland

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Santa Clara University CSU San Bernandino CSU Los Angeles

Eastern Washington University

CSU East Bay CSU Fresno

California State University, San Bernardino

The Evergreen State College Arizona State University Portland State University

Mills College CSU Pomona

Loma Linda University University of Redlands

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Chapman University
UC San Francisco
Sonoma State University
CSU San Bernardino
University of Florida
CSU Long Beach
University of Nevada, Reno
UC Riverside
US Forest Service

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 **Delia Saenz**, 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, Anchorage University of Alaska, Fairbanks Shelley Theno Charles R. Geist

ARIZONA

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

CALIFORNIA

American Jewish University Bakersfield College Susan Kapitanoff Ginger LeBlanc



College of the Canyons Cal Poly Pomona

Cal Poly San Luis Obisbo Chapman University

Claremont Graduate University

Claremont McKenna College

Coastline Community College CSU Bakersfield CSU Channel Islands

CSU Chico CSU Dominguez Hills

CSU East Bay

CSU Fresno CSU Fullerton

CSU Long Beach CSU Los Angeles CSU Northridge CSU Sacramento CSU San Bernardino CSU San Marcos

CSU Stanislaus Fielding Graduate Institute Holy Names University

Humboldt State University Irvine Valley College La Sierra University Loma Linda University Long Beach City College Mills College Moorpark College National University Pacific Lutheran University

Pacific Union College Palomar College Pepperdine University Phillips Graduate Institute Pomona College

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UC San Francisco UC Santa Barbara University of Southern California

Westmont College

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Albertson College Northwest Nazarene University

Montana State University University of Montana Western Montana College

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NEW MEXICO

New Mexico Highlands University New Mexico State University Arlene Horne Marina Abalakin Walter Stephan

OREGON

George Fox University Lane Community College Linfield College, Portland

Oregon Health & Science University Portland Community College Portland State University Southern Oregon University University of Portland Umpqua Community College Western Oregon University Chris Koch
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Keith Kaufman
Paul S. Rowland
Deana Julka
Robert Johnson
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UTAH

Utah State University Weber State University

Tamara Ferguson Richard P. Atkinson

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Argosy University/Seattle 1019 8th Ave Bellevue Community College Central Washington University

Pierce College Seattle Pacific University Seattle University Tacoma Community College The Evergreen State College University of Puget Sound University of Washington, Bothell

Western Washington University Whitworth College F. Jeri Carter
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2009 SCHOLARSHIP FUND CONTRIBUTORS

We sincerely thank those listed below who have contributed to the success of the Student Scholarship Program. These contributions, together with Foundation endowments, allowed the Western Psychological Foundation to award \$500.00 for each Student Scholarship this year. The list includes contribution received by December 31, 2008.

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STUDENT SCHOLARSHIP RECIPIENTS

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.

We can award only one scholarship for each abstract. For those winning abstracts with multiple student authors, each student co-author who requests a certificate from the WPA Office will receive a certificate that acknowledges the excellence of his/her research.

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

Janice R. Adelman Ben Carson Stephanie M. Ellis Alicia C. Gallegos Debbie S. Ma Namrata Mahajan Justin C. Mary Alison C. Pepper Caitlin Terry

Claremont Graduate University
Seattle Pacific University
California State University, San Bernardino
San Diego State University
The University of Chicago
Claremont Graduate University
Claremont Graduate University
University of Montana
Western Washington University

WPA SPECIAL AWARDS

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

Alexis Fletes, Pepperdine University Justin R. Smith, Central Washington University Yolanda E. Vasquez, California State University, Northridge

Christina Maslach-Philip Zimbardo Research Award in Social Psychology Stefanie M. Paredez, California State University, San Bernardino

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 Lisa A. De La Rue, California State University, Sacramento.



THE WPA AWARDS

In 1993, under the direction of Robert L. Solso, the Western Psychological Association established three awards, an award to recognize outstanding teaching, an award to recognize research achievement by a young researcher, and an award for distinguished service. When this program was established, the Executive Board also made provision to vote special awards for outstanding service to WPA when it was deemed appropriate to do so. The following is an updated chronology of these 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

WPA Early Career in Research Award

TA Early (Jareer iii Kesearcii Aw
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	Bradley C. Donohue
2007	Shana Levin
2008	No Award
2009	James C. Kaufman

Distingu	iished 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 Margolin
	~

1996	M. Brewster Smith
2001	Theodore Sarbin
2002	Harold H. Kelley
2003	Albert Bandura
2004	Eleanor Maccoby
2005	Joseph Matarazzo
2006	James McGaugh

Lifetime Achievement Award

2007 Irwin Sarason2008 Richard Thompson2009 Robert Rosenthal

Special Awards 1994 Jerry L. Johnson

Social Responsibility Award

2007 Vickie Mays2008 Nancy Segal2009 Stuart Oskamp

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CONVENTION REGISTRATION

The 2009 Convention is open to anyone who has paid the appropriate registration fee. The on-site registration fees are as follows:

	Full
	Convention(USD)
2008-2009 Professional Member	\$90.
Professional Non-Member	165.
2008-2009 Student Member	50.
Student Non-Member	90.
Spouse of Registrant	50.
	One Day Only
Non Students	\$65.
Students	40.
One-Half Day, Sunday	20.

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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 a member of APA, APS, CPA or have been a member of WPA in the past, your membership is automatic with the submission of the appropriate forms and your current dues. Others are required to submit a membership application that has been signed by a sponsor with their other forms and dues.

If you are interested in becoming part of our group, the appropriate forms and information are at **www.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 Arianna Aldgride 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 **Salon FGHI** and will be open on Friday, April 24, from 8.00 a.m. to 4:30 p.m. and on Saturday, April 25, from 8:00 a.m. to 4:30 p.m. 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

2010 ---- Cancun, Mexico ---- Fiesta Americana Condesa ---- April 22-25 2011 ---- Los Angeles, CA ---- Wilshire Grand ---- April 28-May 1 2012 ---- San Francisco/Burlingame ---- Hyatt Regency ---- April 26-29

INTERNATIONAL PSYCHOLOGY AT WPA

WPA is pleased to welcome members of the International Psychology Division of the American Psychological Association (Division 52). Division 52 is holding its annual meeting in conjunction with the WPA convention. International Psychology sessions are scheduled on Friday and Saturday. A brief listing is provided below; full descriptions are provided in the daily programs. Everyone attending WPA is invited to these sessions.

FRIDAY, APRIL 24

INTERNATIONAL PSYCHOLOGY SYMPOSIUM

11:00-12:30 SALEM

International and multicultural transformations: Academic and institutional strategies

INTERNATIONAL PSYCHOLOGY PANEL

2:00-3:00 SALEM

International health psychology in Africa: HIV/AIDS

SATURDAY, APRIL 25

INTERNATIONAL PSYCHOLOGY INVITED PRESENTATION 8:15-9:15 SALON AB

Preventing intimate violence: A global concern Nancy Felipe Russo, Arizona State University



INTERNATIONAL PSYCHOLOGY SYMPOSIUM 8:15-9:30 EUGENE

Getting you and your students more involved in international psychology:

Internationalizing the curriculum.

INTERNATIONAL PSYCHOLOGY PANEL 9:45-11:00 EUGENE

Conducting research in other countries

INTERNATIONAL PSYCHOLOGY SYMPOSIUM 11:15-12:15 EUGENE

Internationalizing the curriculum, Part II

INTERNATIONAL PSYCHOLOGY PANEL 12:30-1:30 EUGENE

Developments in international psychology education & credentialing

INTERNATIONAL PSYCHOLOGY SYMPOSIUM 1:45-3:00 EUGENE

Incorporating internationalism and diversity training in higher education

INTERNATIONAL PSYCHOLOGY SYMPOSIUM 3:15-4:45 EUGENE

Terror, trafficking and human rights

INTERNATIONAL PSYCHOLOGY SYMPOSIUM 5:00-6:30 EUGENE

Working across borders



2009 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 Medford 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.

A REASON TO LIVE (52 mins)

Thursday 2:45 p.m.

A powerful new documentary about teen and young adult depression and suicide - penetrating, personal stories of despair and hope told by the young people themselves and their families. Josh, age 20, tried to jump off a bridge over a Dallas tollway. At 17, Haley swallowed 200 pills. And, at 22, Armekia cut herself repeatedly with a razor to relieve the pain. The honesty and openness of these individuals bring us face to face with a mental illness that can result in the third-leading cause of death among 15-24 year olds. *Media Projects, Inc. (2008, DVD). Rental price \$50; Purchase price \$199*

AMERICAN OUTRAGE (56 mins)

Saturday 4:45 p.m.

American Outrage is the heroic story of Carrie and Mary Dann, feisty Western Shoshone ranching sisters who have been fighting the U.S. government for their land rights and human rights for 35 years. They have always grazed their livestock on the range outside their ranch in north central Nevada. That range is part of sixty million acres recognized by the U.S. as Western Shoshone land in the 1863 Treaty of Ruby Valley. Ignoring the treaty, in 1974 the U.S. sued the Danns for trespassing on U.S. Public Land without a grazing permit. Their dispute swept to the United States Supreme Court and eventually to the United Nations. Contrasting the Danns' personal lives and political actions, American Outrage examines why the United States would spend millions of dollars prosecuting and persecuting two elderly women grazing a few hundred horses and cattle in a desolate desert. Bullfrog Films (2008, DVD, VHS). Rental price \$85; Purchase price \$295

APHASIA: STRUGGLING FOR UNDERSTANDING (14 mins) Friday 2:45 p.m.

What if your ability to speak was taken away with no warning and you struggled to find words that just won't come? This is what happens to people with aphasia that affects more than 1 million Americans and 100,000 Canadians. This story is about two people faced with the daunting task of learning to speak again with considerable assistance from their compassionate families.

Filmakers Library (2009, DVD). Rental price \$65; Purchase price \$195



BECOMING AYDEN (47 mins)

Saturday 1:30 p.m.

Seventeen year-old Adina Scheim from Toronto is becoming a boy named Ayden. Her father, a conservative rabbi, has a hard time dealing with this transformation.

Filmakers Library (2008, DVD). Rental price \$85; Purchase price \$295

BETWEEN MADNESS AND ART (75 mins)

Thursday 1:30 p.m.

Between Madness and Art examines issues of the link between psychological states and the creative process, the relationship between psychosis and the artistic impulse, what can art works produced by mental patients tell us about artistic genius, and whether art therapy be helpful in the treatment of the mentally ill through the story of Dr. Hans Prinzhorn (1886-1933), a German student of psychiatry and art history. As Director of the Heidelberg Psychiatric Clinic in the 1920s, he was fascinated by the beauty and expressiveness of the drawings, paintings and sculptures of his schizophrenic patients. He began to study and preserve this art, eventually writing a seminal study, Artistry of the Mentally Ill, and by the time of his death had organized the largest collection of its type in the world. Icarus Films (2007, DVD). Rental price \$150; Purchase price \$440

BYRON CHIEF-MOON: GREY HORSE RIDER (48 mins) Saturday 3:30 p.m.

Father of three, successful TV actor and artist and proud member of the First Nations two-spirited gay community, Byron Chief-Moon is a fascinating mesh of dynamic personae. But when he dances alone in the forest, the complexity of the real world washes away, and we can see his spiritual self take hold. The documentary explores Chief-Moon's identity in which his art and his life continuously cross boundaries.

Frameline (2007, DVD). Rental price \$90 (with unpaid admission); Purchase price \$150

CHEAT NEUTRAL (13 mins)

Saturday 4:30 p.m.

Since the 1960s, concentrations of heartbreak, cheating, and jealousy in the atmosphere have risen dramatically. CheatNeutral.com offers a unique market-based solution to this essential problem of modern life. For the cost of a condom, those who have cheated on their partners can have their cheating 'offset' by a global network of fidelity. This satirical documentary follows the rise of CheatNeutral.com, from the streets of Cardiff to the Houses of Parliament, sparking an important and timely debate about the inadequacies of carbon offsetting.

Bullfrog Films (2007, DVD, VHS). Rental price \$30; Purchase price \$150

EQUALITY U (90 mins)

Saturday 12:00 p.m.

Equality U tells the story of the Soulforce Equality Ride on their two-month, cross-country tour to confront anti-gay discrimination policies at 19 conservative religious and military colleges, and their experiences combating hatred, fear, and ignorance through direct action. Their goal: to engage in a dialogue with university administration and students, explaining the tragic consequences that discriminatory policies have had on LGBT lives. Some schools welcome them, while others have them arrested and prevent them from speaking to students. Can these young activists create social change, one university at a time? How will the road change them?

Frameline (2008, DVD). Rental price \$90 (with unpaid admission); Purchase price \$250



FAT CHANCE (52 mins)

Friday 1:45 p.m.

When single mom and filmmaker Yuka Sekiguchi, overweight at nearly 200 pounds and fast approaching fifty, determines to lose weight in hopes of becoming healthier and happier, she decides to film her struggle, figuring that public humiliation will be a strong incentive to succeed. Although, along her journey, Yuka learns much from experts such as Dr. Gary Egger, founder of GutBusters, and plastic surgeon Dr. Sean Nicklin (on whom she develops a crush, renewing her interest in men after many years), her deepest insights are gained from her sessions with psychotherapist Dr. George Blair-West, a specialist in the psychology of overeating. Discovering the emotional roots of her overeating, Yuka comes to term with some deeply personal issues and, in the process, learns not just about her body, but also finds herself.

Icarus Films (2008, DVD). Rental price \$100; Purchase price \$390

GOOD DAYS, BAD DAYS (22 mins)

Thursday 12:00 p.m.

This intimate documentary profiles several individuals who love and support someone who is struggling with mental illness, examining the profound impact that these disorders can have on other family members.

Fanlight Productions (2007, DVD). Rental price \$60/day; Purchase price \$199

HER BRILLIANT CAREER (50 mins)

Friday 12:00 p.m.

Though working women have made progress in breaking through the infamous "glass ceiling" over the past decade, they still remain notably absent in the boardroom. *Her Brilliant Career* examines discrimination in the workplace and politics, and introduces the viewer to a controversial program for women executives in the U.S. Known as the "Bully Broad" program, its premise is that women must modify the appearance of aggressive behavior in order to make it in a man's world. Although some women attack the program as anti-feminist, executive coach Jean Holland claims 85% of her graduates get promoted within a year.

Filmakers Library (2008, DVD). Rental price \$85; Purchase price \$295

HIDDEN GIFTS: THE MYSTERY OF ANGUS MACPHEE (26 mins)

Thursday 1:00 p.m.

Hidden Gifts explores the mysterious relationship between artistic expression and mental illness through the story of Scotsman Angus MacPhee, who was diagnosed with schizophrenia in 1946 and sent to the Craig Dunain Psychiatric Hospital near Inverness. Although MacPhee was a patient there for fifty years, in a case of elective mutism he spoke not a single word to any of the hospital staff. The sole expression of "the quiet big man" was his solitary weaving of clothes-including coats, gloves and boots-from grass, samples of which are seen on display in an art gallery.

Icarus Films (2005, DVD). Rental price \$100; Purchase price \$225

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IT'S A DIFFERENT WORLD (28 mins)

Thursday 3:45 p.m.

It's A Different World follows three autistic children in one family: Scott (11), Stephen and Katie Turner (10-year-old twins) over the course of two years. Each child was given a video camera to help explore their thoughts and feelings. This technique led to unique documentation of each child's changing perspective on being autistic. The film is a captivating glimpse into three different faces of autism, and viewers can expect to have some of their preconceptions challenged.

Filmakers Library (2008, DVD). Rental price \$75; Purchase price \$250

WINNER OF THE 2008 WPA FILM FESTIVAL

IT'S STILL ELEMENTARY (51 mins)

Thursday 7:15 p.m.

It's STILL Elementary looks at the effects on children who learned about gay and lesbian (LGBT) acceptance and inclusivity in elementary school curriculum. It is a follow-up to the 1996 groundbreaking film It's Elementary-Talking About Gay Issues in School. GroundSpark (2008, DVD). Rental Price \$75; Purchase Price \$250 (institutions), \$99 (K-12), \$45 (individuals)

KIDS + MONEY (33 mins)

Friday 10:00 a.m.

An original short film by award-winning filmmaker and photographer Lauren Greenfield, kids + money is a conversation with young people from diverse Los Angeles communities about the role of money in their lives. From rich to poor, Pacific Palisades to East L.A., kids address how they are shaped by a culture of consumerism. In kids + money, Greenfield takes the cultural temperature of a generation imprinted by commercial values. Born of the extremes of poverty and wealth that define the Los Angeles landscape, kids tell their stories in a series of interview-based "portraits."

Bullfrog Films (2007, DVD, VHS). Rental price \$45; Purchase price \$195

LEST WE FORGET: SILENT VOICES (42 mins)

Thursday 4:15 p.m.

Documenting the least-known part of the civil rights movement, these are the first-person stories of people with developmental disabilities — labeled "mentally defective" who were sent away to state institutions. It also features the voices of the mothers and fathers, brothers and sisters who were left behind, as well as pioneering professionals and advocates who put their own lives and careers in jeopardy to change the system. Fanlight Productions (2007, DVD). Rental price \$60/day; Purchase price \$249

MASSACRE AT VIRGINIA TECH (50 mins)

Thursday 11:00 a.m.

Why did a shy student with no criminal record commit the worst gun rampage ever at a U.S. college? Psychologists, professors and witnesses try to understand what went wrong. Filmakers Library (2008, DVD). Rental Price \$85; Purchase Price \$350

MIDDLE CHILDHOOD: COGNITIVE & LANGUAGE DEVELOPMENT (20 mins)

Friday 9:30 a.m.

Between ages 6 and 12, children's minds expand as their thinking becomes more logical and more organized. Learn strategies to foster strong cognitive development, stages of reading and writing development, the role memory plays, and how intelligence is measured.

Learning Seed (2008, DVD). Rental Price N/A; Purchase Price \$99



MIDDLE CHILDHOOD: SOCIAL & EMOTIONAL DEVELOPMENT (24 mins)

Friday 9:00 a.m.

Between ages 6 and 12, children develop many of the social skills they'll use through adulthood. They form self-concepts and self-esteem, build new kinds of relationships, and begin to regulate more of their own behavior.

Learning Seed (2008, DVD). Rental Price N/A; Purchase Price \$99

----WINNER OF THE 2008 WPA FILM FESTIVAL ---

PASSION AND FURY:

THE EMOTIONAL BRAIN: ANGER (43 mins)

Thursday 8:15 p.m.

Anger is one episode in the four-part series that looks at the primal emotions that are generated in the brain, and how nature and nurture combine to make us feel the way we do. The parts are *Anger, Fear, Love*, and *Happiness*.

Filmakers Library (2007, DVD, VHS). Rental Price \$85; Purchase Price \$295

SECRECY (80 mins)

Saturday 9:00 a.m.

In a single recent year the U.S. classified about five times the number of pages added to the Library of Congress. We live in a world where the production of secret knowledge dwarfs the production of open knowledge. Depending on whom you ask, government secrecy is either the key to victory in our struggle against terrorism, or our Achilles heel. But is so much secrecy a bad thing? This film is about the vast, invisible world of government secrecy. By focusing on classified secrets, the government's ability to put information out of sight if it would harm national security, *Secrecy* explores the tensions between our safety as a nation, and our ability to function as a democracy.

Bullfrog Films (2008, DVD, VHS). Rental price \$95; Purchase price \$295

SIMPLY LOVE (48 mins)

Saturday 2:30 p.m.

41 Years after the lovers Marcel and Marijke parted, a letter of request arrives from the Municipality Search Service looking for Marcel, who has now transitioned into a woman called Marcella. His old love Marijke has not forgotten about her Marcel. The fire rekindles and soon marriage is in the picture. Can love conquer all obstacles?

Frameline (2006, DVD). Rental price \$90 (with unpaid admission); Purchase price \$200

SOLDIERS OF CONSCIENCE (54 mins)

Thursday 10:00 a.m.

Soldiers of Conscience reveals that far more soldiers decide not to kill than we might expect. Made with official permission from the U.S. Army and filmed in high definition video, Soldiers of Conscience includes never-before-seen footage of basic training and the war in Iraq, with an original soundtrack from an Academy Award winner and composer. It is a realistic yet optimistic look at war, peace, and the power of the human conscience. Bullfrog Films (2007, DVD, VHS). Rental price \$85; Purchase price \$250



STRAIGHTLACED - HOW GENDER'S GOT US ALL TIED UP (66 mins)

Friday 10:45 a.m.

With a fearless look at a highly charged subject, *Straightlaced* unearths how popular pressures around gender and sexuality are confining American teens. From girls confronting media messages about body image to boys who are sexually active just to prove they aren't gay, this fascinating array of students opens up with brave and intimate honesty about the toll that deeply held stereotypes and rigid gender policing have on all of our lives. *GroundSpark (2009, DVD). Rental Price \$50; Purchase Price \$99*

STUFFED (20 mins)

Thursday 12:30 p.m.

Some people can't seem to throw anything away. This engaging documentary invites us to enter the mind of the compulsive hoarder, while dispelling the stereotype that all "packrats" are isolated elderly derelicts. Hoarding is widely thought to be related to OCD, but this film notes that recent studies suggest it may be a neurologically distinct condition. Fanlight Productions (2006, DVD). Rental price \$60/day; Purchase price \$219

THE CAREGIVERS (46 mins)

Thursday 5:00 p.m.

Follows brain cancer patients and the loved ones who care for them as they face painful and frightening medical procedures and their side effects, while trying to balance hope and realism in the face of a discouraging prognosis.

Fanlight Productions (2008, DVD). Rental price \$60/day; Purchase price \$249

THE DHAMMA BROTHERS (76 mins)

Friday 3:00 p.m.

An overcrowded maximum-security prison-the end of the line in Alabama's correctional system-is dramatically changed by the influence of an ancient meditation program. Donaldson Correction Facility becomes the first maximum-security prison in North America to hold an extended Vipassana (meaning "to see things as they are") retreat for convicts, an emotionally and physically demanding course of silent meditation lasting ten days. *The Dhamma Brothers* tells a dramatic tale of human potential and transformation as it closely follows and documents the stories of the prison inmates who enter into this arduous and intensive program.

Bullfrog Films (2007, DVD, VHS). Rental price \$95; Purchase price \$275

THE WATER FRONT (53 mins)

Saturday 5:45 p.m.

With a shrinking population, the post-industrial city of Highland Park, Michigan is on the verge of financial collapse. The state of Michigan has appointed an Emergency Financial Manager who sees the water plant as key to economic recovery. She has raised water rates and has implemented severe measures to collect on bills. As a result, Highland Park residents have received water bills as high as \$10,000, they have had their water turned off, their homes foreclosed, and are struggling to keep water, a basic human right, from becoming privatized. *The Water Front* is the story of an American city in crisis but it is not just about water. The story touches on the very essence of our democratic system and is an unnerving indication of what is in store for residents around the world facing their own water struggles. The film raises questions such as: Who determines the future of shared public resources? What are alternatives to water privatization? How will we maintain our public water systems and who can we hold accountable?

Bullfrog Films (2007, DVD, VHS). Rental price \$85; Purchase price \$250



TRACES OF THE TRADE: A STORY FROM THE DEEP NORTH (86 mins)

Saturday 10:30 a.m.

Katrina Browne was shocked to uncover her New England family's deep involvement in the Triangle Trade, and invited two hundred family members to join her on a journey to explore their family's past. Only nine came, ranging from a 71-year-old Episcopal priest to a County Commissioner from Oregon. Intrepid, intellectually and morally engaged, and a little too polite and "Protestant" for at least one among them, they retrace the Triangle Trade from their ancestors' Bristol cemetery to the slave castles of Ghana and the ruins of a family plantation in Cuba.

California Newsreel (2008, DVD). Rental price N/A; Purchase price \$195 (Colleges, Corporations, Gov't Agencies); 49.95 (High Schools, Public Libraries, HBCUs and qualifying Community Organizations)

WHY DO WE MARRY? (45 mins)

Friday 1:00 p.m.

This heartwarming film explores why people of a variety of ages, cultures, and gender orientation, still want to marry in an era when it is socially acceptable for couples to live together, forgoing wedding vows.

Filmakers Library (2008, DVD). Rental price \$85; Purchase price \$250



ADDRESSES OF FILM DISTRIBUTORS

The Western Psychological Association would like to thank the following distributors for providing films for this year's Convention. Questions about rental and sales should be sent to the appropriate distributor at the address below.

BULLFROG FILMS

P.O. Box 149 Oley, PA 19547

Phone: (610) 779-8226 Fax: (610) 370-1978

Email: john@bullfrogfilms.com Website: www.bullfrogfilms.com

CALIFORNIA NEWSREEL

500 Third Street, Suite 505 San Francisco, CA 94107-1875 Phone: (415) 284-7800

Fax: (415) 284-7801 Email: bmc@newsreel.org Website: www.newsreel.org

FANLIGHT PRODUCTIONS

4196 Washington Street, Suite 2 Boston, MA 02131

Phone: (800) 937-4113 Fax: (617) 469-3379 Email: info@fanlight.com Website: www.fanlight.com

FILMAKERS LIBRARY

124 East 40th St New York, NY 10016 Phone: (212) 808-4980 Fax: (212) 808-4983

Email: andrea@filmakers.com Website: www.filmakers.com/new

FRAMELINE

145 Ninth Street, Suite 300 San Francisco, CA 94103-2640 Phone: (415) 703-8650

Fax: (415) 861-1404 Email: info@frameline.org Website: www.frameline.org

ICARUS FILMS

32 Court Street, 21st Floor Brooklyn, NY 11201 Phone: (718) 488-8900 Fax: (718) 488-8642

Email: mail@IcarusFilms.com Website: www.IcarusFilms.com

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THE FIFTEENTH LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE

Portland, Oregon April 22, 2009

Out of the Ivory Tower: Learning Opportunities Outside of the Classroom

8:30 am	Continental Breakfast Provided by Worth Publishers
9:00 am	Welcome –Ronald E. Riggio, WPA President & Chris Cozby, WPA Executive Officer
9:10 am	Putting Knowledge to Work Tanya Boone and Mike Butler, California State University, Bakersfield
10:15 am	Break
10:30 am	Give 'Em What They Want: Blended Learning in a Large Introductory Psychology Course Mark Laumakis, San Diego State University
11:30 am	Flash Mobs: Social Influence in the 21st Century Jordan Rude, Bakersfield Community College
Time??	Lunch Break
1:45 pm	The Digital Learning Community: Friend or Foe? Felicia Friendly Thomas, Cal Poly Pomona
2:45 pm	Speed Mentoring Judy Wilson, Palomar College
3:15 pm	Break
3:30 pm	Bringing the world into the classroom: Finding and using online resources for learning Jonathan Mueller, North Central College
4:30 pm	Conference Closing and Evaluation

Anne Duran, California State University, Bakersfield



THE FIFTEENTH LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE

PRESENTERS AND PRESENTATIONS

Master Teachers tell of their approaches at creating a dynamic learning environment. Registration information at www.westernpsych.org

TANYA L. BOONE, California State University, Bakersfield MIKE BUTLER, California State University, Bakersfield Putting Knowledge to Work

What is experiential learning and how can we use it to further out students' education? This talk will present a model of experiential learning, including service learning. We will provide a specific example of an experiential learning model, from design to assessment. Finally, we will offer suggestions for using such a model at your institution.

Tanya L. Boone is an assistant professor of Psychology at California State University, Bakersfield, where she also serves as the Coordinator of the M.A. Program in Psychology. She received her Ph.D. in Human Development and Family Studies from The Pennsylvania State University in 2003.

Mike Butler is a graduate student in Psychology at California State University, Bakersfield. In addition, he coordinates student internships for the entire CSUB student body and acts as a liaison between the University and the community.

FELICIA FRIENDLY THOMAS, Cal Poly Pomona The Digital Learning Community: Friend or Foe?

A misconception among college faculty and administrators who oppose completely online courses is that such offerings are not sufficiently rigorous to foster the depth of learning expected at higher educational levels. The historical stigma attached to "correspondence" courses continually contaminates approval processes for these courses and promotes students' belief that online classes are synonymous with "easy" classes - where little is expected and learning is incidental. Further complicating online course acceptance is some faculty members' discomfort with E-learning environments and hesitancy when embracing the technology involved in digital learning communities. Therefore, this presentation will outline and discuss specific structural mechanics and assessment strategies employed in a completely online course, including what seems to work and what seems to be less effective. Research findings on students' responses to and performance in this online introductory course also will be shared.

Felicia Friendly Thomas received her B.S. in Psychology from the University of South Carolina in 1974, and her M.A. in 1977 and Ph.D. in 1978 in Clinical Psychology from the University of Southern California. She is a Professor of Psychology at Cal Poly Pomona, where she has been a faculty member since 1982. In addition to teaching courses in



clinical psychology, Dr. Friendly Thomas has had a life-long interest in multicultural psychology and research in social psychology. Recently Dr. Friendly Thomas has been involved in an ongoing research project designed to explore online teaching at the university level, especially as it relates to students' performance and attitudes toward online instruction. She has presented on this topic across various levels, e.g., regional (WPA), national (APS), state (CSU Teaching Conference), and international (Hong Kong conference) levels.

MARK LAUMAKIS, San Diego State University Give 'Em What They Want: Blended Learning in a Large Introductory Psychology Course

In this presentation, Dr. Laumakis will discuss his efforts to incorporate blended learning (combining both face-to-face and online activities) into his 500-student section of Introductory Psychology. He will discuss the Millennial Generation of students and their preferences regarding technology, including data from the brand new 2008 EDUCAUSE Center for Applied Research (ECAR) survey of students and information technology. He will also share some techniques he uses to engage students both face-to-face and online.

Mark A. Laumakis is a Lecturer in the Department of Psychology at San Diego State University (SDSU). He also holds the position of Faculty in Residence in Instructional Technology Services at SDSU. In April, 2008, he was the recipient of an SDSU Top 25 Award, given to members of the SDSU community who have made transformational contributions to the mission of the University, for his innovative uses of technology in his 500-student sections of Introductory Psychology. He is a three-time (2006, 2007, and 2008) winner of the Division of Student Affairs Residential Education Favorite Faculty Award. He received his B.A. in psychology and sociology from Duke University and his Ph.D. in clinical psychology from the University of Southern California.

JONATHAN MUELLER, North Central College Bringing the world into the classroom: Finding and using online resources for learning

A variety of online resources (e.g., text, audio, video, interactive animations) which can be used in psychology courses will be shared. Additionally, effective and efficient methods for locating your own relevant resources will be detailed. Finally, the presentation will describe some approaches for incorporating these resources into teaching and learning in and out of the classroom.

Jonathan Mueller is professor of psychology at North Central College in Naperville, IL. He is the author of the online text, *Authentic Assessment Toolbox*, and of the recently published *Assessing Critical Skills*. Additionally, he created and maintains an online resource for instructors of social psychology and related courses entitled *Resources for the Teaching of Social Psychology*.

JORDAN RUDE, Bakersfield Community College Flash Mobs: Social Influence in the 21st Century

A flash mob is a group of people, usually unknown to each other, who assemble suddenly in

a public place, perform some unusual or notable activity according to predetermined instructions, and then quickly disperse. In the classroom, examples of flash mobs can be used to demonstrate a wide range of social influence concepts. This session will describe how to prepare and perform a flash mob activity, and suggest how to guide a follow-up discussion.

Jordan Rude is an adjunct professor of Psychology at Bakersfield Community College in Bakersfield California, where he teaches courses such as Introduction to Psychology, Social Psychology, Behavioral Statistics, and Child Psychology. He received his M.A. in Psychology from California State University, Bakersfield.

JUDY WILSON, Palomar College Speed Mentoring

Early career teachers often wish they could "pick the brains" of their more experienced colleagues. Here's a chance to do just that. Based on the "speed dating" model of getting maximum information in minimum time, we will divide the conference participants into senior and junior members and then give opportunity to interact and learn. Think of your questions ahead of time, because you'll only have a few minutes before you have to move on to the next mentor!

Judy Wilson is an Assistant Professor at Palomar College in San Marcos, CA. She teaches Social Psychology, Introduction to Psychology and Psychology of Women. She is pursuing her interests in the scholarship of teaching and learning through the Ed.D. program at UCSD.

CONFERENCE COORDINATOR

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

CONFERENCE ASSISTANCE

Judy Wilson, Palomar College

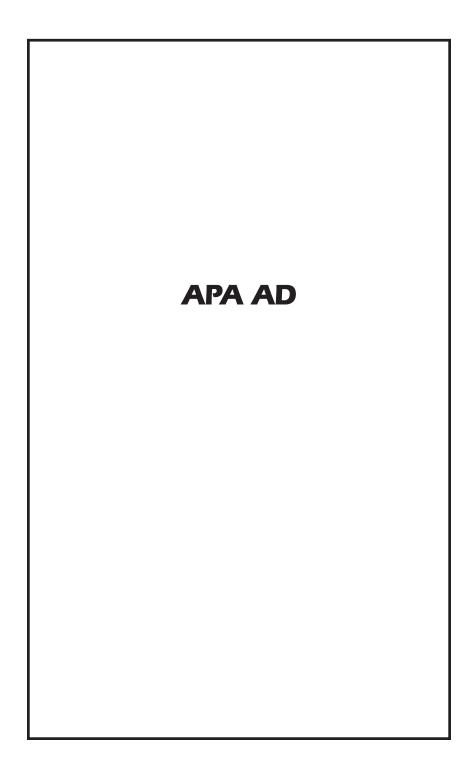
TECHNICAL COORDINATOR

Luis Vega, Professor of Psychology California State University, Bakersfield lvega@csub.edu

Thank you for attending!

We hope to see you in 2010 at
The Sixteenth Lewis M. Terman Western Regional Teaching Conference
Cancun, Mexico
April 21, 2010









THURSDAY, 10:00 A.M. - 9:00 P.M., MEDFORD

Time	Name of Film	Running Time (in minutes)
	PSYCHOLOGY OF WAR	
10:00 a.m.	Soldiers of Conscience	54
	VIOLENCE	
11:00	Massacre at Virginia Tech	50
	MENTAL ILLNESS	
12:00 p.m.	Good Days, Bad Days	22
12:30	Stuffed	20
1:00	Hidden Gifts: The Mystery of Angus MacPhee	26
1:30	Between Madness and Art	75
	DEPRESSION & SUICIDE	
2:45	A Reason To Live	52
	AUTISM	
3:45	It's a Different World	28
	DEVELOPMENTAL DISABILITIES	
4:15	Lest We Forget: Silent Voices	42
	PALLIATIVE CARE	
5:00	The Caregivers	46
	ENCORE! ENCORE!	
**	*WINNERS OF THE 2008 WPA FILM FESTIVAI	***
7:15	It's STILL Elementary	51
8:15	Passion and Fury: The Emotional Brain: Anger	43



POSTER SESSION 1

9:30-10:45 SALON FGHI

EVALUATION, MEASUREMENT, AND RESEARCH METHODS

- 1-1 PREVENT DATA ENTRY CATASTROPHES: USE DOUBLE ENTRY, Kimberly A. Barchard (University of Nevada, Las Vegas) & Larry A. Pace (Anderson University)
- 1-2 WILLIAMS SYNDROME READING SKILLS, Sue R. Rosner (University of Iowa) & Eleanor Semel (Boston University)
- 1-3 CONSTRUCTION AND INITIAL VALIDATION OF THE REGRET INVENTORY, Dale L. Dinnel, Andrew Hanson & Bonnie Harp (Western Washington University)
- 1-4 RELIABILITY AND VALIDITY OF THE GENERAL ETHNICITY QUESTIONNAIRE ACROSS CULTURES, Amanda Haboush, Jennifer S. Guttman, Viridiana Linares, Brian Brehman & Kimberly A. Barchard (University of Nevada, Las Vegas)
- 1-5 IT'S NOT MY FAULT! EMOTIONAL INTELLIGENCE AND BLAMING OTHERS, Viridiana Linares, Lauren E. Shore, Stephanie L. Rojas & Kimberly A. Barchard (University of Nevada, Las Vegas)
- 1-6 PSYCHOMETRIC PROPERTIES OF THE ENGLISH AND SPANISH VERS-IONS OF THE POWE FATALISM INVENTORY IN LATINAS, Sofie Champassak, Vanessa L. Malcarne (San Diego State University) & Georgia Robins Sadler (University of California, San Diego)
- 1-7 THE COMPREHENSIVE TRAIL MAKING TEST'S SENSITIVITY TO TRAUMATIC BRAIN INJURY, Michael Haderlie, Nick Thaler, Dmitriy Kazakov, Griffin Sutton (University of Nevada, Las Vegas), Joan Mayfield (Our Children's House at Baylor) & Daniel N. Allen (University of Nevada, Las Vegas)
- 1-8 FATIGUE: A THREAT TO STUDY RESULTS, Danalee K. Brehman, Shatoyia S. Burns, Nick S. Thaler, Stephanie L. Rojas & Kimberly A. Barchard (University of Nevada, Las Vegas)
- 1-9 THE RESEARCH EXPERIENCE: REQUIREMENTS AND OPPORTUNITIES IN UNDERGRADUATE PSYCHOLOGY CURRICULUMS, Meisam S. Haghighi, Ryan J. Biddle & Kara I. Gabriel (Central Washington University)
- 1-10 DEVELOPMENT AND INITIAL VALIDATION OF A COLLEGE SELF-EFFICACY SCALE, Anupama Joshi & Veronica Vazquez Allen (California State University, Dominguez Hills)
- 1-11 MEASURING ENDORSEMENT OF AFFIRMATIVE ACTION POLICIES THROUGH IMPLICIT ATTITUDES, Renee A. Murray, Jenna J. Barry, Hollie Priscu, Terri Lamarre & Christopher L. Aberson (Humboldt State University)
- 1-12 ESTABLISHING STRUCTURAL VALIDITY OF THE BRIEF-COPE AND CRI: HIERARCHICAL DIMENSIONS OF COPING, Arianna Aldridge (San Diego State University/University of California, San Diego) & Scott Roesch (San Diego State University)

THURSDAY



- 1-13 MEASURING PARTICIPANT ENGAGEMENT IN A LAY HEALTH ADVISOR MODEL, Christina M. Monroe (San Francisco State University) & Giselle Corbie-Smith (University of North Carolina at Chapel Hill)
- 1-14 FASD BEST: RELIABILITY AND VALIDITY STUDY, Charles J. Robins & Glena L. Andrews (Northwest Nazarene University)
- 1-15 A PRIMER ON EFFECT SIZES IN HIERARCHICAL LINEAR MODELING, Jessica H. Anderson & James M. Graham (Western Washington University)
- STEPWISE AND ALL POSSIBLE SUBSETS PROCEDURES IN MULTIPLE REGRESSION: A CRITICAL EVALUATION, Joseph P. MacEachern & James M. Graham (Western Washington University)
- PERCEIVED EFFICACY IN PARENTS FOR VARIOUS TASKS, Carolynn A. Steiner, Scott Jensen & Lynda Lowry (University of the Pacific)
- ADOLESCENT IO AND EXECUTIVE FUNCTION ASSOCIATIONS IN TRAUMATIC BRAIN INJURY, Dmitriy Kazakov, Michael Haderlie, Sally J. Barney (University of Nevada. Las Vegas), Joan Mayfield (Our Children's House at Baylor) & Daniel N. Allen (University of Nevada, Las Vegas)
- MONTE CARLO ANALYSIS OF THREE MEASURES OF KURTOSIS, Gregory M. Hurtz & Justin R. Carroll (California State University, Sacramento)
- ATTITUDES OF PSYCHOLOGY STUDENTS TO ANIMAL RESEARCH AND 1-20 GENETIC MODIFICATION, Kara I. Gabriel (Central Washington University) & Cynthia L. Barkley (California State University, East Bay)
- THE ITEM-EQUIVALENCE OF THE AMERICAN AND CHINESE 1-21 SATISFACTION WITH LIFE SCALES, Yenling J. Liu (Argosy University, Chicago) & James M. Graham (Western Washington University)
- UTILITY OF REYNOLDS INTELLECTUAL ASSESSMENT SCALES (RIAS) INTBI IDENTIFICATION, Paul C. Stolberg, Griffin Sutton, Dmitriy Kazakov (University of Nevada, Las Vegas), Joan Mayfield (Our Children's House at Baylor) & Daniel N. Allen (University of Nevada, Las Vegas)
- 1-23 WHAT PSYCHOLOGISTS NEED TO DO ABOUT THE IMPACT OF EVIDENCED-BASED-PRACTICE, Patricia B. Kyle, Lani Fujitsubo & Paul Murray (Southern Oregon University)
- 1-24 GIVING MEANING TO CLOSENESS: THE RELIABILITY AND VALIDITY OF A SOCIAL DISTANCE SCALE, Bettye Elmore, Brian Griffiths & Emily Sommerman (Humboldt State University)
- THE FACTOR STRUCTURE OF INDEPENDENCE/INTERDEPENDENCE IN EMERGING ADULTHOOD ACROSS CULTURES, Teru Toyokawa (Pacific Lutheran University) & Reiko Kogo (Josai International University)
- 1-26 INTRA-AGENCY COMMUNICATION: DENALI FAMILY SERVICES, Ruddy M. Taylor (University of Alaska, Anchorage)



- 1-27 THE IMPACT OF A GANG DIVERSION TEAM ON INDIVIDUAL GANG MEMBERS, Unique L. Cramer-Buck, Christina Marie Flores (California State University, Dominguez Hills), Fredrick Noya (Los Angeles Sheriff's Department) & Carl D. Sneed (California State University, Dominguez Hills)
- 1-28 AMOUNT OF ENGLISH SPOKEN AND PERFORMANCE ON THE STROOP TASK, Nicole D. Torrence & Tonya Claycomb (California State University, Northridge)
- 1-29 AN ASSESSMENT OF A NEW SCALE WITHIN THE DOMAIN OF WELL-BEING: THE LOVE OF LIFE SCALE, Jeffrey J. Moulton, Ashley G. Long, Kathleen C. Slattery & Lawrence S. Meyers (California State University, Sacramento)
- 1-30 RELATIONSHIPS BETWEEN EMOTIONAL EXPRESSIVITY AND EMOTION MANAGEMENT, Viridiana Linares, Dionne Wright-Thomas, Xiaoyan Xu, Brian Brehman & Kimberly A. Barchard (University of Nevada, Las Vegas)
- 1–31 DATA ENTRY ACCURACY AND COMFORT WITH THE NUMBER PAD, Shatoyia S. Burns, Garrett J. Farnes, Heidi A. Johanson, Brian Brehman & Kimberly A. Barchard (University of Nevada, Las Vegas)
- 1–32 STRUCTURED VIGNETTE TEST: A PRELIMINARY MEASURE FOR ANXIETY AND DEPRESSION?, Nicholas S. Thaler (University of Nevada, Las Vegas), Marnie Shapiro, Stacy Blanco, Carol Hartoonian & Gary Katz (California State University, Northridge)

10:00-11:30 EUGENE

EXPOSURE TO EXPOSURE THERAPY: DISSEMINATION THROUGH "LIVE" TRAINING

Chair: Johan Rosqvist, Pacific University

Synopsis

Anxiety disorders are often disabling, and are unfortunately an all too common experience. Lifetime prevalence rates range from 5-25%, making anxiety and fear amongst the most common psychological phenomenon encountered in clinical practice. Some anxiety disorders persist in 50% of sufferers in excess of one year, and can often be debilitating with frequent co-occurrence of secondary clinical problems (e.g., depression, substance use). In the United States alone, anxiety accounts for an annual \$3 billion loss due to absenteeism and reduced productivity. Beyond the abrogating social-economic effects, the personal impacts are often boundlessly more painful (e.g., loss of relationships, loss of personal health and emotional well-being). Additionally, since up to one-third of untreated cases do not naturally or spontaneously recover, effective treatment is critical and should be standard practice. Opportunely, substantial empirical evidence supports use of exposure therapy, giving practitioners a potent treatment choice when encountering this



prevailing affliction. Yet, this powerful methodology has been grossly under-utilized in clinical practice, even when providers are aware of exposure's robust effects. In fact, only a minority of providers expressly utilize exposure while treating anxiety and fear (due to negative clinician attitudes and myths about exposure), leaving many patients un- or under-treated. This regrettable fact suggests dissemination of exposure therapy has largely failed. As a plausible and wanting solution to this problem, a live training model is presented which explains how to more adequately prepare practitioners to surmount obstacles to using exposure. Cases will be described where patients obtained clinically significant and reliable change, meeting the more coveted status of "recovered" while receiving this modality of simultaneous treatment and training. Indeed, training doctoral students "live" to deliver exposure therapy does not appear to interfere with treatment delivery or outcome, and doctoral students will describe how this training model have unequivocally influenced their current conceptual appreciation of- and practical utilization of- exposure therapy.

Presenters

THE FAILURE OF TRADITIONAL TRAINING MODELS: AN INTRO-DUCTION, Jill Davidson, Jason Richards, Heidi Meeke, Chad Magee & Johan Rosqvist (Pacific University)

MEANINGFUL DISSEMINATION: A CALL TO ACTIVELY TRAIN DIF-FERENTLY, Chad H. McGhee, Jill Davidson, Heidi Meeke, Jason Richards & Johan Rosqvist (Pacific University)

"LIVE" TRAINING AND THE CONSUMER: OBSTACLES AND REWARDS, Jason G. Richards, Jill Davidson, Heidi Meeke, Chad McGhee & Johan Rosqvist (Pacific University)

THE PROMISE OF "LIVE" TRAINING: STUDENT RECEPTION AND EX-PERIENCE, Heidi J. Meeke, Jill Davidson, Jason Richards, Chad McGhee & Johan Rosqvist (Pacific University)

Discussant: Johan Rosqvist



10:45-12:15 MT. HOOD

ETHICAL ISSUES IN TEACHING, RESEARCH, AND CLINICAL PRACTICE

Chair: Jann Gumbiner, Irvine Unified School District

Synopsis

No time in history has a discussion of ethics seemed more urgent. With in vitro fertilization, The Human Genome Project, and cloning, never have we intervened so much with our own destiny. With electronic psychotherapy, a global economy, and an AIDS pandemic, never have we been so interconnected. Yet, humankind rushes full throttle forward without a rudder and without a moral compass. Our tools are driving us rather than viceversa. A careful examination of our own human behavior, our technological tools, and their combined impact on our future is essential. No one is better suited for this endeavor than psychologists.

This symposium aims to foster discussion of a wide range of ethical issues: clinical ethics, biomedical ethics, research ethics, and educational ethics. One presentation focuses on the ethics of cross cultural research based on HIV research in Tanzania. A second presentation overviews clinical ethical issues in couple therapy. A third presentation touches on electronic or e-Ethics in the college classroom and the final presentation is about adolescents and ethics.

Presenters

BIOETHICS: LESSONS FROM TANZANIA, *Daniel B. Ezroj* (University of California, San Diego)

ON BEING A SEX-POSITIVE AND AN ETHICAL SEX THERAPIST, Lou Ann Wieand (Humboldt State University)

ETHICAL DILEMMAS AND TECHNOLOGY IN HIGHER EDUCATION, *Michelle Moon* (CSU Channel Islands)

ADOLESCENT ASSESSMENT AND ETHICS, *Jann Gumbiner* (Irvine Unified School District)

Discussant: Jann Gumbiner



POSTER SESSION 2

11:00-12:15 SALON FGHI

EDUCATIONAL AND SCHOOL PSYCHOLOGY CTUP TEACHING EXCHANGE

- 2-1 INCORPORATING INTERNATIONAL RESEARCH INTO PSYCHOLOGY CLASSES: THREE CASE STUDIES, William Phillips, Afshin Gharib, LeeAnn Bartolini & Janie Kuhlman (Dominican University of California)
- 2-2 SELF-CONCEPT OF FEMALE STUDENTS: A STUDY OF ABILITY AND SCHOOL LEVEL, Liane C. Pereira (Central Washington University) & Marion Porath (University of British Columbia)
- 2-3 DETERMINING THE BEST WORK-PLAY BALANCE FOR SCHOOL-AGED CHILDREN, Hayley Atkinson & Erica Kleinknecht (Pacific University)
- 2-4 EXPLORING HELPING BEHAVIORS IN OBSERVERS OF BULLYING EPISODES, Christoher J. Bushard & Greg R. Machek (University of Montana)
- 2-5 EXECUTIVE DYSFUNCTION AND AUTISM SPECTRUM DISORDER: IMPLICATIONS FOR EDUCATIONAL INTERVENTIONS, Leah Benazzi & Robyn Downs (Beaverton School District)
- 2-6 COLLEGE AWARENESS AND PREPAREDNESS OF SIXTH GRADE RURAL AND MUNICIPAL CHILDREN, Kristina Weitman & Alishia Huntoon (Oregon Institute of Technology)
- 2-7 COLLEGE STUDENTS' PERCEPTIONS OF THE IMPORTANCE OF NON-COGNITIVE CONSTRUCTS FOR COLLEGE ADMISSIONS, Samaneh Pourjalali & James Kaufman (California State University, San Bernardino)
- 2-8 STUDENT PERCEPTIONS OF COMMUNITY COLLEGE STUDENTS, INSTRUCTORS, AND THE INSTITUTION, Robert A. Horn & Amy L. Prosser (Northern Arizona University)
- 2-9 THE QUALITIES THAT LEAD PEOPLE TO STAY IN COLLEGE, Katlyn Haggstrom & Erica Kleinknecht (Pacific University)
- 2-10 CORRELATION BETWEEN ANXIETY AND STUDENT GPA, Ashley N. Martinez & David Contreras (Taft College)
- 2-11 PLANNING FOR STUDENT RETENTION: STUDENTS' PERSPECTIVE ON ACADEMIC MOTIVATION, CAMPUS CLIMATE AND SATISFACTION, Mallory R. Byers & Carl D. Green (Southern Oregon University)
- 2-12 VALUING THE IMPORTANCE OF COLLEGE: PARENTS' INFLUENCE, PREPARATION, AND EXPECTATION OF THEIR CHILDREN, Alishia Huntoon & Amanda Klein (Oregon Institute of Technology)



- 2-13 DISSERTATION STRESS FACTORS AND SCIENTIST-PRACTITIONER INTERESTS RELATIONSHIPS, Beth A. Bartolini, Robert A. Horn & Mary McLellan (Northern Arizona University)
- 2-14 PERCEPTIONS OF SELF-CONCEPT: DIFFERENCES AMONG FOUR MAJOR ETHNIC GROUPS, Patricia Cabral, Antoine L. Barton, Jackelin Maldonado, Stacy Blanco, Joseph Son, Sulamunn Coleman, Jonathan X. Zeledon & Sheila K. Grant (California State University, Northridge)
- 2-15 LATINO STUDENTS: DOES FAMILY FUNCTIONING IMPACT ACADEMIC ACHIEVEMENT?, Jennifer M. Singleton & Tomas Martinez (Pepperdine University)
- AN EXPLORATION OF THE RELATIONSHIP BETWEEN RELIGIOUSNESS, SPIRITUALITY, MINDFULNESS AND PSYCHOLOGICAL WELL-BEING, JULA. Laney (Whitman College)
- PARENTS' PERCEPTIONS AND BELIEFS AS RELATED TO PARENTING BEHAVIORS AND CHILDREN'S ACHIEVEMENT, Amy N. Ho (California State University, Fullerton)
- 2-18 AN EFFECTIVE PRESENTATION OF HEAD START OUTCOMES TO PARENTS, EDUCATORS, AND THE COMMUNITY, Tara M. Williams (Pacific Lutheran University)
- LATINO HIGH SCHOOL STUDENTS' ASPIRATIONS, PLANS, AND PERCEPTIONS OF POSTSECONDARY BARRIERS, Paula J. Luginbuhl, John L. Phan, Cynthia Medina & Ellen Hawley McWhirter (University of Oregon)
- THE CONTEXT OF 8TH GRADE AMERICAN INDIAN STUDENTS' MATHEMATICS ACHIEVEMENT, Angela Blaver Whipple (University of California, Santa Barbara)
- ACTIVE PROCRASTINATION AND FLOW STATES: RELATIONSHIPS BETWEEN ACADEMIC PROCRASTINATION STYLE AND EXPERIENCE, Alison B. Steenerson, Steve Schepman, Danielle Polage & Marte Fallshore (Central Washington University)
- IMPROVING CBM ORAL READING FLUENCYTHROUGH FEEDBACK AND GOAL SETTING, Justin R. Smith, Stephanie Stein, Wendy A. Williams & Gene Johnson (Central Washington University)
- UNDOMESTICATED PASSION: FACULTY DISCOVERING THEIR PLACE IN THE UNIVERSITY COMMUNITY, Andrew B. Harron & Wendelyn Shore (Pacific Lutheran University)
- 2-24 NEIGHBORHOOD PERCEPTIONS, PARENT INVOLVEMENT AND GPA. Beatriz A. Rodriguez & Gabriela Chavira (California State University, Northridge)
- CRITICAL RACE THEORY AND LATINO CRITICAL THEORY: AN EXAMINATION OF CULTURAL WEALTH, Cindy O. Fierros & Gabriela Chavira (California State University, Northridge)
- THE CHANGING ROLE OF PSYCHOLOGICAL ACCREDITATION, Robert Brammer, Rondale West & Nicole Duarte (Central Washington University)

THURSDAY



- 2-27 PREDICTORS OF LATINO ADOLESCENT ACADEMIC PERFORMANCE, Yolanda E. Vasquez & Carmen Camberos (California State University, Northridge)
- WHEN THE MASKS COME OFF: THE EFFECTS OF AN ETHNODRAMA AT WHITMAN COLLEGE, Seren E. Pendleton-Knoll (Whitman College)
- WORKING WITH STUDENTS WITH SEVERE AUTISM AND NONVERBAL COMMUNICATORS, Leesa V. Huang, Susan Steffani & Rebecca Lytle (California State University, Chico)
- PARENT INVOLVEMENT AND CHILD ENTHUSIASM IN EARLY LITERACY ACTIVITIES, Kristen Briggs, Alisa Fyfe, Alexa Moss, Juliet Robboy, Jennifer Snelling & Jennifer Henderlong Corpus (Reed College)
- IS IT SERVICE LEARNING: A THEORETICAL ASSESSMENT MODEL FOR 2-31 EXPERIENTIAL EDUCATION, Michael J. Butler (California State University, Bakersfield)
- SCHOOL CLIMATE: TEACHER FAIRNESS AND STUDENTS' PROPENSITY FOR HOSTILITY, Seth Knight & Gabriela Chavira (California State University, Northridge)

CTUP EXCHANGE

- 2-33 ON-LINE LECTURE AVAILABILITY AND STUDENT TEST PERFORMANCE, Jo A. Meier-Marquis (University of St. Thomas)
- 2-34 INVESTIGATION OF POTENTIAL SUPERSTITIOUS BEHAVIOR IN USING PSYCHOLOGYTEACHING ACTIVITIES, Inna Kanevsky (San Diego Mesa College)
- INTERTEACHING IN AN UNDERGRADUATE STATISTICS COURSE: CHALLENGES AND SUCCESSES, Jason Rivera (Claremont Graduate University) & Norma Rodriguez (Pitzer College)
- STUDENT ASSESSMENTS OF A SELF-ASSESSMENT TECHNIQUE, Michael F. 2-36 Flanagan (CSU Bakersfield)
- USING CRITICAL THINKING IN A THERAPEUTIC MODELS COURSE, Ellen Dayan (Recovery Education Center)
- 2-38 NORMALIZING BDSM SEXUALITY THROUGH ICE CREAM: DIFFERENT PEOPLE PREFER DIFFERENT TOPPINGS, Jennifer Ruiz. & Melinda Myers (Humboldt State University)



INVITED PRESENTATION

11:00-12:00 SALON E

TEMPERAMENT AND THE DEVELOPMENT OF SELF-REGULATION

Presenter: Mary K. Rothbart, University of Oregon Chair: Gabriela Martorell, Portland State University

Synopsis

Recent advances in our understanding of temperament in children have identified a short list of broad temperament dimensions. Children's variability in fear, frustration, positive affect and approach are described. These systems are regulated by the inhibitory effects of fear and by effortful control, a temperament dimension based on the development of executive attention. Studies linking executive attention to brain function are described and a promising method for training executive attention in young children is presented.

Biography

Mary K. Rothbart is an Emerita Distinguished Professor of Psychology at the University of Oregon. She received her PhD at Stanford, and over the past 40 years has studied temperament and emotional development. In collaboration with Michael Posner, she has also studied the development of attention and its relation to temperamental effortful control, recently coauthoring the book *Educating the Human Brain*. Dr. Rothbart is currently preparing a book on temperament and development. She makes regular contributions to the education and support of new parents through Birth to Three in Eugene, Oregon, and the group has honored her as a "Champion of Children." Her recent awards include the 2009 Distinguished Scientific Contribution to Child Development Award by the Society for Research in Child Development and the American Psychological Foundation's 2009 Gold Medal Award for Life Achievement in the Science of Psychology.

A conversation hour with Mary Rothbart will take place in the Portland Room immediately following the presentation.



11:30-12:30 SALON D

BRIDGING SCIENCE AND PRACTICE IN UNIVERSITY/ COMMUNITY NONPROFIT PROGRAM EVALUATIONS

Chair: Lynette H. Bikos, Seattle Pacific University

Synopsis

In this era where evidence-based practices, promising practices, and best practices are preferred (or required) for reimbursement, nonprofit human services agencies are scrambling to demonstrate the efficacy of their programs. Increasingly, nonprofit leaders have created logic models, identified programmatic goals, created surveys, and collected data. Unfortunately, the information obtained is often confusing and frustrating. Program directors, who are responsible for reporting outcomes data, are not prepared to manage missing/incomplete data, disaggregate and compare data, use inferential statistics, and interpret ambiguous findings. As a result, we have found agencies to be eager partners with doctoral research teams in our Clinical Psychology and Industrial/Organizational Psychology programs at Seattle Pacific University. In this symposium we report the experiences of our collaboration with three nonprofit human services agencies. Our focus will be on the process of the collaborations as well as the research designs and results of the collaborations. In particular we will highlight the challenges faced and opportunities created when we have worked to bridge the rigorous scientific approach pursued by our academic side of the partnership with the practice needs of the agency. Our first presentation will be about a collaborative program evaluation of the Project Safe program at Cocoon House, Everett, WA. Both students and agency volunteers attempted calls to over 800 past clients who called the agency's parenting hotline; the resulting 100+ data sets were evaluated with path analysis using SEM techniques. Our second presentation describes our involvement in developing a program evaluation plan for King County Sexual Assault Resource Center, Renton, WA. Results of Consensual Qualitative Research have resulted in a preliminary stakeholder evaluation/needs assessment and have provided clearer direction for the outcomes to be assessed in an ongoing evaluation program. Finally, we will describe our ongoing work with Deaconess Children's Services, Everett, WA, where research team members have worked to develop evaluation strategies for longer-term case management program and are working with agency staffers to increase internal evaluation capacity. Our Discussant will summarize themes that were common across the academic/ agency partnerships, including selecting credible measures, translating statistical/research concepts into meaningful evaluation practices, and collecting/managing quality data.

Presenters

ADDING RIGOR TO EVALUATION OF AN ORGANIC SOCIAL SERVICE INTERVENTION, Thomas R. Bore, Lynette Bikos, Ioulia Kocheleva, David King, Jelena Agatonovic, Leigh Randa, Renee Gibbs & Michael Klemens (Seattle Pacific University)



A PROGRAM EVALUATION OF LEGAL ADVOCACY SERVICES FOR VICTIMS OF SEXUAL ASSAULT, Renee M. Gibbs & Jelena Agatonovic (Seattle Pacific University)

BUILDING PROGRAM EVALUATION CAPACITY IN A NON-PROFIT OR-GANIZATION, Anne McKenzie & Ioulia Kocheleva (Seattle Pacific University)

Discussant: Lynette H. Bikos

SYMPOSIUM

11:45-12:45 SALON AB

NEW RESEARCH AND GROWTH CAREER OPPORTUNITIES FOR PSYCHOLOGY MAJORS

Chair: Stewart Donaldson, Claremont Graduate University

Synopsis

While most majors in the social sciences remain stable or in decline, Psychology continues to growth as a vibrant discipline and profession. Recent research has demonstrated that psychology majors are now enjoying a wide range of new research and career opportunities in non-traditional job settings (e.g., Donaldson, Berger, & Pezdek, 2006). *The American Psychological Association Monitor* recently published an article that argued despite the country's economic crisis, it's never been a better time to be a psychologist (DeAngelis, 2008). This article outline psychology's growth careers. That is, it features new research and career niches where "employers can't get enough psychologists in these fields."

The main purpose of this symposium is to explore in some depth three areas where psychology majors seem to be in great demand. First, John LaVelle will explore new research and career opportunities in the growing domain of program development and evaluation. Second, Shabnam Ozlati will explore how advances in information technology are changing many aspects of the way we work and live, and demonstrate why psychology majors are well prepared to make important contributions to the growing field of knowledge management. Finally, positive psychology emerged at the beginning of the new millennium as a movement within psychology aimed at enhancing human strengths such as creativity, joy, flow, responsibility, and optimal performance and achievement. Ia Ko will outline new research challenges and career opportunities in this sizzling new growth area for psychology majors. Stewart Donaldson will discuss some of the major trends and issues that emerge across these three presentations, and engage the audience in a question and answer session with the presenters.

Presenters

PSYCHOLOGY'S GROWTH CAREER: PROGRAM EVALUATION, *John M. LaVelle* (Claremont Graduate University)



THE ROLE OF PSYCHOLOGY IN KNOWLEDGE MANAGEMENT, Shabnam Ozlati (Claremont Graduate University)

NEW DIRECTIONS AND OPPORTUNITIES IN THE EMERGING FIELD OF POSITIVE PSYCHOLOGY, *Ia Ko* (Claremont Graduate University)

Discussant: Stewart Donaldson

SYMPOSIUM

11:45-12:45 EUGENE

DISPOSITIONAL MINDFULNESS AS A PROTECTIVE FACTOR AGAINST THE DEVELOPMENT OF DEPRESSION AND ALCOHOL PROBLEMS AMONG COLLEGE STUDENTS

Chair: Michael S. Christopher, Pacific University

Synopsis

The study and practice of mindfulness is rapidly expanding in Western psychology. Mindfulness is generally defined as a type of awareness to present-moment experience with an attitude of acceptance or non-judgmentality (Kabat-Zinn, 1994; Marlatt & Kristeller, 1999). Preliminary evidence suggests that mindfulness-based psychotherapies may be effective in ameliorating symptoms associated with a variety of psychiatric disorders, as well as in preventing depressive (Ma & Teasdale, 2004) and alcohol (Marlatt et al., 2004) relapse. Mindfulness in these studies has generally been conceptualized as a state-like quality attained during meditative practice or the practice itself, but it has also been conceived of as a naturally occurring trait that exists at variable levels within all individuals. Trait or dispositional mindfulness also appears to be inversely related to a variety of maladaptive qualities, including rumination, neuroticism, and impulsivity (Brown & Ryan, 2003). Little research, however, has specifically examined how dispositional mindfulness might moderate the relationship between potentially maladaptive cognitions and behavior and actual negative outcomes. Therefore, the research presented in this symposium will explore the role of dispositional mindfulness in moderating the relationships between (1) depressed affect and negative cognitions, (2) stressful life events and alcohol related problems; and (3) alcohol use and binge drinking behavior, all among college student samples.

Presenters

MEASURING DISPOSITIONAL MINDFULNESS: FURTHER EXAMINATION OF THE MINDFUL ATTENTION AWARENESS SCALE, Michael S. Christopher & Brennan D. Gilbert (Pacific University)



MINDFULNESS AS A MODERATOR OF THE RELATIONSHIP BETWEEN DEPRESSIVE AFFECT AND NEGATIVE COGNITIONS, Brennan D. Gilbert & Michael Christopher (Pacific University)

MINDFULNESS AS MODERATOR OF RISK FACTORS FOR ALCOHOL-RE-LATED PROBLEMS, Melissa M. Ramsey & Ben Snider (Pacific University)

THE ROLE OF MINDFULNESS IN BINGE DRINKING BEHAVIOR AMONG ASIAN-AMERICAN COLLEGE STUDENTS, Dean Y. Charles (Pacific University)

PAPER SESSION

12:00-1:00 SALON C

EDUCATION ISSUES 1

Chair: Larry Rosen

- 12:00 LONGITUDINAL MODEL OF MATH MOTIVATION, ACHIEVEMENT, COURSE-TAKING AND EDUCATIONAL ATTAINMENT, Adele E. Gottfried (California State University, Northridge) George A. Marcoulides (University of California, Riverside) Allen W. Gottfried & Pamella H. Oliver (California State University, Fullerton)
- 12:15 EDUCATING THE NET GENERATION: WHY KIDS HATE SCHOOL, Larry Rosen (California State Univesity, Dominguez Hills)
- 12:30 SKILLS NEEDED BY SPECIAL EDUCATION TEACHERS IN CENTRAL TAIWAN ELELMENTARY SCHOOLS, Tsui-Ying Lin (National Changhua University of Education), Stephen Miller & Thomas Simmons (University of Louisville)
- 12:45 SCHOOL CLIMATE AND USE OF EVIDENCE-SUPPORTED SCHOOL VIOLENCE INTERVENTION PROGRAMS, Natalie D. Cawood (Northern Arizona University)

POSTER SESSION 3

12:30-1:45 SALON FGHI

HEALTH/MEDICAL PSYCHOLOGY 1

3-1 DEMOGRAPHIC CHARACTERISTICS AS PREDICTORS OF THE LIKELIHOOD OF HIRING A HEALTH CARE ADVOCATE AMONG TWO AGE GROUPS, Nancy E. Calderón, Jenny E. Imberi, Jordan A. Carlson, Miguel T. Villodas (SDSU/UCSD) & Terry A. Cronan (San Diego State University)

THURSDAY



- THE RELATIONSHIP BETWEEN SELF-EFFICACY, EFFORT LEVEL AND 3-2 IMPROVEMENT, Tricia L. Brigham & Robert G. Winningham (Western Oregon University)
- THE RELATIONSHIP BETWEEN ATTITUDES TOWARD COMPLE-3-3 MENTARY AND ALTERNATIVE MEDICINE AND TOLERANCE OF AMBIGUITY, Scott Rower & Paula Johnson (Alliant International University)
- ORTHOREXIA NERVOSA: ANALYSIS OF A NEW EATING DISORDER, Wes E. 3-4 Bonifay & Lawrence S. Meyers (California State University, Sacramento)
- DEATH BY WATER BOTTLE: DIFFERENCES IN PERCEPTIONS OF RISK. 3-5 Elizabeth S. Chamberlin, Sarah A. Ting (Claremont Graduate University), Michael Nino & Suzanne C. Thompson (Pomona College)
- IMPACT OF THE ALCOHOLWISE PROGRAM ON DRINKING IN 3-6 RESIDENCE HALLS, Ryan J. Biddle, Richard L. DeShields & Kara I. Gabriel (Central Washington University)
- GENDER, NATIVITY, REPORTING AGENTS, AND LATINO CHILD 3-7 **DEPRESSION,** Keshia C. Baker (University of Oregon)
- PHYSICAL ACTIVITY AND WELLNESS IN COLLEGE STUDENTS, Jennifer E. 3-8 Ashton (Central Washington University) & Andrew Downs (University of Portland)
- EXERCISE AND WELLNESS IN COLLEGE STUDENTS, Jennifer E. Ashton (Central 3-9 Washington University) & Andrew Downs (University of Portland)
- EFFECT OF FOOD PORTION SIZE ON CALORIE JUDGEMENTS, Karamiot Grewal, Teresa Tee & Paul Price (California State University, Fresno)
- THE EFFECTS OF SOCIAL SUPPORT AND DEMOGRAPHICS ON THE LIKELIHOOD OF HIRING A HEALTHCARE ADVOCATE, Ana K. Dowell, Kimberly C. Brown, Jenny E. Imberi & Terry A. Cronan (San Diego State University)
- BEREAVEMENT AND ATTACHMENT PROCESSES IN PARENTS THAT EXPERIENCED PERINATAL LOSS, Angeliki Throuvalas, Nusha Nouhi, Sabrina Vierling & Wendy Packman (Pacific Graduate School of Psychology)
- UTILITY OF THE MMPI IN DETECTING MALINGERING IN COM-3-13 PENSATED BACK PAIN PATIENTS: AN ANALOG STUDY, Jennifer R. Grewe, M. Scott DeBerard & Scott Bates (Utah State University)
- 3-14 HEALTH DISPARITIES AS A FUNCTION OF INSURANCE, HEALTH LITERACY, AND SUBJECTIVE SOCIAL STATUS, Kim Nhat T. Nguyen, Vanessa L. Malcarne (San Diego State University), Natasha Riley (Vista Community Člinic), Scott C. Roesch (San Diego State University) & Georgia R. Sadler (Moores UCSD Cancer Center)
- PSYCHOSOCIAL AND CULTURAL PREDICTORS OF MAMMOGRAPHY USE BY LATINAS, Martha T. Solorzano, Vanessa Malcarne (San Diego State University), Sheila F. LaHousse (University of California, San Diego), Natasha Riley (Vista Community Clinic, California), Georgia Robins Sadler (University of California, San Diego) & Scott C. Roesch (San Diego State University)
- 3-16 DISCRETE POSITIVE MOODS AND BUFFERING AMONG MODERATE DRINKERS, Cynthia D. Mohr, Debi Brannan, Staci Wendt, Rob Wright & Laurie Jacobs (Portland State University)





- THE ROLE OF HEALTH-RELATED FACTORS IN RATINGS OF HEALTH-3-17 CARE CONFIDENCE, Lauren K. Allbee, Jordan A. Carlson, Miguel T. Villodas & Terry A. Cronan (San Diego State University)
- A PHENOMENOLOGICAL CASE STUDY: EXPERIENCE OF A CHRONIC MIGRAINE SUFFERER, Corey D. Anderson, Joel N. Lampert & Tracey E. Hoffman (Pacific University)
- UNREALISTIC OPTIMISM TOWARDS CORONARY HEART DISEASE IN COLLEGE STUDENTS, Sarah Trinh, Stacy L. Rilea, Carolynn Kohn & Sue Hobbs (University of the Pacific)
- TAKE THIS TO HEART: TWO WAYS OF DENYING CARDIOVASCULAR DISEASE, Amelia V. Gonzalez (Claremont Graduate University), Alison Ryan (Claremont McKenna College), Alison Goldstein & Liz Denison (Pomona College)
- THE RELATIONSHIP BETWEEN NARCOTIC ADMINISTRATION AND ED 3-21 RECIDIVISM, Diomaris E. Jurecska, Mary A. Peterson & Vanessa A. Casillas (George Fox University)
- 3-22 A STUDY OF AROMATHERAPY ON POST-OPERATIVE NAUSEA: IS THERE A PLACEBO EFFECT?, Roslyn M. Pierce (Pacific Lutheran University), N. Hodge, M. McCarthy, L. Feider & C. Sumner (Madigan Army Medical Center)
- ACADEMIC STUDY SKILLS IN CHILDHOOD CANCER SURVIVORS WITH CNS-DIRECTED TREATMENT, Michelle Cuevas, Hillary Van Horn, Paula Ross, Tabitha Price, Anne Turk, Susan Harden, Robin Blair & Sunita K. Patel (City of Hope Medical Center)
- EXISTENTIAL ANXIETY AND RISKY HEALTH BEHAVIORS IN YOUNG ADULTS, Allison N. Tompkins & Christina C. Graham (Pacific Lutheran University)
- PSYCHOLOGICAL AND PSYCOHSOCIAL OUTCOMES FOR SURVIVORS OF CHILDHOOD CANCER, Lena R. Gaddis (Northern Arizona University)
- HOW DIETARY PATTERNS AND PHYSICAL ACTIVITY CORRESPOND 3-26 WITH PSYCHOLOGICAL WELLNESS, Emily Grubbs, Melissa DeHate, Emily Chia-Hsin Cheng, Jie Wu Weiss & Anna Stiles Hanlon (California State University, Fullerton)
- BIRTH ORDER RELATIONSHIPS AND DISORDERED EATING BEHAVIORS 3-27 AMONG COLLEGE STUDENTS, Megan N. Allen (Concordia University)
- EFFECTS OF A 10-WEEK COGNITIVE-BEHAVIORAL STRESS MANAGE-MENT AND RELAXATION TRAINING INTERVENTION ON DISTRESS AND SLEEP QUALITY, L. Anne Douglass & Bonnie McGregor (Fred Hutchinson Cancer Research Center)
- PREDICTORS OF COGNITIVE THERAPY DROPOUT IN A COMMUNITY 3-29 SETTING, Bryan Motwani, Seth Parrott & Monica R. Basco (University of Texas, Arlington)
- THE EFFECTS OF SOCIAL SUPPORT ON THE LILKELIHOOD OF HIRING 3-30 A HEALTH ADVOCATE, Jenny E. Imberi, Vanessa L. Spiteri, Miguel T. Villodas & Terry A. Cronan (San Diego State University)
- 3-31 THE EFFECT OF CONFIDENCE ON LIKELIHOOD TO HIRE A HEALTH-CARE ADVOCATE, Elaina A. Vasserman-Stokes, Kimberly Brown, Erin Manor & Terry A. Cronan (San Diego State University)



INVITED PRESENTATION

12:30 - 1:30 SALON E

COACHING INTERNATIONAL TEAMS: CHALLENGES AND TIPS

Presenter: Holly Arrow, University of Oregon Chair: Keith James, Portland State University

Synopsis

Diversity in teams holds the promise of better decision making, richer information resources, higher creative potential, and an excellent learning experience for members. High international diversity also makes it harder for a cohesive, productive team to emerge, so the potential assets of diversity are often not realized. Language difficulties, cultural differences in values and norms, and tense relations among associated nations raise the challenge level. The ABCs of success in such teams include identifying assumptions and anchors, bolstering members while managing blame games, and finding ways to build complexity, community, and lines of communication.

Biography

Dr. Holly Arrow, Associate Professor of Psychology and member of the Institute for Cognitive and Decision Sciences at the University of Oregon, has been studying, writing about, teaching and consulting with groups for twenty years. She recently spent two years as visiting professor of Organisational Behavior at the London Business School. During that time she coached more than 100 internationally diverse teams in London and Dubai. Arrow grew up overseas, has lived in six countries in Europe, North America, and the Middle East, and is a member of several international research teams.



WPA PRESIDENT'S INVITED SYMPOSIUM

12:30-2:00 MT. HOOD

THE FULLERTON LONGITUDINAL STUDY: DEVELOPMENTAL ROOTS OF LEADERSHIP

Chair: Ronald Riggio, Claremont McKenna College and Kravis Leadership Institute

Synopsis

Although the need to prepare effective leaders at all levels of organizations and throughout society is increasing, there has been an absence of longitudinal research on the development of leadership until now. In this symposium, the first empirical evidence concerning the developmental foundations of leadership will be presented. This unique research is based on the Fullerton Longitudinal Study, a database of over 100 participants and 18,000 data points initiated at age one with data collected at least annually through 18. Data assessing leadership were collected at age 29, allowing us to examine the developmental precursors of subsequent leadership. Findings examining the relationships of demographic and family factors, academic intrinsic motivation, adolescent personality, temperament, and self-concept as predictors of leadership –including leader emergence, motivation to lead, and transformational leadership –will be presented. Implications for the development of future leaders will be discussed.

Biographies

Ronald E. Riggio is the Henry R. Kravis Professor of Leadership and Organizational Psychology and Director of the Kravis Leadership Institute at Claremont McKenna College. He is the author or editor of over a dozen books and more than 70 journal articles and book chapters.

Allen W. Gottfried is Professor of Psychology and Distinguished Faculty Member in Humanities and Social Sciences at California State University, Fullerton. He is the Director of the Fullerton Longitudinal Study. He is the author of approximately 100 scientific books, articles and chapters.

Rebecca J. Reichard is currently an Assistant Professor in the School of Leadership Studies at Kansas State University. After earning her doctorate in Business from the Gallup Leadership Institute at the University of Nebraska–Lincoln and completing a fellowship with the U.S. Army Research Institute's Leader Development Research Unit, she served as postdoctoral research fellow of leadership and organizational psychology at the Kravis Leadership Institute at Claremont McKenna College. Rebecca's research emphasizes leader development. Specifically, she is interested in identifying and leveraging the developmental precursors of leadership to accelerate leaders' development.

Pamella H. Oliver is an Associate Professor in the Department of Child and Adolescent Studies at California State University, Fullerton, where she co-directs the Fullerton Lon-



gitudinal Study. She received her Ph.D. in clinical psychology from the University of Southern California. Her teaching and research focuses on the influence of families on child and adolescent development. In addition, she is co-PI on an NICHD grant at USC. longitudinally examining the relation between children's exposure to violence and multiple psychosocial outcomes.

Adele Eskeles Gottfried is Professor, Department of Educational Psychology, California State University, Northridge, Fellow of the Center for Teaching and Learning at CSUN and co-director of the Fullerton Longitudinal Study. She is the author of the *Children's Academic Intrinsic Motivation Inventory* (Psychological Assessment Resources), co-author of the recent book entitled, *Academic Motivation and the Culture of School in Childhood and Adolescence* (Oxford, 2008) and has published numerous books, chapters, and articles.

Diana Wright Guerin is Professor and past chair of the Department of Child and Adolescent Studies at California State University, Fullerton. She is co-director of the Fullerton Longitudinal Study, and senior author of *Temperament: Infancy through Adolescence*, which presents findings on individual differences in temperament and implications for development across various psychological domains.

Presenters

OVERVIEW OF THE FULLERTON LONGITUDINAL STUDY: LONGITU-DINAL DESIGN, THEMES & FINDINGS, *Allen W. Gottfried* (California State University, Fullerton)

SETTING THE STAGE: LEADERSHIP DEFINITIONS, Rebecca Reichard (Kansas State University)

DEMOGRAPHICS AND FAMILY PREDICTORS OF LEADERSHIP, *Pamella H. Oliver* (California State University, Fullerton)

DEVELOPMENTAL ROLE OF ACADEMIC INTRINSIC MOTIVATION IN LEADERSHIP, Adele Eskeles Gottfried (California State University, Northridge)

ADOLESCENT PERSONALITY, TEMPERAMENT AND SELF-CONCEPT AS PREDICTORS OF LEADERSHIP IN ADULTHOOD, Diana W. Guerin (California State University, Fullerton)

IMPLICATIONS AND FUTURE DIRECTIONS, Ronald Riggio (Claremont McKenna College and Kravis Leadership Institute)

Discussant: Ronald E. Riggio

12:45-2:15 SALON D

INTIMATE PARTNER VIOLENCE: UNDERSTANDING THE COMPLEXITIES OF EXPERIENCE

Chair: Christine Fiore, University of Montana

Synopsis

The rates of Intimate Partner Violence (IPV) has been estimated to be one in four women in the United States Tjaden & Thoennes, 2000). Understanding the unique experiences and needs of women in rural settings is important and essential to responsible delivery of care (Fiore & Legerski, 2006). Furthermore, prevention and treatment depend on better understanding of the complexity of women's experience (Fiore Lerner & Thomas Kennedy, 2000). This symposium will present the results of research studies examining experiences of women in violent relationships. The particular focus will be on efforts to address prevention of IPV for women with the disabilities (Pepper et al.), the role of substance use by IPV women and partners in social support and trauma symptoms (Bryant et al.), the role of children in stay leave decision–making (Armstrong et al.) and the challenges of medical choices for women experiencing IPV (Fiore & Parker).

Presenters

PREVENTING VIOLENCE AGAINST WOMEN WITH DISABILITIES: A PILOT STUDY, Alison C. Pepper, Rosemary B. Hughes (University of Montana), Susan Robinson-Whelen (Boston College of Medicine) & Joanna Legerski (University of Montana)

THE EFFECTS OF SUBSTANCE ABUSE IN A VIOLENT RELATIONSHIP, Cody Bryant, Joanna Legerski & Christine Fiore (University of Montana)

EFFECTS OF CHILDREN ON DECISION MAKING FOR WOMEN EXPERIENCING IPV, Geniel H. Armstrong (University of Montana)

MEDICAL DECISIONS FOR WOMEN EXPERIENCING IPV: CHALLENGES OF CHOICE, Christine Fiore (University of Montana) & Leanne Parker (Lewis & Clark College)

Discussant: Christine Fiore



INVITED PRESENTATION

1:00-2:00 SALON AB

GRATITUDE: AMPLIFIER OF THE GOOD

Presenter: Philip Watkins, Eastern Washington University Chair: William M. Reynolds, Humboldt State University

Synopsis

Although neglected in the past, recently gratitude has come to the forefront of research pertaining to the good life. Compared to other affective traits, gratitude shows some of the strongest associations with subjective well-being. In this talk I will trace my research on gratitude, with particular emphasis on how gratitude contributes to happiness. People experience gratitude when they affirm that something good has happened to them and recognize that someone else is largely responsible for this benefit. Gratitude may be studied as an emotional state or as an affective trait, and trait gratitude has shown strong associations with happiness. Moreover, experimental studies have supported the idea that gratitude actually enhances subjective well-being. I will describe several studies that offer hints as to why gratitude supports happiness. Gratitude may enhance relationships, enhance self-acceptance, increase the enjoyment and memory of pleasant events, decrease envy, and enhance oneis ability to cope with unpleasant events. I will then summarize these gratitude-happiness mechanisms by arguing that gratitude acts as an amplifier of the good in our lives. Just as an amplifier turns up the volume of sound from a microphone, so gratitude amplifies the good in our awareness, memory, and responses to others.

Biography

Philip Watkins is a Professor of Psychology at Eastern Washington University. He completed his undergraduate education at the University of Oregon and received his Ph.D. from Louisiana State University where he worked with Andrew Mathews studying information processing biases in the emotional disorders. His early research investigated memory biases associated with depression, but in the last ten years he has focused his research on gratitude and happiness. The general purpose of his current research program is to investigate how gratitude enhances happiness. He has published articles in journals such as the Journal of Abnormal Psychology, the Journal of Clinical and Consulting Psychology, and the Journal of Positive Psychology, and his research has been featured in popular media outlets such as Psychology Today, Self, Redbook, Ladies Home Journal, and the Washington Post.



1:00-4:00 EUGENE

DIVERSITY PROJECT 2000 AND BEYOND

Chair: Fernando Ortiz, Santa Ana College

Synopsis

Underrepresented ethnic minority college students are encouraged to participate in this program to enrich their knowledge and preparation for graduate level work and careers in psychology. The symposium will provide students with leadership and mentoring exercises, networking opportunities, and other academic and skill development activities.

Presenter: Fernando Ortiz

PAPER SESSION

1:15-2:00 MEADOWLARK/DOUGLAS FIR

EDUCATION ISSUES 2

Chair: Ken Keith

- 1:15 FACILITATING CRITICAL THINKING AND PROBLEM SOLVING AMONG PSYCHOLOGY STUDENTS, Henry J. Venter (National University) & Catharina Venter (University of Phoenix)
- 1:30 THE EFFECTS OF PLAGIARISM-DETECTION SOFTWARE ON RATES OF STUDENT PLAGIARISM, Robert J. Youmans & Stephen C. Nettelhorst (California State University, Northridge)
- 1:45 HOW HELPFUL IS STUDENTS' INTUITION IN AN INTRODUCTORY PSYCHOLOGY COURSE?, Harold Takooshian & Rivka Bertisch Meir (Lehman College CUNY)



PAPER SESSION

1:30-2:45 SALON C

INFORMATION PROCESSING

Chair: Russell E. Jackson

- EYE-MOVEMENTS IN REPEATED VISUAL SEARCH FOR COMPLEX 1:30 **IMAGES,** Michael C. Hout & Stephen D. Goldinger (Arizona State University)
- PUPIL-BLAH-METRY: WORD FREQUENCY REFLECTED IN PHYSIOLOGY, 1:45 Megan H. Papesh & Stephen D. Goldinger (Arizona State University)
- 2:00 GET A GRIP AND GO FOR BROCA, Anthony S. Barnhart & Stephen D. Goldinger (Arizona State University)
- EVOLVED NAVIGATION THEORY, DISTANCE PERCEPTION, AND 2:15 ACROPHOBIA, Russell E. Jackson (California State University, San Marcos)
- ATTENTION: REACTION TO DANGEROUS AND RELEVANT STIMULI. Alison A. Black & Beatrice M. de Oca (California State University Channel Islands)

POSTER SESSION 4

2:00-3:15 SALON FGHI

SOCIAL ISSUES 1 / SOCIAL & PERSONALITY PSYCHOLOGY 1

- RACISM AND HEALTH OUTCOMES IN HISPANIC AMERICAN WOMEN, 4-1 Alicia C. Gallegos, Vanessa L. Malcarne (San Diego State University), Natasha Riley (Vista Community Clinic), Scott C. Roesch (San Diego State University) & Georgia R. Sadler (Moores UCSD Cancer Center)
- SOCIAL SUPPORT AS A MODERATOR OF ABUSE ON COUPLE VIOLENCE, 4-2 Kindra Lynn Edmonson, David V. Chavez & Kerry Nicole McCoy (California State University, San Bernardino)
- 4-3 ETHNIC IDENTITY AND PERCEIVED DISCRIMINATION IN LATINOS, Joseph A. Toruno & Michael R. Lewin (California State University, San Bernardino)
- 4-4 HEALTHCARE DISPARITIES IN ALASKA; ETHNIC AND GEOGRAPHIC EXPERIENCES OF CARE, Erin Trimble & Jaymes Gonzales (University of Alaska)
- BENEVOLENT SEXISM AND PERCEPTIONS OF MASCULINE AND 4-5 FEMININE ABUSE VICTIMS, Joo Young Lee, Bettina J. Casad (California State Polytechnic University, Pomona)
- EXAMINING THE RELATIONSHIP OF EMOTIONAL AWARENESS, FAITH. SPIRITUALITY AND WELL-BEING, Sheena M. Turner & Cindy Miller-Perrin (Pepperdine University)





- THE FAMILY'S INFLUENCE ON COUPLE VIOLENCE IN CHILD ABUSE 4-7 SURVIVORS, Ashley Anne Burton, David V. Chavez & Ana Rayo (California State University, San Bernardino)
- SKIN TONE PREFERENCES AND SELF-REPRESENTATION IN 4-8 MULTICULTURAL CHILDREN, Erin A. Kaufman & Lesli Doan (Whitman College)
- DEPRESSION, PARENTAL BEHAVIOR, ADOLESCENT DATING VIOLENCE 4-9 PERPETRATION: A MEDIATION MODEL, Amelia R. Weldon, McKenzie Lewis, Kimberly Baerresen, Emilio Ulloa & Audrey Hokoda (San Diego State University)
- THE EFFECT OF CELLULAR TELEPHONE USE ON HELPING BEHAVIOR. Katie E. Heaton & Robert Levine (California State University, Fresno)
- MEASURING CHILDREN'S PROSOCIAL BEHAVIOR, VALUES, AND SKILLS, Katherine S. Kelso, Adele Eskeles Gottfried (California State University, Northridge) & Pete Goldschmidt (California State University, Northridge and UCLA)
- THE EFFECT OF DIVERSE ENVIRONMENTS ON ATTITUDES AND 4-12 VOTING BEHAVIORS, Arnold H. Bae, Robert J. Youmans, Stephen C. Nettelhorst & Devin Borna (California State University, Northridge)
- EVALUATIONS OF ASIAN AMERICANS WHO VIOLATE STEREOTYPES, Lynda K. Lee & Bettina Casad (California State Polytechnic University, Pomona)
- EXPLAINING GENDER DIFFERENCES IN ADOLESCENTS' DISLIKING OF HOMOSEXUALS AND BISEXUALS, Elizabeth A. Seaton, Jessieka Mata & Michele A. Wittig (California State University, Northridge)
- THE DEVELOPMENT OF FAMILY COHESIVENESS: A QUALITATIVE STUDY 4-15 OF INTERNATIONALLY ADOPTIVE FAMILIES, Kristie L. Schmidlkofer, Kathleen Gathercoal, Mary Peterson & Sue Newell (George Fox University)
- POLICY ACTION PRESENTED WITH JUSTIFICATION EFFECT ON AFFIRMATIVE ACTION ATTITUDES, Kelsey N. Bigelow, Leah Ozeroff, Christopher L. Aberson, Kelly MacDonald & Anabel Patino (Humboldt State University)
- FACTORS INFLUENCING INTIMATE PARTNER VIOLENCE AMONG COLLEGE LATINAS, Adamina Camacho & Julie E. Stokes (California State University, Fullerton)
- SHAPING SOCIAL RESPONSIBILITY: STRUCTURING CHOICE TO ENCOURAGE FAIR TRADE CONSUMPTION, Allison M. Schmidt (Scripps College)
- AN EXAMINATION OF BARRIERS TO TREATMENT IN THE DEAF COMMUNITY, Nicole Chavez, Tica Lopez & Bina Parekh (Argosy University)
- IMPLICIT AND EXPLICIT ATTITUDES AS PREDICTORS OF AGGRESSION TOWARDS GAYMEN, Jenna J. Barry, James Clifton, Jane Nasser, Jennifer Ruiz & Christopher L. Aberson (Humboldt State University)
- ALLOCATING HEALTH CARE NEEDS FOR WHITE AND AFRICAN AMERICAN PATIENTS, Jenna J. Barry & Christopher L. Aberson (Humboldt State University)
- THE EFFECTS OF GENDER AND DEFINITION ON PERCEPTIONS OF AGGRESSION, Ralph Anthony Geyman & Emily J. Nevels (Pacific Lutheran Unviersity)

THURSDAY



- 4-23 DO WE SEE BARACK OBAMA AND JOHN MCCAIN AS EQUALLY AMERICAN? IT DEPENDS ON OUR LENSES!, Jessica L. Winet, Hannah Altman (San Diego State University), Debbie Ma (The University of Chicago) & Thierry Devos (San Diego State University)
- 4-24 DEVELOPMENT OF A NEW MEASURE OF DOMAIN-SPECIFIC STEREOTYPIC EXPLANATORY BIAS, David M. Flores (University of Nevada, Reno)
- PROFILING PERCEPTION-DIFFERENCES OF AGGRESSION-CONTRIBUTORS: THE ROLE OF AGE AND GENDER, Bonnie C. Lords & Luis A. Vega (California State University, Bakersfield)
- VIOLENT VIDEO GAME PLAY AND NORMATIVE BELIEFS ABOUT **AGGRESSION,** Ashley A. Kjos (Pacific University School of Professional Psychology)
- NOT ALL SCAPEGOATS ARE CREATED EQUAL: OBJECTIVE-SUBJECTIVE DISCRIMINATION MARKERS, Omar R. Giovanni, Adriana Barron & Luis A. Vega (California State University, Bakersfield)
- A COMPARISON OF METHODS TO QUANTIFY CHALLENGE AND SKILL IN RESEARCH ON FLOW, Nicole C. Perrault, Mikaela R. Harf, Mackenzie M. Prentice, James M. Graham, Sarah E. Boggs & Caitlin Terry (Western Washington University)
- SELF-PRESENTATION ONLINE THROUGH THE USE OF PERSONAL ADVERTISEMENTS, Andy M. Buchanan & Jennifer T. Dinh (Pacific Graduate School of Psychology)
- 4-30 QUALITY OF LIFE, LOCUS OF CONTROL, AND INDIVIDUALISM-**COLLECTIVISM,** *Kenneth D. Keith* (University of San Diego)
- HOW DO GROUP PERCEPTION TASKS LATER AFFECT DYADIC RAPPORT?, Amanda M. Crawford, Caitlin R. Rutherford & Jon E. Grahe (Pacific Lutheran University)
- THE EFFECT OF MOOD ON FORGIVENESS, Alyssa T. Nguyen (San Joaquin Delta College), Sarah K. Lambie & Rose Urich (Humboldt State University)
- PREDICTING INTENTIONS TO VOTE IN THE 2008 PRESIDENTIAL ELECTION, Lena R. Penry, Amy J. Smith, Daniel M. Mayton II & Deserae A. Naeole (Lewis-Clark State College)
- 4-34 THE RELATIONSHIP OF POLITICAL PREFERENCE. RELIGIOSITY. AND CRIME ON HELPING, Nicole L. Johnson & Robert V. Levine (California State University, Fresno)
- 4-35 GRATITUDE AND POSITIVE MEMORY BIAS, Alexandria M. Harper, Philip C. Watkins, Joanna Johnson & Jennifer Pierce (Eastern Washington University)
- INFANTS' REACTIONS TO MARITAL CONFLICT: SUPPORTING THE EMOTIONAL SECURITY HYPOTHESIS, Alyssa A. Hertel, Katheryne Russnogle, Stacy Hotes & Tina D. Du Rocher Schudlich (Western Washington University)
- INVESTIGATING THE RELATION BETWEEN SELF AND THE PSY-CHOLOGICAL FUNCTIONS OF PERSONAL POSSESSION, Heather J. Gorgen, Michael E. Vallerga, Taleisha Jones & Clifton M. Oyamot, Jr. (San Jose State University)



- 4-38 WORKING TOGETHER?: DYADIC RAPPORT BUILDING IN AN CONTROLLED ENVIRONMENT, Emily B. H. Treichler, Synneva Hagen-Lillevik & Jon E. Grahe (Pacific Lutheran University)
- 4-39 SELF-MONITORING AND THE DESIRE FOR STATUS AND INTER-PERSONAL INFLUENCE, Rebecca White, William B. Garrett & Clifton M. Oyamot (San Jose State University)
- 4-40 "THEY THINK I'M FAT, SO I'LL LOOK CLEAN": OBESITY STIGMA AND SELF-PRESENTATION, Rebecca O. Neel, Samantha L. Neufeld & Steven L. Neuberg (Arizona State University)
- 4-41 AFFECT REGULATION STYLES, LIFE SATISFACTION AND EMOTIONAL INTELLIGENCE, Kelly B. T. Chang, Danielle Melvin, Jaclyn Renee Webb & Autumn Van Meter (George Fox University)
- 4-42 ETHICAL FRAMEWORKS AND RELIGIOUSNESS AND THEIR EFFECTS ON MAKING JUDGMENTS, Katherine J. VanGiffen (California State University, Long Beach)
- 4-43 PREDICTORS OF ETHNIC IDENTITY & INCIDENCE OF VIOLENT BEHAVIORS, Aida Mahmud, Nancy Menjivar & Gabriela Chavira (California State University, Northridge)
- 4-44 DIFFERENTIAL COPING STRATEGIES FOR ASIAN AND WHITE AMERICAN STUDENTS, Phillip D. Akutsu, Timothy R. Fechter, Bahareh Abhari & Ho Man Cheung (California State University, Sacramento)
- 4-45 GRATITUDE, HOPE, RELIGIOSITY AND WELL-BEING IN COLLEGE STUDENTS, William M. Reynolds, Jennifer Ruiz, Jannah Croissant, Rose Urich & Katelyn Fox (Humboldt State University)

INVITED PRESENTATION

2:00-3:00 SALON E

LET'S GET SERIOUS ABOUT PREVENTION: EDUCATION, ETHICS, AND DRUG-FREE SPORT

Presenter: Steven Ungerleider, Integrated Research Services Chair: Chris Koch, George Fox University

Synopsis

Culture education and drug free sport (cesep) is a new web based curriculum developed by the author and a team of school psychologists to engage teachers, coaches, mentors, and students in the dialogue of ethics and fair play. The web interface challenges students to write essays, poems, and create art that reflect their perception of a level playing field, and



respecting their teachers and coaches in the learning environment. A new book has just been released with the outcomes of this project.

Biography

Dr. Steven Ungerleider, an author of six books, completed his undergraduate studies in psychology at the University of Texas, Austin, where he also competed as a collegiate gymnast. He holds masters and doctorate degrees from the University of Oregon and is a licensed psychologist at Integrated Research Services, Incorporated in Eugene, Oregon. Since 1984, he has served on the United States Olympic Committee Sport Psychology Registry and has consulted with a number of international sport federations.

STATISTICS WORKSHOP 1

2:15-4:15 MT. HOOD

INTRODUCTION OF ITEM RESPONSE THEORY MODELS AND APPLICATIONS

Presenter: Steve Reise, University of California, Los Angeles Chair: Stephen G. West, Arizona State University

Synopsis

The session begins with an overview of the motivations underlying application of item response theory models. I will then review popular IRT models for both dichotomous (1, 2, 3, and 4 parameter) and polytomous (nominal response model, graded response model, generalized partial credit) data. This review includes description useful tools that are a derivative of IRT models, namely, the item and scale information functions, and scale response curve. A large proportion of the session will be devoted to evaluating IRT modeling assumptions and articulating conditions in which IRT is robust to model violation. Approaches to evaluating model fit will also be reviewed. Finally, examples of IRT applications will be presented including: a) computerized adaptive testing, b) identification of differential item functioning, and c) scale linking.

Biography

Dr. Reise is primarily a quantitative psychologist specializing in measurement. In particular, his research focuses on the application of latent variable modeling techniques, such as item response theory and structural equations models, to address substantive issues in psychology. Particular research interests include DIF assessment, person-fit, and the impact of multidimensionality. Dr. Reise has authored a popular book on IRT with Susan Embretson, titled "Item Response Theory for Psychologists." He is currently actively involved in three large studies focused on the assessment of patient reported outcomes:



- 1) PROMIS: The statistical consulting center for patient reported outcomes measurement information system (PROMIS) provides and manages a secure, customizable data collection, management and reporting system, provides leadership and expertise in psychometric and statistical analyses; creates item banks for health status domains that have relevance across a variety of chronic diseases and had developed a dynamic system to administer computerized adaptive tests.
- 2) Cognitive phenotyping for neurospychiatric therapeutics: This study establishes an exploratory Center for Cognitive Phenomics as part of the NIH Roadmap Initiative. The goals include cataloging phenotypes across disorders and species, and conducting proof-of-concept translational research studies, to advance identification and measurement of phenotypes that will be useful in developing treatments for neurospychiatric disorders.
- 3) Clinical ratings of neurocognition: The research will develop and assess the reliability and validity of a new scale titled: *Clinical Ratings of Neurocognition* (CRON).

2:15-3:45 SALON AB

MORE THAN A MIND: PSYCHOSOCIAL FACTORS IN EDUCATIONAL SUCCESS IN THREE AGE COHORTS

Chair: Alyson L. Burns-Glover, Pacific University

Synopsis

The increasing importance of "non-cognitive" factors in the educational lives of primary, secondary, and post-secondary students will be addressed. We will present and discuss the results of three separate programs initiated to address the effects of the psychosocial and developmental needs of students on their educational success. Our panel will discuss the implementation and outcomes of a psychosocially designed course in undergraduate introductory psychology; the effects of the Integrated Model for Behavioral Change on emotionally disturbed secondary school students; and a review of a five year long program of using undergraduates as "Lifeguides" for elementary school students. In all three programs, the importance of addressing the psychosocial and personality dimensions of learners was shown to be a predictor of outcomes. In all three programs undergraduates were recruited to act as research assistants and mentors. The use of a 'vertical mentoring' model approach to undergraduate college students' learning about psychosocial development is addressed.

Presenters

EXAMINING THE EFFICACY OF SCHOOL BASED INTERVENTION PROGRAM FOR EMOTIONALLY DISTURBED ADOLESCENTS, J. Wilson Whittaker (Forest Grove School District) & Ross Bartlett (Pacific University)



NO FROSH LEFT BEHIND: HOW TO PASS INTRODUCTORY PSY-CHOLOGY, Alyson L. Burns-Glover, Elinor M. Butay & Joel N. Lampert (Pacific University)

LIFEGUIDES: A FIVE YEAR PROGRAM OF MAKING CHILDREN NECES-SARY, Elinor M. Butay, Derrin Y. Fukuda, Joel N. Lampert & Jarrett R. Takayama (Pacific University)

Discussants: Alyson L. Burns-Glover and Wilson Whittaker

PAPER SESSION

2:15-3:30 MEADOWLARK/DOUGLAS FIR

STRESS AND ANXIETY

Chair: James Amirkhan

- 2:15 THE IMPAC FIVE-PHASE EXISTENTIAL TREATMENT MODEL AND TREATING COMBAT VETERANS WITH PTSD, Henry J. Venter (National University)
- 2:30 CAN PREMENSTRUAL SYMPTOMS EXPLAIN LUTEAL PHASE INCREASES IN STRESS REACTIVITY?, M. Kathleen B. Lustyk & Winslow G. Gerrish (Seattle Pacific University)
- 2:45 THE RELATIONSHIP BETWEEN CUMULATIVE TRAUMA AND ANXIETY AMONG OLDER ADULTS, Patrick L. Dulin (University of Alaska, Anchorage)
- 3:00 ASSESSING STRESS AND TYPE OF FAMILY CARE RESPONSIBILITY, Lisa M. Stewart (Portland State University)
- 3:15 PREDICTING ILLNESS: VALIDATION OF A NEW STRESS MEASURE, James H. Amirkhan (California State University, Long Beach)



2:30-4:00 SALON D

CUPP-PSI CHI SYMPOSIUM: TIPS ON CONDUCTING AND INVOLVING UNDERGRADUATE STUDENTS IN RESEARCH

Chair: Deana L. Julka, University of Portland

Synopsis

This CUPP symposium addresses the topical and important issue of how to manage a successful research program while fully involving undergraduates in the process. Both faculty and undergraduate students can benefit when appropriate steps are taken in the research process. Undergraduates who conduct research under the supervision of a mentor gain many advantages in applying to and successfully completing graduate school. This symposium will offer tips to maximize the research experience for undergraduates and their mentors. To that end the symposium will begin with a presentation on the topic of attracting and involving students in all stages of research (Jerusha Detweiler-Bedell, Lewis & Clark). Next, Andrew Downs (University of Portland) will talk about conducting research at a teaching institution, highlighting some of the challenges and solutions involved. Ayesha Shaikh, Lorinda B. Camparo, Alex Holtz, and Joselynn Cruz from Whittier College will discuss the role of a mentor in undergraduate research and talk about engaging students in the mentoring process. Finally, Deana Julka (University of Portland) will discuss the issue of how to disseminate research with a focus on presenting at conferences and publishing with undergraduate students.

Presenters

USING LADDERED TEAMS TO IMMERSE UNDERGRADUATES IN COL-LABORATIVE RESEARCH, Brian Detweiler-Bedell & Jerusha Detweiler-Bedell (Lewis & Clark College)

CONDUCTING RESEARCH AT A TEACHING INSTITUTION, *Andrew M. Downs* (University of Portland)

THE ROLE OF A MENTOR IN UNDERGRADUATE RESEARCH, Ayesha Shaikh, Lorinda B. Camparo, Alex Holtz & Joselynn Cruz (Whittier College)

CUPP SYMPOSIUM: TIPS ON CONDUCTING AND INVOLVING UNDER-GRADUATE STUDENTS IN RESEARCH, Deana L. Julka (University of Portland)

Discussant: Deana L. Julka



PAPER SESSION

3:00-4:00 SALON C

PERSONAL RELATIONSHIPS

Chair: N. Clayton Silver

- 3:00 SEX AND BODYTYPE DIFFERENCES ON INTERNET DATING FAVORITES, Jeannine E. Klein & N. Clayton Silver (University of Nevada, Las Vegas)
- 3:15 SEX DIFFERENCES ON THE PERCEPTIONS OF LOVE AND SEX SCALE, N. Clayton Silver, Jeannine E. Klein (University of Nevada, Las Vegas), Toshia Hyatt, Kimberly Nichols & Rick Stevens (University of Louisiana at Monroe)
- 3:30 THE RELATIONSHIP BETWEEN ADULT ROMANTIC ATTACHMENT AND MARITAL CONFLICT, Nicole M. Stettler, Tina D. Du Rocher Schudlich, Kristen A. Stouder & Angelica White (Western Washington University)
- 3:45 PREDICTING INTENTION TO ENGAGE IN EXTRARELATIONSHIP INVOLVEMENTS, Camille S. Brown (University of Nevada, Reno)

POSTER SESSION 5

3:30-4:45 SALON FGHI

BRAIN AND BEHAVIOR, SENSATION & PERCEPTION, SLEEP, ANIMAL LEARNING

- 5-1 PARAVENTRICULAR NUCLEUS (PVN) INJECTIONS OF 5-HYDROXY-TRYPTAMINE INHIBIT THE OREXIGENIC AND METABOLIC ACTION OF GHRELIN, Cara Siegel, Stephanie Hoang, Valerie Conrad, Katherine Loera, Marjorie Nicholson, Seneca Siegel, Alyssa Gottschlich, Paul J. Currie (Reed College)
- 5-2 OXYTOCIN MEDIATES PARTNER PREFERENCE IN THE POLYGAMOUS RAT, Cara L. Siegel (Reed College)
- 5-3 CENTRAL INJECTIONS OF INSULIN DETEMIR SUPPRESS FOOD INTAKE AND BODY WEIGHT IN RATS, Daniel G. Wall, Catherine S. John, Alyssa Gottschlich (Reed College), Xavier Pi-Sunyer, Joseph R. Vasselli (Columbia University) & Paul J. Currie (Reed College)
- 5-4 DIFFERENTIAL EFFECTS OF MK-801 AND CPP ON HEAD DIRECTION CELLS, Justin R. Carroll, Jacquline S. Smith, Michelle M. Burke, Alex Kowalczyk, Jennifer L. Dion, and Jeffrey L. Calton (California State University, Sacramento)
- 5-5 THE EFFECTS OF FOOD ON MOOD, Dinisha M. Gray-Mingo & Mariah Perry (Concordia University)



- 5-6 THE P3 AMPLITUDE OF PERSONS WITH SCHIZOTYPY DURING A WORKING MEMORYTASK OF FACIAL EXPRESSION OF EMOTION, Gregory Koon, Anastacia Damon, Tejal Shah, Cameron Hopkin & Mark Sergi (California State University, Northridge)
- 5-7 LARGE SCALE CORTICAL DYNAMICS OF INTENTIONAL SWITCHING BETWEEN COORDINATION PATTERNS, Matthew S. Seifert, Malia C. Hieb (Western Washington University), Cinzia De Luca, Silvia Comani, Maurizio Bertollo (Gabriele D'Annunzio University, Chieti, Italy) & K. J. Jantzen (Western Washington University)
- 5-8 THE EFFECT OF TRAINING ON SPEECH PERCEPTION AS REFLECTED BY THE MISMATCH NEGATIVITY RESPONSE, Katherine Cella, Nikolaus Skogsberg, Christina Rappin, Emily Jerome & McNeel Gordon Jantzen (Western Washington University)
- 5-9 DECEPTION, SOCIAL DESIRABILITY, AND EMOTION REGULATION IN STUDENTS WITH HIGHER VERSUS LOWER SKIN CONDUCTANCE RESPONSE, Christianna S. O'Reilly, Daisy Cortes, Cristina Brooks, Heather Russell & Natalie Parker (California State University Channel Islands)
- 5-10 TOWARDS DIFFERENTIAL LANGUAGE PROFILES OF ALZHEIMER'S DISEASE AND FRONTOTEMPORAL DEMENTIA, Cynthia M. Funes, Stephanie Ordoez, Adelina Matevosyan & Jill Razani (California State University, Northridge)
- 5-11 ALLOCATION OF NEURAL RESOURCES OF ATTENTION IN PERSONS WITH SCHIZOTYPY, Tejal Shah, Gregory Koon, Eduardo Sanchez, Mark Sergi & Jose Abara (California State University, Northridge)
- 5-12 INHIBITORY RESPONSE DURING AN N-BACK TASK IN PERSONS WITH SCHIZOTYPY: AN EEG STUDY, Chelsea L. Lyons, Tejal Shah, Gregory Koon, Luis A. Parra & Jose Abara (California State University, Northridge)
- 5-13 THE RELEVANCY OF NON-TARGET STIMULI DURING A CONTINUOUS PERFORMANCE TASK, Luis Parra, Eduardo Sanchez, Beyon H. Miloyan & Jose P. Abara (California State University, Northridge)
- 5-14 LARGE SCALE NEURAL DYNAMICS OF RHYTHMIC COORDINATION AND STABILITY, Joseph Borrell, Sarah North & Kelly J. Jantzen (Western Washington University)
- 5-15 DIETARY CHOLINE DEFICIENCY EXACERBATES THE EFFECTS OF PRENATAL ALCOHOL EXPOSURE ON PHYSICAL AND BEHAVIORAL DEVELOPMENT, Yosef Nacach, Miguel Arce & Jennifer Thomas (San Diego State University)
- 5-16 THE EFFECTS OF REWARDS ON THE ALLOCATION OF ATTENTIONAL AND NEURAL RESOURCES, Mary Chavez, Jose P. Abara, Jose Rios, Sarine S. Janetsian, Isabel Guzman & Theresa Trieu (California State University, Northridge)
- 5-17 **ZEBRAFISH AS A BEHAVIORAL MODEL OF ANXIETY?**, Rachel Blaser (University of San Diego), Audrey Koid & Joanna Nguyen (Franklin & Marshall College)
- 5-18 THE EFFECTS OF PAST EXPERIENCE ON BASELINE RESPONDING IN RATS, Baine B. Craft, Jenette A. Donovan, Paul C. Knight & Haley A. Carroll (Seattle Pacific University)
- 5-19 PIGEONS' REACTION TIME IN DELAYED MATCHING TO SAMPLE FROM SERIES, Julia E. Schroeder (Whitman College)

THURSDAY



- 5-20 BEHAVIOR AND HABITAT PREFERENCE IN LABORATORY-HOUSED PIGEONS, Mikel M. Delgado, Leigha V. Wendel & Daniel T. Cerutti (California State University, East Bay)
- MATING AND HABITAT PREFERENCE IN THE ZEBRAFISH, DANIO RERIO, 5-21 Leigha V. Wendel, Mikel M. Delgado, David Montez, John P. Dulay & Daniel T. Cerutti (California State University, East Bay)
- EFFECT OF MUSIC ON ACTIVITY AND ENDURANCE IN LONG-EVANS RATS, Tracy Spurgin & Jennifer A. Biehl (Glendale Community College, Arizona)
- EFFECTS OF VARYING FINGERPAD LOCATIONS: PATTERN IDENTI-FICATION, DISCRIMINATION, AND SIMILARITY, David Horner (Cal Poly Pomona)
- 5-24 PERCEIVING EMOTIONS FROM OWN-RACE AND OTHER-RACE FACES, Jennifer M. Williams, Jenny S. M. Huang & Chris Koch (George Fox University)
- GENDER DIFFERENCES IN EVENT RECOGNITION AND THE ROLE OF **EXPERIENCE**, Leanne M. Williamson & Emily A. Wickelgren (California State University, Sacramento)
- PROFILES OF TIME PERSPECTIVE RELATE TO BROAD DIMENSIONS OF PERSONALITY, Carly J. Reynolds, Lane Frazier, Jason Wiese, Jason Longley, Tracey Ripley & Jonathan Anderson (Eastern Washington University)
- THE EFFECTIVENESS OF MOVIE SCORES ON EVOKING EMOTIONS, Kimberly Welchons & Anne M. Koenig (University of San Diego)
- THE EFFECT OF SLEEP ON PERCEPTION OF HILL SLANT, Cedar R. Riener, Meghan Sloan, Katherine Kugay & Alyssa Alcorn (Mills College)
- 5-29 COGNITIVE DYNAMICS IN PERCEPTUAL DECISION TASK, Nikita A. Kuznetsov (University of Cincinnati), Cameron Hopkin & John G. Holden (California State University, Northridge)
- EFFECTS OF VISIBLE LEXICAL DISTINCTIVENESS ON AUDIOVISUAL SPOKEN WORD RECOGNITION, Pablo J. Morales & Lorin Lachs (California State University, Fresno)
- BEHAVIORAL DISTURBANCES IN CHILDREN WITH OPEN HEAD INJURIES, Brian M. Sallerson, Erik Ringdahl, Sally Barney (University of Nevada, Las Vegas), Joan Mayfield (Baylor University) & Daniel Allen (University of Nevada, Las Vegas)
- 5-32 EXECUTIVE FUNCTION DEFICITS RESULTING FROM OPEN VS. CLOSED HEAD INJURIES, Erik Ringdahl, Brian Sallerson, Sally Barney (University of Nevada, Las Vegas), Joan Mayfield (Our Children's House at Baylor University) & Daniel Allen (University of Nevada, Las Vegas)
- FACTORIAL VALIDITY OF THE CTMT IN ADOLESCENTS WITH BRAIN DYSFUNCTION, Sally J. Barney, Erik N. Ringdahl, Brian M. Sallerson (University of Nevada, Las Vegas), Joan Mayfield (Our Children's House at Baylor University) & Daniel N. Allen (University of Nevada, Las Vegas)



- 5-34 PERCEPTUAL ADAPTATION IN STABLE AND UNSTABLE VIRTUAL EN-VIRONMENTS, Sin Lee Loh & Lorin Lachs (California State University, Fresno)
- 5-35 GENDER AND ETHNICITY AS RELATED TO MACULAR PIGMENT OCULAR DENSITY, Carlos R. Reyes, Chris Whiting, Belma Ceric, Sejla Ceric & Kristal Fabian (Arizona State University West Campus)
- 5-36 LEXICAL EFFECTS OF VISIBLE SIMILARITY ON AUDIOVISUAL SPOKEN WORD RECOGNITION, Vincent P. Aguirre & Lorin Lachs (California State University, Fresno)
- 5-37 ATTENTIONAL PRIORITIZATIONS CAN BE MAINTAINED ON SEVERAL MOVING OBJECTS, Tyler Florence, Shahin Najafi, Rachel Horne, Deepa Dinakar & Cary S. Feria (San Jose State University)
- 5-38 SWEET DREAMS: USING REFLECTION PAPERS TO TEACH PSYCHOLOGY, Gerryann Olson, Heather Smith, Gerryann Olson & Heather Smith (Sonoma State University)
- 5-39 THE EFFECTS OF SLEEP DEPRIVATION ON MOOD, Ashley McDonough & Afshin Gharib (Dominican University of California)
- 5-40 THE EFFECT OF SLEEP QUALITY ON PERCEIVED ATHLETIC PER-FORMANCE, David L. Proud & Aaron Cummins (Concordia University)

PAPER SESSION

4:15-5:00 MEADOWLARK/DOUGLAS FIR

GENDER-RELATED ISSUES

Chair: Dalia G. Ducker

- 4:15 MENTORING FOR CLINICAL PSYCHOLOGISTS: ARE THERE GENDER DIFFERENCES?, Dalia G. Ducker (CSPP at Alliant International University)
- 4:30 NEGOTIATING IDENTITIES OF GAY SEXUAL ORIENTATION AND RELIGIOSITY IN CONVERSATION, Alex Patterson, Luke Moissinac & Alyson L. Burns-Glover (Pacific University)
- 4:45 GENDER ROLE PERCEPTION AND SPORT PARTICIPATION AMONG FEMALES, Adrienne Hagen (Concordia University)



CTUP INVITED SYMPOSIUM

4:30-6:00 MT. HOOD

THE LAST LECTURE

Co-Chairs: Heidi R. Riggio, California State University, Los Angeles Yves Labissiere, Portland State University

Synopsis

Each year, the Council of Teachers of Undergraduate 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.

Biographies

Harvey Wichman received his B.A. and M.A. degrees from California State University, Long Beach. He received his Ph.D. in experimental psychology from Claremont Graduate University. He was a member of the founding faculties of both Delta College in Michigan and California State University, San Bernardino. He is Professor Emeritus at Claremont McKenna College (CMC) and Claremont Graduate University. He founded and served as director of CMC's Aerospace Psychology Laboratory until 1999. As a Sloan Foundation Fellow he worked for a year on the design of the International Space Station. He is the author of the book *Human Factors in the Design of Spacecraft*, and has published articles in journals such as the *Journal of Personality and Social Psychology, Space Life Sciences, Human Factors*, and *Aviation, Space, and Environmental Medicine*.

His seminal studies of the social behavior of civilian passengers in simulated space flight brought national attention to his laboratory at CMC. These studies will be featured in a book to be published by NASA (in press) addressing the psychology of space flight from an historical perspective. Professor Wichman has conducted significant research on the psychological variables involved in forgiveness and reported on this work and that of others in an invited address to WPA (*The Social Psychology of Forgiveness, 1998*). Professor Wichman is a Fellow of WPA and a winner of the WPA *Teacher of the Year Award*.

Vivian McCann (formerly Hamilton) is a senior faculty member in Psychology at Portland Community College in Portland, Oregon. Prior to beginning her tenure at Portland Community College in 1995, she worked in faculty development, counseling, and student services at several southern California colleges and universities. She recently served on the APA's Committee for Psychology Teachers at Community Colleges (PT@CC), and is a longtime member of WPA. McCann is avidly interested in culture and psychology, and has visited 20 countries so far. She is the author of *Human Relations: The Art and Science of Building Effective Relationships* (Prentice-Hall, 2007), and co-author of *Psychology: Core Concepts* (6th ed., Allyn & Bacon) with Philip Zimbardo and Robert Johnson.



Allen W. Gottfried is Professor of Psychology and Distinguished Faculty Member in Humanities and Social Sciences at California State University, Fullerton. He is the Director of the Fullerton Longitudinal Study. He is the author of approximately 100 scientific books, articles and chapters.

Presenters

TO ERR IS HUMAN, TO FORGIVE IS...HUMAN TOO; NOW WE KNOW WHY, *Harvey Wichman* (Claremont McKenna College and Claremont Graduate University)

PSYCHOLOGY: THE GIFT THAT KEEPS ON GIVING, Vivian McCann (Portland Community College)

HOW STUDENTS BECAME MY COLLEAGUES, *Allen W. Gottfried* (California State University, Fullerton)

SYMPOSIUM

4:30-5:30 EUGENE

RELIABILITY GENERALIZATION: NUTS AND BOLTS WITH THREE EXAMPLES (EAT, CAPS, ASI)

Chair: Siobhan K. O'Toole, CSPP at Alliant International University

Synopsis

Reliability Generalization (RG) is meta-analytic technique utilized to determine sources of variance in the reliability of the scores for a test or instrument. Due to unintentional miscommunication in the research literature many researchers and clinicians believe that the reliability of an instrument is a property of the instrument. In reality, reliability is tied to the scores from which the reliability estimate was derived. In the past 10 years since Tammi Vacha-Haase (1998) wrote the first article describing the process and need for RG, a fair number of studies have been completed assessing the reliability estimates reported in the literature for specific instruments. Past RG studies clearly illustrate the lack of assessment of reliability that is pervasive in the research literature. Additionally, past RG studies have made apparent certain sample characteristics that are associated with lower reliability estimates.

The presenters will first describe why RG is needed, focusing on the implications for diverse populations. Second, the presenters will describe the process of RG, from how to create a coding sheet to establishing interrater reliability. Next, three RG studies will be presented as examples, Eating Attitudes Test, Clinician Administered PTSD Scale, and the Anxiety Sensitivity Index. Though all three of the instruments enjoy moderate to high reliability, there are sample characteristics that significantly decreased reliability for each of them. As in much of the previous RG literature, these characteristics frequently included issues of diversity. Finally, a study examining the common sample characteristics



that have been associated with lower reliability estimates in the past RG studies will be discussed. The implications for research with diverse populations will be discussed.

Presenters

WHEN IS RELIABILITY NOT RELIABLE?, Stacey Hotter-Knight & Siobhan K. O'Toole (CSPP at Alliant International University)

A RELIABILITY GENERALIZATION STUDY OF THE EATING ATTITUDES TEST, Kathleen Lanflisi & Siobhan K. O'Toole (CSPP at Alliant International University)

RELIABILITY GENERALIZATION OF THE CLINICIAN-ADMINISTERED PTSD SCALE (CAPS), Donica Romeo, Shiva Amin & Siobhan K. O'Toole (CSPP at Alliant International University)

REVIEWING 21 YEARS - RELIABILITY GENERALIZATION OF ANXIETY SENSITIVITY INDEX, Ronda Cowan, Kevin Miller & Siobhan K. O'Toole (CSPP at Alliant International University)



WPA RECEPTION AND SOCIAL HOUR

6:00-7:00 SALON ABCD

A perfect ending to a busy first day at WPA—meet with your friends, colleagues, professors, and students at this informal reception.







FRIDAY, 9:00 A.M. - 4:15 P.M. MEDFORD

Time	Name of Film Running (in mi	Time nutes)	
9:00 a.m. 9:30 10:00	DEVELOPMENTAL PSYCHOLOGY Middle Childhood: Social & Emotional Development Middle Childhood: Cognitive & Language Development kids + money	24 20 33	
10:45 12:00 p.m.	GENDER STUDIES Straightlaced - How Gender's Got Us All Tied Up Her Brilliant Career	66 50	
1:00	MARRIAGE Why Do We Marry?	45	
1:45	BODY IMAGE Fat Chance	52	
2:45	APHASIA Aphasia: Struggling for Understanding	14	
3:00	THERAPEUTIC ENDEAVORS The Dhamma Brothers	76	





POSTER SESSION 6

8:00-9:30 SALON FGHI

PSI CHI AND PSI BETA SESSIONS

- 6-1 SO... YOUTHINK YOU CAN LISTEN: DICHOTIC LISTENING, ATTENTION & CORTICAL LATERALIZATION, Erika Garcia, Marcie Ryan & Lenit Lazarowechadeh (California State University, Stanislaus)
- IS ON-LINE DATING CHEATING YOUR FACE-TO-FACE PARTNER?, 6-2 Andrew M. Webster, Kayla M. Leary, Sonia R. Moses, Amanda Katz & Charlene K. Bainum (Pacific Union College)
- 6-3 AN ANALYSIS OF CHILD MALTREATMENT CONTENT IN INTRO-DUCTORY PSYCHOLOGY TEXTBOOKS, Jamie L. Kissee, Lahela J. Sheldon & Cindy Miller-Perrin (Pepperdine University)
- THE ROLE OF ANTICIPATORY AROUSAL IN ASSOCIATIVE MEMORY FORMATION, Suzanne E. Rea, Jennifer Lauren Wong, Vanessa Tearnan & Marisa Knight (University of San Francisco)
- 6-5 THE RELATIONSHIP BETWEEN SECOND-LANGUAGE ACQUISITION AND ACHIEVEMENT SCORES IN FEMALE STUDENTS, Nicole N. Holland & Natalie Ervin (Whitworth University)
- A STUDY OF RELATIONSHIP MIRRORING AND SATISFACTION IN YOUNG ADULTS, Katrina A. Hauck & Emily Palmer (Whitworth University)
- SLIPPERY SNAKES: ENCODING INSTRUCTIONS, PRESENTATION MODALITY, AND RECALL, Zachary McF. Benton, Patricia Fa'asua, Neal Hopkins & Aubyn Fulton (Pacific Union College)
- 6-8 POLITICAL ORIENTATION AND PHYSIOLOGICAL AROUSAL: A LONGITUDINAL EXAMINATION, Brandon K. Porter & Ross H. Bartlett (Pacific University)
- ASIAN AMERICAN ADOLESCENT'S SUBSTANCE USE AND ACCUL-TURATION, Patricia Y. Singim (California State University, Long Beach)
- MUSIC AND ITS EFFECT ON THE AVAILABILITY OF AGGRESSIVE THOUGHTS, Melissa J. Garner & Timothy L. Day (Whitworth University)
- HOPE AND OPTIMISM: THE INFLUENCE OF APPRAISALS ON POSITIVE-ANTICIPATORY EMOTIONS, Timothy L. Day (Whitworth University)
- THE IMPACT OF SOCIABILITY AND GENDER ON CHANGE BLINDNESS, Christina M. Froese & Amber N. Kraft (Whitworth University)
- PERCEPTIONS AND EXPERIENCES OF SEXUAL VICTIMIZATION AMONG COLLEGE STUDENTS, Devon R. Goss, Malori M. Maloney & Matin Monto (University of Portland)



- THE EFFECTS OF HUMOR AND TABOO WORDS ON SENTENCE RECALL, Karl I. Dambacher, Sai-han Ackerman & Chiachi Liao (University of California, Los Angeles)
- THE EFFECTS OF FAMILISM AND RELIGION AMONG ASIAN AMERICAN **CAREGIVERS,** *Tasia E. Yamamura* (Scripps College)
- IDENTIFICATION, CREATION, AND SOCIAL PERCEPTIONS OF SUPERHEROES AMONG SOUTHERN CALIFORNIA UNIVERSITY STUDENTS, Michelle Alfaro, Kourtney Hicks, Monique Sheppard, Ana Dominguez & Catalina Zech (University of La Verne)
- CULTURAL RELATED ISSUES OF SUPERHEROES AMONG SOUTHERN CALIFORNIA UNIVERSITY STUDENTS, Michelle Alfaro, Kourtney Hicks, Monique Sheppard, Ana Dominguez & Catalina Zech (University of La Verne)
- THE INFLUENCE OF CHILDHOOD FAMILY CONFLICT ON EARLY ADULTHOOD DEVELOPMENT, Cara N. Holt, Barbara A. McDonald & Patricia A. Scollay (San Diego State University)
- EXAMINING AFRICAN AMERICAN CHILDREN'S SOCIAL BEHAVIOR, Chiamaka J. Okwu (California State University, Long Beach)
- SPATIAL PATTERN ANALYSIS OF HUMAN FIGURES AND INFLUENCES BY MOTION PROCESSING, Nora Hamada & Hongjing Lu (UCLA)
- COPING AS THE MEDIATOR OF STRESS ON KOREAN IMMIGRANTS' 6-21 DISTRESS, Kevin D. Goodman, Rebeca Ruiz, Sem Ibrahim, Chi-Ah Chun & James Amirkhan (California State University, Long Beach)
- ABILITY, DOMAIN, AND ROLE FIT AS DETERMINANTS OF HELP-SEEKING OR AVOIDANCE, Beth Janis, Aleksandra Romell & Jeff B. Bryson (San Diego State University)
- AN UTTER DISASTER: STIMULUS ORGANIZATION, NOT UNCONSCIOUS THOUGHT, AFFECTS ATTITUDE POLARIZATION, Janae Deyoe, Aleksandra Romell & Jeff B. Bryson (San Diego State University)
- METAPERCEPTIONS OF ALCOHOL-RELATED BEHAVIORS IN COLLEGE STUDENTS, Cameron R. Hopkin, Abraham Rutchick & Ellie Kazemi (California State University, Northridge)

PSI BETA RESEARCH FEEDBACK POSTER SESSION

Chair: Fernando Ortiz, Santa Ana College

Psi Beta posters will be listed in an addendum available at the WPA registration booth.



STATISTICS WORKSHOP 2

8:30-10:30 MT. HOOD

MULTIPLE REGRESSION ANALYSES FROM START TO FINISH

Presenter: Christopher L. Aberson, Humboldt State University Chair: Barbara Tabachnick, California State University, Northridge

Synopsis

This workshop provides an overview of the application of multiple regression analysis from data screening through presentation of results. I begin with a discussion of evaluating assumptions for OLS regression and techniques for addressing violations. I then provide sample analyses and interpretations for standard and hierarchical multiple regression approaches. Finally, I present APA style presentation examples for several of the analyses. Attendees will receive a packet demonstrating use of SPSS for conducting analyses and guidance for more advanced approaches. A basic background in correlation and linear regression, consistent with the coverage in most introductory statistics textbooks, will be helpful.

Biography

Chris Aberson is currently an Associate Professor of Psychology at Humboldt State University. He earned his Ph.D. at the Claremont Graduate University in 1999. His research interests include prejudice, racism, and attitudes toward affirmative action as well as interactive tutorials for teaching core statistical concepts. His book, *Applied Power Analysis for the Behavioral Sciences* will be published in 2010.

SYMPOSIUM

8:30-10:00 EUGENE

REFORMULATING HYPOCHONDRIASIS AS HEALTH ANXIETY PROVIDES STRONGER MODEL FOR TREATMENT

Chair: Johan Rosqvist, Pacific University

Synopsis

Health Anxiety (HA), or Hypochondriasis, typically persists across various healthcare disciplines as ubiquitously enigmatic. Its problematic hallmarks are: a pathological fixity of illness belief and a virtually absolute disease conviction, a perseverative health preoccupation, and an extreme sensitivity to somatic cues. Collectively, these key features fuel excessive/irrational fears of illness, disease and death. This quandary of a condition can



often lead to debility/disability, as it has not yet been well understood, and it has all too commonly failed to acceptably respond to both psychological and pharmacotherapy interventions. Although it is not unusual for people to respond with mild and fleeting anxiety to illness, HA typically takes a much different course. For those who suffer with clinicallyelevated health fears, worries about having or contracting serious diseases or illnesses become a much grander problem, as sufferers are commonly not open to psychological interpretations of physiological symptoms. Instead, medical and physiological explanations are erroneously and aggressively sought because sufferers have a difficult time believing or integrating the medical reality that there is typically nothing "wrong" per se, and that they are, instead, medically healthy. This irony leads HA patients on pathological quests for explanations which better fit their presumed disease etiology, and since such patients keep seeking medical answers nonetheless, this serious phenomenon goes largely untreated, psychologically. As more than \$22.84 billion of annual U.S. healthcare costs are associated with repeated (i.e., unnecessary) use of healthcare services, sought by anxious people who seek relief from symptoms mimicking physical illness (at three to five times the use of non-anxious patients), efficacious, effective and efficient treatment has become increasingly paramount in true amelioration of this vexing phenomena. New, cutting edge knowledge about the fundamental, basic science and clinical features of HA, allows a specifically-tailored Cognitive-Behavioral practice approach to better treating this often challenging, if not commonly outright recalcitrant condition. Specifically, a reformulation of HA as a true anxiety disorder (versus a somatoform disorder), and as a somatic subtype of Generalized Anxiety Disorder elucidates a paradigm shift towards a contemporary treatment model that makes this otherwise recalcitrant phenomenon within reach for the average practitioner.

Presenters

HYPOCHONDRIASIS: INTRODUCTION TO A NEGATIVELY VALENCED CONSTRUCT, Heidi J. Meeke, Jill Davidson, Jason Richards, Chad McGhee & Johan Rosqvist (Pacific University)

SOUNDS LIKE, BEHAVES LIKE, RESPONDS LIKE: ANXIETY BY ANOTHER NAME, Jill Davidson, Jason Richards, Heidi Meeke, Chad Magee & Johan Rosqvist (Pacific University)

ASSESSING, CONCEPTUALIZING, AND TREATING HEALTH ANXIETY VIA A NEW MODEL, Jason G. Richards, Jill Davidson, Heidi Meeke, Chad McGhee & Johan Rosqvist (Pacific University)

REFORMULATING HEALTH ANXIETY AFFORDS HOPE: DISSEMINA-TION REVISITED, Chad H. McGhee, Heidi Meeke, Jason Richards, Jill Davidson & Johan Rosqvist (Pacific University)

Discussant: Johan Rosqvist





SYMPOSIUM

8:30-10:00 COLUMBIA

UNCERTAINTY AND GROUP ENTITATIVITY

Co-Chairs: Justin D. Hackett and Namrata Mahajan, Claremont Graduate University

Synopsis

Studying motivational factors that influence group identification has been a defining feature of social psychology. The research presented in this symposium features four talks that consider various issues influencing identification. A common theme running throughout these talks is the role of uncertainty and entitativity in informing group identification. In today's society where uncertainty can be generated from a variety of sources (e.g., threats of terrorism, economic instability, etc.), it is essential to understand ways people seek to reduce their uncertainty. Uncertainty-Identity Theory proposes that one way of doing this is through identifying with groups high in entitativity. These groups have clear boundaries, internal homogeneity, clear internal structure, and common goals and provide members with a clear sense of who they are and how members are expected to behave. The speakers will discuss work that employs a variety of theoretical perspectives and methods to provide innovative and multifaceted views on the factors that influence group identification. Samson and Abrams examine how self-uncertainty and political identification interact to predict voters' evaluations of political parties during the 2008 U.S. Presidential election. Uncertainty was a significant predictor of identification with one's political party (high entitativity), but not national identity (low entitativity). Hohman demonstrates that uncertainty surrounding death, rather than awareness of one's mortality is a driving factor behind national identification. Mahajan and Hogg examine the role of group entitativity on identification among Americans and South Asians. They provide evidence that identification is greatest under uncertainty and strongest for those with an interdependent self-construal (i.e., South Asians). Hackett and Hogg look at the role of self-uncertainty, importance of value similarity, importance of diversity, and value congruence on community identification. They highlight the importance of the "Diversity Paradox," a finding showing that for those who believe diversity is important, identification with the community is greatest for those who also believe it is important for their community members to hold similar values. Together, the four speakers analyze the role of uncertainty and entitativity on group identification at several levels (political, national, cultural, and community), and provide new insights into the study of intrapersonal processes of group behavior.

Presenters

UNCERTAINTY, IDENTIFICATION, AND EVALUATION IN THE U.S. PRESIDENTIAL ELECTION, Shirley Samson (University of Kent), Dominic Abrams (University of Kent) & Michael A. Hogg (Claremont Graduate University)

WHAT MOTIVATES PEOPLETO IDENTITY WITH HIGHLY ENTITATIVE CULTURAL INSTITUTIONS: THE ROLE OF LIFE AFTER DEATH IN MORTALITY SALIENCE, Zachary P. Hohman (Claremont Graduate University)



GROUP IDENTIFICATION UNDER UNCERTAINTY: MODERATION BY ENTITATIVITY AND SELF-CONSTRUAL, Namrata Mahajan & Michael A. Hogg (Claremont Graduate University)

THE "DIVERSITY PARADOX": DIVERSITY AND VALUE SIMILARITY IN COMMUNITY IDENTIFICATION, Justin D. Hackett & Michael A. Hogg (Claremont Graduate University)

PAPER SESSION

8:30-9:30 SALON D

PSYCHOLOGY AND LAW

Chair: Kayleen Islam-Zwart

- CULTURAL COMPETENCY, FORENSIC EVALUATIONS AND INTER-8:30 NATIONAL HUMAN RIGHTS, Michael L. Perlin (New York Law School) & Valerie McClain (Neurology and Physical Therapy Associates)
- GROUP INTERVENTION TO FACILITATE ADJUSTMENT TO PRISON FOR 8:45 FEMALE OFFENDERS, Crystal Contreras & Kayleen A. Islam-Zwart (Eastern Washington University)
- EFFECTS OFTORT-REFORM MESSAGES ON DAMAGE AWARDS IN CIVIL 9:00 TRIALS, Dana C. Comesana (Alliant Center for Forensic Studies & CSU Sacramento) Brenda Quintero, Brett Glines, Aaron Court & Jianjian Qin (California State University, Sacramento)
- INFLUENCE OF PERCEPTIONS OF ASSIMILATION AND SOCIAL 9:15 DOMINANCE ORIENTATION AND TRANSRACIAL ADOPTIONS, Joshua B. Padilla, Kerry Kleyman & Markus Kemmelmeier (University of Nevada, Reno)



INVITED PRESENTATION

9:00-10:00 SALON AB

RIGHT HEMISPHERE CONTRIBUTIONS TO LANGUAGE COMPREHENSION

Presenter: Debra L. Long, University of California, Davis and School of Psychology, University of Central Lancashire, England Chair: Gabriela Martorell, Portland State University

Synopsis

Profound impairments of language processing are found only after left-hemisphere damage to the brain; however, more subtle impairments are sometimes found after right-hemisphere damage. Patients with right-hemisphere damage can have difficulty understanding figurative language, making inferences to identify main ideas and themes, and using pragmatics in conversation. This collection of deficits has been called the "Right Hemisphere Syndrome." The existence of this syndrome has been used as evidence to support claims that the right hemisphere plays a unique role in creating coherent representations of discourse. A series of studies is presented that cast doubt on these claims. The studies suggest that the right hemisphere represents the same information as does the left hemisphere, although it is structured somewhat differently. Moreover, patients with left-hemisphere and right-hemisphere damage are equally impaired relative to control groups in creating a coherent discourse representation. High-level cognitive functions that are necessary for comprehension appear to be distributed across the two hemispheres and damage to either hemisphere can lead to impairments in understanding discourse.

Biography

Debra Long is a Professor of Psychology at the University of California, Davis and an International Research Professor in the School of Psychology at the University of Central Lancashire in England. She studies language comprehension and reading ability in both normal and brain-damaged adults. Her research is devoted to: (1) understanding the nature of readers' text representations, (2) specifying the linguistic and cognitive processes involved in reading, (3) understanding individual differences in language comprehension, and (4) discovering the neural mechanisms that are correlated with reading. She uses standard psycholinguistic techniques in combination with computational, neuropsychological, and individual-difference methods. Her research is currently funded by the National Science Foundation and the National Institutes of Health.



SYMPOSIUM

9:00-10:15 SALON C

INVESTIGATING CHILDHOOD ABUSE: RISK & RESILENCY

Chair: David V. Chavez, California State University, San Bernardino

Synopsis

Evidence suggests that the consequences of childhood abuse are powerful and far reaching. This symposium reports current findings in an ongoing investigation exploring risk and resiliency in survivors of childhood abuse among a sample of university women. The first two presenters will explore dissociative symptoms and the experience of shame as potential pathways to PTSD symptoms. The third presentation focuses on shame as a mediator of depressive, anxious and somatic symptoms as well as explores the potential moderating effect of aspects of resiliency in impacting those relationships. Finally the challenges and opportunities of conducting such research utilizing a university sample are discussed.

Presenters

PTSD AS A FUNCTION OF SHAME IN CHILD ABUSE SURVIVORS, Guadalupe Valdivia & David V. Chavez (California State University, San Bernardino)

DISSOCIATION AS A MEDIATOR OF PTSD IN CHILDHOOD ABUSE SUR-VIVORS, Cassandra J. Garkow & David V. Chavez (California State University, San Bernardino)

RISK AND RESILIENCY IN CHILDHOOD ABUSE SURVIVORS: A REGRES-SION MODEL, Laura L. Luna (New Mexico State University) & David V. Chavez (California State University, San Bernardino)

Discussant: David V. Chavez





POSTER SESSION 7

9:45-11:15 SALON FGHI

DEVELOPMENTAL AND LIFE SPAN PSYCHOLOGY

- 7-1 CURIOSITY AND SENSATION SEEKING IN MIDDLE SCHOOL: MOTIVATIONAL PROFILES AND ACADEMIC ACHIEVEMENT, Whitney N. Nash & Jennifer H. Corpus (Reed College)
- SLEEP PROBLEMS IN FAMILIES OF CHILDREN WITH AND WITHOUT 7-2 AUTISM, Shelley A. Slack, Charles D. Hoffman, Dwight P. Sweeney & Danelle Hodge (California State University, San Bernardino)
- 7-3 CONSENSUAL QUALITATIVE INVESTIGATION INTO THE REPATRIATION EXPERIENCES OF MISSIONARY KIDS, Ioulia A. Kocheleva, David King, Glenna Chang, Anne McKenzie, Chris Roenicke, Victoria Campbell, Katrina Eckard & Lynette Bikos (Seattle Pacific University)
- 7-4 AUTISM AND THE UNEVEN GENDER RATIO: A LITERATURE REVIEW, Daniel Kriz (Pacific University)
- 7-5 CHILDREN'S PERCEPTIONS OF GENDER INEQUALITY, Brenda K. Ellis & Cindy Miller-Perrin (Pepperdine University)
- 7-6 CLOSENESS IN SIBLING RELATIONSHIPS: A TWIN-SIBLING STUDY, Allison Rose Foertsch, Shirley McGuire (University of San Francisco), Nancy L. Segal (CSU Fullerton) & Majel R. Baker (University of San Francisco)
- IS HAVING "BAD" PARENTS LINKED TO HAVING "BAD" FRIENDS?", Brenton T. Stewart, Brianna Leen, Tara Miller, Audrey Hokoda & Emilio C. Ulloa (San Diego State University)
- 7-8 THE EFFECTS OF SIBLING DYADS ON SELF-ESTEEM, LEADERSHIP, AND **INTIMACY,** Rachel Buckmaster, Deniz Mustafoglu & Lisa M. Bauer (Pepperdine University)
- SELF AND VESTED INTERESTS: PERCEPTIONS OF THE EFFECTS OF 7-9 DIVORCE, Nadia Gonzalez, Ashley Callan, Jeremy Gibson, Tamara Cundiff & Michelle Moon (CSU Channel Islands)
- 7-10 PEER VICTIMIZATION OF TEEN RELATIONSHIP VIOLENCE AND ITS RELATIONSHIP TO TEEN RELATIONSHIP VIOLENCE PERPETRATION. Brianna A. Leen, Brenton Stewart, Tara Miller, Audrey Hokoda & Emilio Ulloa (San Diego State University)
- PRESCHOOL-AGE TEMPERAMENTAL PREDICTORS OF ADAPTIVE BEHAVIOR: A LONGITUDINAL INVESTIGATION SPANNING AGES 3 TO 9, Diana Wright Guerin, Jacqueline K. Coffman, Anthony Rodriguez & Erin H. Arruda (California State University, Fullerton)
- PARENTAL EDUCATIONAL EXPECTATIONS AS RELATED TO CHILDREN'S EDUCATIONAL ATTAINMENT: A LONG-TERM LONGITUDINAL STUDY, Erin H. Arruda, Anthony Rodriguez & Allen W. Gottfried (California State University, Fullerton)



- 7-13 MOTHERS AS AGENTS OF SOCIALIZATION REGARDING CHILDREN'S FAITH/SPIRITUALITY, Kyle R. Dehnert, Beverly J. Wilson, Tanner Oliver & Lindsey Lasher (Seattle Pacific University)
- 7-14 ATTACHMENT: MOTHERS, FATHERS, SONS, DAUGHTERS, AND LOVERS, Kathryn L. Thompson, Courtney M. Earle & Jennifer Mill (Western Oregon University)
- TOWARD THE DEVELOPMENT OF ACADEMIC SELF-PRESS THEORY, Anthony Rodriguez, Allen W. Gottfried, Erin H. Arruda, Pamella H. Oliver (California State University, Fullerton) & Adele E. Gottfried (California State University, Northridge)
- "HE IS LIKE MY WHOLE LIFE." PRIORITY OF SELF VERSUS PARTNER IN ADOLESCENT GIRLS' RELATIONSHIPS, Lynda M. Lowry, Angela Dunn, Dianne Castillano, April Woo & Deborah Schooler (University of the Pacific)
- MATERNAL ATTRIBUTION BIASES ABOUT CHILDREN'S PEER RELATIONSHIPS: AN OBSERVATIONAL STUDY, Melissa Martin & Nicole Werner (Washington State University)
- CONDUCT DISORDER AND FETAL ALCOHOL SPECTRUM DISORDERS: BEHAVIORAL PROFILE DIFFERENCES, Randy B. Davenport & Glena L. Andrews (Northwest Nazarene University)
- EMOTION REGULATION: A MEDIATOR BETWEEN EMPATHY AND PROSOCIAL BEHAVIOR, Lindsey Lasher, Shane Lucey, Rachel Montague & Beverly Wilson (Seattle Pacific University)
- 7-20 AGENESIS OF THE CORPUS CALLOSUM: EARLY SOCIAL AND EMOTIONAL DEVELOPMENT, Andra F. Darlington & Glena L. Andrews (Northwest Nazarene University)
- THE EFFECT OF MALTREATMENT ON CHILD BEHAVIOR. Nathan A. Visconti (San Diego State University), Nerissa Abalde (Child and Adolescent Services Research Center) & Joseph Price (San Diego State University)
- EFFECT OF TRAINING ON AMBIGUOUS FIGURE RECOGNITION IN YOUNG CHILDREN, Priscilla Miranda, Tanzi Lampert, Francisco Ramos, Cara N. Tan & Charlene K. Bainum (Pacific Union College)
- 7-23 PARENTAL SUPPORT AND EDUCATION AMONG LATINO AND ASIAN COLLEGE STUDENTS, Anita Mihecoby & Celeste M. Mendoza (California State University, Los Angeles)
- MATCH BETWEEN PARENT-REPORTED TARGET PROBLEMS AND CHILD'S DIAGNOSIS, Eren Clark, June Liang & May Yeh (San Diego State University, UCSD, and Child & Adolescent Services Research Center)
- CORRELATES BETWEEN MATERNAL EMOTION COACHING AND CHILD **BEHAVIOR**, Elizabeth Purviance, Jenna Lee & Beverly Wilson (Seattle Pacific University)
- 7-26 INDIVIDUAL VS. PEER COLLABORATION IN PROBLEM SOLVING AMONG INTERDISCIPLINARY STUDENTS, Daniella I. Echeveste & Lara Triona (CSU Fresno)
- 7-27 CHILDREN'S NEGATIVE EMOTIONALITY AND SOCIAL PROBLEMS: THE MEDIATING ROLE OF EMPATHY, Ben Carson, Kayla Pippit, Kyle Dehnert, Alesha Muljat & Bev Wilson (Seattle Pacific University)



- 7-28 ARTISTS AND ACADEMICIANS: RIGHT-AND LEFT-BRAINED EX-PERIENCES OF FLOW, Christy Teranishi-Martinez, Eric Perry, Raymond Ballesteros, Heather Russell & Sheridan Tidball (California State University Channel Islands)
- 7-29 AN ASSESSMENT OF COGNITIVE DELAY IN ROMA (GYPSY) CHILDREN, Amanda M. Torpey, Maxwell Ryan Knauss & Amanda Shimek (George Fox University)
- 7-30 EMOTIONTALK IN MOTHER-PRESCHOOLER CONVERSATIONS ABOUT CHILDREN'S SUCCESSES AND FAILURES, Mikaela R. Harf, Anna N. Lindberg, Kristina M. Ponischil & Rebecca M. Goodvin (Western Washington University)
- 7-31 **OLDER ADULTS' DEPRESSION AFTER SPOUSAL LOSS,** *Noriko Toyokawa* (Oregon State University)
- 7-32 GRATITUDE CAN REDUCE THE PSYCHOLOGICAL COSTS OF MATERIALISM IN YOUTHS, Giacomo Bono (California State University, Long Beach), Jeffrey J. Frob (Hofstra University), Noel A. Card (University of Arizona) & Robert A. Emmons (University of California, Davis)
- 7-33 PRESCHOOLERS'TRAIT INFERENCES FROM POSITIVE AND NEGATIVE FRIENDSHIP EXPERIENCES, Melissa I. Stecker & Rebecca Goodvin (Western Washington University)
- 7-34 AUTONOMY, CHRONIC LIFE STRESS, AND PHYSICAL SYMPTOMS AMONG COLLEGE STUDENTS, Deborah G. Dwelle & Susan Tinsley Li (Pacific University)
- 7-35 ENCULTURATION, RACIALIZATION, AND ETHNIC IDENTITY AMONG MINORITY COLLEGE STUDENTS, Lisa Liu & Anna Lau (UCLA)
- 7-36 MATERNAL EMOTIONAL EXPRESSIVENESS AND CHILDREN'S TRAIT BELIEFS: LINKS TO CHILDREN'S SELF-EVALUATIONS, Benjamin Sarb, Megan Murray-Wagner & Rebecca Goodvin (Western Washington University)
- 7-37 PERSONALITY VARIABLES AND TECHNOLOGY USE AMONG EMERGING ADULTS: AN EXPLORATORY STUDY, Cassidy J. Reilly, Eric Stephenson & Richard L. Gilbert (Loyola Marymount University)
- 7–38 INDEPENDENT MANAGEMENT OF HEALTH-RELATED BEHAVIORS IN EMERGING ADULTHOOD, Lyndee M. Taketa & Richard L. Gilbert (Loyola Marymount University)
- 7-39 COLLEGE STUDENTS' PERCEPTIONS OF GRIEF AND PROVISION OF SOCIAL SUPPORT, Marisa O. Gholson (University of Portland)
- 7-40 LEARNING FROM OUR ELDERS: SELF-CONFIDENCE AMONG THE OLDEST OLD, Maureen K. Keaveny, Matt D. Anderson, David W. Coon (Arizona State University), Kathy O'Connor, Linda R. Evans & Walter J. Nieri (Sun Health Research Institute, Center for Healthy Aging)
- 7-41 FACTORS IN LIFE SATISFACTION IN NONAGENARIANS AND CENTENARIANS, Matt D. Anderson, David W. Coon, Maureen K. Keaveny, (Arizona State University), Kathy O'Connor, Linda R. Evans & Walter J. Nieri (Sun Health Research Institute Center for Healthy Aging)



- AGE NORMS FOR DEVELOPMENTAL TASKS IN EMERGING ADULTHOOD, Micheal Awoyomi, Teru Toyokawa (Pacific Lutheran University) & Reiko Kogo (Josai International University)
- PSYCHOSOCIAL STAGE RESOLUTION AND THE DEVELOPMENT OF PERSONAL RELIGIOSITY, Harley E. Baker & Lessica E. Gardner (CSU Channel Islands)
- 7-44 TWO SCALES TO MEASURE CAREGIVING ATTITUDES OF THE YOUNG. Sharon B. Hamill, Lissa Lim, Sara Connelly, Kelsey Langhans & Sean Williams (California State University, San Marcos)
- PARENTS' PERCEPTIONS OF CAREGIVING ASSISTANCE PROVIDED BY THEIR ADOLESCENTS, Sharon B. Hamill, Leilani Madrigal, William Black, Sara Margetta, Clarissa Greene & Jessica Hudson (California State University, San Marcos)
- 7-46 ATTACHMENT STYLE AND QUALITY OF RELATIONSHIPS WITH PARENTS INYOUNG ADULTHOOD, Heidi R. Riggio & Priscilla Lui (CSU Los Angeles)

INVITED PRESENTATION

9:45-10:45 SALON E

WOMEN AT THE TOP: POWERFUL LEADERS TELL US **HOW TO COMBINE WORK AND FAMILY**

Presenters: Diane F. Halpern, Claremont McKenna College and Fanny M. Cheung, The Chinese University of Hong Kong Chair: Ronald Riggio, Claremont McKenna College & Kravis Leadership Institute

Synopsis

Very few women make it to the top of their profession and among those that do, almost half have no children. We combine the experiences and wisdom of 60 women who refused to choose between their baby and their briefcase with decades of psychological research to provide a road map for working families. The narratives told by the women leaders show how they redefined normative roles to make work and family are more compatible. These high-achieving women with significant family care responsibilities (almost all have children) provide sound advice for anyone who wants to live a dually-successful life.

Biography

Diane F. Halpern is Professor of Psychology at Claremont McKenna College. Diane was 2004 President of the American Psychological Association. She has written many books including, Thought and Knowledge: An Introduction to Critical Thinking (4th Ed.); Sex Differences in Cognitive Abilities (3rd ed.), and is joining Michael Gazzaniga and Todd Heatherton as the third author on the 3rd edition of their introductory psychology textbook, Psychological Science. In addition, Diane has served as president of the Western Psychological Association, the Society for the Teaching of Psychology, and the Division



of General Psychology of the American Psychological Association. She is currently chairing an APA Taskforce that is planning a National Conference on Undergraduate Education in Psychology for 2008 and co-chairing an APS Taskforce on Life-Long Learning at Work and at Home. Diane's presentation is based on her research with Fanny Cheung from Chinese University and their forthcoming book titled *Women at the Top: Powerful Leaders Tell Us How to Combine Work and Family.*

PAPER SESSION

9:45-10:45 SALON D

STEREOTYPING AND PREJUDICE

Chair: Luis M. Rivera

- 9:45 THE INFLUENCE OF INGROUP IDENTIFICATION AND TARGET PROTOTYPICALITY ON FACIAL RECOGNITION, L. James Climenhage & Michael T. Schmitt (Simon Fraser University)
- 10:00 RACIAL IDENTITY AND WITHIN-GROUP PREJUDICE AMONG ASIANS: A MULTIDIMENSIONAL ANALYSIS, Eric L. Kohatsu, Shannen Vong, Michelle Flores, Shizue Mizukami, Amy Shimamoto, Nelson Martinez, Monique Ervin & Charmaine Gray (California State University, Los Angeles)
- 10:15 STEREOTYPES CAN "GET UNDER THE SKIN": SELF-STEREOTYPING PREDICTS LATINO'S HEALTH, Stefanie M. Paredez & Luis M. Rivera (California State University, San Bernardino)
- 10:30 AMBIENT BELONGING: HOW STEREOTYPICAL CUES IMPACT GENDER PARTICIPATION IN COMPUTER SCIENCE, Sapna Cheryan (University of Washington) Victoria C. Plaut (University of Georgia) Paul Davies (University of British Columbia, Okanagan) & Claude Steele (Stanford University)

INTERNATIONAL PSYCHOLOGY EDUCATION CONVERSATION HOUR

10:00-10:45 SALEM ROOM

Join Morgan Sammons form the California School of Professional Psychology (CSPP) at Alliant International University and other faculty and students in this lively conversation hour. Share your thoughts and experiences, and bring your questions and enthusiasm to discuss international graduate training programs, cultural immersion educational experiences, training mental health professionals with multicultural and international competencies, and related topics.



SYMPOSIUM

10:15-11:45 EUGENE

NEW DIRECTIONS AND APPLICATIONS OF SELF-EXPANSION THEORY AND THE INCLUSION OF OTHERS (GROUPS) IN THE SELF

Co-Chairs: Shelly C. Zhou and Stephen C. Wright, Simon Fraser University

Synopsis

Aron and Aron's (1986) self-expansion theory posits that people are motivated to enlarge their sense of self by acquiring new self-aspects. An important method of achieving selfexpansion is inclusion-of-the-other-in-the-self (IOS), a process whereby the resources, perspectives and identities of a close other are experienced as belonging to oneself. Over the past 20 years, self-expansion theory has become an important perspective in close relationships research. In addition, self-expansion theory and IOS have been elaborated and applied in a variety of ways. The current symposium considers some exciting additions to this burgeoning perspective. Bianca Acevedo presents neuro-imaging data suggesting that, consistent with self-expansion theory, married couples who report intense feelings of romantic love continue to experience self-expansion with a long-term partner. Specifically, when viewing photographs of their partners, these individuals show activation in neural regions that fire in response to novel and rewarding stimuli. The perception of their partners as novel and resultant feelings of self-expansion is experienced as the maintenance and enhancement of romantic love. Shelly Zhou's research suggests that self-expansion motives are guided by cultural standards for appropriate self-content. Specifically, those from individualistic cultures desire to self-expand towards self-ideals, preferentially acquiring self-aspects consistent with the ideal self. However, in collectivistic cultures that prioritizes group goals, the ought self may guide self-expansion. Extending IOS to intergroup relations, Kristin Davies presents experimental data showing that crossethnic friendships can facilitate inclusion-of-the-outgroup-in-the-self, a process that improves intergroup attitudes. Specifically, Caucasians who underwent a closeness-generating procedure with a cross-race partner demonstrated improved attitudes towards the partner's racial group, compared to those whose partner was Caucasian. Also taking an intergroup perspective, Stephen Wright presents data showing that self-expansion can motivate interest in cross-group interactions. In two studies wherein self-expansion motives were manipulated, both minority and majority group members showed greater interest in cross-ethnic interactions when self-expansion motives were high. These talks provide evidence that self-expansion theory, which was viewed primarily as a theory of close relationships, has "expanded" to provide a broad theoretical platform for research in areas ranging from social neuroscience and cultural psychology, to intergroup relations and prejudice reduction.



Presenters

UNLIMITED SELF-EXPANSION: NEURAL CORRELATES OF LONG-TERM INTENSE ROMANTIC LOVE, Bianca Acevedo, Arthur Aron (State University of New York at Stony Brook), Helen Fisher (Rutgers University) & Lucy Brown (Albert Einstein College of Medicine)

CULTURAL DIFFERENCES IN THE DIRECTION OF SELF-EXPANSION, Shelly C. Zhou & Stephen C. Wright (Simon Fraser University)

APPLICATIONS OF LABORATORY BASED CLOSENESS GENERATING PROCEDURES IN INTERGROUP RELATIONS CONTEXTS, Kristin M. Davies, Arthur Aron (Stony Brook University), Stephen Wright (Simon Fraser University), Jennifer Eberhardt (Stanford University) & Hilary Bergsieker (Princeton University)

SELF EXPANSION & OUTGROUP FRIENDS, Stephen C. Wright (Simon Fraser University), Salena Brody (Collin County Community College) & Tracy McLaughlin-Volpe (Emerson College)

MCGRAW-HILL INVITED PRESENTATION

10:30-11:30 SALON AB

ENGAGING OUR NET GENERATION STUDENTS: INCORPORATING HIGH IMPACT (AND LOW COST) TECHNOLOGY INTO PSYCHOLOGY CLASSES

Presenter: Robert S. Feldman, University of Massachusetts, Amherst Chair: Keith Kaufman, Portland State University

Synopsis

As the nature of students change, particularly in terms of their prior experiences with computers and the Web, the use of technology in teaching is becoming increasingly important. After discussing changes in students' diversity and experiences that support the use of technology, we consider specific innovations. We examine and demonstrate "smart" presentation media and the use of interactive classroom technologies that offer immediate feedback from students during classes and real-time assessment of student attitudes and beliefs. We also will examine the use of technologies involving the Web, such as blogs and wikis. Finally, we will consider both the benefits and disadvantages of the use of technology and the practical—and philosophical—issues relating to how the use of technology impacts educational outcomes.



Biography

Robert S. Feldman is Professor of Psychology at the University of Massachusetts, Amherst, and Associate Dean of the College of Social and Behavioral Sciences. He is recipient of the College Outstanding Teacher Award, and he was a Senior Online Instruction Fellow and Hewlett Teaching Fellow. A Fellow of the American Psychological Association and the Association for Psychological Science, he has written more than 100 books, chapters, and articles, including *Understanding Psychology*, 9/e, and *Essentials of Understanding Psychology*, 8/e. His research on honesty and deception has been supported by grants from NIMH and NIDRR. He is on the Board of Directors of the Federation of Behavioral, Psychological, and Cognitive Sciences, and also the Board of the Foundation for the Advancement of Behavioral and Brain Sciences.

PAPER SESSION

10:30-11:15 SALON C

FOOD CHOICES

Chair: Erica Wohldmann

- 10:30 SELF-AWARENESS AND CALORIC CONSUMPTION: THE EFFECT OF MIRRORS ON FOOD CHOICES, Kisha Eltagonde, Erica L. Wohldmann & Jill L. Quilici (California State University, Northridge)
- 10:45 CALORIC PERCEPTIONS OF "HEALTHY" AND "UNHEALTHY" FOODS: HEURISTICS INVOLVED IN FAST FOOD, Brittany R. Davis & Jacob Benfield (Colorado State University)
- 11:00 HEALTHY VERSUS UNHEALTHY PICTURED ITEMS: INFLUENCING FOOD CHOICES?, Chrislyn L. Nefas, Erica Wohldmann & Jill L. Quilici (California State University, Northridge)



SYMPOSIUM

10:45-11:45 MT. HOOD

CAN WE IMPROVE TESTS OF UNDERSTANDING OF BASIC STATISTICAL CONCEPTS?

Chair: Dale E. Berger, Claremont Graduate University

Synopsis

This symposium reports on three approaches to gathering information on student understanding of basic statistical concepts. This presentation was motivated by a concern that typical tests in introductory and intermediate statistics courses tend to focus on computational facility rather than conceptual understanding.

The first paper, presented by Giovanni Sosa, examines responses to an open-ended question asking students to interpret a p-value from a simple test of statistical significance. This question revealed that few students are able to provide a clear and correct interpretation of this fundamental statistical concept. Misconceptions were classified into four categories, which may help statistics teachers organize instruction to avoid common conceptual errors.

The second paper, presented by Amanda Saw, examines responses to a short True-False test focused on interpreting results from a test of statistical significance. Data were collected from people who visited an online statistics site and from graduate students in psychology. Areas of conceptual errors will be described, along with advantages and limitations of these methods of data collection. The third paper, presented by Justin Mary, reports findings from the CAOS test (Comprehensive Assessment of Outcomes in Statistics) and the relationship to overall course performance for a group of 59 psychology graduate students. CAOS is a test of statistical reasoning designed for intermediate, non-mathematical statistics courses. A clear finding is that students have weaker knowledge of visual data representations than instructors assume.

The discussant, Dale Berger, will explore the implications of these studies for instructors of statistics for psychologists. Typical methods of assessment (computational problems) fail to detect weaknesses in conceptual understanding. The test items used in the studies reported here demonstrate several different approaches to uncovering weaknesses in statistical understanding and reasoning, and the results show that many students have weaknesses that may not be apparent in conventional statistics tests.

Presenters

UNDERSTANDING THE MISCONCEPTIONS OF P-VALUES AMONG GRADUATE STUDENTS: A QUALITATIVE ANALYSIS, Giovanni Sosa, Dale E. Berger, Amanda T. Saw & Justin C. Mary (Claremont Graduate University)



MISCONCEPTIONS OF HYPOTHESISTESTING AND P-VALUES, Amanda T. Saw, Dale E. Berger, Justin C. Mary & Giovanni Sosa (Claremont Graduate University)

BASIC MISCONCEPTIONS IN STATISTICAL REASONING, Justin C. Mary, Dale E. Berger, Amanda T. Saw & Giovanni Sosa (Claremont Graduate University)

Discussant: Dale E. Berger

PSI CHI INVITED PRESENTATION

11:00-12:00 SALON E

PREPARING FOR LIFE AFTER COLLEGE: THE QUARTERLIFE CRISIS AND YOUR "FRESHMAN YEAR" IN THE WORKPLACE

Presenters: Abby Wilner, Pell Institute, and Paul Hettich, DePaul University Chair: Ngoc Bui, University of La Verne

Synopsis

The transition to adulthood has changed dramatically over the generations, and continues to evolve as we adapt to the daunting economic challenges facing us in the 21st century. Abby Wilner will illustrate the unique challenges that twentysomethings face today as they transition to life in the "real world," while at the same time emphasizing the value of embarking into unfamiliar territory. It is important that soon-to-be and recent graduates prepare themselves for the vastly different world of job hopping, office politics, and student loan debt as they leave the cocoon of dorms, all-nighters and summer breaks - simply by knowing what to expect. Paul Hettich will detail "The Three C's for being a Freshman Again: Culture, Competence, Consequences." To survive their freshman year in the workplace, graduates must: (a) master new organizational cultures, processes and procedures, (b) identify and apply their skills to unfamiliar situations, and (c) recognize behaviors that lead to discipline, termination, and promotion or new assignments. Wilner and Hettich will also share their top strategies to help "quarterlifers" prepare for, cope with and thrive in post-college reality. With principal investigator Eric Landrum, Hettich and Wilner have co-authored a survey "Alumni Perceptions of Workplace Preparedness," which has been submitted for publication.

Biographies

Abby Wilner co-authored the bestselling *Quarterlife Crisis* after graduating from college in 1997 with a B.A. in Psychology, and without a clue where to work or how to get a job. She since wrote a practical follow-up guide, *Quarterlifer's Companion*, and created



quarterlifecrisis.com, an online community for twentysomethings. She has appeared on *Oprah, Today Show*, and CNN, and now conducts Quarterlife workshops, lectures and seminars for college seniors, young alumni and employers of recent graduates. She is also the Manager of Research and Programs at the Pell Institute for the Study of Opportunity in Education in Washington, DC.

Paul Hettich, Professor Emeritus, DePaul University, was an Army personnel psychologist, program evaluator in an education R&D lab, and a corporate applied scientist, positions that created a "real world" foundation for his career in college teaching and administration. He was inspired to co-author *Connect College to Career: A Student Guide to Work and Life Transitions* by graduates and employers who revealed a major disconnect between university and workplace expectations, cultures, and practices.

INTERNATIONAL PSYCHOLOGY SYMPOSIUM

11:00-12:30 SALEM

INTERNATIONAL AND MULTICULTURAL TRANSFORMATIONS: ACADEMIC AND INSTITUTIONAL STRATEGIES

Chair: Natalie Porter, California School of Professional Psychology-San Francisco, Alliant International University

Synopsis

Over the past few decades, American universities, and psychology program within universities, have been charged with integrating multiculturalism into their curricula. They have responded with varying levels of commitment and success. With an increasing recognition of the need to internationalize psychology, new pressures and questions emerge. How do academic programs best accomplish the goal of "internationalizing" the field? Are there ways to do so within a multicultural framework; how do we integrate international and multicultural perspectives rather than have them exist in their own silos? How may they enliven and invigorate each other? What are the commonalities and opportunities, the challenges and tensions? Historically, Alliant International University (formerly the California School of Professional Psychology) has strived to develop a multicultural institution; with the founding of the MERIT (Multicultural Education, Research, Intervention, and Training) Institute in the early 1990s, the institution was dedicated to integrating multiculturalism into all domains at the faculty, staff, student, and administrative levels. Now, MERIT has become I-MERIT (I=International) and the University now strives to integrate international perspectives within a fairly well-developed multicultural framework. This symposium will address these transformations, presenting



first the integration of multiculturalism through the institution and secondly the more recent push to international AIU in its programs, curricula, and campus climates, both in the U.S. and abroad.

Participants

Diane Adams (California School of Professional Psychology-San Francisco, Alliant International University)

Ana Guisela Chupina (Graduate School of Education, Alliant International University)

Sheila Henderson (I-MERIT, Alliant International University)

Natalie Porter (California School of Professional Psychology-San Francisco, Alliant International University)

Discussant: Morgan Sammons, California School of Professional Psychology-San Francisco, Alliant International University

PAPER SESSION

11:00-12:00 SALON D

SOCIAL PSYCHOLOGY AND PERSONALITY 1

Chair: Jessica M. Dennis

- 11:00 LOCUS OF CONTROL AND ATTACHMENT: CLINICAL SOCIAL-WORKERS AND THEIR ACQUAINTANCES, Sabrina Skinner & Ann Szalda-Petree (Walla Walla University)
- 11:15 ACCULTURATION CONFLICTS WITH PARENTS AMONG LATINOS IN EARLY ADULTHOOD, Jessica M. Dennis (California State University, Los Angeles)
- 11:30 COLLECTIVISM AND THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND SELF-ESTEEM, Belen Barragan, Misty Brewer, Tory Michel, Laura Zoe Irvine, Cari DiBernardo, Heather Vogel, Chrystian Irazoque, Denee Romero, Katherine Hanna, Elizabeth Scarpetta & Elizabeth Diane Cordero (San Diego State University)
- 11:45 A META-ANALYTIC INVESTIGATION OF HORIZONTAL-VERTICAL INDI-VIDUALISM-COLLECTIVISM, Jose H. Vargas & Markus Kemmelmeier (University of Nevada, Reno)



POSTER SESSION 8

11:30-12:45 SALON FGHI

COGNITION AND INFORMATION PROCESSING

- 8-1 THE EFFECTS OF LOOMING VULNERABILITY ON TEST ANXIETY AND PERFORMANCE, Kyle L. Gravel, Christine D. Scher, Steven Miller & Mindy B. Mechanic (California State University, Fullerton)
- 8-2 THE EFFECTS OF GENDER-SPECIFIC PRIMING ON RISK EVALUATION, Stephanie Marsh & Kara I. Gabriel (Central Washington University)
- 8-3 CHUCK NORRIS IN LEARNING: HOW HUMOR AFFECTS RETENTION IN POLITICAL CAMPAIGNS, Molly A. Gordon & Lesli Doan (Whitman College)
- 8-4 SOUND IN FILM: MEANINGLESS OR FULL OF MEANING, Sierra M. Cortes (Pacific Lutheran University)
- 8-5 INTERACTION OF FREQUENCY AND WORD LENGTH DURING LETTER IDENTIFICATION, Sarah R. Greene (San Jose State University)
- 8-6 FUNDAMENTAL EMOTIONAL/MOTIVATIONAL SYSTEMS MODULATE SOCIAL-COGNITIVE PROCESSING, D. Vaughn Becker (Arizona State University)
- 8-7 PREDICTING ACADEMIC ACHIEVEMENT FOR YOUNG CHILDREN FROM LOW-INCOME FAMILIES, Kimberly C. Brown & Terry A. Cronan (San Diego State University)
- 8-8 LOOKING FOR PREOPERATIONAL THOUGHT IN YOUNG ADULTS: THE WATER LEVEL TASK, Frederick B. Meeker & Craig Holveck (Cal Poly Pomona)
- 8-9 MATH ANXIETY AND MATH PERFORMANCE ON MULTI-STEP ARITHMETIC PROBLEMS, Nathan O. Rudig, Robert T. Durette & Mark H. Ashcraft (University of Nevada, Las Vegas)
- 8-10 VARIATIONS IN ESTIMATION, Timothy S. Lau, Robert T. Durette, Sarah Tomlinson & Mark H. Ashcraft (University of Nevada, Las Vegas)
- 8-11 SHORT WIDE RANGE ACHIEVEMENT TEST: A MORE EFFICIENT ARITHMETICTEST, Tiffany Lee, Garry Delucia, Eric T. Stiener, Robert T. Durette & Mark H. Ashcraft (University of Nevada, Las Vegas)
- 8-12 MIXED DENOMINATION ESTIMATION NUMBER LINES, Ricardo M. Rios, Robert T. Durette & Mark H. Ashcraft (University of Nevada, Las Vegas)
- 8-13 MATH ANXIETY VS. WORKING MEMORY, Michelle M. Guillaume & Mark H. Ashcraft (University of Nevada, Las Vegas)
- 8-14 MATH COGNITION IN ELEMENTARY STUDENTS, Mark H. Ashcraft & Alex M. Moore (University of Nevada, Las Vegas)
- 8-15 THE RELATIONSHIP BETWEEN COGNITIVE ABILITIES AND MEN-STRUAL PHASE, Tegan A. Hall & Jonathan Boyajian (San Jose State University)



- THE ROLE OF UNCONSCIOUS THOUGHT IN COMPLEX DECISION 8-16 MAKING, Alan Penaloza & Dustin P. Calvillo (California State University, San Marcos)
- COGNITIVE FUNCTIONING, EXECUTIVE FUNCTIONING, AND COPING 8-17 IN A CORRECTIONS POPULATION, Marisa Black & Susan Timsley Li (Pacific University)
- THE EFFECTS OF BRAINAGE ON THE COGNITION OF OLDER ADULTS, Jennifer D. Doane (Whitman College)
- THE ROLE OF INDIRECT COGNITIVE CONTROL IN ACTIVATING 8-19 AFFECTIVE/INCENTIVE STATES, Paree C. Zarolia (San Francisco State University) & Ezequiel Morsella (San Francisco State University and University of California, San Francisco)
- 8-20 SUBJECTIVE FATIGUE, MENTAL ROTATION, AND SELF-REGULATION, Sepeedeh Cigarchi (San Francisco State University) & Ezequiel Morsella (San Francisco State University and University of California, San Francisco)
- ISSUE FRAMING AND LOCUS OF CONTROL, Emily Hause, Danielle Korhummel & Irene Serwanga (St. Mary's College of California)
- DO ADULT CONVERSATIONS AFFECT CHILDREN'S BIOLOGICAL REASONING?, Kristi Lynn Willis, Lara Triona (California State University, Fresno), Jennifer Rigney & Maureen Callanan (University of California, Santa Cruz)
- MENTAL WORKLOAD IN NEUROPSYCHOLOGY: AN ILLUSTRATION IN ADULTS WITH HIV, David J. Hardy (Loyola Marymount University), Charles H. Hinkin (University of California, Los Angeles) & Raja Parasuraman (George Mason University)
- IS IT BETTER TO BE A CRONE OR A CODGER? CONNOTATIVE UNDERSTANDING OF GENDER-SPECIFIC VOCABULARY, Christina C. Boyd, Whitney N. Roan, Christina L. Ingram, Ranell L. Wampler, Marianne G. Taylor & Wendelyn Shore (Pacific Lutheran University)
- DECISION MAKING AMONG DELINQUENT ADOLESCENTS, Brett Johnson Solomon (Santa Clara University), Karisman Roberts-Douglass (California School of Professional Psychology), Jasmin Llamas & Jessica Carrow (Santa Clara University)
- 8-26 HINDSIGHT BIAS: I KNEW IT WAS AN ANGRY FACE, Anne M. Chatman, Harry L. Hom, Jr. & Nathan Richtmyre (Missouri State University)
- NEUROSCIENCE DETAILS: UNSUSPECTING PROMOTERS OF PSY-CHOLOGICAL ESSENTIALISM, Brianna D. Sullivan (Whitman College)
- EFFECTS OF A LANGUAGE TASK ON MEMORY FOR A VISUAL DISPLAY, Todd R. Haskell & Brianna DeVine (Western Washington University)
- LANGUAGE ACQUISITION IN EARLY CHILDHOOD: AN EVENT-RELATED POTENTIAL STUDY, Jennifer A. Coloma (California School of Professional Psychology at Alliant International University)
- PROBLEM SOLVING AND TEAMS, Roxanne C. Luna & L. Mark Carrier (California State University, Dominguez Hills)
- 8-31 CAN SELF-REGULARTORY EXERCISES IMPROVE ATTENTION, Jenae M. Knierim & Chris Koch (George Fox University)



- 8-32 ADHD, MAXIMIZATION, AND REGRET: AN EXPLORATORY STUDY, Liane C. Pereira & Stephen Schepman (Central Washington University)
- 8-33 INATTENTIONAL BLINDNESS WHILE WALKING AND TALKING ON A CELL PHONE, Matthew Boss, Breanne Wise & Ira E. Hyman, Jr. (Western Washington University)
- 8-34 THE RELATIONSHIP BETWEEN ATTENTION AND TIME PERCEPTION, Chihiro Saito & Martin S. Shapiro (California State University, Fresno)
- 8-35 CHILDREN'S EXECUTIVE ATTENTION: RELATIONS TO ACADEMIC PERFORMANCE AND BEHAVIOR REGULATION, Julie A. Schoenfield-McNeill, Beverly J. Wilson & Javier Luna (Seattle Pacific University)
- 8-36 CHILDREN'S EXECUTIVE ATTENTION: RELATIONS TO SOCIAL-EMOTIONAL COMPETENCE AND BEHAVIOR REGULATION, Julie A. Schoenfield-McNeill & Beverly J. Wilson (Seattle Pacific University)
- 8-37 CHANGE BLINDNESS FOR HUMAN FACES IN THE FLICKER PARADIGM,
 Alyssa M. Alcorn (Mills College), Amanda E. Sensenig, Matthew G. Rhodes & Lucy J. Troup
 (Colorado State University)
- 8-38 WRITING THERAPY: A POPULAR OPTION, Maryla Porter & T. L. Brink (Crafton Hills College)

SYMPOSIUM

11:30-1:00 COLUMBIA

THE IGENERATION: MEDIA USE, HEALTH, AND ENGLISH LITERACY

Chair: Larry Rosen, California State University, Dominguez Hills

Synopsis

Children born in the new millennium are turning out to be even more enmeshed with technology than their Net Generation and Generation X older brothers and sisters and, of course, their parents. Our most recent research with more than 1,500 parents of children aged 6 months to 12-years-old shows that they are consuming media, multitasking, and using all the tools that their older brothers and sisters have popularized at an even younger age. Social networks for these children are appearing daily and are becoming popular overnight. Many iGeneration children have their media right at hand in their bedrooms ñ including televisions, computers, and video game consoles ñ and have personal mobile technologies such as cell phones and MP3 players which they use in restaurants and while passengers in cars. They spend hours per day playing with technological toys, are fed a steady media diet, and appear to be living in "TechnoCocoons." The first presentation details research on this generation and their parents including the types of media they use and how those media define their young lives. The next two talks present a model of how



the iGeneration's media-rich lives seriously impact their physical and emotional wellbeing. The final presentation, providing data from two studies of Net Geners, examines how the iGeneration, who produce massive written content through their preferred electronic communication but do so using linguistic and contextual shortcuts, may show advantages and disadvantages in their ability to write as they become young adults.

Presenters

WELCOME TO THE iGENERATION, Larry Rosen (California State University, Dominguez Hills)

THE RELATIONSHIP BETWEEN MEDIA USAGE AND CHILDHOOD WELL-BEING, Julie D. Felt, Larry D. Rosen & L. Mark Carrier (California State University, Dominguez Hills)

THE INFLUENCE OF CHILD MEDIA ON FOOD CONSUMPTION, Joanne Barba, Larry Rosen & L. Mark Carrier (California State Univesity, Dominguez Hills)

R TXT MSGRS BAD RITERS? LOL!, Lynne Erwin, Jennifer Chang, Larry Rosen, L. Mark Carrier & Nancy A. Cheever (California State Univesity, Dominguez Hills)

PAPER SESSION

11:30-12:15 SALON C

HEALTH PSYCHOLOGY 1

Chair: Andrew Downs

- 11:30 RATES OF HERBAL REMEDY AND PRESCRIPTION MEDICATION INTERMIXING AMONG UNIVERSITY STUDENTS, Cindy E. McCrea & Mary Pritchard (Boise State University)
- 11:45 PERCEPTIONS OF COLLEGE WOMEN WITH DISORDERED EATING AND EXERCISE PATTERNS, Tori L. Crain & Sara Rylaarsdam (Whitworth University)
- 12:00 PHYSICAL ACTIVITY AND WELLNESS IN COLLEGE STUDENTS, Andrew M. Downs (University of Portland) & Jennifer Ashton (Central Washington University)



INVITED PRESENTATION

12:00-1:00 SALON AB

WHY BIOLOGY MATTERS IN PREVENTION AND INTERVENTION RESEARCH

Presenter: Theodore P. Beauchaine, University of Washington Chair: Thomas Kindermann, Portland State University

Synopsis

Most contemporary accounts of psychopathology acknowledge the importance of both biological and environmental influences on behavior, yet neuroscientific principles are rarely considered in current approaches to prevention or intervention. In this talk, I will explain why a deeper understanding of the genetic and neural substrates of behavior is essential for the next generation of preventive interventions, and I outline 10 specific reasons why considering biological processes can improve treatment efficacy. Among these, I discuss (a) the role of biomarkers and endophenotypes in identifying those most in need of prevention; (b) implications for treatment of genetic and neural mechanisms of comorbidity, (c) ways in which biological vulnerabilities moderate the effects of environmental experience; (d) situations in which Biology x Environment interactions account for more variance in key outcomes than main effects; and (e) sensitivity of neural systems—via epigenesis, programming, and neural plasticity—to environmental moderation across the lifespan. For each of the ten reasons outlined, I present an example from current literature and discuss critical implications for prevention.

Biography

Theodore P. Beauchaine, is the Robert Bolles & Yasuko Endo Associate Professor and Associate Chair for Research, Outreach, & Development at the University of Washington.



CTUP INVITED PRESENTATION

12:00-1:00 MT. HOOD

THE TEACHING OF THE PSYCHOLOGY OF RACE, CULTURE, AND RACISM: ISSUES AND CONTROVERSIES

Presenter: Stanley Sue, University of California, Davis Chair: Yves Labissiere, Portland State University

Synopsis

Stanley Sue will discuss the importance of teaching race, culture, and racism in psychology courses. Two major issues are presented: (1) the importance of race and culture in the development and validation of psychological theories and scientific methods; (2) the ability to effectively teach topics that often generate strong emotional reactions in the classroom. Our world is culturally diverse and psychological theories and research must take into account this diversity in order to be valid. Stanley Sue will also outline some of the difficulties in the teaching of culture, race relations, and racism. Such topics often generate considerable emotional reactions involving feelings of anger, hostility, shame, guilt. Means are presented for channeling such reactions into learning experiences and for developing critical thinking skills in research and theory.

Biography

Stanley Sue, Distinguished Professor of Psychology and Asian American Studies, University of California, Davis, has taught and conducted research on culture, ethnicity, and mental health. Stanley Sue is President-Elect of the Western Psychological Association. He has served as President of the Division of Clinical and Community Psychology for the International Association of Applied Psychology, Chair of the Science and Practice Committee for APA Division 12, Associate Editor of the American Psychologist, and Science Editor for the U.S. Surgeon General's Mental Health Report Supplement. Psychology (AAASP), and the North American Society for the Psychology of Sport and Physical Activity (NASPSPA).

A conversation hour with Stanley Sue will take place immediately following the presentation in the Salem Room.





PAPER SESSION

12:00-12:30 EUGENE

SOCIAL ISSUES

Chair: Melissa Tamas

12:00 CONSIDERING THE PSYCHOLOGICAL IMPACT OF SOCIAL CLASS, Melissa E. Tamas (Mount St. Mary's College)

12:15 ISSUES THAT DIVIDE: THREAT AND THE 2008 PRESIDENTIAL ELECTION, Danielle L. Blaylock & Amber Gaffney (Claremont Graduate University)

ASSOCIATION FOR PSYCHOLOGICAL SCIENCE **WILLIAM JAMES** DISTINGUISHED LECTURE

12:15-1:15 SALON E

OF BEASTS AND BABIES: INFANTS' INTEREST IN ANIMALS

Presenter: Judy DeLoache, University of Virginia Chair: Sharon Hamill, California State University, San Marcos

Synopsis

How do infants and young children respond to animals? In one set of studies, we filmed toddlers' reactions to live animals (fish, hamster) and found a particularly high level of interest and affect directed toward the animals (versus attractive toys). Second, we found that infants look substantially longer at films of animals than inanimate objects, regardless of whether they are moving or still. In the second set of studies, we found that preschool children and adults detect the presence of a snake in a visual display faster than a variety of other stimuli. Further, in research on infants' response to snakes, we find that infants naturally associate the sound of a frightened human voice with the sight of a moving snake. We conclude that humans are predisposed from birth to be attracted to animals in general, but to learn to fear snakes in particular.



Biography

Judy DeLoache received her Ph.D. from the University of Illinois and was subsequently a faculty member in the Psychology Department. In 2000, she accepted a position as the William R. Kenan, Jr. Professor of Psychology at the University of Virginia.

A conversation hour with Judy DeLoache will take place in the Portland Room immediately following the presentation.

PAPER SESSION

12:15-1:15 SALOND

COLLEGE EDUCATION ISSUES

Chair: Mark Krause

- 12:15 MENTORING AND MAKING IT TO TENURE, Elena Klaw & Desiree Luong (San Jose State University)
- 12:30 USING POPULAR MEDIA REPORTS FOR MEASURING LITERACY OF PSYCHOLOGICAL SCIENCE, Mark Krause, Daniel DeNeui (Southern Oregon University) & Daniel Corts (Augustana College)
- 12:45 THEORY-OF-MIND AND SOCIAL FUNCTIONING IN NATURAL VERSUS SOCIAL SCIENCES STUDENTS, Ashley M. Callan, Katherine Campanelli, Meghan Miles & Kristen Hewlett (California State University Channel Islands)
- 1:00 CALIFORNIA'S LOWER-DIVISION TRANSFER PATTERN PROJECT: THE STATUS OF PSYCHOLOGY, Mark Van Selst (San Jose State University)



PAPER SESSION

12:45-1:45 SALON C

HEALTH PSYCHOLOGY 2

Chair: Jonathan Eric Butner

- 12:45 DIMENSIONALITY: TOWARDS AN UNDERSTANDING OF DIABETES REGULATION, Jonathan Eric Butner, T. Nathan Story, Cynthia Berg (University of Utah) & Deborah J. Wiebe (University of Texas Southwestern Medical Center)
- 1:00 ADOLESCENT ADHERENCE TO DIABETES REGIMENS AS A PURPOSEFUL BEHAVIOR, Kelly Neff, Jason Siegel & William Crano (Claremont Graduate University)
- 1:15 MEASURING HOPE & OPTIMISM IN CHILDREN WITH LIFE-THREATENING DISEASES AND CHRONIC ILLNESSES, Jason P. Myers & Keiley Munnich (Whitworth University)
- 1:30 CULTURALLY SENSITIVE INDIVIDUALLY TAILORED INTERNET HEALTH PLANS AND RESILIENCY FACTORS, Traci Time (Pacific University School of Professional Psychology)

POSTER SESSION 9

1:00-2:30 SALON FGHI

GENDER-RELATED RESEARCH

- 9-1 THE EFFECTS OF NARCISSISTIC PERSONALITY TRAITS AND ENTITLEMENT ON THE PERPETRATION OF SEXUAL COERCION, Brian Hickey, Andrew Rowley, Dan Mackay, Russell L. Kolts & Philip C. Watkins (Eastern Washington University)
- 9-2 GENDER, ETHNICITY, ETHNIC IDENTITY, AND ATTITUDES TOWARD RAPE VICTIMS, Maricela B. Aceves, Rebecca Ong, Deanna Wagner-Swickard, Shruti Mukkamala, Maribel Garcia, Jennifer C. Chang & Lisa T. Mori (California State University, Fullerton)
- 9-3 GENDER DIFFERENCES IN COMPETITION USING A COLOR-WORD STROOPTASK, Joshua C. Juvrud, Jenny Huang, Jonathan Reeves, Jennee Williams & Christopher Koch (George Fox University)
- 9-4 HOW DO I LOOK?: MEN'S REACTIONS TO MEDIA REPRESENTATIONS OF WOMEN, Elizabeth Daniels & Heidi Wartena (University of Oregon)
- 9-5 "THE CHALLENGES ARE THE REWARDS": AN EXAMINATION OF MENTORING INCARCERATED WOMEN, Morgan K. Padgett, Sara Douglas & Dawn Salgado (Lewis & Clark College)



- 9-6 WOMEN'S POST-DIVORCE SURNAME DECISIONS, Michelle L. Ceynar & Joanna Gregson (Pacific Lutheran University)
- STEREOTYPING WOMEN: WHAT VISUAL CUES INFLUENCE US WHEN 9-7 WE SPECULATE IF A WOMAN WILL BE GOOD AT A PARTICULAR JOB?, Michelle C. Berumen & Kristin P. Beals (California State University, Fullerton)
- TRANSFORMING SELF-PERCEPTIONS: INCARCERATED WOMEN'S 9-8 EXPERIENCES OF MENTORING RELATIONSHIPS, Alice D. Longley, Corey S. Smith & Dawn M. Salgado (Lewis & Clark College)
- AN EXAMINATION OF SEXUAL ORIENTATION DIFFERENCES IN 9-9 MYSPACE.COM UTILIZATION, Belinda Gamboa, Elizabeth Welch, Jamie Ayers, Ailyne George & Russell L. Kolts (Eastern Washington University)
- 9-10 GENDER DIFFERENCES IN ATTITUDES TOWARD SCIENTIFIC RESEARCH, CAREERS IN SCIENCE AND COGNITIVE PERSONALITY TRAITS, Dean M. Morier, Amelia Newton & Charlotte Stanton (Mills College)
- A CAREER? A BABY?: ATTITUDES TOWARD WORK/FAMILY SEQUENCES, Amy Marcus-Newhall, Ariana Bell, Katherine Wiley & Judith LeMaster (Scripps College)
- THE EFFECT OF SPORTS ON GENDER IDENTITY, Rachel N. Cardenas & Afshin Gharib (Dominican University of California)
- PREDICTING YOUNG WOMEN'S CHOICE OF MATH OR SCIENCE **CAREERS,** Khanh Bui, Chevon Crum, Alexis Fletes & Nicole Wallace (Pepperdine University)
- CHILDREN'S ESSENTIALIST BELIEFS ABOUT GENDER AND GENDER STEREOTYPE FLEXIBILITY, Sarah Farver, Toni Henderson, Christina Ingram, Rachel Richardson, Brittany Urich, Eden Marsicek & Marianne Taylor (Pacific Lutheran University)
- GENDER AND CONFORMITY, Mistie L. Larch & Maria Lynn Kessler (Oregon Institute 9-15 of Technology)
- ATTENTIONAL BLINK: THE ROLE OF PROFANITY AND TABOO WORDS, Sue D. Hobbs (University of the Pacific)
- GENDER DIFFERENCES IN VICTIMIZATION AND PERPETRATION OF IEALOUSY AND SEXUAL VIOLENCE IN TEEN DATING RELATIONSHIPS. Brittany J. Stamper & Jennifer M. Gomez (San Diego State University)
- 9-18 ADOPTION OF THE THIN-IDEAL AND BODY IMAGE IN LATINAS, Javier Galvez, Leticia Villalobos, Martha Merino, Alissa Ramos, Joseph Pipkin, Elizabeth Monge, Sonia Villafana, Johanna Pinedo, Joanna Sesma & Elizabeth Diane Cordero (San Diego State University, Imperial Valley)
- THE FEMINIZATION OF PSYCHOLOGY: WHERE ARE WE NOW?, Kendra C. Jones, Eleni M. Romano, John W. Thoburn & Jay R. Skidmore (Seattle Pacific University)
- 9-20 MASCULINITY AND ANXIETY: MISSING FACTORS IN DISORDERED EATING BEHAVIORS IN MEN, Leah Kinder, Barbara Drescher & Andrea Rashtian (California State University, Northridge)



- 9-21 MARITAL RAPE EDUCATION AND THE PERCEPTION OF NON-CONSENSUAL SEXUAL BEHAVIOR, Melissa Sali, Sara Westling, Wendy Williams, Scott Schaefle & Sarah Britto (Central Washington University)
- 9-22 MAKING ENDS MEET: FACTORS ASSOCIATED WITH NEW MOTHERS' EMPLOYMEN'T DECISIONS, Stacy Ann Hawkins (Claremont Graduate University), Sherylle Tan & Diane Halpern (Claremont McKenna College)
- 9-23 HETEROSEXUAL AND SAME-SEX RELATIONSHIPS: A COMPARISON OF 1975 AND 2000, Gabrielle Gotta (Alliant International University), Esther Rothblum (San Diego State University), Sondra Solomon (University of Vermont), Kimberly Balsam (University of Washington) & Robert-Jay Green (Alliant International University San Francisco)
- 9-24 AN EXAMINATION OF BARRIERS TO TREATMENT FOR SEXUAL ASSAULT SURVIVORS, Courtney Knapp, Stephen Berger, Bina Parekh & Tica Lopez (Argosy University)
- 9-25 GENDER DIFFERENCES AMONG REVICTIMIZED INDIVIDUALS, Rebecca Dogan, Gary S. Katz (CSU Northridge), Sela Ann Sanberg (CSU Northridge and UCLA)
- 9-26 GENDER DIFFERENCES AND THE IMPACTS OF STEREOTYPE THREAT ON PERFORMANCE, Emily N. Stickel (Dominican University of California)
- 9-27 BODY DISSATISFACTION AMONG ETHNICALLY DIVERSE ADOLESCENT DANCERS, Jessica Daehnert, Tica Lopez & Bina Parekh (Argosy University)
- 9-28 WANTING IS NOT HAVING: JEALOUSY, PROPRIETARINESS AND ENGENDERED EXPRESSIONS OF AGGRESSION, Christy Teranishi-Martinez (California State University Channel Islands)
- 9-29 HONEY, DOES THIS DRESS MAKE ME LOOK FAT?: BODY IMAGE & SOCIAL SUPPORT, Katharine Dianne O. Cruz & Tanya Boone (CSU Bakersfield)
- 9-30 BIASES IN ATTRIBUTING MASCULINITY AND FEMININITY TO MEN AND WOMEN, Robert Brammer & Liane Pereira (Central Washington University)
- 9-31 EMOTIONAL RESPONSE TO TYPE OF VIOLENCE, Ginger Lasky & Jay Garaycochea (San Jose State University)
- 9-32 IMPACT OF ATTITUDES TOWARDS WOMEN ON AFFIRMATIVE ACTION BELIEFS, Kristy Siino, Jenna J. Barry & Christopher L. Aberson (Humboldt State University)
- 9-33 FEMALE BODYTYPES PREFERRED AMONG COLLEGE STUDENTS, Kelly A. Martin, Angie Reyes, Karen Nunez & Chris Schamber (College of the Canyons)
- 9-34 FIRST IMPRESSIONS AND GENDER/SEXUAL IDENTITY, Robert Brammer, Sandy Underwood, Rondale West, Sara Westling & Chelsea Pearsall (Central Washington University)
- 9-35 THE RELATIONSHIP BETWEEN RACIAL STEREOTYPES AND PER-CEPTIONS OF PREGNANCY, Heather K. Terrell & Craig T. Nagoshi (Arizona State University)
- 9-36 HUMAN SECONDARY SEX RATIO: RECONCILING MIXED RESULTS OF TRIVERS-WILLARD HYPOTHESIS, Christian M. D. von Pohle (California State University, Fullerton)



PAPER SESSION

1:00-1:45 EUGENE

MEMORY AND COGNITION

Chair: Wendelyn Shore

- 1:00 FAMILIARITY AS AN EXPLANATION FOR THEMATIC PREFERENCE IN WORD ASSOCIATION, Johan Sandqvist, Wendelyn Shore & Brandi Schibalski (Pacific Lutheran University)
- 1:15 TESTING THE ACTIVATION-MONITORING ACCOUNT OF FALSE MEMORY, Steven R. Carrasco & Leonard Stern (Eastern Washington University)
- 1:30 EXPLORING ASYMMETRIES IN FIGURATIVE LANGUAGE BETWEEN SPANISH AND ENGLISH SPEAKERS, Seneca J. Siegel & Enriqueta Canseco-Gonzalez (Reed College)

WPA SOCIAL RESPONSIBILITY AWARD PRESENTATION

1:15-2:15 SALON AB

TWINS AND VIRTUAL TWINS: FROM THE LABORATORY TO THE REAL WORLD

Presenter: Nancy L. Segal, California State University, Fullerton Chair: Jeffery S. Mio, California State Polytechnic University, Pomona

Synopsis

Virtual twins (same-age unrelated siblings reared together since infancy) are the latest addition to kin-based studies of human behavior. These unusual siblings replicate the rearing circumstances of twins, but without the genetic link, offering a sensitive measure of shared environmental influence. Studies using twins and virtual twins have demonstrated genetic influence on a wide range of behaviors, including intelligence, special abilities, personality and decision-making. These ordinary twins and unusual adoptees have also highlighted important developmental events that can affect individuals' behavioral outcomes. Key research findings and their applied significance will be examined and discussed.

Biography

Nancy L. Segal is Professor of Psychology and Director of the Twin Studies Center at California State University, Fullerton. She is the CSUF 2004-5 Distinguished Professor



in Humanities and Social Sciences and the 2004-5 CSUF Outstanding Professor of the Year. Dr. Segal is the author of *Indivisible by Two: Lives of Extraordinary Twins and Entwined Lives: Twins* and *What They Tell Us About Human Behavior.* She received the 2005 James Shields Award for Lifetime Contributions to Twin Research, and the 2008 Award for Social Responsibility from the Western Psychological Association.

INVITED PRESENTATION

1:15-2:15 MT. HOOD

INTEGRATING PSYCHOPHARMACOLOGY INTO THE PRACTICE OF PSYCHOLOGY: A LOOK AT THE FUTURE OF MENTAL HEALTH SERVICE DELIVERY

Presenter: Morgan T. Sammons, California School of Professional Psychology at
Alliant International University
Chair: Holly Fussell, Oregon Health & Science University

Synopsis

This presentation will focus on the integration of pharmacological service provision into mental health service provision. Current trends in the utilization of psychotropic medications will be discussed in the context of the continued reduction in the availability in psychotherapy services by psychiatrists and other mental health specialists who are able to prescribe. Data on the demonstrated efficacy of psychotherapy alone or combined treatments will be provided for a number of common disorders — depression, anxiety spectrum disorders, bipolar disorder, and post-traumatic stress disorder. Strategies for increasing the availability of combined pharmacological and psychotherapeutic services will be discussed. The role of psychologists in the provision of combined services will be discussed from the perspective of the move to acquire prescriptive authority.

Biography

Morgan T. Sammons is Systemwide Dean of the California School of Professional Psychology at Alliant International University. He is a retired Captain in the US Navy. He is a prescribing psychologist and one of the first graduates of the Department of Defense Psychopharmacology Demonstration Project. Dr. Sammons is a Fellow of the American Psychological Association, current President of the National Register of Health Service Providers in Psychology, president-elect of APA division 55, and Chair of the California Psychological Association Division 5 (Psychopharmacology), a member of the APA Policy and Planning board and a past president of the Maryland Psychological Association. He is a diplomate of the American Board of Professional Psychology (Clinical). He contributes frequently to the professional literature and is an associate editor of the APA journal *Psychological Services*. He lectures extensively on issues pertaining to prescriptive authority and the professional practice of psychology.



PT@CC - PSI BETA SYMPOSIUM

1:15-2:15 COLUMBIA

USER-FRIENDLY NEW TECHNOLOGIES THAT ENHANCE TEACHING AND LEARNING

Chair: Vivian McCann, Portland Community College

Synopsis

This symposium will introduce you to exciting new technologies. With the growth of portable digital music players, podcasts (internet-accessible audio recordings) have gained in popularity largely because of the ease at which they can be produced. With the use of a simple telephone, a digital voice recorder, or a computer with a microphone, anyone can produce a podcast in record time. The first presentation will introduce some basic techniques used to produce a podcast and will demonstrate the readily available tools that can be used to produce these internet-accessible audio recordings at little or no cost and with little effort. In the second presentation, you will learn about importing video clips from DVDs or VHS tapes for seamless PowerPoint presentations; using free blog sites to enhance learning; creating interactive forms you can use to provide students with self-scoring inventories and to help streamline student data collection in research; and creating tutorials and presentations in Flash for problem-free online access.

Presenters

PODCASTING MADE EASY, Kris Leppien-Christensen (Saddleback College)

A GRAB-BAG OFTECHNOLOGYTOOLS, Jerry Rudmann (Irvine Valley College)

INVITED PRESENTATION

1:30-2:30 SALON E

NORMS-BASED MESSAGING: AN UNTAPPED POWER-SOURCE FOR ENVIRONMENTAL ACTION

Presenter: Robert B. Cialdini, Arizona State University Chair: Gabriela Martorell, Portland State University

Synopsis

Social norms, which refer to what most people do (descriptive social norms) and what most people approve (injunctive social norms), are remarkably powerful in directing hu-



man action. Equally remarkable is how little note people take of this power at two critical decision points: when, as observers they decide how to interpret the causes of their own actions and when, as communicators they decide how to influence the actions of others. Studies in several environmental contexts (e.g., home energy conservation, household recycling, hotel conservation programs) show that persuasive communications that employ social norms-based appeals for pro-environmental behavior are superior to those that employ traditional appeals.

Biography

Robert Cialdini received undergraduate, graduate, and postgraduate education in Psychology at the University of Wisconsin, the University of North Carolina and Columbia University, respectively. He is currently Regents' Professor of Psychology and Marketing at Arizona State University, where he has also been named Distinguished Graduate Research Professor. He has been elected president of the Society of Personality and Social Psychology. He is the recipient of the Distinguished Scientific Achievement Award of the Society for Consumer Psychology, the Donald T. Campbell Award for Distinguished Contributions to Social Psychology, and the Peitho Award for Distinguished Contributions to the Science of Social Influence.

INVITED PRESENTATION, APA CENTER FOR WORKFORCE STUDIES

1:30-3:00 SALON D

PSYCHOLOGY'S EDUCATIONAL PIPELINE AND WORKFORCE TRENDS IN THE 21ST CENTURY: DEBT, SALARY AND EMPLOYMENT DATA

Presenter: Ariel A. Finno, American Psychological Association - Center for Workforce Studies

Synopsis

The most recent national level data profiling the field of psychology including employment, salaries, and debt and the educational pipeline for those trained at the bachelors, masters, and doctoral levels will be presented. National Science Foundation psychology doctoral degree data and data from the Center's own efforts including Salaries in Psychology, Doctorate Employment, Faculty Salaries in Psychology, and 2008 Health Service Providers Survey's will be included. Discussion of these data will include the impact of larger forces external to psychology (shifting demographics, managed care, and the economy).



Biography

Ariel A. Finno is the Research Officer with the APA's Center for Workforce Studies and has been with the APA for 3 and 1/2 years. Her duties include managing all survey research projects that are produced by APA. Recent work involves leading several psychology workforce related projects and collaborating with outside organizations including: working with license-granted National Science Foundation data sets, CWS' annual Faculty Salaries in Psychology Survey, the 2008 Revision to the Strong Interest Inventory Survey, and the 2007 Early Career Psychologists Survey. Ms. Finno completed her graduate studies in psychology in 2005 at Augusta State University and is currently enrolled in a graduate program at George Washington University.

SYMPOSIUM

2:00-3:30 EUGENE

USING DIALECTICAL BEHAVIOR THERAPY WITH ADULT CLIENTS IN A STUDENT TRAINING CLINIC

Chair: Cathy Moonshine, Pacific University, School of Professional Psychology

Synopsis

At the School of Professional Psychology at Pacific University in Portland Oregon, most of the first year practicum students receive training in our Psychological Service Center (PSC) in its Hillsboro or Portland locations. The information discussed in this symposium is based on training and clinical experiences in the Portland branch of the PSC. The PSC is low fee community clinic for clients who are self referred for counseling. PSC clinicians are organized on teams and receive supervision from licensed psychologists who are core faculty of the School of Professional Psychology. Cathy Moonshine, Ph.D., MAC, CADC III oversees a team that specializes in treating adults with mild to moderate substance use and/or co-occurring disorders. Clinical interests of the students on the 2008/ 2009 team included substance use disorders, anxiety, personality disorders and clients involved in the criminal justice system. This team decided to implement Dialectical Behavior Therapy (DBT) in individual and group sessions with a variety of clients and diagnoses. All four students completed a semester long graduate course on DBT. This symposium will begin with a brief overview of DBT, discussion of training and supervision of the students, adaptations of DBT to fit with skill level and structure of the PSC. We will also discuss new DBT resources such as innovative skills, client worksheets and therapy games. The symposium will conclude with lessons learned and recommendations for the future.

Presenters

USING DBT WITH ADULT CLIENTS IN A STUDENT TRAINING CLINIC,

Carolyn C. Ferreira (Pacific University, School of Professional Psychology)



BEGINNING A DIALECTICAL BEHAVIOR THERAPY GROUP: SUCCESSES AND CHALLENGES, Anna Heitz (Pacific University, School of Professional Psychology)

DBT AND TREATING SUBSTANCE DEPENDENCE, *Eric R. Schmidt* (Pacific University, School of Professional Psychology)

USING DIALECTICAL BEHAVIOR THERAPY WITH ADULT CLIENTS IN A STUDENT TRAINING CLINIC, *Rohn T. Stark* (Pacific University, School of Professional Psychology)

INTERNATIONAL PSYCHOLOGY PANEL

2:00-3:00 SALEM

INTERNATIONAL HEALTH PSYCHOLOGY IN AFRICA: HIV/AIDS

Chair: Joseph Matarazzo, Oregon Health & Science University

Synopsis

This session will present research and experience-based information concerning the impact of HIV in Kenya and Zimbabwe, Africa. HIV/AIDS has had a devastating impact on Kenya and Zimbabwe. In order to develop more effective programs, there is a need to determine ways to address this issue with a consideration of culture. Dr. Burke will focus on the work that was done to promote the awareness, knowledge and skills needed for counseling students to effectively work with this illness. This work included a qualitative study about beliefs and recommendations for education and the development of two courses in order to help students develop specialized skills so they could address the overwhelming need of this society. Dr. Chamrad has been working with humanitarian aid projects with children affected by HIV/AIDS in Zimbabwe and water projects in Mozambique. Dr. Chamrad will address related issues and grassroots efforts to address the HIV/AIDS problems in Zimbabwe, Africa.

Participants

HIV/AIDS IN KENYA, Elaine A. Burke (California School of Professional Psychology-Los Angeles, Alliant International University)

HIV/AIDS PREVENTION IN ZIMBABWE, *Diana L. Chamrad* (Antioch University, Seattle)



PAPER SESSION

2:00-3:00 SALON C

CLINICAL PSYCHOLOGY 1

Chair: Christopher Wolsko

- 2:00 PSYCHOJUDO: THE CONTROVERSIAL PSYCHOTHERAPY TECHNIQUES OF NICHOLAS CUMMINGS, Timothy C. Thomason (Northern Arizona University)
- 2:15 CURRENT ISSUES IN THE CONTROVERSY OVER EMPIRICALLY SUPPORTED TREATMENTS, Timothy C. Thomason (Northern Arizona University)
- 2:30 LET US OUTSIDE: CONTEMPORARY OBSTACLES TO INTEGRATING NATURE AND MENTAL HEALTH, Christopher V. Wolsko, Kathy Hoyt, Stephanie Kent & Terry Link (University of Oregon)
- 2:45 NEW APPROACHES IN CLINICAL ASSESSMENT WITH OUTPATIENT MENTAL HEALTH CONSUMERS, Edward Dunbar (Pacific Psychological Associates), Tracy March (Walden University) & Lindsey Marglous (Pacific Psychological Associates)

INVITED PRESENTATION

2:30-3:30 SALON AB

LEARNING WITH CONVERSATION AGENTS

Presenter: Art Graesser, University of Memphis Chair: Dale Berger, Claremont Graduate University

Synopsis

AutoTutor is an intelligent computer tutor that helps students learn science and technology by holding a conversation in natural language. There is a talking head that guides the conversation by asking difficult questions and prompting the student to do the talking or action, as opposed to merely lecturing. AutoTutor's learning objectives are pitched at deeper levels of reasoning, explanations, and mastery of complex systems, as opposed to memorizing definitions and facts. Empirical tests show that AutoTutor helps learning by nearly a letter grade, compared to suitable control conditions. We have recently explored the emotions that learners experience while learning with AutoTutor, such as flow (engagement), delight, confusion, frustration, boredom, and surprise. AutoTutor has evolved to new learning environments to facilitate metacognition and self-regulated learning (MetaTutor), critical inquiry with web sites (SEEK), and scientific reasoning (ARIES).



Biography

Art Graesser is a professor in the Department of Psychology, adjunct professor in Computer Science, and co-director of the Institute of Intelligent Systems at the University of Memphis. Dr. Graesser received his Ph.D. in psychology from the University of California at San Diego. His primary research interests are in cognitive science, discourse processing, and the learning sciences. He served as editor of the journal Discourse Processes (1996–2005), is the current editor of *Journal of Educational Psychology*, and is president of the Society for Text and Discourse and Artificial Intelligence in Education. He has published hundreds of articles and a dozen books (one being the *Handbook of Discourse Processes*) and has developed intelligent software in learning, language, and discourse technologies, including Auto Tutor, Meta Tutor Coh-Metrix, SEEK, ARIES, Question Understanding Aid, QUEST, and Point&Query.

INVITED PANEL DISCUSSION

2:30 -3:45 MT. HOOD

WHAT'S NEW IN PSYCHOLOGY: WHAT TEACHERS AND STUDENTS NEED TO KNOW

Chair: Miriam Schustack, California State University, San Marcos

Synopsis

Four distinguished text authors will discuss the most important new developments in their fields. Text authors have a unique perspective – each new edition is an opportunity for text authors to review their fields as generalists. They then integrate advances in theory and research to provide a coherent overview of the current status of the field.

Biographies

Diane Halpern is Professor of Psychology at Claremont McKenna College. Diane was 2004 President of the American Psychological Association. She has written many books including, Thought and Knowledge: An Introduction to Critical Thinking (4th Ed.); Sex Differences in Cognitive Abilities (3rd ed.), and is joining Michael Gazzaniga and Todd Heatherton as the third author on the 3rd edition of their introductory psychology textbook, Psychological Science. In addition, Diane has served as president of the Western Psychological Association, the Society for the Teaching of Psychology, and the Division of General Psychology of the American Psychological Association.

Howard Friedman is Distinguished Professor of Psychology at the University of California, Riverside. Dr. Friedman is the recipient of two major career awards for his health psychology research: the Outstanding Contributions to Health Psychology award from the American Psychological Association (Div. 38), and the James McKeen Cattell Fellow Award from the Association for Psychological Science (APS) (2007-08). He has authored or edited ten books, including textbooks in Health Psychology and in Personality, and is

FRIDAY



Editor of the Journal of Nonverbal Behavior. Professor Friedman has received the UC Riverside Distinguished Teaching Award and the Outstanding Teacher Award from the Western Psychological Association.

Stanley Sue, Distinguished Professor of Psychology and Asian American Studies, University of California, Davis, has taught and conducted research on culture, ethnicity, and mental health. Stanley Sue is President-Elect of the Western Psychological Association. He is co-author, with David Sue and Derald Wing Sue, of Understanding Abnormal Behavior, 9th edition, published by Wadworth Cengage Learning.

Miriam W. Schustack is Professor and Chair of Psychology at California State University San Marcos. Her recent work is in individual differences and children's informal learning. She is co-author with Howard S. Friedman of Personality: Classic Theories and Modern Research, 4th edition, published by Allyn & Bacon, as well as co-editor of a book of readings in personality. Her current teaching interests are in cognitive psychology and personality psychology.

Presenters

WHAT'S NEW IN INTRODUCTORY PSYCHOLOGY. Diane Halpern (Claremont McKenna College)

WHAT'S NEW IN HEALTH PSYCHOLOGY, Howard Friedman (University of California, Riverside)

WHAT'S NEW IN ABNORMAL PSYCHOLOGY, Stanley Sue (University of California, Davis)

WHAT'S NEW IN PERSONALITY PSYCHOLOGY, Miriam Schustack (California State University, San Marcos)

SYMPOSIUM

2:30-4:00 COLUMBIA

EMOTION REGULATION AND PSYCHOLOGICAL HEALTH

Chair: Kimberly M. Angelo, University of Oregon

Synopsis

An emerging theme in the study of emotion regulation emphasizes that regulating positive and negative emotions may involve different processes and have different consequences. How does the up-regulation of positive emotions differ from the down-regulation of negative emotions? What are the consequences of effective and ineffective forms of regulation for mental health and psychological well-being?

In this symposium, we will consider these questions from several different perspectives. In the first talk, Angelo will present research on the ways that people cultivate positive emo-



tions. She will present data examining what broad strategies people use, which individuals are more or less likely to use them, and what the emotional consequences are in daily life. In the second talk, Caston will present research on how cognitive reappraisal affects different emotions. She will report findings from an experimental study where she separately assessed individuals' ability to up-regulate positive emotions and down-regulate negative emotions. She will discuss how these regulation abilities interact with life stress in predicting mental health outcomes. In the third talk, Tipsord will discuss the effects of rumination on social interactions. She will present data on how rumination, a form of emotional dysregulation, affects individuals' ability to remain focused during social interactions and on the experiences of ruminators' interaction partners. She will discuss the obstacles that ruminators face in giving and receiving social support, and the associated risks for mental health. These talks together will emphasize the multifaceted nature of emotion regulation, and the complex relationships between emotion regulation and psychological health.

Presenters

THE UP-REGULATION OF POSITIVE AFFECT: COGNITIVE AND BEHAV-IORAL STRATEGIES IN EVERYDAY LIFE, Kimberly M. Angelo & Sanjay Srivastava (University of Oregon)

RESILIENCE IN THE FACE OF STRESS: THE ABILITY TO DOWN-REGULATE NEGATIVE VERSUS UP-REGULATE POSITIVE EMOTIONS DIFFERENTIALLY PREDICTS DEPRESSION AND WELL-BEING, Allison T. Caston, Amanda J. Shallcross & Iris B. Mauss (University of Denver)

THE IMPACT OF RUMINATION ON EMOTIONS AND SUPPORT IN SO-CIAL INTERACTIONS, Jessica M. Tipsord & Sanjay Srivastava (University of Oregon)

POSTER SESSION 10

2:45-4:15 SALON FGHI

SOCIAL & PERSONALITY PSYCHOLOGY AND INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

- 10-1 A LACK OF NONVERBAL "ACCENTS" IN FACIAL EXPRESSION, Katherine S. Sorensen & David Matsumoto (San Francisco State University)
- 10-2 PERCEIVED ACADEMIC STEREOTYPE THEAT IN COLLEGE STUDENTS, Kaitlin Hopkins & Edward Dana, Jr. (Chapman University)
- 10-3 A PSYCHOBIOGRAPHICAL ANALYSIS OF ISAAC ASIMOV'S COMPULSIVE WRITING, Monica Richardet, William Todd Schultz & Alyson Burns-Glover (Pacific University)
- 10-4 PROVOKED MURDER AS SUICIDE: A PSYCHOBIOGRAPHICAL ANALYSIS OF THE LIFE (AND DEATH) OF MARVIN GAYE, Chelsea Wong, William Todd Schultz & Alyson Burns-Glover (Pacific University)

FRIDAY



- 10-5 CAN YOU RUIN A GRATEFUL MEMORY?, Michael Van Gelder, Anna Beattie, Patty Hosner, Philip C. Watkins & Russell L. Kolts (Eastern Washington University)
- PRESIDENTIAL CHOICES, PERSONALITY AND CURRENT ISSUES: 1992 TO 2008, Diane M. Henschel, Crystal Haywood, Julia Ramirez-Garcia & Courtney Williams (California State University, Dominguez Hills)
- 10-7 DIVERSE CLOSE FRIENDS, EVERYDAY SOCIAL COMPARISONS AND PHYSICAL APPEARANCE IMPORTANCE, Jeri L. Wilson, Stephanie McKee, Phil Box, Zachary Cohen, Honey Roberts, Aubrey Koch, Danielle Zelisko & Heather Smith (Sonoma State University)
- WHAT DOES RELATIVE DEPRIVATION PREDICT? A META-ANALYTIC CRITIQUE, Gina M. Pippin, Aubrey Koch, Danielle Zelisko, Heather Smith (Sonoma State University) & Thomas F. Pettigrew (University of California, Santa Cruz)
- THE IMPACT OF CONSTRUAL LEVEL ON PREFERENCES FOR FRAMED 10-9 INFORMATION, Jerusha Detweiler-Bedell, Julie Robertson, Melanie Cohen, Clare Montgomery-Butler & Alex Steahly-Jenkins, Kelsey Chapple, Hilary Gray, Brian Detweiler-Bedell (Lewis & Clark College)
- 10-10 EMOTIONAL INTELLIGENCE, WELL-BEING AND LIFE SATISFACTION, Sundance Friedrich & William Phillips (Dominican University of California)
- 10-11 PERSONALITY FACTORS IN VOWEL USE, Katherine A. Kugay (Mills College), Jenna Baddeley, James W. Pennebaker (University of Texas at Austin) & Cedar Riener (Mills College)
- 10-12 CROSS-CULTURAL COMPARISON OF PROTOTYPICAL EMOTION-ELICITING EVENTS, Julia M. Loo, Chengcheng Feng, Xiaohang Feng, Jamie Louie, Brian Simpson & Colby Tibbets (San Francisco State University)
- 10-13 EFFECT OF STEREOTYPES ON RACIAL ATTITUDES OF HISPANICS AND ASIANS, Tatiana Basanez (California State University, Los Angeles)
- 10-14 REACTANCE AS A FACTOR IN UNIVERSITY STEREOTYPE THREAT, Kaitlin Hopkins & Edward Dana, Jr. (Chapman University)
- 10-15 WORK GROUP PERFORMANCE RELATED TO GROUP FORMING AND GROUP CONSCIENTIOUSNESS, Bjorn P. Bergstrom (Pacific University), David Foster, Victor Savicki (Western Oregon University), Michelle Truong & Elisa Rudd (Pacific University)
- 10-16 THE GRATITUDE-GENERATIVITY LINK INYOUNG ADULTS, Lisa K. Tankersley, Ross A. Oakes Mueller & G. Michael Leffel (Point Loma Nazarene University)
- 10-17 DOG OWNER PERSONALITY AND DOG BEHAVIOR, Melanie Daye & Paula B. Iohnson (CSPP at Alliant International University)
- 10-18 DEVELOPING A SHORT VERSION OF THE RIGHT-WING AUTHORI-TARIANISM SCALE, John M. B. Stratton, Daniella Bismanovsky & Emily L. Hause (St. Mary's College of California)
- 10-19 ATTACHMENT TO GOD: FUNDAMENTALISM, BORN AGAIN, REJECTION AND QUEST, Harley E. Baker, Alexis Rachel, Allison K. O'Leary & Ki D. Angerman (CSU Channel Islands)



- 10-20 ANALYTICAL-INTUITIVE PROCESSING DIFFERENCES AND VULNER-ABILITYTO IDENTIFIABLE VICTIM EFFECTS, Acacia McGuire & James Friedrich (Willamette University)
- 10-21 STEREOTYPE THREAT EFFECTS ON GIRLS' MATH ATTITUDES, INTENTIONS, AND PERFORMANCE, Bettina J. Casad, Faye L. Wachs, Patricia Hale, Joo Young Lee, Janelle K. Gross, Adamina Camacho, Theresa Sciurba, Chloe Boyle, Bren Chasse & Marisol Santalla (California State Polytechnic University, Pomona)
- 10-22 CLOTHING AND PERSONALITY, Robert Brammer, Jon Ingram, Nelio Belmont & Bryan Thieme (Central Washington University)
- 10-23 TYPE, CAUSE AND COST OF SELF-SACRIFICE AND EVALUATIONS OF DO-GOODERS, Lisa Farwell & Marina Vetrova (Santa Monica College)
- 10-24 NEED FOR STRUCTURE PREDICTS REACTIONS TO PUBLIC INFIDELITY, Lev Woolf, Chris Goode, Rachel Herch, Jena Jehle, Mellisa Moran, Sally Logan, Dianna Nation & Heather Smith (Sonoma State University)
- 10-25 IMPACT OF OUT-GROUP ORIENTATION AND SOCIAL SELF-ESTEEM ON STUDENT SELF-CONCEPT, Mario Astorga, Jackelin Maldonado, Jonathan Zeledon & Sheila Grant (California State University, Northridge)
- 10–26 PERCEPTION OF INTER-GROUP DIFFERENCES: A CROSS-CULTURE STUDY, Yishan Xu, Radmila Prislin, Scott Roesch & John Michalak (San Diego State University)
- 10-27 A QUALITATIVE INVESTIGATION OF STEREOTYPE THREAT, Lesli A. Doan (Whitman College)
- 10-28 NEGOTIATING BI-CULTURAL IDENTITY: A STUDY OF COLLEGE STUDENTS, Jennifer E. Jaher & Timothy Urdan (Santa Clara University)
- 10-29 VIRTUAL TRANSFORMATIONAL LEADERSHIP: LINKS WITH EMPLOYEE JOB SATISFACTION, Abraham M. Gutierrez, Heidi R. Riggio (CSU Los Angeles) & Ronald E. Riggio (Claremont McKenna College)
- 10-30 PERSONALITY AND GROUP DEVELOPMENT AS PREDICTORS OF GROUP DECISION MAKING, David A. Foster, Victor Savicki, Dan Mutschler, Amanda Zentz, Laura Fink & Maegan Christoson (Western Oregon University)
- 10-31 COGNITIVE DIVERSITY IN DISTRIBUTED PROBLEM SOLVING GROUPS, Matt Canham (Central Oregon Community College), Richard Mayer (University of California, Santa Barbara) & Jennifer Wiley (University of Illinois, Chicago)
- 10-32 VALIDITY OF PROTECTIVE SERVICE REPORTS-PLUS IN LAW ENFORCEMENT, Paul E. Turner & Lisa C. Turner (Private Practice)
- 10-33 STATE-TRAIT ANGER INVENTORY-2: PREDICTIVE VALIDATION IN LAW ENFORCEMENT SELECTION, Paul E. Turner & Lisa C. Turner (Private Practice)
- 10-34 PARTICIPATORY ACTION RESEARCH OF ATTITUDES AND BEHAVIOR AT A NON-PROFIT ORGANIZATION, Hants Andrew Williams, Neelam Rattan & Elena Klaw (San Jose State University)

FRIDAY



- 10-35 EFFECTS OF EFFICACY AND DEVELOPMENT ON GROUP COM-MUNICATION AND PERFORMANCE, Michelle Truong (Pacific University), David Foster, Victor Savicki (Western Oregon University), Laurie Juraszek, Bjorn Bergstorm & Elisa Rudd (Pacific University)
- 10-36 ORGANIZATIONAL FEATURES OF YOUTH PROGRAMS AND RELATION-SHIPTO EMPLOYEE RETENTION, Laura A. Davidson, Lorie Sicafuse & William Evans (University of Nevada, Reno)
- 10-37 EFFECTS OF AGREEABLENESS OF MINORITY OPINION MEMBER ON GROUP DECISIONS, Laurie D. Juraszek (Pacific University), David A. Foster, Victor Saviski (Western Oregon University), Michelle Truong, Elisa Rudd & Bjorn Bergstrom (Pacific University)
- 10-38 PERSONALITY AND GROUP DEVELOPMENT DETERMINING EMERGENT LEADERSHIP AND TEAMWORK PERFORMANCE, Elisa A. Rudd (Pacific University), David Foster, Vic Savicki (Western Oregon University), Michelle Truong, Bjorn Bergstrom & Laurie Juraszek (Pacific University)
- 10-39 JOB PERFORMANCE AND THE USAGE OF ANNUAL AND SICK LEAVE, Mike Raich (Washington's Department of Personnel)
- 10-40 EXPLORING THE PROCESS OF GROUP CREATIVITY, Talya Steinberg (Pacific University), David Foster & Victor Savicki (Western Oregon University)
- 10-41 PREDICTORS OF CAREER ROLE IDENTITY IN INVENTORS, Jeanine T. Joe (California School of Professional Psychology) & Sheila J. Henderson (I-MERIT, Alliant International University)
- 10-42 APPLICANT ANXIETY AND SELECTION INTERVIEW PERFORMANCE: A META-ANALYSIS, Matthew Escobedo (Ventura County Community College District) & David J. Whitney (California State University, Long Beach)
- 10-43 INDIVIDUAL AND ORGANIZATIONAL PREDICTORS OF SEXUAL HARASSMENT ATTITUDES AMONG MALE OFFICERS IN SWEDISH ARMED FORCES, Kelsey C. Herb (Willamette University), Armando Estrada (Washington State University, Vancouver) & Anders W. Berggren (Swedish National Defence College)



APA DISTINGUISHED SCIENTIST LECTURE

2:45-3:45 SALON E

WOMEN AS LEADERS: NEGOTIATING THE LABYRINTH

Presenter: Alice Eagly, Northwestern University Chair: Cynthia Mohr, Portland State University

Synopsis

In many nations, women have gained considerable access to leadership roles and are increasingly praised for having excellent skills for leadership. In fact, women, somewhat more than men, manifest leadership styles associated with effective performance as a leader. Nevertheless, more people prefer male than female bosses, and research has demonstrated that women can still face impediments to attaining leadership roles and barriers to success as occupants of these roles. This mix of women's apparent advantages and disadvantages reflects progress toward gender equality as well as the lack of attainment of this goal.

Biography

Alice Eagly is Professor and Department Chair of Psychology, James Padilla Chair of Arts and Sciences, and Faculty Fellow in the Institute for Policy Research at Northwestern. She has also held faculty positions at Michigan State University, University of Massachusetts in Amherst, and Purdue University. She received her Ph.D. in social psychology from the University of Michigan.

Her research interests include the study of gender, attitudes, prejudice, stereotyping, and leadership. She is the author of several books and numerous journal articles and chapters in edited books. Her new book, *Through the Labyrinth: The Truth About How Women Become Leaders*, co-authored with Linda Carli, was published in 2007 by Harvard Business School Press in conjunction with the Center for Public Leadership of the Kennedy School of Government. She has won several awards, most recently the 2008 Distinguished Scientist Award from the American Psychological Association.

A conversation hour with Alice Eagly will take place in the Portland Room immediately following the presentation.



PAPER SESSION

3:15-4:00 SALON C

INTERNATIONAL PSYCHOLOGY

Chair: Steven Bacon

- 3:15 FIGHTING GLOBAL POVERTY: BARRIERS TO STUDENT ACTION, Steven F. Bacon (California State University, Bakersfield)
- 3:30 DEVELOPING A GRADUATE TRAINING PROGRAM IN INTERNATIONAL DISASTER PSYCHOLOGY, Judith E. Fox, Janet Shriberg & Thomas Barrett (University of Denver)
- 3:45 PSYCHOLOGY ORGANIZATIONS AT THE UNITED NATIONS: AN OVERVIEW, Harold Takooshian (Fordham University) Uwe P. Gielen (Saint Francis College) & Lynn H. Collins (LaSalle University)

WPA AWARDS AND PRESIDENTIAL ADDRESS

4:30-6:00 SALON E

2009 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 cash award. Scholarships are funded through generous contributions to the Student Scholarship Fund.

Janice R. Adelman Ben Carson Stephanie M. Ellis Alicia C. Gallegos Debbie S. Ma Namrata Mahajan Justin C. Mary Alison C. Pepper Caitlin Terry Claremont Graduate University
Seattle Pacific University
California State University, San Bernardino
San Diego State University
The University of Chicago
Claremont Graduate University
Claremont Graduate University
University of Montana
Western Washington University





WPA SPECIAL AWARDS

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

Alexis Fletes, Pepperdine University Justin R. Smith, Central Washington University Yolanda E. Vasquez, California State University, Northridge

Christina Maslach-Philip Zimbardo Research Award in Social Psychology Stefanie M. Paredez, California State University, San Bernardino

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 Lisa A. De La Rue, California State University, Sacramento.

The WPA Fellows and Awards Committee, chaired by Jeffery Scott Mio (CSU Pomona), has made the following awards to recognize outstanding achievements of WPA members.

2009 WPA Lifetime Achievement Award

Robert Rosenthal, University of California, Riverside

2009 WPA Outstanding Teaching Award

Robert B. Cialdini, Arizona State University

2009 WPA Early Career in Research Award

James C. Kaufman, California State University, San Bernardino

2009 WPA Outstanding Service Award

Carrie Margolin, The Evergreen State College

2009 WPA Social Responsibility Award

Stuart Oskamp, Claremont Graduate University



WHY YOU SHOULD BE GRATEFUL YOU ARE A PSYCHOLOGIST

Presenter: Ronald E. Riggio, Claremont McKenna College and Kravis Leadership Institute Chair: Peter Bentler, University of California, Los Angeles

Synopsis

Sophisticated methodologies and theories allow psychologists to study topics that are elusive, complex, and often avoided by other social scientists. Topics such as flow, evil, forgiveness, gratitude, charisma, and character will be used as examples. When it comes to studying complex human and social issues, psychologists have a distinct advantage. Moreover, the scope and applicability of psychological methods and research allows enormous opportunity for students and professionals trained in psychology to succeed in a wide array of disciplines and occupations.

Biography

Ronald E. Riggio is the Henry R. Kravis Professor of Leadership and Organizational Psychology and Director of the Kravis Leadership Institute at Claremont McKenna College. He is the author or editor of more than a dozen books, and over 100 articles on leadership, charisma, and nonverbal communication. He has held teaching positions in the California State University and University of California systems, and was the Secretary/Treasurer for WPA for many years.



WPA PRESIDENTIAL RECEPTION AND SOCIAL HOUR

6:15-7:15 SALON ABCD

Enjoy meeting with colleagues and friends at this informal reception.





INVITED PRESENTATION

8:00-9:00 SALON E

HOW DOGS PERCEIVE THE WORLD

Presenter: Stanley Coren, University of British Columbia Chair: Alyson Burns-Glover, Pacific University

Synopsis

To understand how dogs think we must first understand the how dogs perceive the world. This is important since perceptual inputs are building blocks of all subsequent cognitive activity. In this richly illustrated talk we will explore the perceptual abilities of dogs, with special emphasis on how these differ from those of humans, and how they affect the thinking processes of dogs.

Biography

Stanley Coren, a Professor of Psychology at the University of British Columbia, is best known to the public for his popular books on dogs, however within the scientific world he is a respected behavioral researcher who has received numerous scientific awards and has been named a Fellow of the Royal Society of Canada for his neuropsychological and sensory research. His many bestselling books include; *The Intelligence of Dogs, How to Speak Dog, How Dogs Think, The Modern Dog,* and others. Dr. Coren's research has often caught the attention of the media and he has appeared on many national television programs, including Oprah, Larry King, Dateline, the Today Show, Good Morning America, and numerous others. He is also featured on the TV Pet Central on the Pet Network which is shown in Canada. His website is www.StanleyCoren.com.





SATURDAY - 9:00 A.M. - 6:45 P.M. MEDFORD

Time	Name of Film	Running Time (in minutes)
	SOCIAL ISSUES	
9:00 a.m.	Secrecy	80
10:30	Traces of the Trade: A Story from the Deep North	86
	LESBIAN, GAY, BISEXUAL & TRANSSEXUAL ISSU	JES
12:00 p.m.	Equality U	90
1:30	Becoming Ayden	47
2:30	Simply Love	48
3:30	Byron Chief-Moon: Grey Horse Rider	48
	ENVIRONMENTAL PSYCHOLOGY	
4:30	Cheat Neutral	13
4:45	American Outrage	56
5:45	The Water Front	53

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WPA COUNCIL OF REPRESENTATIVES

7:30-8:40 PORTLAND

Chair: Delia Saenz, Arizona State University



POSTER SESSION 11

8:00-9:15 SALON FGHI

SOCIAL & PERSONALITY / PSYCHOLOGY & LAW

- 11-1 STRUCTURAL EQUATION MODELING OF COLLEGE STUDENT ACHIEVEMENT MOTIVATION, Lisa A. De La Rue, Lawrence S. Meyers & Sarah Cokwell (California State University, Sacramento)
- 11-2 THE IMPACT OF PERFECTIONISM ON RELATIONSHIP SATISFACTION AND FEAR OF INTIMACY, Ally D. Silva (Dominican University of California)
- 11-3 PROCRASTINATION AND ITS CORRELATION WITH SENSATION SEEKING AND PERCEIVED LEVELS OF STRESS, Omar Massoud & Gail Matthews (Dominican University of California)
- 11-4 CONSCIOUS REASONS FOR AVOIDING CRIME: A PRELIMINARY COMPARISON OF CULTURAL GROUPS, Roger G. Tweed & Gira Bhatt (Kwantlen Polytechnic University)
- 11-5 THE MODERATING IMPACT OF MATERIALISM ON DISCRETIONARY ACTIVITIES AND HAPPINESS, Murray G. Millar & Rebecca L. Thomas (University of Nevada, Las Vegas)
- 11-6 REJECTION SENSITIVITY AND SELF-ESTEEM, SOCIAL SUPPORT, AND EMOTIONAL DISTANCE DURING SOCIAL INTERACTIONS, Lara B. Schiff, Fiona E. O'Farrell, Kristen M. Conley & Barbara J. Lehman (Western Washington University)
- 11-7 CLOSE FRIENDS, FREQUENCY OF CONTACT, AND SELF-ESTEEM AMONG COLLEGE STUDENTS, Jennifer C. Chang & Laura Zettel-Watson (California State University, Fullerton)

SATURDAY



- 11-8 ADULT ATTACHMENT PREDICTS PARENTAL CONTROL OF CHILD EMOTIONAL EXPRESSIVENESS, Jennifer Diamond (UC Berkeley) & Jennifer Arter (UC Berkeley)
- DIFFERENTIATION OF SELF FROM THE INGROUP: THE EFFECTS OF PERSONAL AND COLLECTIVE SELF-ESTEEM, Vincent N. Trofimoff (California State University, San Marcos) & Raymond T. Garza (University of Texas, San Antonio)
- 11-10 MARITAL EXPECTATIONS: DO NEWLYWED WOMEN ANTICIPATE INFIDELITY AND DIVORCE?, Carlos G. Flores & Kelly Campbell (California State University, San Bernardino)
- 11-11 CAN LACK OF EXPOSURE CREATE RELIGIOUS ATTITUDES? ATTITUDES/ EXPOSURE CORRESPONDENCE, Simbella Singh & Luis A. Vega (California State University, Bakersfield)
- 11-12 THE RELATIONSHIP BETWEEN WORD USE AND THE FIVE PERSONALITY FACTORS, Charles A. Laurin & Alishia Huntoon (Oregon Institute of Technology)
- 11-13 ARE MUSLIMS TREATED DIFFERENTLY BY RENTAL AGENTS WHEN SEEKING HOUSING?, Rasmiah Abou-Ammo, Azra Grudic & Amani G. El-Alayli (Eastern Washington University)
- 11-14 AN ATTRIBUTIONAL ANALYSIS TO DISOBEDIENCE IN MILGRAM'S STUDIES, Veronica I. Sanchez & Luis A. Vega (California State University, Bakersfield)
- 11-15 AGREEABLENESS & ALCOHOL CONSUMPTION IN SOCIAL SETTINGS, Ajay A. Rundell & Alishia Huntoon (Oregon Institute of Technology)
- 11-16 SELF-ESTEEM RESEARCH AND FAMILIAL EMOTIONAL SUPPORT, Beth E. Knapp (Concordia University)
- 11-17 ATTACHMENT AND PHYSICAL WARMTH AS POSSIBLE PREDICTORS OF ALTRUISM, Christiane Knight, Jason T. Cole, Kaitlyn Collins, Mariah Porter, Kathryn Thompson-Clancy & Erica Dixon (South Puget Sound Community College)
- 11-18 HOPE: A NONPARTISAN EMOTION, Patricia Bruininks, Timothy Day, Catherine Furber & Cara Bellwood (Whitworth University)
- 11-19 THE IMPLICATIONS OF TERROR MANAGEMENT THEORY FOR ESTIMATED LIFE EXPECTANCIES, Carly Reynolds, Jason Wiese, Lane Frazier, Jason Longley, Tracey Ripley, Amani El-Alayli & Jonathan Anderson (Eastern Washington University)
- 11-20 THE WAY THE BALL BOUNCES: MINDFULNESS, MOTIVATION, AND **JUGGLING,** *Jaine L. Powers & Jennifer Henderlong Corpus* (Reed College)
- 11-21 EVALUATING THE RELATIONSHIP BETWEEN EMPATHY AND SHAME, Nancy S. Thurston (George Fox University), Julie Cradock O'Leary (Independent Practice), Kimberley A. Moore, Kristin Conlon, Danielle D. Jenkins & Rodger K. Bufford (George Fox University)
- 11-22 THE SOCIAL AND RELATIONAL IMPACT OF STUTTERING, Andrew T. Ainsworth, Anna Veprinsky, Keren Hendel & Vincent Banales (California State University, Northridge)
- 11-23 RELIGIOUS MOTIVATION AS A FUNCTION OF ATTACHMENT TO GOD. Harley E. Baker, Samantha L. Kelch, Nicole M. LaRochelle & Michael D. Juarez (CSU Channel Islands)





- 11-24 INTERACTING VERSUS SEEING: ADVANTAGES IN JUDGMENT ACCURACY, Jon E. Grahe, Erika Nelson, Caitlin Rutherford, Amanda Crawford & Ryne Sherman (University of California, Riverside)
- 11-25 RELIGIOUS PROBLEM SOLVING AND THE IMAGE OF GOD, Harley E. Baker & Maria T. Lerma (CSU Channel Islands)
- 11-26 GOD IMAGE AS A FUNCTION OF ATTACHMENT TO GOD, Harley E. Baker & Jessica D. Williams (CSU Channel Islands)
- 11-27 EFFECTS OF ATTIRE. CONTEXT AND OBSERVER GENDER ON THE PERCEIVED GUILT FOR SEXUAL ASSAULT, Dale O. Jorgenson & Keith Erselius (California State University, Long Beach)
- 11-28 EMOTIONAL AWARENESS AND SOCIAL INSIGHT, Stephanie L. Rojas, Heidi A. Johanson, Brian Brehman & Kimberly A. Barchard (University of Nevada, Las Vegas)
- 11-29 EMOTIONAL EXPRESSIONS AND CONFLICT TACTICS IN ROMANTIC RELATIONSHIPS, Krystle A. Donnelly, Danalee K. Brehman, Brian Brehman & Kimberly A. Barchard (University of Nevada, Las Vegas)
- 11-30 CAUSAL ATTRIBUTION FOR BIAS-MOTIVATED CRIME: INTERNAL VS. EXTERNAL EXPLANATIONS, Key Sun (Central Washington University)
- 11-31 PARENTAL CONFLICT AND DIVORCE, ATTITUDES TOWARD MARRIAGE, AND OUTCOMES IN ROMANTIC RELATIONSHIPS, Heidi R. Riggio (CSU Los Angeles), Dana A. Weiser (University of Nevada, Reno) & Naeiri Gharakhanian (CSU Los Angeles)
- 11-32 PARENTAL CONFLICT AND DIVORCE: RELATIONS WITH YOUNG ADULTS' RELATIONSHIP ANXIETY AND SOCIAL SUPPORT, Heidi R. Riggio (CSU Los Angeles) & Ann Marie Valenzuela (Claremont Graduate University)
- 11-33 THE IMPACT OF AUDIENCE IN THE COURTROOM ON MOCK JURORS, JUDGMENTS, Dawn McQuiston, Sean Jules, Tara Lowman & Chelsie Martin Roethele (Arizona State University)
- 11-34 RACE AND PEREMPTORY CHALLENGES: THE ROLE OF JUROR-**DEFENDANT RACIAL DYAD,** *David M. Flores* (University of Nevada Reno)
- 11-35 FRAME OF REFERENCE AND FACTORS INFLUENCING JUROR'S ATTITUDES, Deana L. Julka & Caitlin Rasplica (University of Portland)
- 11-36 SEXUAL ASSAULT OF MALE INMATES: PREVALENCE, CHARACTERISTICS & INMATE PERCEPTIONS, Jessica A. Hinman & Genevieve Arnaut (Pacific University School of Professional Psychology)
- 11-37 UNCONSCIOUS TRANSFERENCE OR PRIMACY EFFECTS IN EYEWITNESS IDENTIFICATION RESEARCH PARADIGMS, Stacy L. Rilea, Matthew Kelly, Lance Martin & Sue Hobbs (University of the Pacific)
- 11-38 POLICE SHOWUPS: DO HANDCUFFS BIAS IDENTIFICATIONS?, Gary N. Howells, Marshall McCauley, Latanya Daniels, Amber Burnett, Sue Hobbs, Kevin Miguel, John Fuller & Mikki Finkelstein (University of the Pacific)

SATURDAY

- 11-39 SHAMEFUL OR SHAMELESS? EVALUATING SHAME IN SEXUAL OFFENDERS, Paul Custer (VA Loma Linda Healthcare System), Nancy S. Thurston (George Fox University) & Julie Cradock O'Leary (Independent Practice)
- 11-40 EXPERT FUTURE RISK TESTIMONY, JUROR PERCEPTIONS, AND SVP HEARINGS, Daniel A. Krauss (Claremont McKenna College), John G. McCabe (Claremont Graduate University), Anna Harrington & Amanda Sardis (Claremont McKenna College)
- 11-41 POLICE SUICIDE: A NEW LOOK AT AN OLD DEBATE, Anne-Marie Larsen (California Baptist University)
- 11–42 ARE MALES' OR FEMALES' CASES OF CHILD SEXUAL ABUSE MORE "PROVABLE" IN A COURT OF LAW?, Meredyth Goldberg Edelson, Molly Engle & Byron Hadley (Willamette University)
- 11–43 MOTIVATION IN LINEUP PROCEDURES: AFFECTS OF EMOTIONAL STRESS ON MISIDENTIFICATION, Justin R. Schultz, Sue Hobbs, Stacy L. Rilea, Lance Martin, Nathan Calderon & Joey Nevarez (University of the Pacific)

SYMPOSIUM

8:00-9:30 SALON D

LOOKING BEYOND YOGA, CURRY, AND BOLLYWOOD: A CULTURAL IMMERSION EXPERIENCE FOR PSYCHOLOGY STUDENTS IN INDIA

Chair: Rajeswari Natrajan-Tyagi, Alliant International University

Synopsis

In this symposium, the authors will be presenting their experiences of leading a Cultural Immersion Program to India. The Immersion Program (IP) was led by a couple of faculty members of California School of Professional Psychology (Alliant International University). The presentations will focus on three areas: 1) the institutional and administrative issues pertaining to initiating and conducting an immersion program abroad, 2) the academic issues pertaining to the Immersion Program, and 3) outcome research on the Immersion Program.

The authors will share challenges and successes in creating and implementing a Cultural Immersion Program for students of Psychology. They will also present on how they designed the academic course work during the IP that provided students with a unique cultural experience that was not only personally fulfilling, but professionally impactful. Finally, the authors will present the results of a mixed-methods study examining the effect



of the cultural immersion program in India on the development of multicultural and intercultural competency of Psychology students.

Presenters

DESIGNING COURSE CURRICULA FOR CULTURAL IMMERSION PROGRAMS, Rajeswari Natrajan-Tyagi, Jason Platt & Jennifer Young (Alliant International University)

"HELLO MR. DEAN": INSTITUTIONAL AND ADMINISTRATIVE ISSUES IN CONDUCTING A CULTURAL IMMERSION PROGRAM TO INDIA, Jason Platt & Rajeswari Natrajan-Tyagi (Alliant International University)

THE EFFECT OF CROSS-CULTURAL INTERACTION AND CULTURAL IMMERSION ON THE DEVELOPMENT OF MULTICULTURAL AND INTERCULTURAL COMPETENCY IN MENTAL HEALTH CLINICIANS, Jennifer Young, Rajeswari Natrajan-Tyagi & Jason Platt (California School of Professional Psychology at Alliant International University)

INTERNATIONAL PSYCHOLOGY SYMPOSIUM

8:15-9:30 EUGENE

GETTING YOU AND YOUR STUDENTS MORE INVOLVED IN INTERNATIONAL PSYCHOLOGY: INTERNATIONALIZING THE CURRICULUM

Chair: Gloria Gottsegen, City University of New York

Synopsis

This session will begin with a brief historical overview by Dr. Pickren of the movement to internationalize the curriculum. Next, Dr. Stevens will repeat the call to internationalize psychology education and describe successful institutional efforts to do so. He will outline how to evaluate psychology courses for their international content, and present the objectives, topics, learning activities, and instructional methods for a course on international psychology. Ms. Eid and Dr. Zimmerman will give a community college perspective on establishing an international studies program.

Participants

AN HISTORICAL INTRODUCTION TO INTERNATIONALIZING THE CURRICULUM, Wade Pickren (Ryerson University)



INTERNATIONAL PSYCHOLOGY: THE COURSE, Michael Stevens (Illinois State University & The Lucian Blaga University, Romania)

ESTABLISHING AN INTERNATIONAL STUDIES PROGRAM, Marlene Eid (Portland Community College, Portland) & Judy Zimmerman (Portland Community College, Rock Creek Campus)

Discussant: Harold Takooshian, Fordham University

INTERNATIONAL PSYCHOLOGY INVITED PRESENTATION

8:15-9:15 SALON AB

PREVENTING INTIMATE VIOLENCE: A GLOBAL CONCERN

Presenter: Nancy Felipe Russo, Arizona State University Chair: Joy K. Rice, University of Wisconsin, Madison

Synopsis

The United Nations has identified violence against women as a global health and development issue, and a host of policies and public education programs aimed at reducing gender-based violence have been undertaken around the world. This presentation highlights international research findings that can inform such activities, identifying links between childhood sexual abuse and partner violence to unwanted pregnancy that may undermine prevention efforts cross-nationally. More research is needed to identify the mechanisms underlying gender-based violence, and to articulate how different forms of such violence vary in their effects depending on cultural context.

Biography

Dr. Nancy Felipe Russo, Regents Professor, Arizona State University, has authored more than 200 publications related to the psychology of women. A former member of the APA Task Force on Male Violence against women, Dr. Russo is co-author of the award winning book, *No Safe Haven: Male Violence Against Women at Home, at Work*, and in the *Community*, and is the recipient of a Distinguished International Psychologist Award from APA Division 52.



SYMPOSIUM

8:15-9:45 SALON C

UNDERSTANDING PROMOTION AND PREVENTION IN CLINICAL POPULATIONS: RESEARCH IN DEPRESSION, SCHIZOPHRENIA AND SMOKING

Chair: David E. Gard, San Francisco State University

Synopsis

Many treatment and prevention efforts address motivation under the assumption that individuals are motivated by the hedonic principle — the tendency to seek pleasure and avoid pain. However, research has consistently indicated that the hedonic principle is overly simplistic, leading clinicians to make crucial treatment errors. Higgins's Regulatory Focus Theory (RFT), on the other hand, offers a promising alternative to the hedonic principle. RFT holds that individuals are motivated by promotion and prevention as opposed to pleasure and pain. In the promotion focus, the person is attempting to achieve her or his aspirations, to match ideals, and is sensitized to whether or not gains are being achieved. If they are, happiness ensues; if not, dejection and disappointment results. The core strategy of self-regulation in the promotion focus is approach. Conversely, in the prevention focus, people are motivated to live up to responsibilities, to behave as they believe they ought, and to attain safety; they are sensitive to potential loss. If loss is avoided and responsibilities are met, the person should feel calm; if not, they will feel anxious and agitated. The core strategy for self-regulation in the prevention focus is avoidance.

This symposium will describe current research on RFT and its application to a diverse set of clinical populations including depression, schizophrenia, and chronic smokers. Specifically, individuals with depressive symptoms are sensitive to differences between mood repair strategies framed in terms of promotion or approach ("feel happier") and those framed in terms of prevention or avoidance ("feel less sad"). Similarly, among cigarette smokers, it is important to distinguish between messages of promotion ("you will feel better") and prevention ("you will avoid cancer"). Finally, schizophrenia patients with the symptom of anhedonia (diminished experience of pleasure), appear to have a deficit in promotion-focused motivation as opposed to a deficit in the ability to experience pleasure. That is, schizophrenia patients appear to have difficulty with the ability to anticipate that things will bring them pleasure, but experience as much pleasure in-the-moment as nonpatients. This research on these motivational distinctions in these populations has important treatment implications which will be discussed in this symposium.

Presenters

AIDING DEPRESSED INDIVIDUALS USING FRAMED MESSAGES, Jerusha Detweiler-Bedell & Brian Detweiler-Bedell (Lewis & Clark College)



ASSESSMENT OF INDIVIDUAL DIFFERENCES IN REGULATORY FOCUS AMONG CIGARETTE SMOKERS, Dara G. Friedman-Wheeler (Goucher College), David A. F. Haaga (American University), Elizabeth McIntosh (Mental Health Center of

Boulder County, Colorado) & Anthony H. Ahrens (American University)

ANHEDONIA IN SCHIZOPHRENIA: EVIDENCE FOR IMPAIRMENT IN PROMOTION FOCUSED SELF-REGULATION, David E. Gard (San Francisco State University)

SYMPOSIUM

8:15-9:45 COLUMBIA

SPECIAL TOPICS IN TREATING ADULT CLIENTS MANDATED TO COMMUNITY SUBSTANCE ABUSE TREATMENT

Chair: Cathy Moonshine, Pacific University, School of Professional Psychology

Synopsis

At the School of Professional Psychology at Pacific University in Portland, Oregon we train clinical Psy.D. students to treat youth and adults with mental health and substance use disorders. To expand our clinical training opportunities we established a practicum II team at a community agency in 2008. The community agency has a number substance abuse treatment programs: Men's Residential, Women's Residential, Day Treatment, and Drug Court Outpatient Services. In 2008, students were placed in Men's Residential, Women's Residential and Drug Court Outpatient Services. All programs serve adults who have community justice involvement and most are mandated to treatment as part of their sentencing or a condition of parole/probation. Clinicians and clients work collaboratively with the court system, parole/probation officers and other representatives of the community justice system. Clients served come from a diverse background of race, ethnicity, socioeconomic status, education level, sexual orientation and age. The student clinicians are in their second year of clinical training. Most of them completed a graduate course on treating chemical dependency with a focus on Stage of Change, Motivational Interviewing and Dialectical Behavior Therapy. This symposium will include discussions of the students' experiences with a particular focus of their clinical practice during this training year. The symposium will start with an overview of the substance abuse treatment programs along with the training and supervision the students receive to competently provide services in these programs. The students' discussions will focus on providing mental health services within a substance abuse outpatient treatment, conducting a trauma treatment group in outpatient services, the role of spirituality outside of 12 step organizations in the recovery process at a women's residential program and finally the role of recovering and non-recovering counselors in the treatment process at a men's residential program. We will wrap up the symposium with lessons learned and recommendations for the future.



Presenters

SPIRITUALITY AS AN ADDICTIONS INTERVENTION IN WOMEN'S RESIDENTIAL TREATMENT, Stephanie M. Schaefer (Pacific University, School of Professional Psychology)

THE ART OF COLLABORATION: RECOVERYING AND NONRE-COVERYING COUNSELORS WORKING TOGETHER IN MEN'S RESIDENTIAL TREATMENT, Ross W. Ginkel (Pacific University, School of Professional Psychology)

SIMILARITIES AND DIFFERENCES BETWEEN A MIXED GENDER SEEK-ING SAFTY GROUP AND WOMEN ONLY SEEKING SAFETY GROUP, Ashley A. Kjos (Pacific University School of Professional Psychology)

BENEFITS AND OBSTACLES OF WORKING ON A DUAL DIAGNOSIST REAT-MENT TEAM, Dean Y. Charles (Pacific University, School of Professional Psychology)

Discussant: Dean Charles

STATISTICS WORKSHOP 3

8:45-10:45 MT. HOOD

ANALYZING DATA THAT INCLUDE REPEATED MEASURES

Presenter: Barbara Tabachnick, California State University, Northridge Chair: Jodie Ullman, California State University, San Bernardino

Synopsis

The workshop begins by discussing how to get ready to analyze data in which cases are measured repeatedly, describing the kinds of data that require repeated-measures analyses and the practical limitations of some of those analyses, as well as issues associated with sample size and power. Choice of an appropriate analysis will be discussed and three types of repeated-measures analyses will be demonstrated through popular programs with annotated setup and output: the traditional ANOVA approach, including trend analysis and adjustment for violation of sphericity; the multivariate approach to repeated measures; and the multilevel-modeling approach. The workshop concludes with a brief discussion of some other analyses of repeated-measures data: crossover and Latin-square designs, analysis of covariance with changing covariates, time series analysis, and analyses of categorical and ordinal data.



Biography

Dr. Barbara Tabachnick is Professor Emerita of Psychology at California State University, Northridge, and co-author of *Using Multivariate Statistics and Experimental Designs Using ANOVA*. She has published over 60 articles and technical reports and participated in over 50 professional presentations, many invited. She currently presents workshops in computer applications in univariate and multivariate data analysis and consults in a variety of research areas, including professional ethics in and beyond academia, effects of such factors as age and substances on driving performance, physical indicators of stress, educational computer games, and fetal alcohol syndrome.

POSTER SESSION 12

9:30-10:45 SALON FGHI

SOCIAL & PERSONALITY / SEXUALITY

- 12-1 THE EFFECTS OF SELF-AFFIRMATION ON ATTITUDES TOWARD CONDOMS, Cheryl Stebbings & Luis M. Rivera (California State University, San Bernardino)
- 12-2 THE RELATIONSHIP BETWEEN DECISION MAKING STYLES AND SEXUAL SATISFACTION, Julianna M. Harris, Corinne Anton, Erin McCrory, Robert Watts & Sheila Garos (Texas Tech University)
- 12-3 THE QUEST FOR SATISFACTION: DECISION MAKING STYLES AND SEXUAL BEHAVIOR, Erin K. McCrory, Julianna Harris, R. B. Watts & Sheila Garos (Texas Tech University)
- 12-4 BISEXUALITY ACROSS THE LIFE SPAN, Bevin G. Duncan (The Evergreen State College)
- 12-5 MEETING THE MENTAL HEALTH NEEDS OF LGBTQ YOUTH: A CBPR STUDY, Paula M. Arnett, David V. Chavez, Ann-Margaret Emerson, Christi E. Bell, Courtney Haver & Carlos Flores (California State University, San Bernardino)
- 12-6 INTIMACY, COHESION AND SEXUAL SATISFACTION WITHIN OPEN AND CLOSED RELATIONSHIPS, Stephanie A. King & William Phillips (Dominican University of California)
- 12-7 SEXUAL ANXIETY AND CONTRACEPTION USE AMONG COLLEGE STUDENTS, Derek D. Szafranski, Sue Hobbs & Deborah Schooler (University of the Pacific)
- 12-8 "I HADTO LOOK LIKE BRITNEY SPEARS": GIRLS' SEXUAL SELF CONCEPT AND BODY OBJECTIFICATION ACROSS ADOLESCENCE, Dianne C. J. Castillano, Andres Nunez, Lynda Lowry & Deborah Schooler (University of the Pacific)
- 12-9 SUICIDALITY AMONG GAY MALES: PERSONAL, RELIGIOUS, AND PARENTAL EFFECTS, Martin A. Buckosh & Maureen J. Fitzpatrick (California State University, San Marcos)





- 12-10 BODY DISSATISFACTION AND SEXUAL MALTREATMENT, Sue D. Hobbs, Derek Szafranski & Deborah Schooler (University of the Pacific)
- 12-11 ARE YOU GOOD IN BED? SELF-ENHANCEMENT BIAS AND SEXUAL ABILITY, Jennifer A. Vencill, Erin K. McCrory, Amanda Evans (Texas Tech University), James K. Beggan (University of Louisville), Sheila Garos (Texas Tech University), Scott T. Allison & Elizabeth G. Nagel (University of Louisville)
- 12-12 SEXUAL BEHAVIOR MESSAGE SOURCES AND THEIR IMPORTANCE IN ADOLESCENT DECISION MAKING, Megan J. Heiss & Tanya L. Boone (California State University, Bakersfield)
- 12-13 "HOOKING-UP" SEXUAL CONTACT WITH STRANGERS AND ACQUAINTANCES AMONG COLLEGE STUDENTS, Chaka J. Dodson, Carl D. Sneed & Karen I. Mason (California State University, Dominguez Hills)
- 12-14 THE MEAT MARKET OF MATING: FACTORS INFLUENCING MATE SELECTION, Joseph E. Gonzales & Heather M. Adams (California State University, Stanislaus)
- 12-15 INTIMATE RELATIONSHIPS AND HIV-POSITIVE HOMELESS WITH COMORBIDITIES, Sela Ann Sanberg (UCLA David Geffen School of Medicine and California State University, Northridge), Rebecca Dogan (California State University, Northridge), Sherry Larkins (UCLA Integrated Substance Abuse Programs) & Steve Shoptaw (UCLA David Geffen School of Medicine and Friends Research Institute)
- 12-16 CULTURAL CONSTRUCTIONS AND SEXUAL RISK AMONG INCAR-CERATED WOMEN OF COLOR, Lanice Renne Avery & Jessica Fields (San Francisco State University)
- 12-17 RELATIONSHIP SATISFACTION: COMPARISON BETWEEN HOMOSEXUAL AND HETEROSEXUAL INDIVIDUALS IN RELATIONSHIPS, Jose S. Custodio (Dominican University of California)
- 12-18 ATTACHMENT, SHAME, AND CHILDHOOD SEXUAL ABUSE ON THE ACOUISITION OF SEXUAL ADDICTION, Ginger A. Gunn & John Thoburn (Seattle Pacific University)
- 12-19 THE RELATIONSHIP BETWEEN MENTAL HEALTH VARIABLES AND SEXUAL RISK BEHAVIOR AMONG YOUNG AFRICAN-AMERICAN WOMEN, Brandilynn J. Villarreal, Keisha Paxton & Naomi Hall (Charles R. Drew University)
- 12-20 INFERRING SEXUAL INTEREST FROM BEHAVIORAL CUES AS A FUNCTION OF SEX AND TRADITIONAL ATTITUDES TOWARDS WOMEN. Jillene G. Seiver (Bellevue Community College)
- 12-21 SEARCHING FOR STRUCTURE IN THE SOCIOSEXUAL ORIENTATION **INVENTORY,** K. C. Blackwell (Arizona State University)
- 12-22 SEXUAL RISK BEHAVIOR AMONG EARLY INITIATORS OF SEXUAL INTERCOURSE, Dulce J. Gonzalez & Carl D. Sneed (California State University, Dominguez Hills)
- 12-23 EMBEDDED ATTITUDES TOWARD SEX: RELATIONS WITH SEXUAL BELIEFS AND BEHAVIORS, Heidi R. Riggio & Monica Romero (CSU Los Angeles)

SATURDAY



- 12-24 A MEASURE OF SELF-EFFICACY IN ROMANTIC RELATIONSHIPS: VALIDATION AND RELATIONSHIP OUTCOMES, Heidi R. Riggio (CSU Los Angeles), Dana A. Weiser (University of Nevada, Reno), Ann Marie Valenzuela (Claremont Graduate University), Robert Moran & Julie Heuer (CSU Los Angeles)
- 12-25 PREDICTORS OF COPING WITH ROMANTIC JEALOUSY, Gregory L. White (National University)
- 12-26 THE EFFECT OF MINDFULNESS ON THE EMOTIONAL EXPERIENCE OF CHOOSING, Kostadin Kushlev & Daniel Reisberg (Reed College)
- 12-27 THE PROTOTYPICAL SCENE: AN ATTEMPT AT CONSTRUCT VALIDA-TION, Kelsey Owens, William Todd Schultz & Alyson Burns-Glover (Pacific University)
- 12-28 FRIENDSHIP AND FACEBOOK: ASSOCIATIONS BETWEEN INTER-ACTION TYPES AND RELATIONSHIP QUALITY, Tanya L. Boone (CSU Bakersfield)
- 12-29 AGREEABLENESS AND CONFORMITY, Mistie L. Larch & Alishia Huntoon (Oregon Institute of Technology)
- 12-30 THE EFFECTS OF ADVERTISEMENT VARIATION ON ATTITUDE CHANGE **OVER TIME,** Stephen Nettelhorst & Robert Youmans (California State University, Northridge)
- 12-31 ADULT ATTACHMENT AND POST-DEPLOYMENT DIFFICULTIES AMONG OEF/OIF VETERANS, Jessica E. Lambert, Lori Katz, Satish Clarke & Geta Cojucar (VA Long Beach Healthcare System, Women's Mental Health Center)
- 12-32 NO FROSH LEFT BEHIND: HOW TO PASS INTRODUCTORY PSYCHOLOGY. Alyson L. Burns-Glover, Elinor M. Butay & Joel N. Lampert (Pacific University)
- 12-33 SUPPORTED BY MY PEERS: THE EFFECTS ON PERSUASSIVENESS, John E. Michalak, Cory T. Davenport, Valerie S. Bradley & Radmila Prislin (San Diego State University)
- 12-34 EVALUATING VICTIM'S REACTIONS TO PUBLIC INFIDELITY: POWER AND COMPETENCE, Chris R. Goode, Rachel Hersh, Jena Jehle & Heather Smith (Sonoma State University)
- 12-35 PREVENTION VERSUS DETECTION? THINKING ABOUT HEALTH BEHAVIORS INFLUENCES CONSTRUAL LEVEL, Brian Detweiler-Bedell, Patrick MacDonald, Lauren Haisley, Allison Sweeney, Danielle Fagre, Emily Umansky, Richie LeDonne & Jerusha Detweiler-Bedell (Lewis & Clark College)
- 12-36 OF WORDS AND DEEDS: INTRINSIC RELIGIOSITY, PRIMING, AND MORAL HYPOCRISY, Thomas P. Carpenter & Margaret A. Marshall (Seattle Pacific University)
- 12-37 THOUGHTFUL AND NONTHOUGHTFUL STEREOTYPE CHANGE AND ITS PERSISTENCE OVER TIME, Andrew Ritchie & Kathryn C. Oleson (Reed College)
- 12-38 THE HEAT BENEATH THE MELTING POT: THE IMPLICIT AND EXPLICIT STEREOTYPING OF IMMIGRANTS, Emese Ilyes & Kathryn C. Oleson (Reed College)
- 12-39 PSYCHOSOCIAL CORRELATES OF PROBLEMATIC INTERNET USE, Jenna J. Barry & William M. Reynolds (Humboldt State University)



- 12–40 ASSESSMENT FOR ETHICAL BEHAVIOR OF POLICE AND MILITARY PERSONNEL, Jayna C. Warden, Amber Alexander (CSU Sacramento), Adrienne Taylor (Wayne State University) & George Parrott (CSU Sacramento)
- 12-41 AMERICAN IDENTITY AND THE UNIVERSITY STUDENT STUDY ABROAD EXPERIENCE, Victor Savicki & Eric Cooley (Western Oregon University)
- 12–42 OBSERVERS'IMPRESSIONS OF SUBJECTIVE OVERACHIEVERS AND SELF-HANDICAPPERS, Kostadin Kushlev, Mariah Federow, Alexandria Cook, Alexandra Grant, Ursula Moffitt & Kathryn C. Oleson (Reed College)
- 12-43 DIVERSE CULTURAL EXPERIENCES AND THE BENEFITS OF INTERDEPENDENT SELF-CONSTRUALS, Kelly A. Hirsch & Kristy K. Dean (California State University, San Bernardino)
- 12-44 WHEN IMPLICIT ASSOCIATIONS ARE MORE ALIGNED WITH MULTICULTURALISM THAN EXPLICIT ASSOCIATIONS, Thanhvan Huynh (San Diego State University), Hafsa Mohamed (Mesa College), Helen Cheng, Thierry Devos (San Diego State University) & David L. Hamilton (University of California, Santa Barbara)
- 12-45 LOVE WITH "FINE PRINT": PARENTAL CONDITIONAL REGARD, ATTACHMENT, AND INFIDELITY, Audra R. Lavender, Rochelle C. Schwartz & Heide Island (Pacific University)

INVITED PRESENTATION

9:30-10:30 SALON E

ATTACHMENT SECURITY SUPPORTS OPTIMAL FUNCTIONING AT PERSONAL, COUPLE, AND ORGANIZATIONAL LEVELS

Presenter: Phillip R. Shaver, University of California, Davis Chair: Gabriela Martorell, Portland State University

Synopsis

Over the past 30 years, research on attachment and attachment insecurities has greatly expanded our understanding of the social roots of individual mental health, social adjustment in close relationships, and high functioning in organizational and leadership roles. In this talk I will provide a broad overview of studies conducted by me, Mario Mikulincer, and students in his and my laboratories (mine in California and his in Israel). The talk will cover the conceptualization of attachment and attachment security in adulthood, the measurement of attachment-related individual differences, the psychological and behavioral correlates of attachment security and insecurity at the individual level, and the relationship and organizational correlates of attachment security and insecurity in various social environments.



Biography

Phillip R. Shaver is Distinguished Professor of Psychology at the University of California, Davis, having served previously on the faculties of Columbia University, New York University, University of Denver, and SUNY at Buffalo. He has published over 200 scholarly articles and book chapters, and has coauthored and coedited numerous books including In Search of Intimacy; Measures of Personality and Social Psychological Attitudes; Attachment in Adulthood: Structure, Dynamics, and Change; and Handbook of Attachment: Theory, Research, and Clinical Applications. His research focuses on attachment, human motivation and emotion, close relationships, and personality development. He is a member of the editorial boards of Attachment and Human Development, Personal Relationships, Journal of Personality and Social Psychology, and Emotion. He has been executive officer of the Society of Experimental Social Psychology and president of the International Association for Relationship Research, from which he received a Distinguished Career Award in 2002.

INVITED PRESENTATION

9:30-10:30 SALON AB

APPLYING ATTRIBUTION THEORY: ACHIEVEMENT STRIVING, PHYSICAL WELL-BEING, MENTAL-HEALTH AND MORE

Presenter: Bernard Weiner, UCLA Chair: Ellen Skinner, Portland State University

Synopsis

Two attribution theories are discussed, one regarding intrapersonal motivation that primarily relates to achievement striving and the other concerned with interpersonal motivation and social behavior. Both theories have been applied in a variety of settings; however, they have contrasting goals. To increase achievement motivation, the aim is to alter personal attributions for failure from lack of aptitude to causes that are unstable and/or controllable such as insufficient effort. These interventions not only enhance achievement strivings but also may increase physical well-being and decrease depression. On the other hand, the typical goal of the social psychoeducational interventions is to shift attributions about the behaviors of others from controllable to uncontrollable. This reduces perceived responsibility for untoward actions, lessens anger, increases sympathy, and decreases anti-social responses. Attribution interventions have been used to alter beliefs of those caring for mentally-ill family members and of persons prone to aggress. In achievement situations, however, alternative strategies for teachers are needed. The applied possibilities of attribution theory are rich, although application attempts have been relatively sparse.



Biography

Bernard Weiner received his undergraduate degree from the University of Chicago and his Ph.D. from the University of Michigan in 1963. Since 1965 he has been at the University of California, Los Angeles, where he is currently Distinguished Professor of Psychology. He has written, co-authored, or edited 16 books, including *Judgments of Responsibility and Social Motivation, Justice, and the Moral Emotions,* as well as having published more than 200 articles. He has been awarded the Donald Campbell Research Award and the Edward L. Thorndike Lifetime Achievement Award from the American Psychological Association and the Palmer Johnson Publication Award from the American Educational Research Association. In addition to a Distinguished Teaching Award, he holds honorary degrees from the University of Bielefeld, Germany and Turku University, Finland.

A conversation hour with Bernard Weiner will take place in the Portland Room immediately following the presentation.

INTERNATIONAL PSYCHOLOGY PANEL

9:45-11:00 EUGENE

CONDUCTING RESEARCH IN OTHER COUNTRIES

Chair: Ayse Ciftci, Purdue University

Synopsis

This session will present information related to conducting research in other countries. Dr. Ciftci will begin with an overview of the possibilities and challenges of conducting research in an international context based on her experiences. Dr. Natrajan-Tyagi has conducted research in Southern India on mental health services and training. In this presentation, she will talk about the challenges she has faced conducting international research, including those involving literature reviews, U.S. Institutional Review Boards, explaining IRB requirements to indigenous institutions in India and data collection. Dr. Carter will discuss the unique considerations involved in conducting international research on gender. Ms. Badiee will speak about her experiences conducting research in Iran.

Participants

CONDUCTING RESEARCH IN AN INTERNATIONAL CONTEXT, Ayse Ciftci (Purdue University)



CONDUCTING RESEARCH IN INDIA, *Rajeswari Natrajan-Tyagi* (Alliant International University, Irvine)

CONDUCTING INTERNATIONAL RESEARCH ON GENDER, *F. Jeri Carter* (University of Washington)

CONDUCTING RESEARCH IN IRAN, *Manijeh Badiee* (University of Nebraska, Lincoln)

SYMPOSIUM

10:00-11:30 COLUMBIA

POWER RELATIONS IN THE CULTURAL MOSAIC: MAJORITY AND MINORITY PERSPECTIVES ON THE INTERGROUP POWER HIERARCHY

Chair: Craig W. Blatz, Simon Fraser University

Synopsis

North American society is becoming increasingly more diverse. This diversity is lauded by many, but increasing diversity may not reduce group stratification. Minority groups are frequently devalued, disadvantaged, and occasionally openly discriminated against. The talks in this symposium focus on how minority group members psychologically manage their subordinate status, as well as on how majority group members react to this power hierarchy. Robert Outten presents research that examines the counterintuitive finding that those who feel more connected with a subordinated group show fewer negative psychological consequences than those who feel less connection to the group. Two other talks focus on how minority and majority group members respond to common exposures to group power differences. Kelly Davies presents data demonstrating that although Christmas displays lead to positive feelings for Christians, they arouse negative emotions and feelings of alienation among members of religious minority groups. Craig Blatz examines how subordinated groups react to media portrayals of blatant discrimination. Specifically, he presents data showing that exposing female undergraduate students in quantitative majors to the comments made by powerful individuals that women are genetically inferior at math undermines these women's desires to stay in quantitative fields. He also examines why this occurs and how to undo the negative effect. Norann Richard presents research demonstrating some of the difficulties faced by those who fight discrimination. In some cases, subordinated group members who make claims of discrimination are seen as manipulative, subversive, and incompetent. Finally, Joseph Comeau presents a more optimistic perspective. His research examines whether, and under which conditions, interactions between members of two ethnic minority groups can lead to more positive attitudes and interaction between these groups. He presents survey data examining when and why group contact reduces prejudicial feelings. Altogether, the talks in this symposium suggest that



living in diverse societies poses psychological difficulties, particularly for subordinated groups. However, research suggests that these difficulties can be overcome.

Presenters

MORE THAN AN INDIVIDUAL EFFORT: EXAMINING THE IMPORTANCE OF INTERGROUP COPING OPTIONS IN ALLEVIATING THE PSYCHOLOGICAL HARM ASSOCIATED WITH MEMBERSHIP IN A DISADVANTAGED GROUP, H. Robert Outten, Michael T. Schmitt (Simon Fraser University), Donna Garcia (University of Western Ontario) & Nyla Branscombe (University of Kansas)

THE NEGATIVE EFFECTS OF CHRISTMAS DISPLAYS ON NON-CEL-EBRATORS AND NON-CHRISTIANS, Michael Schmitt, Kelly Davies (Simon Fraser University), Mandy Hung (University of British Columbia) & Stephen Wright (Simon Fraser University)

INFLUENCE OF SEXIST COMMENTS ON WOMEN'S CAREER ASPIRATIONS: THE LARRY SUMMERS EFFECT, Craig W. Blatz (Simon Fraser University) & Christine Logel (University of Colorado, Boulder)

PERCEPTIONS OF CLAIMANTS OF DISCRIMINATION: THE ROLE OF TIMING OF CLAIMS AND AMBIGUITY OF DISCRIMINATION, Norann T. Richard & Stephen C. Wright (Simon Fraser University)

THE ROLES OF DIFFERENT TYPES OF INTERGROUP CONTACT IN RE-LATION TO REDUCED INTERGROUP BIAS IN A MINORITY - MINORITY RELATIONSHIP, Joseph E. Comeau & Stephen C. Wright (Simon Fraser University)

PAPER SESSION

10:00-10:45 SALON C

MOTIVATION AND EMOTION 1

Chair: Steven G. Young

- 10:00 A PROPOSED UPDATE OF MURRAYAN NEEDS, Xiaoyan Xu (University of Nevada, Las Vegas) David Mellor (Deakin University) Yangang Xu & Liqiong Duan (Sichuan Normal University)
- 10:15 SOCIAL INCLUSION LEADS TO REPRIORITIZATION OF BASIC MOTIVES, Christina M. Brown, Steven G. Young, Donald F. Sacco, Michael J. Bernstein & Heather M. Claypool (Miami University)
- 10:30 A NEW THEORY OF WORK MOTIVATION, John Kantor (Alliant International University)

SYMPOSIUM

10:30-12:00 SALON D

THE EBB AND FLOW OF THE SOCIAL SELF

Chair: Thierry W. Devos, San Diego State University

Synopsis

A fact of modern life is that people belong to a range of social groups that collectively shape their social selves. Across time and situations, these social selves may ebb and flow from consciousness and this has a direct bearing on how we perceive ourselves and others. Accordingly, this symposium presents four lines of research that center on the fluidity of the social self. The first presentation (Marx) discusses how social self activation impacts performance in stereotyped domains. For example, when women focus on their stereotyped identity (their gender group) they perform worse on a math test, but men show the opposite pattern because their gender group is positively stereotyped in math. Past research shows that self-affirmation attenuates prejudice. The second presentation (Rivera) reports three experiments demonstrating that self-affirmation can sometimes have the opposite effect. Specifically, it can increase prejudice when an ingroup trait is affirmed followed by an opportunity to evaluate an outgroup that is stereotyped as deficient on that trait. The third presentation (Ko) examines how certain physical attributes (i.e., voice) of a person may affect judgments of that personís job suitability. Specifically, participants with masculine sounding voices are perceived to be more suited for male sex-typed jobs and participants with feminine sounding voices are perceived to be more suited for female sex-typed jobs. The fourth presentation (Devos) reveals inconsistencies between ethnic groups when it comes to defining who is most American. Specifically, this work demonstrates that the propensity to view an ingroup as more prototypical of the American identity than outgroups is not restricted to European Americans. This ingroup prototypicality effect also emerges when ethnic minorities compare themselves to another ethnic minority group. As a whole, this symposium elucidates specific cognitive and motivational processes underlying the fluidity of the social self.

Presenters

THE ROLE OF THE SOCIAL SELF IN STEREOTYPE-BASED PERFORMANCE EFFECTS, *David M. Marx* (San Diego State University)

THE PARADOXICAL EFFECT OF SELF-AFFIRMATION ON PREJUDICE, Luis M. Rivera (California State University, San Bernardino)

BEYOND THE SOCIAL SELF: VOCAL CUES AND WITHIN-CATEGORY STEREOTYPING, Sei Jin Ko (Northwestern University)

ETHNIC MINORITY PERSPECTIVES ON THE AMERICAN IDENTITY, Thierry W. Devos, Ally Stevens (San Diego State University) & Kristin J. Anderson (University of Houston, Downtown)



ELIZABETH LOFTUS INVITED ADDRESS IN COGNITIVE PSYCHOLOGY

10:45-11:45 SALON E

A NEW SOLUTION TO THE RECOVERED MEMORY CONTROVERSY

Presenter: Richard J. McNally, Harvard University Chair: Diane Halpern, Claremont McKenna College

Synopsis

Two interpretations have dominated the controversy regarding recovered memories of childhood sexual abuse. According to the repression interpretation, some people are incapable of recalling their abuse until it becomes psychologically safe to do so many years later, precisely because the abuse was so traumatic. According to the false memory interpretation, many recovered "memories" do not correspond to genuine events, but are rather inadvertently fostered by therapists who use hypnosis and other suggestive therapeutic methods. The repression account does not withstand scrutiny, whereas the false memory account fits many cases of recovered "memory". However, there are other cases that fit neither of these accounts. The purpose of this talk is to provide a third interpretation of reports of recovered memories. Based on our recent work, this account does not rely on the concepts of repression, trauma, false memory, nor complete forgetting.

Biography

Richard J. McNally received his B.S. in psychology from Wayne State University in 1976, and his Ph.D. in clinical psychology from the University of Illinois at Chicago in 1982. He completed his clinical internship and postdoctoral fellowship at the Behavior Therapy Unit, Department of Psychiatry, Temple University School of Medicine. In 1984 he was appointed Assistant Professor in the Department of Psychology at the University of Health Sciences/The Chicago Medical School where he established the Anxiety Disorders Clinic and directed the university counseling center. He moved to the Department of Psychology at Harvard University in 1991 where he is now Professor and Director of Clinical Training. He has more than 300 publications, most concerning anxiety disorders, including the books Panic Disorder: A Critical Analysis and Remembering Trauma. His recent studies concern cognitive functioning in adults reporting histories of childhood sexual abuse. His research has been supported by the National Institute of Mental Health. He served on the American Psychiatric Association DSM-IV PTSD and simple phobia committees. He is a Licensed Clinical Psychologist, a Fellow of the American Psychological Society, winner of the 2005 Distinguished Scientist Award from the Society for the Science of Clinical Psychology, and on the Institute for Scientific Information "Highly Cited" list for psychology and psychiatry [top 0.5% of published authors worldwide in terms of citation impact].



INVITED PRESENTATION

10:45-11:45 SALON AB

POST-DEPLOYMENT READJUSTMENT: ASSESSMENT AND TREATMENT ISSUES

Presenter: Lori S. Katz, Women's Mental Health Center, VA Long Beach Healthcare System Chair: Tanya L. Tompkins, Linfield College

Synopsis

This presentation addresses new assessment tools and clinical issues regarding readjustment of post-deployed men and women who served in Operation Iraqi Freedom/Operation Enduring Freedom. The results of three studies utilizing the Post-deployment Readjustment Inventory (PDRI) and War Events Inventory will be reviewed. The PDRI has strong internal consistency and convergent validity with standardized measures of symptoms. Exposure to a variety of war stressors seems to predict unique patterns of readjustment. Other variables related to readjustment such as gender differences, resiliency, and risk factors will be discussed.

Biography

Lori S. Katz, Ph.D., is the founder/director of the Women's Mental Health Center at the VA Long Beach Healthcare System. She developed a residential treatment program for homeless women veterans with sexual trauma and authored the book, *Holographic Reprocessing: A Cognitive–Experiential Psychotherapy for the Treatment of Trauma* (Routledge).

A conversation hour with Lori Katz will take place in the Portland Room immediately following the presentation.



POSTER SESSION 13

11:00-12:15 SALON FGHI

SOCIAL ISSUES / SUBSTANCE ABUSE

- 13-1 CORRELATIONAL STUDY ON MYSPACE AND/OR FACEBOOK AND RELATIONSHIPS, Jessica L. Ramback & Brittnie Durham (Concordia University)
- 13-2 EXPLORING GENDER DIFFERENCES IN THE RELATIONSHIP BETWEEN EXPOSURE TO PARENTAL CONFLICT AND TEEN RELATIONSHIP VIOLENCE, Tara E. Miller, Brenton Stewart, Brianna Leen, Emilio C. Ulloa & Audrey Hokoda (San Diego State University)
- 13-3 CRIMINAL HISTORY AND HOMELESSNESS: EXPERIENCES OF DISCRIMINATION AND STIGMA, Natalie J. Whitlock & Carolyn Weisz (University of Puget Sound)
- 13-4 SHAME ON US: INGROUP TRANSGRESSIONS PROMPT COLLECTIVE SHAME AND INCITE INGROUP HOSTILITY, Paul K. Piff, Andres G. Martinez & Dacher Keltner (University of California, Berkeley)
- 13-5 AUTOMATIC THREAT: MENTAL ILLNESS LABELS AND IMPLICIT ASSOCIATIONS, Andres G. Martinez, Paul K. Piff, Rodolfo Mendoza-Denton & Stephen P. Hinshaw (University of California, Berkeley)
- 13-6 TEEN RELATIONSHIP VIOLENCE AMONG BRAZILIAN HOMELESS YOUTH: A DESCRIPTIVE STUDY, Jennifer M. Gomez (San Diego State University), Tiago Antonio (Michigan State University), Silvia H. Koller (Universidade de Federal do Rio Grande do Sul), Audrey Hokoda, Emilio Ulloa, Tara E. Miller & Bob Jordan (San Diego State University)
- 13-7 EXAMINING DIFFERENCES IN THE WAYS ETHNIC GROUPS UTILIZE MYSPACE.COM, Patty Hosner, M. Anna Beattie, Ashley Sprecher, Sydney J. Lindgren & Russell L. Kolts (Eastern Washington University)
- 13-8 DO YOU SHARE WHAT I SHARE? EXAMINING RELIGION AND MYSPACE.COM, Andrew Rowley, Kellee Jarmin, Desiree Trimble, Elizabeth Welch & Russell L. Kolts (Eastern Washington University)
- 13-9 TWO WRONGS MAKE A RIGHT: IMPROVING PERFORMANCE FOR STEREOTYPED TARGETS, Patricia N. McFarland & David M. Marx (San Diego State University)
- 13-10 AGE AND GENDER DIFFERENCES IN TEEN RELATIONSHIP VIOLENCE, Miguel A. Martin Del Campo, Miriam V. Pacheco, Lucy Ochoa, Audrey Hokoda & Emilio C. Ulloa (San Diego State University)
- 13-11 EFFECT OF GLOBAL PERSPECTIVES ON STUDY ABROAD, Kevin R. Criswell, Brittany Hall, Emilee Peterman & Holly Irwin-Chase (Point Loma Nazarene University)
- 13-12 WHAT DO STUDENTS' THINK ABOUT THE AMETHYST INITIATIVE?, Ashley N. Bishop & Heide Deditius-Island (Pacific University)

SATURDAY



- 13-13 UNDERSTANDING INTIMACY IN DATING COUPLES, Jean J. Lee (University of Nevada, Reno)
- 13-14 EXPLICIT AND IMPLICIT PERCEPTIONS OF ACCENTED PEERS IN ACADEMIC CONTEXTS, Tian Zhao (Pacific Lutheran University)
- 13-15 THE RELATIONSHIP BETWEEN PSYCHOSOCIAL FACTORS AND RISK-TAKING DECISIONS AMONG YOUNG ADOLESCENT GIRLS, Brett Johnson Solomon & Mark Garibaldi (Santa Clara University)
- 13-16 DEPRESSION AS A MEDIATOR BETWEEN ANXIOUS/AMBIVALENT ATTACHMENT AND PERPETRATION OF TEEN RELATIONSHIP VIOLENCE, Neri Martinez, Bob Jordan, Emilio C. Ulloa & Audrey Hokoda (San Diego State University)
- 13-17 TITLE IX: CORRELATES OF SUPPORT FOR WOMEN'S SPORTS, Elizabeth Daniels & Daniel Shanahan (University of Oregon)
- 13-18 DEVELOPMENTAL DIFFERENCES BETWEEN MATERNAL AUTHORI-TARIAN PARENTING AND DEPRESSION AMONG ADOLESCENTS, McKenzie M. Lewis, Amelia Weldon, Kimberly Baerresen, Emilio C. Ulloa & Audrey Hokoda (San Diego State University)
- 13-19 EXPOSURE TO INTERGROUP INTERACTION COMBINED WITH FEEDBACK FACILITATES ATTITUDE CHANGE, Jared K. Chapman & Anne Duran (California State University, Bakersfield)
- 13-20 PERCEIVED PARENTING STYLES AND ITS IMPACT ON UNDERGRAD-**UATES' SUBSTANCE USE,** *Janelle Gross* (Cal Poly Pomona)
- 13-21 TEST ANXIETY AND STIMULANT USE AMONG COLLEGE STUDENTS. Derek D. Szafranski, Carolynn S. Kohn, Mychal A. Machado, Justin R. Schultz & Joseph Trunzo (University of the Pacific)
- 13-22 RESPONSES TO STANDARDIZED PATIENT WALKTHROUGHS IN TREATMENT FOR STIMULANT ABUSE, Holly E. Fussell, Lynn Kunkel, Colleen Lewy & Dennis McCarty (Oregon Health & Science University)
- 13-23 CLINICAL PERCEPTION: INTIMATE PARTNER VIOLENCE AND METHAMPHETAMINE AS PRESENTING PROBLEMS, Holly E. Fussell, Colleen Lewy, Bentson McFarland (Oregon Health & Science University) & Janice Haaken (Portland State University)
- 13-24 BENEFITS OF EVIDENCE-BASED SUBSTANCE ABUSE TREATMENTS: STATE AUTHORITY PERSPECTIVES, Traci R. Rieckmann, Marisa O. Gholson & Jacklyn Kohon (Oregon Health & Science University)
- 13-25 MEDICAID REIMBURSEMENT FOR SCREENING AND BRIEF INTER-VENTION OF SUBSTANCE ABUSE, Holly E. Fussell, Traci Rieckmann, Mary Gilpin & Jacklyn Kohon (Oregon Health & Science University)
- 13-26 THE RELATIONSHIP AMONG INTERNAL RESTLESSNESS, SENSATION-SEEKING, DISTRESS, AND STIMULANT USE, Liane C. Pereira & Stephen Schepman (Central Washington University)





- 13-27 PARENTAL INFLUENCES ON ALCOHOL INVOLVEMENT OF MATRICU-LATING HISPANIC COLLEGE FRESHMEN, Sarah De Los Santos, Michael Ichiyama & Diane Francis (University of San Diego)
- 13-28 SUBSTANCE ABUSE HISTORY, FEELING-OF-KNOWING AND DECLARA-TIVE MEMORY PROCESSES, Torrey McConnell (Southern Oregon University), Idalie Beyer (University of Dallas), Alexandra Hardwicke, Chunyin Zhao & Mark A. Krause (Southern Oregon University)
- 13-29 INJUNCTIVE NORMS, GROUP PROXIMITY, AND ALCOHOL CONSE-QUENCES AMONG COLLEGE STUDENTS, Joseph W. LaBrie, Justin F. Hummer (Loyola Marymount University), Clayton Neighbors, Mary Larimer (University of Washington) & Sean Grant (Loyola Marymount University)
- 13-30 ATTITUDES ABOUT SUBSTANCE USE DISORDERS IN MENTAL HEALTH CARE TRAINEES, Christeine M. Terry & Robert J. Kohlenberg (University of Washington)
- 13-31 CONNECTEDNESS AND SUBSTANCE USE: A STUDY OF CHILEAN ADOLESCENTS, Anya V. Sheftel, Erin Darlington & Benedict McWhirter (University of Oregon)
- 13-32 RATES OF UNPROTECTED SEX AMONG DRUG AND ALCOHOL USING COLLEGE STUDENTS, Jennifer Ruiz & Sarah K. Lambie (Humboldt State University)
- 13-33 STATE AUTHORITY SUPPORT OF FIDELITY MONITORING AND SUPERVISION IN SUBSTANCE ABUSE TREATMENT, Jacklyn Kohon, Traci Rieckmann & Whitney Nash (Oregon Health & Science University)
- 13-34 SATISFACTION AND ALLIANCE IN A MINDFULNESS-BASED RELAPSE PREVENTION MODEL, Timothy S. Kelly (University of Washington)
- 13-35 AN EXAMINATION OF HARM REDUCTION DRUG USE GOALS AMONG MEN WHO USE METHAMPHETAMINE, Jansha Higgins (San Francisco State University), Sandra Larios & Valerie Gruber (University of California, San Francisco)
- 13-36 THE RELATIONSHIP BETWEEN PERSONALITY AND CRIMINAL THINKING, Erika Widera, Mark Hume, Bina Parekh & Stephen Berger (Argosy University)
- 13-37 THE IMPACT OF ALCOHOL PROTECTIVE BEHAVIORAL STRATEGIES ON SEXUAL PERCEPTIONS AND BEHAVIORS IN COLLEGE STUDENTS, Diane E. Logan & Melissa A. Lewis (University of Washington)
- 13-38 LIVING ON- OR OFF-CAMPUS, SUBSTANCE USE, AND RISKY BEHAVIORS AMONG COLLEGE STUDENTS, Kimberley Hodge, Jason R. Kilmer & Diane E. Logan (University of Washington)
- 13-39 THE THEORY OF PLANNED BEHAVIOR AND DRINKING AMONG JAPANESE COLLEGE STUDENTS: A DAILY STUDY, Staci Wendt, Cynthia Mohr & Mo Wang (Portland State University)
- 13-40 DO DBT SKILLS PREDICT CHANGE FOR DEPRESSED AND ANXIOUS **DRINKERS?**, Susan M. McKay, Mandy Owens & Ursula Whiteside (University of Washington)
- 13-41 THE RELATIONSHIP BETWEEN HEALTH EDUCATION COURSES AND NEGATIVE RISK BEHAVIORS IN COLLEGE STUDENTS, Erin M. Miers & William L. Phillips (Dominican University of California)

SATURDAY



- 13-42 A PHOTO AGING INTERVENTION FOR YOUNG ADULT SMOKERS, Ruby R. Brougham, Linnea M. Esselstrom, Elisabeth A. Meyer, Melissa Matos & Emily Goodman (Chapman University)
- 13-43 REPEATED EXPOSURE, COGNITIVE DISTORTIONS, AND GAMBLING BEHAVIOR IN COLLEGE STUDENTS, Eric K. H. Chan (University of Calgary) & Takafumi Inoue (Roosevelt University)
- 13-44 WORKPLACE FACTOR EFFECTS ON SUBSTANCE USE, Jennifer D. Hong (Pacific University) & Carol Doyle (Lewis & Clark College)
- 13-45 HEAVY EPISODIC DRINKING IN COLLEGE FEMALES: EXPECTANCIES. CONSEQUENCES, AND SELF-EFFICACY, Brianna A. Lienemann & Christopher S. Lamb (Claremont Graduate University)

INVITED PRESENTATION

11:00-12:00 MT. HOOD

DOES TESTING A NULL HYPOTHESIS TEST YOUR THEORETICAL PREDICTION? NEW METHODS FOR **TESTING HYPOTHESES STRONGLY**

Presenter: Keith Widaman, University of California, Davis Chair: Christopher Aberson, Humboldt State University

Synopsis

Traditional approaches to hypothesis testing in psychology involve the formulation and testing of null hypotheses. The typical null hypothesis is described more accurately as a nil hypothesis – that group means do not differ, that a correlation is equal to zero, or that all regression weights are simultaneously zero. Over four decades ago, Meehl (1967) identified a paradox in hypothesis testing: in the hard sciences, increases in experimental precision lead to greater difficulty in confirming theoretical predictions; in contrast, in psychology and other behavioral sciences, increases in experimental precision lead to lowered difficulty in confirming predictions. The crux of this paradox is the use of non-nil hypotheses in the hard sciences vs. nil hypotheses in psychology and the behavioral sciences. In this presentation, I will discuss the nature of the hypotheses we test and then provide a general introduction to the formulation and testing of non-nil hypotheses. Formulating and testing non-nil hypotheses frees the practicing scientist from the formulaic and relatively uninformative testing of nil hypotheses, but forces the investigator to develop statistical models that should account for patterns in data. A science is considered progressive if (a) theoretical conjectures increase in specificity from study to study and (b) failures to confirm hypotheses lead to rejection or important reformulation of theory. These goals of progressive research activity are much better served by this new approach to testing hypotheses strongly than they were by our hidebound, traditional testing of nil hypotheses. Several examples from different domains of research will be presented to demonstrate the proposed methods for testing hypotheses strongly.



Biography

Keith F. Widaman is Professor and Chair of the Department of Psychology at the University of California at Davis. He received his Ph.D. in 1982 from the Ohio State University, with major emphasis in Developmental Psychology and 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 extensively 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.

INTERNATIONAL PSYCHOLOGY SYMPOSIUM

11:15-12:15 EUGENE

INTERNATIONALIZING THE CURRICULUM, PART II

Chair: Grant J. Rich, University of Alaska Southeast

Synopsis

This session will focus in the outcomes of internationally oriented programs, lessons learned, and more advanced international experiences. Dr. McCormick will review what she has learned over the years from her experiences with internationalizing the curriculum. Dr. Gielen will describe his experiences with immigration research and international psychology in Chinatown. Dr. Stevens will discuss the parameters of the Fulbright program, specific grants for individuals and institutions that promote international collaboration, recent Fulbright awards winners in psychology, the nature of transformative learning, the impact of the Fulbright experience on personal and professional development, and resources on the Fulbright program.



Participants:

LESSONS LEARNED FROM A WORK IN PROGRESS, *Mercedes McCormick* (Pace University and Private Practice, New York, NY)

IMMIGRATION RESEARCH AND INTERNATIONAL PSYCHOLOGY: THE CASE OF CHINATOWN, *Uwe P. Gielen* (St. Francis College, Brooklyn)

NO TURNING BACK: THE TRANSFORMATIVE EFFECTS OF THE FULBRIGHT EXPERIENCE, Michael Stevens (Illinois State University & The Lucian Blaga University, Romania)

Discussant: Judith E. Fox, University of Denver

PAPER SESSION

11:00-11:45 SALON C

MOTIVATION AND EMOTION 2

Chair: Andrew Downs

- 11:00 PROSOCIAL, EMOTIONAL AND PHYSIOLOGICAL REACTIONS TO CRYING INDIVIDUALS, Cristina Brooks, Elizabeth Geringer, Thomas Sanchez & Beatrice M. de Oca (California State University Channel Islands)
- 11:15 SELF-CONTROL IN MALE SIAMESE FIGHTING FISH (BETTA SPENDENS),
 Christopher M. Collins, Leslie A. Angel, Allen D. Szalda-Petree (University of Montana) & Baine B.
 Craft (Seattle Pacific University)
- 11:30 THE FACTOR STRUCTURE OF EMOTIONAL UNDERSTANDING, Andrew M. Downs (University of Portland) Paul Strand & Celestina Barbosa-Leiker (Washington State University)

PT@CC SYMPOSIUM

11:45-1:15 COLUMBIA

PT@CC TEACHING TAKE-OUTS

Chair: Robert L. Johnson, Umpqua Community College

Synopsis

The Teaching Take-Outs offer new and effective teaching activities and techniques developed by college faculty for use in undergraduate psychology courses. This year's sessions offer an array of interactive strategies for teaching complex topics.



Presenters

NEURONS IN A BOTTLE, Inna Kanevsky (San Diego Mesa College)

A visual demonstration of the neuronal connections makes neuropsychology easier and more interesting. Using spray bottles, the students simulate synaptic transmission, action potentials, excitatory and inhibitory messages, reflex arks, agonistic and antagonistic drugs, and more.

DOES CHEWING GUM MAKE YOU SMARTER? *Monica Schneider-Anthony*, (Portland Community College)

An interactive learning experience in Research Methods.

SEMINAR IS NOT A COP OUT! SEMINAR SESSIONS AS MEANINGFUL ACTIVE LEARNING FOR ALL PSYCHOLOGY CLASSES, *Kathryn Clancy (*South Puget Sound Community College)

Learn how to teach effective seminars, including how to teach students to prepare for seminars, what types of materials work best, an outline of a seminar session with guidelines for facilitators, and determining the effectiveness of this approach.

ANALOGIES TO REINFORCE STUDENTS' CONCEPTUAL UNDERSTAND-ING OF VARIABILITY, Sue Oliver (Glendale Community College, AZ)

A teaching analogy that helps students understand and differentiate between the three measures of variability, and variability related to mean differences and error in hypothesis testing.

INVITED PRESENTATION

12:00-1:00 SALON E

WHY MARRIAGES THRIVE AND FALTER

Presenter: Thomas Bradbury, UCLA Chair: Heidi R. Riggio, California State University, Los Angeles

Synopsis

The purpose of this talk is to summarize recent research on why some relationships thrive while others falter. After providing a descriptive analysis of how newlywed marriages change over time, I will review recent research on the interpersonal processes that appear to govern these changes. Two factors that may affect the likelihood that couples will engage these processes – namely, enduring vulnerabilities and individual risk factors, and stressful



events and circumstances – are then evaluated. Finally, I will outline the implications these findings have for refining models of marital functioning and for intervening to strengthen couples and families.

Biography

Trained at the University of Illinois as a clinical psychologist, Thomas Bradbury conducts longitudinal research on marriage that can inform educational programs to strengthen couples and families. Bradbury has edited several books, including *The Psychology of Marriage and The Developmental Course of Marital Dysfunction*, and he is a recipient of the Distinguished Early Career Award from APA. In collaboration with Benjamin Karney, Bradbury has written an undergraduate textbook, *Intimate Relationships* (W.W. Norton, 2009), and has recently created the Relationship Institute at UCLA for disseminating research-based knowledge directly to couples and families.

INVITED PRESENTATION

12:00-1:00 SALON AB

HARDINESS AS A PATHWAY TO RESILIENCE UNDER STRESS

Presenter: Salvatore R. Maddi, University of California, Irvine Chair: Cynthia Mohr, Portland State University

Synopsis

Resilience involves not only surviving, but also thriving under stress, and is a phenomenon of major importance, as life is by its nature stressful. The developmental process is inherently stressful, as we experience not only birth trauma, but the changes involved in interacting with others, going to school, finding our own career and family of reference, and grow old and approach death. This inherent stressfulness is added to by imposed, disruptive changes characteristic of turbulent times in the world. Discovered in a 12-year, natural experiment at Illinois Bell Telephone when it was deregulated, hardiness is the pattern of attitudes and skills that help people turn stressful circumstances from potential disasters into growth opportunities instead. By now, there has been 30 years of theorizing, research, and practice that has established valid hardiness assessment and training procedures. Hardiness emphasizes existential courage, as an alternative to the excessive emphasis on happiness that initially characterized the emergence of positive psychology.

Biography

The son of illiterate, immigrant parents, Dr. Maddi learned early in life about resilience under stress. He continued to learn in this regard by majoring in psychology while receiving a BA and MA at Brooklyn College, and a Ph.D. at Harvard. Moving through the ranks to professor at the University of Chicago, his research and theorizing moved from



creativity to resilience. His emphasis on hardiness as a pathway to resilience started in a 12-year natural experiment at Illinois Bell Telephone, and has deepened and elaborated since then. He is now a professor at the University of California, Irvine, and, with his team, has developed and validated hardiness assessment and training procedures that are being used all around the world.

SYMPOSIUM

12:00-1:30 SALON C

TREATMENT APPROACHES FOR CLIENTS WITH SEVERE PSYCHOSOCIAL PROBLEMS: MULTICULTURAL CONSIDERATIONS

Chair: Marcel Soriano, California State University, Los Angeles

Synopsis

This symposium examines treatment strategies for clients with severe psychosocial problems in various ethnic minority communities. Issues discussed include Asian American families with special needs children, the homeless population in Hawaii, the recovery model and Asian American clients with severe and persistent mental disorders, and Latino families in crisis. The presenters will identify socio-culturally sensitive and appropriate strategies for working with these client populations. Case examples from the presenters' clinical work in these communities will be used to highlight the issues.

Presenters

HELPING ASIAN AMERICAN FAMILIES WITH SPECIAL NEEDS CHIL-DREN: SOCIOCULTURAL CONSIDERATIONS, George K. Hong (California State University, Los Angeles)

WORKING WITH THE HOMELESS POPULATION IN HAWAII: CLINICAL CONSIDERATIONS, Audrey D. Ham (California State University, Los Angeles)

RECOVERY FROM SEVERE AND PERSISTENT MENTAL DISORDERS: ASIAN AMERICAN PERSPECTIVES, Stephen Cheung (Azusa Pacific University)

TROUBLE IN "EL NORTE": EFFECTIVE TREATMENT FOR LATINOS IN CRISIS, Marcel Soriano (California State University, Los Angeles)



SYMPOSIUM

12:15-1:45 SALON D

POLITICAL THREAT AND IDEOLOGY

Chair: Amber M. Gaffney, Claremont Graduate University

Synopsis

Political threat may be perceived in a variety of ways. The presence of untraditional political candidates in elections (e.g., women and ethnic minorities) may pose a threat to voters' beliefs regarding political leaders. Groups that are believed to benefit from specific policies are a potential source of symbolic threat to dominant group members. Finally, threat may be conceptualized as one's preferred candidate potentially losing an election. One important implication of such group-based threats is that individuals may make political judgments with respect to their own group memberships. This symposium discusses the confluence of political ideology and stereotypical beliefs about outgroup members and political candidates.

First, Ma and Devos present research examining how beliefs about American identity can impact candidate preferences. Specifically, they found that during the 2008 presidential election, participants' automatically associated Barack Obama with America less than John McCain, Hillary Clinton, and even Tony Blair (who is not American). Further, the less a candidate was implicitly associated with America, the less likely participants supported him or her as a presidential candidate. Next, Gaffney and Blaylock apply research on stereotype content (e.g., Fiske, Cuddy, Glick, & Xu, 2002) to examine how voters' perceptions of Hillary Clinton's warmth (or lack thereof) and competence impacted decisions to vote for her in the 2008 presidential primary. Further, as a comparison, they present data that examines voters' perceptions of the republican vice presidential candidate, Sarah Palin. Aberson and Barry then apply integrated threat theory to predict attitudes toward applications of affirmative action policies (e.g., tiebreak, minority recruitment). Specifically, they examine the relationships among white participants' feelings of threat from African Americans (e.g., realistic and symbolic threats, intergroup anxiety) and antecedents to threat (e.g., negative contact experiences) and support for Affirmative Action. Finally, Blaylock and Gaffney demonstrate that the threat of one's candidate losing the 2008 presidential election can increase support for group based social hierarchy (i.e., social dominance orientation). They suggest that strongly identified republicans and democrats may express social dominance orientation as a protective response to perceived threat. Taken together, the authors in this symposium address how beliefs regarding group membership can impact support for political policy and candidate selection.

Presenters

THE ROLE OF IMPLICIT NATIONAL IDENTITY IN A HISTORIC BID FOR THE WHITE HOUSE, Debbie S. Ma (The University of Chicago) & Thierry Devos (San Diego State University)



A WOMAN'S PATH TO THE WHITE HOUSE, Amber M. Gaffney & Danielle L. Blaylock (Claremont Graduate University)

SDO AS A RESPONSE TO THE 2008 PRESIDENTIAL ELECTION, Danielle L. Blaylock & Amber Gaffney (Claremont Graduate University)

THREATS, BELIEFS, AND ATTITUDES TOWARD AFFIRMATIVE ACTION, Christopher L. Aberson & Jenna J. Barry (Humboldt State University)

Discussant: Thierry Devos

SYMPOSIUM

12:15-1:45 MT. HOOD

RESEARCH IN A TEACHING INSTITUTION: CHALLENGES AND RESULTS

Chair: Jeffery S. Mio, Cal Poly Pomona

Synopsis

This symposium will present issues involved with conducting research in a teaching institution. Such issues include how to write grant proposals under the weight of heavy teaching loads, hiring a lab coordinator, conducting collaborative work with colleagues, and conducting collaborative work with students. The symposium will conclude with two studies that are results of collaborative work.

Presenters

HOW TO FUND YOUR RESEARCH (GRANT PROPOSALS), Nancy Alwarado (Cal Poly Pomona)

MANAGING AN ACTIVE RESEARCH PROGRAM AT A TEACHING UNI-VERSITY, Bettina J. Casad & Bren M. Chasse (Cal Poly Pomona)

COLLABORATIVE RESEARCH PROJECTS: AN OPPORTUNITY FOR BONDING AND INTELLECTUAL DEVELOPMENT, Juliana Fuqua & Erika S. DeJonghe (Cal Poly Pomona)

RESEARCH WHEN TEACHING AND SERVICE TAKE UP ALL YOUR TIME, David Horner (Cal Poly Pomona)

BRINGING QUANTITATIVE ANALYSIS TO ADULT MINDS: THE JELLY BEAN PROBLEM, Frederick B. Meeker, Susan N. Siaw & Cynthia Teeple (Cal Poly Pomona)



VISIONS AND METAPHORS: CENTRAL METAPHORS IN BUSINESS VISION STATEMENTS, Jeffery S. Mio (Cal Poly Pomona), Ronald E. Riggio (Claremont McKenna College), Michelle Bligh (Claremont Graduate University) & David R. Narozniak (Cal Poly Pomona)

POSTER SESSION 14

12:30-1:45 SALON FGHI

HEALTH PSYCHOLOGY 2 / STRESS & ANXIETY

- 14-1 PERSON FACTORS ASSOCIATED WITH ATTITUDES ABOUT MIDWIVES, Allison L. Skinner (California State University, Chico)
- 14-2 GOOD FOOD, BAD FOOD: THE RELATIONSHIP BETWEEN IMPLICIT ATTITUDES TOWARD FOOD AND EATING BEHAVIOR, Justin D. Royal & Jaime L. Kurtz (Pomona College)
- 14-3 DIABETES OUTCOMES IN LATINO AND ANGLO AMERICANS: THE IMPACT OF SELF-EFFICACY, MENTAL HEALTH AND CULTURAL VALUES, Diana L. Brown (Loma Linda University)
- 14-4 PESTICIDE EFFECTS ON PERCEPTUAL AND VISUAL MEMORY PERFORMANCE VIA THE ROCF, Erika Garcia, Marcie Ryan, Kristin Oosterkamp, Gabriel Pimentel, Emily Mall, Alisandra Perez & Dawn L. Strongin (California State University, Stanislaus)
- 14-5 MENSTRUAL CYCLE VARIATIONS IN PREMENSTRUAL SYMPTOMS AND QUALITY OF LIFE, Haley A. Carroll, Hilary A. Carpenter, Susan J. Locke, Johanna M. Portinga & M. Kathleen B. Lustyk (Seattle Pacific University)
- 14-6 BACK PAIN REHABILITATION: SELF-EFFICACY EXPLAINS DEPRESSION, PAIN AND FITNESS, Jay R. Skidmore, Zeba S. Ahmad, Kristen L. Perry, Meghan K. McBrearty & Rachel A. Montague (Seattle Pacific University)
- 14-7 EATING BEHAVIORS: A FURTHER INVESTIGATION OF DIFFERENCES BETWEEN NORMAL WEIGHT AND OVERWEIGHT INDIVIDUALS, Jamie Johnstone, Andrea Escobar, Chrislyn Nefas, Jill L. Quilici & Erica L. Wohldmann (California State University, Northridge)
- 14-8 COMPLEX PATTERNS IN BLOOD GLUCOSE OF ADOLESCENTS WITH TYPE 1 DIABETES, T. Nathan Story, Jonathan Butner, Cynthia Berg (University of Utah) & Deborah Wiebe (Deptartment of Psychiatry, University of Texas Southwestern Medical Center)
- 14-9 EVALUATION OF FOOD ALLERGY MANAGEMENT CURRICULUM FOR SCHOOL HEALTH PERSONNEL, Perla A. Vargas, Maureen K. Keaveny, Andrew Stankus, Elias Robles (Arizona State University), Y. Diane Tasev (Arizona Department of Health Services), Angie Norton (Phoenix Allergy Network) & Stacie M. Jones (University of Arkansas for Medical Sciences)





- 14-10 HEALTH RISKS OF ADOLESCENTS IN PSYCHIATRIC RESIDENTIAL TREATMENT, Cody L. Chipp, Staci Corey, Sarah Dewane, Christiane Brems & Mark E. Johnson (Behavioral Health Research & Services - University of Alaska, Anchorage)
- 14-11 SENSATION-SEEKING BEHAVIOR AND ITS RELATION TO UNSAFE **PRACTICES,** Airecel A. Bongco (Dominican University of California)
- 14-12 THE RELATIONSHIP BETWEEN ATTITUDES TOWARD COMPLE-MENTARY AND ALTERNATIVE MEDICINE AND TOLERANCE OF AMBIGUITY, Scott Rower & Paula Johnson (Alliant International University)
- 14-13 NATURALISTIC MOODS AND EVENTS AND DIURNAL CORTISOL IN SCHOOL-AGED CHILDREN, Leah L. Dickenson & Rena L. Repetti (University of California, Los Angeles)
- 14-14 GENDER DIFFERENCES IN PERCEPTIONS OF PERINATAL LOSS: MISCARRIAGE VERSUS STILLBIRTH, Jane M. Plagge, Jennifer R. Antick & Shawn E. Davis (Pacific University)
- 14-15 REACTING TO LOSS: RESILIENCE AND EMOTIONAL DISTRESS, Eric J. Cooley, Tamina Toray, Lauren Roscoe, Deborah VanHook, Alisa Mattiazzi, Erick Rivera, Noreen Valdez & Todd Bjarnson (Western Oregon University)
- 14-16 TECHNOLOGY AND EMPLOYEE STRESS IN THE WORKPLACE, Sarah Holmes & Elisa Grant-Vallone (California State University, San Marcos)
- 14-17 EFFECTS OF MATERNAL SEPARATION ON NOVEL OBJECT INTER-ACTION, Emily Hensleigh, Kelly Dennehy, Logan Smith, Sarah Engel & Laurel M. Pritchard (University of Nevada, Las Vegas)
- 14-18 MINDFULNESS, COMMUNICATION APPREHENSION, AND NEGATIVE AFFECT, Timothy L. Lyons, Michiyo Hirai & Jaak Panksepp (Washington State University)
- 14-19 A COGNITIVE-BEHAVIORAL PARENT TRAINING INTERVENTIONS EFFECTS ON PARENTS ANXIETY, Derek D. Szafranski, Nancy Sirker, Bryon G. Miller, Jessica C. Smith & Scott Jensen (University of the Pacific)
- 14-20 STRESS, MOOD, AND ANXIETY INFLUENCES ON MEMORY AND METAMEMORY, Susan Hunter, Zachary Miles, Torrey McConnell & Mark Krause (Southern Oregon University)
- 14-21 PARTNER SUPPORT, STRESS, AND WELL-BEING IN SAME- AND **DIFFERENT-SEX COUPLES,** Caitlin Terry, Sarah E. Boggs, Mackenzie M. Prentice, James M. Graham, Mikaela R. Harf & Nicole C. Perrault (Western Washington University)
- 14-22 SCHOOL-BASED MENTAL HEALTH SERVICE USE IN FAMILIES OF ANXIOUS YOUTH, Johanna A. Meillon (San Diego State University) & Denise Chavira (University of California, San Diego and Child and Adolescent Services Research Center)
- 14-23 COMPUTER-MEDIATED YOGIC BREATHING IMPACTS MOOD AND TIME **ESTIMATION,** Erik L. Nilsen, Jocelyn Moore, Hailee Barnes, Lindsay Alt, Brian Ambuel, Karielle Brugman, Michael Earley, Alice Longley, Alexander Maso, Kate Schatz, Corey Smith & Scott Totten (Lewis & Clark College)



- 14-24 THE EFFECTS OF VICARIOUS TRAUMATIZATION, SECONDARY TRAUMATIC STRESS, AND BURNOUT ON CHILD WELFARE WORKERS, Allison M. Osborn & Donna Fogg (Pacific University)
- 14-25 RELATIONSHIP BETWEEN BURDEN AND DISTRESS IN CAREGIVERS OF ALZHEIMER'S PATIENTS, Roberto Corona, Natalia Dafaeeboini, Stacy Bayan, Jennifer Wong & Jill Razani (California State University, Northridge)
- 14-26 STRESS INDUCTION AND SELF-CONTROL MODULATION, AN ENERGY BUDGET MODEL, Nicolle Brossard & Heide Island (Pacific University)
- 14-27 EFFECTS OF PHYSICAL DISTRESS ON PARENTAL FUNCTIONING AND MARITAL DISCORD, Clare R. White, Sherri Payne & Tina D. Du Rocher Schudlich (Western Washington University)
- 14-28 THE EFFECTS OF SOCIAL SUPPORT, ETHNICITY AND GENDER ON STRESS, Cheryl Chancellor-Freeland, Dong T. H. Nguyen, Kerri Bayareddy & Anthony Holguin (San Jose State University)
- 14-29 THE EFFECTS OF SLEEP ON RESPONSE TO A PSYCHOSOCIAL STRESSOR, Amy L. Sutter, Shaness A. Grenald & Melissa A. Birkett (Northern Arizona University)
- 14-30 WHAT I DO VS. WHAT I SAY: OBSERVATIONAL STUDY OF CO-RUMINATION, Melissa DePierro, Melissa Maebori, Chelsea Coffin, Jon Weber, Ashlee Hockett & Tanya L. Tompkins (Linfield College)
- 14-31 MILITARY CROSSOVER: HOW MILITARY RANK PREDICTS SPOUSAL STRESS, Stephanie G. LaCrone & Diane E. Paulson (Pacific Lutheran University)
- 14-32 THE PREVALENCE OF DEPRESSION, ANXIETY, AND STRESS IN FIRST, SECOND, THIRD, AND FOURTH YEAR COLLEGE STUDENTS, Jessica Swetin, Kristen Sexton & Allison Christian (University of San Diego)
- 14-33 CENTERING PRAYER AS A HEALING RESPONSE TO EVERYDAY STRESS. Jane K. Ferguson (Saint Mary's Parish, Los Gatos), Eleanor W. Willemsen (Santa Clara University) & Maylynn V. Castaneto (Pacific Graduate School of Psychology)
- 14-34 COPING EFFECTIVENESS AND DIVERSITY UNDER TRAUMATIC STRESS, Victor Savicki (Western Oregon University) & Laura Riolli (California State University, Sacramento)
- 14-35 THE RELATIONSHIP BETWEEN COMMUTE SPAN AND STRAIN: A META-ANALYSIS, Kimberly Davis-Rudin (Southern California Edison) & David J. Whitney (California State University, Long Beach)
- 14-36 EFFECTS OF PRAYER AND MANTRA REPETITION ON STRESS LEVEL, Stephanie Bedford & Kim W. Schaeffer (Point Loma Nazarene University)



INTERNATIONAL PSYCHOLOGY PANEL

12:30-1:30 EUGENE

DEVELOPMENTS IN INTERNATIONAL PSYCHOLOGY EDUCATION & CREDENTIALING

Chair: Judith E. Fox, University of Denver

Synopsis

As international boundaries become more permeable, as people move among nations for education, careers, and their safety, and as the European Union has led the way in attempting to increase reciprocity among its countries, it has become increasingly important to understand the educational and credentialing systems involved. In the past, US psychology has seen itself as an educational "leader" that has much to offer other countries as a model of quality. As recent events have made us more aware of the arrogance associated with that stance, it has become increasingly apparent how much we can learn from other nations. Dr. Bullock will describe how this issue played an important role in the development of the BEA-CIRP report and resulted in the idea of APA (or American Psychology) as a learning partner. Dr. Collins will present information about disparities in credentialing processes and efforts to understand them.

Participants

U.S. PSYCHOLOGY — A LEARNING PARTNER IN PSYCHOLOGY EDUCATION, Merry Bullock (APA International Office)

RECIPROCITY ACROSS COUNTRIES? THINGS TO KNOW ABOUT INTERNATIONAL VARIATIONS IN LICENSING AND CREDENTIALING, Lynn H. Collins (La Salle University)



INVITED PRESENTATION

1:15-2:15 SALON AB

A LONG-LENS APPROACH TO UNDERSTANDING LEADERSHIP DEVELOPMENT

Presenter: Susan Elaine Murphy, Claremont McKenna College, Kravis Leadership Institute Chair: Rebecca Reichard, Kansas State University

Synopsis

Developing tomorrow's leaders is an important task for communities, businesses, and at all levels of government. However many of the techniques for leadership development focus on development that occurs during one's first job after many years of formative leadership experiences throughout childhood, adolescence, and college. In my presentation I will introduce a model of leadership development across the early stages of the life span that incorporates leader identity development and I will discuss implications for both development of the leader and development of leadership theories. The presentation incorporates theoretical and empirical work from various presenters at the Kravis deRoulet Conference: Seeds of Leadership Development.

Biography

Dr. Susan Elaine Murphy is an Associate Professor of Psychology at Claremont McKenna College and the Associate Director of the Henry R. Kravis Leadership Institute. Dr. Murphy currently teaches organizational psychology and organizational development and is also an adjunct professor at Claremont Graduate University where she teaches courses in industrial psychology and teams and leaders. She has published over 30 articles and book chapters on leadership, leadership development, and mentoring.



INVITED PRESENTATION

1:30-2:30 SALON E

HOW DO TRUTH WIZARDS DETECT DECEPTION?

Presenter: Maureen O'Sullivan, University of San Francisco Chair: Howard S. Friedman, University of California, Riverside

Synopsis

Although most people are only at chance in detecting the lies of others, about one person in a thousand has sufficient social-emotional genius and truth-oriented motivation to detect deception at an above chance level. After testing more than 15,000 people, a group of 50 highly gifted human lie detectors (the Truth Wizards) have been identified. They included profilers, therapists, arbitrators, federal judges and artists. Using intensive thinkaloud interviews, their strategies of lie detection were compared with those of control subjects- non-accurate lie detectors matched to the wizards on the basis of age, region, and social class. Differences in the kinds and numbers of deception clues used, how they handled early childhood difficulties, the search for feedback, as well as the ability to tolerate ambiguity and to delay making a final judgment are all characteristics that differentiate these two groups. No differences in political orientation, general cognitive ability or religiosity were found.

Biography

Maureen O'Sullivan has been studying social emotional intelligence for more than 30 years. Her work includes early nonverbal measures of behavioral intelligence as well as research with Paul Ekman on emotion and lie detection. Her current research examines the particular kind of social emotional expertise involved in understanding other people and accurately discerning whether they are telling the truth. She is a professor of psychology at the University of San Francisco. Other research interests include romantic love, individual differences and courtesy.



PAPER SESSION

1:30-2:00 COLUMBIA

SUBSTANCE ABUSE

Chair: Christopher S. Lamb

- 1:30 SPECIFIC SUBSTANCE MIUSE AND NEO-PI PERSONALITY FACTORS, Carley Cysensky, Laura Ruge, Tina D. Myers, Cindi Harding, Dani Schroeder, Kayleen Islam-Zwart & Angela Brown (Eastern Washington University)
- 1:45 PARENTAL ACCURACY OF ADOLESCENT MARIJUANA USE, Christopher S. Lamb & William D. Crano (Claremont Graduate University)

INTERNATIONAL PSYCHOLOGY SYMPOSIUM

1:45-3:00 EUGENE

INCORPORATING INTERNATIONALISM AND DIVERSITY TRAINING IN HIGHER EDUCATION

Chair: Jill Bloom, Massachusetts School of Professional Psychology

Synopsis

Incorporating internationalism into diversity training in higher education requires change and enhanced curricula in a number of areas. These include efforts directed at US students, but these efforts also need to incorporate the increasing prevalence of international students and immigrant psychologists in training. Dr. Burke believes that in order to assist psychologists in developing the international competence required for addressing challenging global issues, there has to be an understanding of the dynamics of oppression world-wide. The development of international competency would include an examination of the dominance of Western cultural beliefs, specifically American privilege, as well as a consideration of multiple forms of oppression from an international perspective. Dr. Ciftci's paper concerns the cross-cultural adaption of Muslim students, including how their presence impacts the international awareness of their peers. Dr. Carter will share considerations in mentoring immigrant early career psychologists. Hopefully, as psychologists become more internationally competent, they may be able to address significant problems in the world, such as poverty and war, and would potentially have a positive impact globally.



Participants

INCORPORATING INTERNATIONALISM INTO DIVERSITY TRAINING, Elaine A. Burke (California School of Professional Psychology-Los Angeles, Alliant International University)

CROSS-CULTURAL ADAPTION OF MUSLIM STUDENTS, Ayse Ciftci (Purdue University)

MENTORING IMMIGRANT EARLY CAREER PSYCHOLOGISTS, F. Jeri Carter (University of Washington)

Discussant: Senel Poyrazli, Pennsylvania State University

POSTER SESSION 15

2:00-3:15 SALON FGHI

HUMAN LEARNING / EDUCATIONAL PSYCHOLOGY

- 15-1 THE EFFECTIVENESS OF EXPERIENTIAL GUEST LECTURERS IN THE CLASSROOM, Afshin Gharib, William Phillips, Stephanie Lemp & Lara Corkrey (Dominican University of California)
- 15-2 THE DEVELOPMENT AND ASSESSMENT OF A SCHOOL-BASED MENTORING PROGRAM, Chehalis M. Strapp, Andrew W. Gilles, Annika M. McMillan & Anne Spalding (Western Oregon University)
- 15-3 ECOLOGICAL AND DEVELOPMENTAL FACTORS THAT CONTRIBUTE TO STUDENT PASSIVITY, Dorothy E. Munson (Eastern Washington University)
- 15-4 THE INFLUENCE OF PARENTAL EDUCATION EXPECTATIONS ON ACADEMIC ACHIEVEMENT, Dana A. Weiser (University of Nevada, Reno)
- 15-5 PREDICTING SUCCESSFUL TRANSITIONS INTO AND OUT OF SCHOOL:
 A LONGITUDINAL ANALYSIS OF ADAPTIVE BEHAVIOR AND
 INTELLIGENCE, 6-17 YEARS, Jacqueline K. Coffman, Diana W. Guerin, Erin H. Arruda
 & Anthony Rodriguez (California State University, Fullerton)
- 15-6 IMPLICIT IDENTIFICATION WITH COLLEGE AND COMMUNITY, Savanna Rose Gaddis, Jesus O. Quintero & Roger M. Dunn (San Diego State University)
- 15-7 THE EFFECTS OF HIGH-TECHNOLOGY COMMUNICATION MODES ON VERBAL SKILLS, Manee Moua & Amani G. El-Alayli (Eastern Washington University)
- 15-8 EFFECT OF PARENTAL SUPPORT ON ACADEMIC PERFORMANCE AT LA BRIDGES, Alexis Fletes, Gina Arellano & Tomas Martinez (Pepperdine University)

SATURDAY



- 15-9 POWER OF PEERS IN HIGH SCHOOL STUDENTS' COURSE SELECTION AND ACHIEVEMENT, Ashhe E. Fox, Adele Eskeles Gottfried, Howard B. Lee & Jonah Schlackman (California State University, Northridge)
- 15-10 WHATYOU DON'T KNOW CAN HURTYOU: METACOMPREHENSION AND ACADEMIC PERFORMANCE, Paul S. Rowland (Southern Oregon University)
- 15-11 INTRODUCTORY PSYCHOLOGY AND READING COMPREHENSION, Maria Lynn Kessler (Oregon Institute of Technology)
- 15-12 A PRETEST-POSTTEST ASSESSMENT OF AN INFORMATION LITERACY ASSIGNMENT IN PSYCHOLOGY, Maureen J. Fitzpatrick, Yvonne N. Meulemans, Jennifer L. Cowan & Maribel D. Onstott (California State University, San Marcos)
- 15-13 TEACHING BEGINNING READING SKILLS TO PRESCHOOL CHILDREN WITH DEVELOPMENTAL DELAYS, Ryan M. Zayac & Paul M. Meng (Central Washington University)
- 15-14 THE IMPACT OF CREATIVITY ON COLLEGE STRESS AND ACADEMIC SELF-EFFICACY, Candice D. Davis & James C. Kaufman (California State University, San Bernardino)
- 15-15 STUDENT PERCEPTION OF LEARNING STYLE'S ROLE IN ONLINE LEARNING, Beth Post, Chloe Brown, Arielle Levine & Lindsay Wessel (University of California, Davis)
- 15-16 ARE PRECOLLEGE COURSES THE BEST WAY TO PREPARE FOR ACADEMIC COLLEGE SUCCESS?, Charlie R. Whiting, Janette Stringer & Alishia Huntoon (Oregon Institute of Technology)
- 15-17 THE EFFECT OF COGNITIVE TRAINING ON WORKING MEMORY, Dudley Wiest (CSU San Bernardino), Ashlea Patterson (Chapman University), Eugene Wong, Brett Nelson & Lisa Looney (CSU San Bernardino)
- 15-18 THE EFFECTS OF EMOTIONAL PRIMING ON FLASHBULB MEMORY **RECALL**, Austin J. Duncan (Southern Oregon University)
- 15-19 FAST AND FRUGAL IS FINE: SUPPORT FOR THE RECOGNITION HEU-RISTIC, Megan H. Papesh & Stephen D. Goldinger (Arizona State University)
- 15-20 THE EFFECT OF WORKING MEMORY AND MATH ANXIETY ON PERFORMANCE OF SUBTRACTION PROBLEMS, Jeremy A. Krause & Mark H. Ashcraft (University of Nevada, Las Vegas)
- 15-21 EVERYDAY MEMORY ERRORS OF OMISSION AND COMMISSION, Christopher Koch (George Fox University)
- 15-22 EFFECT OF CHILD AND ADULT SEXUAL VICTIMIZATION ON VERBAL MEMORY PERFORMANCE, Michelle L. Llivengood & Kayleen A. Islam–Zwart (Eastern Washington University)
- 15-23 MEDIA, PERSONALITY, AND WORD RECALL, Elizabeth A. Welch & Kayleen A. Islam-Zwart (Eastern Washington University)





- 15-24 A GENERALIZED TESTING EFFECT USING MULTIPLE-CHOICE QUES-**TIONS,** Jeri L. Little & Elizabeth Ligon Bjork (UCLA)
- 15-25 MOOD-CONGRUENCE EFFECT ON MEMORY, Lara M. Corkrey, Ian S. Madfes & William L. Phillips (Dominican University of California)
- 15-26 THE COGNITIVE COSTS AND BENEFITS OF PREPARING TO TEACH, John F. Nestojko, Dung C. Bui, Nate Kornell & Robert A. Bjork (UCLA)
- 15-27 ENCODING AND RETRIEVAL INFLUENCES ON GENDER-RELATED **SOURCE DECISIONS**, *Justin D. Caouette* (Claremont McKenna College)
- 15-28 EMOTION AND SHORT-TERM MEMORY: RELEASE FROM PROACTIVE INTERFERENCE, Lindsay M. Ryder & Lisa M. Bauer (Pepperdine University)
- 15-29 INDIVIDUAL DIFFERENCES IN FALSE MEMORIES, Cassandra Page, Alaina Lasinski, Lindsay M. Ryder & Lisa M. Bauer (Pepperdine University)
- 15-30 MOOD AND THE OWN-RACE BIAS, Lauren Branard, Carly Hanks, Alaina Lasinski, Cassandra Page & Lisa M. Bauer (Pepperdine University)
- 15-31 SELF-REFERENCE EFFECTS ON ITEM AND SOURCE MEMORY: EVIDENCE OF DISSOCIATION, Jianjian Qin (California State University, Sacramento) & Christopher Knight (University of California, Santa Barbara)
- 15-32 THE EFFECTS OF DEPRIVATION ON SELF-CONTROL IN HUMANS, Baine B. Craft, Heide D. Island (Pacific University), Rose M. Langer & Haley A. Carroll (Seattle Pacific University)
- 15-33 SEMANTIC PROCESSING AS A BOUNDARY CONDITION FOR RETRIEVAL INDUCED FORGETTING, Susan D. Baillet, Lauren McCabe & Jessica Stacy (University of Portland)
- 15-34 AGING AND MEMORY: THE SUSCEPTABILITY TO MISINFORMATION. Rachel M. Stein (Whitman College)
- 15-35 BLOCKING MEMORY: FORGETTING PICTURES THAT ELLICIT EMOTIONALITY, Mai Wells, Bethlehem T. Yimenu & David Gerkens (California State University, Fullerton)
- 15-36 EFFECT OF MUSIC FAMILIARITY ON RECALL OF DANCE CHOREO-**GRAPHY,** *Destinie M. Day* (Pacific Lutheran University)
- 15-37 INCUBATION EFFECTS ON HYPERMNESIA FOLLOWING MEMORY BLOCKING, Kris Gunawan (University of Nevada, Las Vegas), Lindsey Hickey, Nicole Crabtree, Bethlehem T. Yimenu & David R. Gerkens (Califnornia State University, Fullerton)
- 15-38 PERSONAL SPACE AND MEMORY: AROUSING EVIDENCE, Gary N. Howells (University of the Pacific)
- 15-39 COLLABORATIVE INHIBITION AND FACILITATION IN MEMORY FOR CATEGORICAL WORD LISTS, Brittany A. Cardwell, Rebecca A. Roy, Alexander J. Schiller, Matthew Boss (Pacific Lutheran University), Joel D. Allison & Ira E. Hyman, Jr. (Western Washington University)

SATURDAY



- 15-40 WHAT'S REMEMBERED DEPENDS UPON HOW: SOCIAL-CONTEXT AND EMOTIONAL NARRATIVE STRUCTURE, Erica Kleinknecht, Monica Richardet & Stella Tran (Pacific University)
- 15-41 TASK INTERRELATEDNESS AND DIVIDED ATTENTION EFFECTS ON FALSE MEMORIES, Amanda R. Cross & David R. Gerkens (California State University, Fullerton)
- 15-42 EFFECTS OF ASSOCIATIVE SETS ON FREE RECALL, Karl M. Oswald, Paul Skomsvold & Mackenzie Rickard (California State University, Fresno)
- 15-43 DOES FAMILIARITY WITH TEXT BREED COMPLACENCY?, Maura Pilotti (New Mexico Highlands University), Martin Chodorow (Hunter College), Frances Schauss (Dowling College) & John Baldy (New Mexico Highlands University)
- 15-44 ERROR DETECTION IN TEXT AS A FUNCTION OF WORD FREQUENCY. SENTENTIAL CONSTRAINTS AND TEXT FAMILIARITY, Maura Pilotti (New Mexico Highlands University), Martin Chodorow (Hunter College), Frances Schauss (Dowling College) & John Baldy (New Mexico Highlands University)
- 15-45 WHAT MAKES ERRORS IN FUNCTION WORDS DIFFICULT TO IDENTIFY? A PRELIMINARY INVESTIGATION, John Baldy, Maura Pilotti (New Mexico Highlands University), Martin Chodorow (Hunter College) & Frances Schauss (Dowling College)
- 15-46 EXPLORING THE SURVIVAL PROCESSING ADVANTAGE IN RECOGNITION MEMORY, Jeremy K. Miller, Jessica A. Myers, Kayla E. Montgomery & Tiara Foster (Willamette University)
- 15-47 RELIABILITY OF AN AFFECTIVE WORKING MEMORY TASK: IMPLICA-TIONS FOR PSYCHOPATHOLOGY RESEARCH, Rose Broome, David E. Gard, Emily Redmond, Jorie Pollak & Hana Kubkova (San Francisco State University)



INVITED PRESENTATION

2:00-3:00 MT. HOOD

THE PROBLEMS OF MEASUREMENT IN COPING AND WISDOM

Presenter: Carolyn M. Aldwin, Oregon State University Chair: Ellen Skinner, Portland State University

Synopsis

Psychology has advanced tremendously since behaviorism advocated that we could only scientifically study observable behavior. The Cognitive Revolution in the 1970s made it once again acceptable to study thoughts and feelings. Nonetheless, there is still extensive debate over whether individuals can accurately access thoughts and feelings. The study of coping processes is particularly difficult because it asks individuals to self-report on specific thoughts and feelings with particular stressful episodes. The empirical study of wisdom can also be problematic, as it often taps very abstract thoughts and feelings which may be particularly difficult to capture. We argue that careful attention to the factor structure underlying both coping and wisdom measures may resolve many of the problems facing those two fields today.

Biography

Carolyn M. Aldwin is Professor and Chair in the Department of Human Development and Family Sciences, Oregon State University. She received her doctorate from the University of California, San Francisco, and was an NIMH post-doctoral scholar in Human Development, Environmental Demands, and Health at the University of California, Irvine. She received a FIRST award from NIA to study psychosocial factors and health in aging at the Normative Aging Study, Boston Veterans Administration, and has published over 75 articles and chapters in this area. She is a fellow of both Divisions 20 (Adult Development and Aging) and 38 (Health Psychology) of the American Psychological Association, as well as the Gerontological Society of America. She is the author of Stress, Coping, and Development (Guilford Press), and edited Health, Illness, and Optimal Aging (Sage), and the Handbook of Health Psychology and Aging (Guilford Press).

PSI CHI SYMPOSIUM

2:00-3:30 SALON D

WHAT I WISH I KNEW BEFORE GOING TO GRADUATE SCHOOL

Chair: Ngoc H. Bui, University of La Verne

Synopsis

Ever wish that you knew what to expect when you started grad school? Our panel of professors will give you advice on what they wish they knew before going to graduate school. Topics will range from knowing how to deal with politics in grad school, to developing a successful mentoring relationship, to balancing life, work, and school. We hope to give potential graduate students and those already in graduate programs advice they can use to be successful.

Presenters

PLAYING POLITICS IN GRADUATE SCHOOL: HOW TO WIN, *Gregg J. Gold* (Humboldt State University)

TIPS ON MENTORS AND SUCCESSFUL RESEARCH, Deana Julka (University of Portland)

WORK-LIFE BALANCE IN GRADUATE SCHOOL: TIPS ON HOW TO JUGGLE YOUR MANY ROLES, Lauren Roscoe (Western Oregon University)

Discussant: Ngoc H. Bui

INVITED PRESENTATION

2:30-3:30 SALON AB

TOWARDS ELIMINATING DISPARITIES IN CARE FOR SERIOUS MENTAL ILLNESS: FROM ETHNIC AND RACIAL MARKERS TO SOCIOCULTURAL PROCESSES

Presenter: Steven R. Lopez, University of Southern California Chair: Stanley Sue, University of California, Davis

Synopsis

The study of racial and ethnic differences in health and mental health care has helped to identify and monitor disparities. However, the emphasis on race and ethnicity limits our



ability to reduce and eliminate such disparities. I argue that the study of sociocultural processes has greater potential to eliminate disparities than the study of race and ethnicity. To illustrate the value of a sociocultural approach, I present research on addressing disparities in mental health care of Latinos with serious mental illness.

Biography

Steven R. López is a professor of psychology at the University of Southern California. His research provides a critical cultural perspective to the study of psychopathology, assessment, and intervention of Latinos and other ethnic minority groups. He was one of the five science editors for the *Surgeon General's Report on Mental Health: Culture, Race and Ethnicity*.

A conversation hour with Steven Lopez will take place in the Portland Room immediately following the presentation.

PAPER SESSION

2:30-3:15 COLUMBIA

INTIMATE PARTNER VIOLENCE

Chair: Gaithri Fernando

- 2:30 PROFILES OF INTIMATE PARTNER VIOLENCE AMONG COLLEGE STUDENTS AND THE GENERAL COMMUNITY: IMPLICATIONS FOR PATHWAYS FOR FUTURE IPV, Deborah E. Laurin, Janet Garcia (California State University, Los Angeles) Geoffrey M. Gordon (Pomona College) & Gaithri Fernando (California State University, Los Angeles)
- 2:45 PREDICTORS OF INTIMATE PARTNER VIOLENCE AMONG COLLEGE STUDENTS AND THE COMMUNITY, Gaithri A. Fernando, Janet Garcia & Deborah Laurin (California State University, Los Angeles)
- 3:00 GENDER ROLE EXPECTATIONS IN PERCEPTIONS OF LESBIAN DOMESTIC VIOLENCE VICTIMS, Betsi Little (Trinity Lutheran College) & Cheryl Terrance (University of North Dakota)



INVITED PRESENTATION

2:45-3:45 SALON E

PARENTAL MONITORING AND ADOLESCENT DRUG ABUSE

Presenter: William D. Crano, Claremont Graduate University Chair: Cynthia Mohr, Portland State University

Synopsis

No experimental evidence supports the eminently reasonable assumption that parents who closely monitor their offspring's behavior materially reduce their children's likelihood of abusing illicit substances. The problem is clear – it is difficult to imagine the circumstances in which parents could be randomly assigned to attentive or negligent monitoring conditions. So, we manage with quasi-experimental investigations, whose inferential utility is enhanced if the studies vary in method, sample, and substance. This presentation will discuss studies of the monitoring—usage connection that vary widely in terms of respondent demographics, research methodology, and drugs under investigation. Whether the millions devoted to the "Parents—the anti-drug" mass media campaign were well spent will be judged on the basis of the accumulated evidence.

Biography

William D. Crano is Oskamp Professor of Psychology at Claremont Graduate University. Prior to Claremont, he was a Professor at Michigan State University, Texas A&M, and Arizona. In addition to his academic jobs, he has worked as Director of the Program in Social Psychology at NSF, and as a liaison scientist in psychology for the Office of Naval Research, London. His research is focused on persuasion, and currently is directed toward prevention of drug abuse in young adolescents.

INTERNATIONAL PSYCHOLOGY SYMPOSIUM

3:15-4:45 EUGENE

TERROR, TRAFFICKING AND HUMAN RIGHTS

Chair: Sherri McCarthy, Northern Arizona University-Yuma

Synopsis

This session will cover very timely and controversial international issues related to the abuse of power, exploitation, and terrorism. Presenters will review the natures of the prob-





lems, current inroads to change, the progress that has been made, and the barriers to ending the atrocities. Drs. Rubin and Takooshian will provide an update on developments at the UN regarding human rights and related issues. Dr. Sidun's talk will focus on the phenomenon of human trafficking, including its impact on victims, and current efforts to prevent it. Dr. Nadkarni will speak about the legal issues of the asylum process and the impact that psychological evaluations can have on that process.

Participants

PSYCHOLOGY AT THE UNITED NATIONS' 60TH ANNIVERSARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS, Neal S. Rubin (Illinois School of Professional Psychology)

DEVELOPMENTS AT THE UNITED NATIONS, Harold Takooshian (Fordham University)

HUMAN TRAFFICKING, Nancy Sidun (Kaiser Permanente)

ASYLUM EVALUATIONS, *Lavita Nadkarni* (University of Denver, GSPP)

Discussant: Joy K. Rice, University of Wisconsin, Madison

SYMPOSIUM

3:15-4:45 SALON C

CAN WE MODEL HUMAN ALCOHOL ABUSE-RELATED PHENOTYPES IN ANIMALS?

Chair: Suzanne H. Mitchell, Oregon Health & Science University

Synopsis

Early attempts to model alcohol abuse and alcoholism in laboratory animals were challenged by the difficulty to recreate the full spectrum of these disorders. Currently, the field is focused on exploring animal models of specific phenotypes that contribute to these disorders. This symposium highlights recent developments and successes in this approach. The first presentation will discuss mouse and rat models of impulsivity. Research using these models indicates that increased impulsivity due to genetic predisposition is associated with high alcohol intake, modeling associations that have been observed in humans. Early genetic rodent models of high alcohol intake have been criticized because high alcohol intake was often associated with low taste sensitivity. The second presentation in this symposium discusses a novel mouse model of intragastric alcohol self-administration, which provides new insights into the roles of genotype and alcohol dependence on alcohol intake, which is not influenced by taste reactivity. The third presentation of this symposium highlights current mouse models of alcohol dependence. Data are presented showing that increased drinking after induction of alcohol dependence is governed by mechanisms



that are independent of those regulating nondependent, basal alcohol drinking, or initial alcohol acceptance. One factor influencing basal drinking in humans is the social environment. The fourth presentation will discuss attempts to model the complex interactions of social behaviors and alcohol drinking using prairie voles. In contrast to standard laboratory animals, this rodent species displays social monogamy and high levels of affiliative behaviors. The final presentation of this symposium describes alcohol self-administration studies in primates: the cynomolgus and rhesus monkeys. These studies identify individual drinking styles, established early in alcohol drinking history, that are highly predictive of repeated self-intoxication, which is associated with the development of alcohol dependence. Developing novel animal models, such as those presented in this symposium, and the increasing sophistication of neurobiological approaches to drug dependence provide new optimism for understanding the mechanisms regulating alcohol abuse and alcoholism.

Presenters

DRINKING ALCOHOL CAN MAKE YOU IMPULSIVE, BUT DOES BEING IMPULSIVE MAKE YOU DRINK?, Suzanne H. Mitchell (Oregon Health & Science University)

PROBING THE NEUROCHEMICAL SYSTEMS THAT CONTRIBUTE TO DEPENDENCE-INDUCED DRINKING, Deborah A. Finn (Oregon Health & Science University)

IMPACT OF GENOTYPE AND DEPENDENCE ON INTRAGASTRIC ETHANOL SELF-INFUSION, Christopher L. Cunningham & Tara L. Fidler (Oregon Health & Science University)

MODELING SOCIAL ASPECTS OF ALCOHOL ABUSE IN SOCIALLY MONOGAMOUS SPECIES, Andrey Ryabinin (Oregon Health & Science University)

THE ROLE OF SCHEDULED-INDUCED POLYDIPSIA IN ALCOHOLIC DRINKING PHENOTYPES, Kathleen A. Grant (Oregon Health & Science University)

POSTER SESSION 16

3:30-4:45 SALON FGHI

CLINICAL PSYCHOLOGY / DEPRESSION / PSYCHOPATHOLOGY

- 16-1 APPLYING MINDFULNESS BASED COGNITIVE THERAPY TO A MALAYSIAN ALZHEIMER'S POPULATION, Alex Bloom & Sonia Dhaliwal (Pacific University)
- 16-2 THE IMPACT OF MEDITATION ON DEPRESSION GENERAL DISTRESS, SELF ESTEEM AND MINDFULNESS, Alex Bloom (Pacific University)





- 16-3 CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD): SLEEP PROBLEMS AND SYMPTOMATOLOGY, Megan E. Tudor, Charles D. Hoffman, Dwight P. Sweeney & Tanner M. Carollo (California State University, San Bernardino)
- 16-4 EMPATHY GONE WILD: TOO MUCH OF A GOOD THING?, Lori Katz, Jennifer Predolin & Jeanette I. Lantz (VA Los Angeles Healthcare System)
- 16-5 CULTURAL DIFFERENCES IN ETIOLOGY AND PRESENTATION OF EATING DISORDERS, Sara L. Giglio (Alliant International University)
- MATERNAL STRESS IN FAMILIES OF CHILDREN WITH AND WITHOUT AUTISM, Stephanie M. Ellis, Charles D. Hoffman, Dwight P. Sweeney & Muriel C. Lopez-Wagner (California State University, San Bernardino)
- PATIENT-FOCUSED RESEARCH: EXAMINING THE PSYCHOTHERAPIST AS A FEEDBACK RECEIVER, Michael Haderlie, Samuel Montano, Dmitriy Kazakov, Laura Sanders, Philipa Nothman & Jeffrey M. Kern (University of Nevada, Las Vegas)
- REINTEGRATION OF MILITARY VETERANS: FAMILY SYSTEMS APPROACH 16-8 TO HOLISTIC CARE, Lauren M. Vines (Eastern Kentucky University), Kendra C. Jones, Zeba S. Ahmad, Jacob A. Bentley & John W. Thoburn (Seattle Pacific University)
- 16-9 PREDICTING CLINICAL COMPETENCY IN PSYCHOLOGY GRADUATE STUDENTS, Paul Saito, Dalia G. Ducker, Christopher Tori & Carl Norris (CSPP at Alliant International University)
- 16-10 THE RELATIONSHIP OF COGNITIVE LOAD AND EMOTIONAL INTELLIGENCE TO MALINGERING PERFORMANCE, Tina D. Myers, Cindi Harding, Dani Schroeder, Nate Wareham, Carley Cysensky, Stacie Leech, Corey McNally & Kayleen A. Islam-Zwart (Eastern Washington University)
- 16-11 CHILDHOOD SOCIAL SUPPORT AND ROMANTIC ATTACHMENT STYLE AMONG ADULT CHILD ABUSE SURVIVORS, Christina G. Ahumada & Paula B. Johnson (CSPP at Alliant International University, Los Angeles)
- 16-12 PREDICTORS OF PERCEIVED SOCIAL SUPPORT IN CHILDREN WITH A LEARNING DISABILITY, Luciana Esposito, Ellie Kazemi & Gary Katz (California State University, Northridge)
- 16-13 A LITERATURE REVIEW OF FACTORS ASSOCIATED WITH PERCEIVED SOCIAL SUPPORT AMONG CHILDREN WITH A LEARNING DISABILITY, Luciana Esposito, Xochitl Swanson, Ellie Kazemi & Gary Katz (California State University, Northridge)
- 16-14 ASIAN, LATINO, AND WHITE INTERRACIAL AND SAME RACE MARRIAGE ASSESSMENT, Kristine M. Cramer, Sonia L. Corrado, Joanna L. Bomba, Allison R. Nada & John T. Wu (Point Loma Nazarene University)
- 16-15 MARITAL SATISFACTION IN RELATION TO PREMARITAL, CURRENT, AND WEB BEHAVIORS, Allison R. Nada, Joanna L. Bomba, Sonia L. Corrado, Kristine M. Cramer & John T. Wu (Point Loma Nazarene University)
- 16-16 PROFESSIONAL VIOLATIONS AMONG CALIFORNIA MENTAL HEALTH PROFESSIONALS: THERAPIST VARIABLES, Valerie Jordan, Natalie Roweiheb & Brenda Byran (University of La Verne)



- 16-17 STAGES OF CHANGE, ATTRITION AND ENGAGEMENT IN A BPT PROGRAM, Scott Jensen, Jessica Smith & Ana Connell (University of the Pacific)
- 16-18 EVALUATING SHAME IN ADULTS WITH SEVERE MENTAL ILLNESS, Julie A. Neudeck (Austin Riggs Center), Nancy S. Thurston (George Fox University) & Julie Cradock O'Leary (Independent Practice)
- 16-19 RETURN OF FEAR FOLLOWING EXPOSURE THERAPY FOR PANIC **DISORDER,** Desmond Cheung, Heidi Meeke, Jill Davidson & Johan Rosqvist (Pacific University)
- 16-20 "MY FRIENDS TELL ME I'M A GOOD LISTENER:" LEVEL OF CONFIDENCE AND COUNSELING SKILL ACOUISITION. Kurt D. Baker. Robin Thomas & Katherine Findley (California State University, Stanislaus)
- 16-21 RACE/ETHNICITY AND PROVIDER CULTURAL COMPETENCE ON CLINICAL OUTCOME, Glenn Gamst (University of La Verne), Lawrence S. Meyers (California State University, Sacramento), A. J. Guarino (Auburn University) & Aghop Der-karabetian (University of La Verne)
- 16-22 THE EFFECTS OF VERBALIZATION STYLES OF DEPRESSED AND NON-**DEPRESSED MOTHERS,** Christine H. Schock (UC Davis Medical Center-CAARE Center), Deanna K. Boys (UC Davis), Michelle A. Culver & Susan G. Timmer (UCDMC-CAARE Center)
- 16-23 FEELINGS OF SHARED AGENCY AND THEIR ASSOCIATIONS WITH DEPRESSION AMONG COLLEGE STUDENTS, Hiromi Makiuchi, Yuko Ogawa & Esther S. Chang (Soka University of America)
- 16-24 HOSTILE AND DISENGAGED PARENTING STYLES IN MATERNAL **DEPRESSION,** Deanna K. Boys (UC Davis), Christine H. Schock, Michelle A. Culver & Susan G. Timmer (UCDMC-CAARE Center)
- 16-25 ARE SHAME AND DEPRESSION RELATED? UNDERSTANDING THEIR DYNAMICS, Julie Cradock O'Leary (Independent Practice), Nancy S. Thurston, Kimberley A. Moore, Kristin Conlon, Danielle D. Jenkins & Rodger K. Bufford (George Fox University)
- 16-26 RISK FACTORS & BUFFERS IN LATINO CHILD DEPRESSION, Barbara C. Pinto (The Oregon Social Learning Center)
- 16-27 ACCULTURATION AND ITS RELATIONSHIP TO SOMATIC TENDENCIES AND DEPRESSION AMONG SOUTH ASIANS, Rumana Mansur & Richard Mendoza (California School of Professional Psychology)
- 16-28 INVESTIGATION OF HOPE AS A MODERATOR OF STRESS AND DE-**PRESSION,** William M. Reynolds, Abigail Kerr & Anabel Patino (Humboldt State University)
- 16-29 ATTRITION RATES AND REASONS IN DEPRESSION TREATMENTS: A META-ANALYSIS, Eric K. H. Chan, Eriko Fukuda (University of Calgary), Namsook Jahng (University of British Columbia) & Maggie Mak (Simon Fraser University)
- 16-30 DEPRESSION, MARITAL INTERACTION, AND COMMUNICATION. Georgianna F. Negron & Amanda Mortimer (California State University, Fresno)
- 16-31 CROSS CULTURAL DIFFERENCES IN LIZARD PHOBIA, Brigitte K. Matthies (California State University, Los Angeles)





- 16-32 CBT FOR ELEMENTARY SCHOOL CHILDREN WITH ASD, Lydia Kim & Marilyn Van Dyke (UCLA)
- 16-33 UNIVERSITY STUDENTS' ATTITUDES AND ATTRIBUTIONS OF ORIGINS **OF MENTAL ILLNESS,** Zachary M. Kasow & Robert S. Weisskirch (CSU Monterey Bay)
- 16-34 COMMUNICATION APPREHENSION: COMPARING ENGLISH AS SECOND LANGUAGE SPEAKERS AND STUTTERERS, Keren Hendel, Rotem Hoffman, Vincent Banales, Max Preminger & Andrew Ainsworth (California State University, Northridge)
- 16-35 INVESTIGATING PSYCHOLOGICAL DIFFERENCES BETWEEN PEOPLE WHO DO AND DO NOT STUTTER, Anna Veprinsky, Melissa Nayar, Ellie Kazemi & Andrew T. Ainsworth (California State University, Northridge)
- 16-36 CULTURAL PERCEPTIONS OF POSTTRAUMATIC STRESS DISORDER, Brittney L. Evans, Robert E. Seifer, Robert G. Riedel II & Jessica Bendjebar (Lynn University)
- 16-37 THE EFFECTS OF SCHEMAS AND MALADAPTIVE COPING IN EATING DISORDERS BEHAVIORS, Shivani Patel, Marc Ybaben, Bina Parekh & Mark Hume (Argosy University)
- 16-38 AN EXAMINATION OF RISK FACTORS ASSOCIATED WITH FILICIDE PERPETRATORS, Sandy Folker, Stephen Berger & Bina Parekh (Argosy University)
- 16-39 VARIATIONS BETWEEN PSYCHOPATHIC AND NON-PSYCHOPATHIC JUVENILE OFFENDERS, Jacqueline D. Messerschmidt, Kaycie Craib & Amanda B. Steiner (University of California, Irvine)
- 16-40 IMPAIRED FACIAL AFFECT LABELING AND DISCRIMINATION IN PATIENTS WITH DEFICIT SYNDROME SCHIZOPHRENIA, Shaida S. Jetha (University of Nevada, Las Vegas), Gregory P. Strauss (University of Maryland), Carol Randall, Janice C. McMurray & Daniel N. Allen (University of Nevada, Las Vegas)
- 16-41 CLINICAL CORRELATES OF THE GOUGH PREJUDICE (PR) SCALE IN A CLINICAL SAMPLE, Edward Dunbar (Pacific Psychological Associates) & Tracy Marsh (Walden University)
- 16-42 MENTAL HEALTH AND VOCATIONAL REHABILITATION: THE IMPACT OF ETHNICITY AND GENDER ON CLIENT SUCCESS, Edward Dunbar (Pacific Psychological Associates), Tracy Marsh (Walden University) & Lindsey Marglous (Pacific Psychological Associates)



PSI CHI CHAPTER EXCHANGE AND AWARDS

3:30-5:00 SALON D

Chair: Ngoc Bui, University of La Verne

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.

WPA TEACHING AWARD ADDRESS

3:45-4:45 SALON AB

ADVENTURES IN TEACHING PSYCHOLOGY

Presenter: Christina Maslach, University of California, Berkeley Chair: Robert B. Cialdini, Arizona State University

Synopsis

An ongoing theme in my work has been the creative interplay of teaching and research. Because I am so fascinated with social psychology, and so invested in it as a researcher, teaching it is an inherently interesting and pleasurable activity. Moreover, I find that teaching plays an important role in the development of my research and in my professional growth. Sometimes my research has led to the development of new classes; sometimes my courses and interactions with students have led to the development of new hypotheses and research designs. I learn a great deal from my students, just as I hope they learn a great deal from me, and it is this reciprocal enrichment that makes teaching such a continual joy.

Biography

Christina Maslach is Vice Provost for Teaching and Learning, and 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" for her teaching, 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").

PAPER SESSION

3:45-4:45 COLUMBIA

SOCIAL AND PERSONALITY PSYCHOLOGY 2

Chair: Austin Lee Nichols

- 3:45 NARRATIVE PROCESSING AND WISDOM IN ACCOUNTS OF TRAUMAS AND TRANSGRESSIONS, Cade Mansfield, Kate C. McLean (Western Washington University) & Jennifer Pals-Lilgendahl (Haverford College)
- 4:00 DOES TRAIT IMPORTANCE DIFFER ACROSS LEADERSHIP DOMAINS? AN EVOLUTIONARY PERSPECTIVE, Austin Lee Nichols & Catherine A. Cottrell (University of Florida)
- 4:15 TRANSCRIBING THE EGO: USING MINDFULNESS TO FACILITATE INSIGHT INTO SOCIAL COMPARISON, Christopher V. Wolsko (University of Oregon) & Lindsay Ryder (Pepperdine University)
- 4:30 RELIGION, FAITH AND THE USE OF MEDIA AND TECHNOLOGY, Stephen S. McGee & Larry D. Rosen (California State University, Dominguez Hills)

INVITED PRESENTATION

5:00-6:00 SALON E

MY LIFETIME LOVE AFFAIR WITH PSYCHOLOGY AND PUBLIC SERVICE

Presenter: Philip Zimbardo, Pacific Graduate School of Psychology Chair: Jim Breckenridge, Pacific Graduate School of Psychology

Synopsis

I plan to recap some highlights in my career focused on public service, serving the public interest, and giving psychology away to the world. It will also be a way of saying thanks to psychology for helping give direction to my passion for understanding human nature in its diverse forms. I will end with a focus on my new stuff, the power of time perspective, and the path for ordinary citizens to become heroes-in-waiting, which will be my new personal/professional objective of helping to transform intentions of civil good values into the actions of heroism.



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.



INTERNATIONAL PSYCHOLOGY SYMPOSIUM

5:00-6:30 EUGENE

WORKING ACROSS BORDERS

Chair: Linda Forrest, University of Oregon

Synopsis

This symposium will give examples of opportunities and challenges posed by working across international borders. Dr. Abi-Hashem will talk about counseling in Lebanon. Dr. O'Roark's (author of The Quest for Executive Effectiveness: Turning Vision Inside Out) specialty is organizational consulting psychology, specializing in leadership development, individual assessment, work stress, and strategic planning. She will present a look ahead at developing international leadership skills and what that might entail. Dr. Sidun will speak about issues related to international adoption, including adoptee identity issues. Finally, Dr. Kalayjian will give accounts of her international work with trauma victims.

Participants

COUNSELING IN LEBANON, Naji Abi-Hashem (Lebanon)

LOOKING AHEAD: INTERNATIONAL LEADERSHIP TRAINING, Ann O'Roark (Independent Consultant, St. Augustine, Florida)

INTERNATIONAL ADOPTION: IDENTITY ISSUES AND PASSING, Nancy Sidun (Kaiser-Permanente, Honolulu)

WORKING ACROSS BORDERS WITH VICTIMS OF TRAUMA, Ani Kalayjian (Fordham University)

Discussant: Neal S. Rubin, Illinois School of Professional Psychology

PSI BETA CHAPTER **EXCHANGE AND SOCIAL**

6:45-8:45 COLUMBIA

Chair: Fernando Ortiz, Santa Ana 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

8:15-9:45 SALON C

TAILORED CBT MODEL FOR COMPULSIVE HOARDING: PROMISES AND CHALLENGES

Chair: Johan Rosqvist, Pacific University

Synopsis

Obsessive compulsive disorder (OCD) is currently considered a relatively commonly occurring anxiety disorder, with estimates in the general population of up to 3%. Nonetheless, in its more severe manifestations, it is often a debilitating and excruciating disorder wherein sufferers are grossly affected in multiple areas of functioning (e.g., occupationally, academically, inter- and intra-personally). While more conventional forms of OCD (e.g., contamination obsessions and cleansing rituals) have since the mid-1960s and early 1970s extensively graduated from being considered a fundamentally intractable condition, compulsive hoarding, which occurs as a primary symptom in approximately 20% to 30% of OCD cases, has on the other hand remained largely recalcitrant, resulting in continued suffering and disability. Compulsive hoarding is defined as the acquisition of- and failure to discard- possessions that are useless or of limited value, resulting in clutter that renders living spaces unusable for their intended purpose, and causing significant distress and impairment. Unlike more common forms of OCD, compulsive hoarding has not yet been as well understood by psychology and related fields, often leading to reflexive responses of forcibly cleaning out locations of hoarding when discovered by city or county agencies. Fortunately, a newer Cognitive-Behavioral model for understanding this often vexing phenomenon and for providing effective treatment has now been adequately field-tested. While it appears efficacious when applied to this phenomenon, it has still not been adequately disseminated to the types of social service agencies which more commonly assist this population (e.g., housing, disability). Case illustrations of treating compulsive hoarding, using this newer model, are presented and several recommendations are made for overcoming common obstacles to integrating it into multidisciplinary settings not conventionally known for previously emphasizing psychology. Issues of dissemination are also highlighted, and additional details about typical challenges in bridging the science practice gap for this particular phenomenon are outlined, addressed, and suggestions for field-wide modification of translating lab findings into practice are provided.

Presenters

COMPULSIVE HOARDING EXPLORED: AN INTRODUCTION, Jason G. Richards, Jill Davidson, Heidi Meeke, Chad McGhee & Johan Rosqvist (Pacific University)

COMPULSIVE HOARDING: A CBT MODEL FOR TREATMENT, Jill Davidson, Jason Richards, Heidi Meeke, Chad Magee & Johan Rosqvist (Pacific University)

COMPULSIVE HOARDING: UBIQUITOUS HOPE FOR CHANGE, Chad H. McGhee, Jason Richards, Jill Davidson, Heidi Meeke & Johan Rosqvist (Pacific University)



COMPULSIVE HOARDING: CHALLENGES AND OBSTACLES, Heidi J. Meeke, Jill Davidson, Jason Richards, Chad McGhee & Johan Rosqvist (Pacific University)

Discussant: Johan Rosqvist

PT@CC BREAKFAST

8:30 - 9:45 SALON A

Chair: Vivian McCann, Portland Community College

All community college faculty are invited to attend the PT@CC breakfast to network and share teaching ideas. Following the breakfast, please attend the PT@CC Invited Address by Stephen Chew from 10:00-11:00.

Psychology Teachers at Community Colleges (PT@CC) sincerely thanks Pearson Education for sponsoring this event.

STATISTICS WORKSHOP 4

8:30-10:30 MT. HOOD

SEEING YOUR DATA: EXPLORING AND VISUALIZING RELATIONSHIPS

Presenter: Stephen G. West, Arizona State University Chair: Jodie Ullman, California State University, San Bernardino

Synopsis

Workshop Philosophy: "You should look at your data. It's fun. You'll learn something. It is more fun and more useful than simply calculating p-values. But, tools matter! This workshop is about modern tools for statistical graphics and how to use them."

John Tukey and his colleagues developed wonderful approaches for discovering what is in your data. Exploratory data analysis provides a very useful complement to the standard hypothesis testing procedures we commonly use in psychology. Modern easy to use graphical tools can help enormously in the exploratory data analysis process. They sometimes reveal important features of the data that can easily be missed with standard hypothesis testing procedures.

SUNDAY



The workshop will begin with a brief overview of the ideas of exploratory data analysis. A variety of new graphical tools that allow researchers to display important features of their data in one, two, three, or more dimensions will be presented. For example, the lowess line displays the nonparametric relationship between outcome Y and predictor X in two dimensions and the lowess surface displays the nonparametric relationship between outcome Y and two predictors X and Z. These tools can help detect potential nonlinear and interactive relationships.

The workshop will primarily emphasize graphical tools for data sets typically analyzed with t-tests, ANOVA, multiple regression, and logistic regression (dichotomous outcomes). We will focus on methods for data sets of the size typically encountered by psychologists (e.g., 50 to 1000). I will demonstrate high quality, easy to use point and click freeware programs for exploratory data analysis (ARC and if time permits GGobi). I will also produce computer code for SPSS. SPSS is "clunky" for exploratory data analysis, but it can be very useful for the final versions of graphs for publication.

Biography

Stephen G. West is currently Professor of Psychology at Arizona State University. He also serves as visiting professor at Freie Universität Berlin, Germany during the Summer. He received his B.A. at Cornell University and his Ph.D. at the University of Texas at Austin. He is currently associate editor of *Multivariate Behavioral Research*. He previously served as editor of Psychological Methods, editor of Journal of Personality, associate editor of Evaluation Review, and co-editor of Evaluation Studies Review Annual (Vol. 4). He is the co-author or co-editor of 12 books and edited volumes including Multiple Regression: Testing and Interpreting Interactions (1991 and Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences (3rd Ed., 2003). He is a fellow of Divisions 5 (evaluation, measurement, and statistics) and 27 (society for community research and action) of the American Psychological Association. He has received the Henry A. Murray award from Division 8 of the American Psychological Association for lifetime contributions to study of lives, the outstanding graduate faculty mentor of the year award from Arizona State University, and the Jacob Cohen award for outstanding teaching and mentoring from Division 5 (evaluation, measurement, and statistics). His primary quantitative research interests are in the design and statistical analysis of field research, multiple regression, structural equation modeling, and longitudinal data analysis. His substantive research interests are in the design and evaluation of preventive interventions and in personality psychology, particularly the consistency and coherence of behavior over time and situation.





SYMPOSIUM

8:30-9:45 SALON D

IDENTITY & IDEOLOGY

Chair: Robert D. Blagg, Claremont Graduate University

Synopsis

Groups serve many functions, and people associate themselves with groups for many reasons (Brown, 2000). One function for group membership is provision of an identity and associated consensual belief system (e.g., ideology) that describes who we are, prescribes how we should be, and how others will view and treat us. This identity and ideology function of groups has been elaborated by the social identity perspective (e.g., Tajfel & Turner, 1979; Hogg, 2005). Identification, often through the function of an ideology (e.g., political or religious), generates group behaviors; for example ethnocentrism, conformity, cohesion, stereotyping, intergroup competition and discrimination (Hogg & Abrams, 1988).

Social scientists have long studied the influence of ideologies and how they influence relations within and between social groups (Marx & Engels, 1846/1970). While ideologies are held by individuals, they become authoritative and legitimate normative descriptions and prescriptions for thoughts, feelings, and behaviors through the consensual support of our groups (Major, 1994). Jost (2006) elucidated that ideologies serve as a formative and guiding mechanism for human behavior that creates both a social informational filter and a drive towards action. Within groups the appetite for identification may be resolved by strong and zealous identification as a true believer, and transform entitativity into ideological orthodoxy (Blagg & Hogg, 2009; Hogg, 2005; Hogg et al., 2008) With regard to intergroup relations, ideologies that justify inequality between groups can legitimize and exaggerate status differences (Frederico & Levin, 2004; Sidanius & Pratto, 1999). This symposium examines ideologies as powerful belief systems grounded in highly structured and distinctive groups, which can provide justification for the inequalities between groups and perceived certainty and stability within groups in the face of rapid societal or political change and economic collapse.

Presenters

EXPLORING RELIGIOUS LEADERSHIP & IDEOLOGY, Robert D. Blagg & Michael A. Hogg (Claremont Graduate University)

INGROUP IDENTIFICATION AND IDEOLOGICAL SUPPORT: THE RELATIONSHIP BETWEEN THREAT AND CRITICISM FROM AN OUTGROUP MEMBER, Zachary P. Hohman, Robert Blagg & Michael A. Hogg (Claremont Graduate University)

A LONGITUDINAL TEST OF THE MODEL OF POLITICAL CONSERVATISM AS MOTIVATED SOCIAL COGNITION, Miriam Matthews (Claremont Graduate University), Shana Levin (Claremont McKenna College) & Jim Sidanius (Harvard University)

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THE ROLES OF ISRAELI/PALESTINIAN RELIGIOUS AND NATIONAL IDENTITIES IN POLITICAL IDEOLOGIES, Janice R. Adelman, Michael A. Hogg (Claremont Graduate University) & Shana Levin (Claremont McKenna College)

Discussant: Michael A. Hogg

POSTER SESSION 17

8:45-10:00 SALON FGHI

CLINICAL PSYCHOLOGY / COUNSELING

- 17-1 PARENTING AND EATING DISORDERS: THE MEDIATING ROLE OF SCHEMAS, Kasey Thams & Michael R. Lewin (California State University, San Bernardino)
- EXPLORATION OF A VIGNETTE-BASED MEASURE OF PERCEPTIONS OF MENTAL ILLNESS, Shruti Mukkamala, Maribel Garcia, Jennifer C. Chang, Maricela B. Aceves, Deanna Wagner-Swickard, Rebecca Ong & Lisa T. Mori (California State University, Fullerton)
- 17-3 DECLINE IN ACTIVITIES OF DAILY LIVING IN ALZHEIMER'S DISEASE. Nouran Mahmoud & Jill Razani (California State University, Northridge)
- 17-4 DISCRIMINATION, ETHNIC IDENTITY AND MENTAL HEALTH IN AFRICAN AMERICANS, Tierra Patterson & Michael R. Lewin (California State University, San Bernardino)
- 17-5 PREDICTORS OF EMOTIONAL DISCLOSURE IN PSYCHOTHERAPEUTIC RELATIONSHIPS, Gordon B. Habbestad, William B. Disch (Walden University), Bonnie K. Nastasi (Tulane University), Alethea Baker & Stephanie J. W. Ford (Walden University)
- 17-6 HOLLAND'S THEORY: GENDER DIFFERENCES BETWEEN CONSISTENCY AND DIFFERENTIATION ON CONGRUENCE, Robert A. Horn & William D. Beverly (Northern Arizona University)
- SUPERVISION AND THE APA ETHICAL CODE: REMEDIATING AN **OVERSIGHT**, Rodger Bufford, Syrett Y. Torres, Nicole M. Schneider, Chad A. Houchin & Kristin M. Berggren (George Fox University)
- CORRELATES OF ROMANTIC PARTNER INVOLVEMENT IN CAREER 17-8 **DECISION-MAKING,** Danielle C. Brosseau, Jose F. Domene & Todd W. Dutka (Trinity Western University)
- 17-9 COGNITIVE-BEHAVIORAL GROUP THERAPY IN AN ACUTE INPATIENT SETTING, Britt L. Frederiksen (PGSP-Stanford Psy.D. Consortium), Hugh Brent Solvason (Stanford University School of Medicine, Department of Psychiatry and Behavioral Sciences) & James N. Breckenridge (PGSP-Stanford Psy.D. Consortium)



- 17-10 SCHEMAS AND PERSONALITY CHARACTERISTICS AS PREDICTORS OF ROAD RAGE, Jessica E. Waite & Michael R. Lewin (California State University, San Bernardino)
- 17-11 VIEWS OF COMMUNITY MENTAL HEALTH PRACTITIONERS RE-GARDING FORGIVENESS, Gordon Lindbloom (Lewis & Clark College)
- 17-12 MENTAL HEALTH TRANSFORMATION AND MENTAL HEALTH PARITY: IMPLICATIONS FOR CLINICAL TRAINING AND PRACTICE, Terrence Schwartz (Central Washington University)
- 17-13 CULTURAL DIFFERENCES IN UNDERSTANDING SCHIZOPHRENIA: NERVIOS IN THE MEXICAN COMMUNITY, Laurel D. Stinar & Marcia Webb (Seattle Pacific University)
- 17-14 MAINSTREAM MEDITATION: HOW MINDFULNESS IS PORTRAYED IN THE POPULAR PRESS, Jayde Pryzgoda, Andrea Neal, Jacqueline Randall & Jennifer Johnson (Evidence Based Treatment Centers of Seattle)
- 17-15 PSYCHOTHERAPY FOR FOSTER CHILDREN: RESULTS AFTER ONE YEAR OF TREATMENT, Lauren A. Wadsworth, Vanessa K. Tearnan & June M. Clausen (University of San Francisco)
- 17-16 THE RELATIONSHIP BETWEEN SCHEMAS, LIFE EVENTS AND PSYCHO-LOGICAL DISTRESS, Tiffany Bugos, Melissa L. McDaniel & Michael R. Lewin (California State University, San Bernardino)
- 17-17 PARENTING, SCHEMAS, ACCULTURATION AND NEGATIVE EATING ATTITUDES IN LATINAS, Cheryl Stebbings, Christi Bell & Michael R. Lewin (California State University, San Bernardino)
- 17-18 DOES MANDATED TREATMENT MOTIVATE PARENTS? COMPARING MANDATED VS. VOLUNTARY TREATMENT, Chloe Green, Shauna Marsh (UC Davis), Michelle A. Culver & Susan G. Timmer (UCDMC-CAARE Center)
- 17-19 PREDICTORS OF ATTRITION IN AFRICAN AMERICAN AND CAUCASIAN MOTHER-CHILD DYADS, Bahareh Abhari (UCDMC-CAARE Center), Michelle Bobbett (UC Davis), Michelle A. Culver & Susan G. Timmer (UCDMC-CAARE Center)
- 17-20 THE RELATIONSHIP BETWEEN TRAINING SATISFACTION, JOB SATISFACTION, AND BURNOUT, Diane R. Morovati, Alyssa Rylander, Joanna Norstedt & Ellie Kazemi (California State University, Northridge)
- 17-21 EFFECTIVENESS OF CBT TRAINING IN CHINA, Curtis Hsia, Brandon Youngblood & Katrina Alston (Azusa Pacific University)
- 17-22 CHANGE IN LEVEL OF EMOTION DYSREGULATION DURING DIAL-ECTICAL BEHAVIOR THERAPY, Leandra Shipley, Jacqueline Randall, Jamie Bedics, Leslie Karwoski, Travis Osborne & Stacy Shaw Welch (Evidence Based Treatment Centers of Seattle)
- 17-23 EXPLORATION OF COLLEGE STUDENTS' PERSPECTIVE ON TRANSFERENCE, Ashley Praplan (Dominican University of California)
- 17-24 POLICE OFFICER AS PEER COUNSELOR: EXPLORING PERCEPTIONS OF THIS ROLE, Sherry A. Span & Rebeca Ruiz (California State University, Long Beach)

SUNDAY



- 17-25 DEVELOPING CLINICAL COMPETENCY IN GRADUATE STUDENTS: THE PRACTICUM SUPERVISORS' PERSPECTIVE, Mary Peterson & Misti Tuerck (George Fox University)
- 17-26 FACIAL EXPRESSIONS OF EMOTION IN COUNSELING CLIENTS WITH MOOD AND ANGER PROBLEMS, Brittany M. Nielsen & Christine Edmondson (California State University, Fresno)
- 17-27 IS PSYCHOSOCIAL ADJUSTMENT A PREDICTOR OF COMMUNITY-BASED SERVICES PROGRAM SUCCESS?, Cristina E. Brooks (California State University Channel Islands), Jody Kussin (Casa Pacifica: Hope and Help for Children and Families), Daisy Cortes, Heather Russell & Kimmy Kee-Rose (California State University Channel Islands)
- 17-28 NATURE AS A HEALER: THERAPEUTIC PRACTICE AND THE PHYSICAL ENVIRONMENT, Stephanie Kent, Terry Link, Kathy Hoyt & Christopher V. Wolsko (University of Oregon)
- 17-29 GROUP PLAY THERAPY MODIFIED FOR SEXUALLY ABUSED NATIVE AMERICAN CHILDREN, Austin R. Burres, Ariel Ham & Bláithín MacMahon (Pacific University)
- 17-30 EXAMINING TRUST AND TRAINING IN A MENTAL HEALTH FIELD, Jane M. Tram, James Maxson & Jennifer Hong (Pacific University)
- 17-31 TRAINING CLINICAL PSYCHOLOGY DOCTORAL STUDENTS IN SCHOOL-BASED MENTAL HEALTH, Gerald Y. Michaels (Alliant International University) & Ken Benau (Alliant International University)
- 17-32 A WELLNESS-FOCUSED MENTAL HEALTH PROGRAM FOR DIS-ADVANTAGED HIGH SCHOOL STUDENTS, Gerald Y. Michaels, Elizabeth Milnes & Alan Dearborn (Alliant International University)
- 17-33 MULTI-CULTURAL DIVERSITY CONTENT ON WEBSITES OF VARIOUS PROFESSIONAL SCHOOLS OF PSYCHOLOGY, Jennifer A. Coloma (California School of Professional Psychology at Alliant International University)
- 17-34 SUPERVISION AND JOB SELF EFFICACY, Marnie N. Shapiro, Robert Burns & Ellie Kazemi (California State University, Northridge)
- 17-35 SOCIAL SKILLS IMPROVEMENT FOR AN ADOLESCENT ENGAGED IN EQUINE ASSISTED THERAPY: A SINGLE SUBJECT STUDY, Jennifer E. Cartinella, Catherine Miller & Daniel McKitrick (Pacific University)
- 17-36 WHAT FACTORS PREDICT NON-SUICIDAL SELF-INJURY AMONG **COLLEGE STUDENTS?**, Allison S. Christian & Kristen McCabe (University of San Diego)





9:00-5:00 MEADOWLARK/DOUGLAS FIR

Chair: Lynn H. Collins

PT@CC INVITED PRESENTATION

10:00-11:00 SALON D

WHY PSYCHOLOGISTS SHOULD BE THE BEST TEACHERS IN ANY FIELD (BUT AREN'T)

Presenter: Stephen L. Chew, Samford University Chair: Vivian McCann, Portland Community College

Synopsis

Teachers base their pedagogy on a model of how students learn. Likewise, students base their study habits on a model of how they learn best. Because we psychologists know more about learning and cognition than anyone else, we should be better teachers than those in any other field. Yet we often fail to link what we know to how we teach, and base instruction on untested assumptions that are subject to errors, biases, and misconceptions. I will discuss several lines of recent research that has explored issues that both students and teachers of psychology should address to improve learning.

Biography

Stephen L. Chew has been a professor and chair of psychology at Samford University in Birmingham, Alabama since 1993. He received his Ph.D. in experimental psychology from the University of Minnesota. He was awarded the Buchanan Award for Classroom Teaching Excellence from Samford in 1999, was named the Professor of the Year for Alabama by the Carnegie Foundation for the Advancement of Teaching in 2001, and received the Robert S. Daniel Teaching Excellence Award from the Society for the Teaching of Psychology in 2005. He is also an APA Fellow. His research interests include the use of examples in teaching, the tenacious misconceptions that students bring with them into the classroom, and the role of questions in learning.



SYMPOSIUM

10:00-11:30 SALON C

THE WHO, WHAT, WHERE, WHEN, AND WHY OF INTERNALIZING YOUTHS AT A COMMUNITY MENTAL HEALTH CLINIC

Chair: V. Robin Weersing, SDSU/UCSD Joint Doctoral Program in Clinical Psychology

Synopsis

Internalizing disorders in youth are prevalent, distressing, and impairing, and predict the development of future psychopathology. However, the community mental health literature consistently conveys that there is an unmet need of appropriate services for these youths. For example, parents, and not youths, are the gate-keepers to treatment (Weiss et al., 1997; Weisz & Weiss, 1991), and perceive a greater need to seek mental health services for youths with disruptive behavioral problems than for those with internalizing problems, even when youths perceive internalizing symptoms as the chief complaint (Wu et al., 1999). Internalizing symptoms may go unnoticed by parents and teachers due to the covert nature of anxiety and depression (Kendall et al., 1992). Yet a proportion of youths presenting for services in community care do exhibit internalizing symptoms.

The following set of presentations outline the who, what, where, when, and why of a large urban mental health clinic as a natural laboratory to investigate the course of services for internalizing youths in community mental health. Where does this all take place and why? The first talk provides a context for understanding the setting in which our data collection occurs, characterizing the sample, potential referral biases, and pre-treatment attrition. The remaining talks will discuss issues as they pertain to internalizing youths in this setting. Who are these youths? The rates of comorbidity and latent typologies of internalizing youths will be described as they occur within an externalizing sample. What treatment techniques are employed? We will explore the techniques that therapists utilize to treat youths with anxiety and depression, and compare how technique use varies with symptom presentation. When is treatment terminated? We will provide an in-depth discussion of demographic and clinical factors that may predict treatment dropout in anxious youths. In order to provide more accessible and appropriate services for these youths, and make clinicians savvier about their needs, it is important to understand the broad picture of how youths with internalizing symptomatology fit into the context of community mental health care.

Presenters

WHO IS SEEN IN USUAL CARE? CHARACTERIZING A COMMUNITY CHILD GUIDANCE CLINIC POPULATION, Erin M. Warnick (Yale University), Araceli Gonzalez, V. Robin Weersing (SDSU/UCSD Joint Doctoral Program in Clinical Psychology), Lawrence Scahill & Joseph Woolston (Yale University)



EXAMINATION OF SYMPTOM TYPOLOGIES WITHIN A COMMUNITY SAMPLE OF EXTERNALIZING YOUTH, Michelle S. Rozenman, V. Robin Weersing (SDSU/UCSD Joint Doctoral Program in Clinical Psychology), Erin M. Warnick, Lawrence Scahill & Joseph Woolston (Yale University)

CHARACTERIZING THERAPIST TECHNIQUE USE WITH INTERNALIZ-ING YOUTHS IN A COMMUNITY HEALTH CLINIC, Patrick N. Walker, V. Robin Weersing (SDSU/UCSD Joint Doctoral Program in Clinical Psychology), Erin M. Warnick, Joseph Woolston & Lawrence Scahill (Yale University)

TREATMENT ATTRITION AMONG A COMMUNITY SAMPLE OF ANX-IOUS YOUTH, Araceli Gonzalez, V. Robin Weersing (SDSU/UCSD Joint Doctoral Program in Clinical Psychology), Erin M. Warnick, Lawrence Scabill & Joseph Woolston (Yale University)

Discussant: V. Robin Weersing

SYMPOSIUM

10:00-11:30 SALON B

TREATING THE COMPLEXITY OF SEXUAL TRAUMA WITH HOLOGRAPHIC REPROCESSING

Chair: Lori S. Katz, VA Long Beach Healthcare System

Synopsis

This symposium will outline the treatment of sexual trauma with Holographic Reprocessing. It will address how sexual trauma is much more complex than a single event and impacts multiple systems including but not limited to interpersonal relationships, perceptions of self, neurophysiology, and family systems. Holographic Reprocessing (Katz, 2001, 2003, 2005, 2007, Katz et al, 2008) is a treatment designed to treat the person embedded in complex systems who has experienced patterns (multiple events and repercussions) of abuse. This is in stark contrast to treatments that focus on particular events of trauma rather than focusing on patterns and the aggregate impact of events on the perceptions and behaviors of the person.

Presenters

COMPLEXITY OF SEXUAL TRAUMA, *Toni Pusateri* (UC Irvine/ VA Long Beach Healthcare System) & *Lori Katz* (VA Long Beach Healthcare System)

TREATING THE PERSON IN A PATTERN OF ABUSE, Lori Katz (VA Long Beach Healthcare System)



HOLISTIC REAPPRAISAL: SHIFTING PERCEPTIONS FOR DEEP AND **LASTING CHANGE,** Cristi Huffman & Lori Katz (VA Long Beach Healthcare System)

EMPIRICAL STUDIES OF HOLOGRAPHIC REPROCESSING, Jessica Lambert & Lori Katz (VA Long Beach Healthcare System)

Discussant: Lori S. Katz.

POSTER SESSION 18

10:15-11:30 SALON FGHI

SOCIAL ISSUES / APPLIED PSYCHOLOGY

- EVALUATING COACH AND ATHLETE PERCEPTIONS OF STRENGTHS AND WEAKNESSES, McKenzie S. Rath & Wendy Brown-Oathout (Concordia University)
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