



Welcome to the
**NINETIETH
ANNUAL CONVENTION**
of the
**WESTERN
PSYCHOLOGICAL
ASSOCIATION**

APRIL 22-25, 2010
at the

Fiesta Americana Condesa Cancun

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Dear Conference Attendees:

On behalf of the University of Southern California, it is my great pleasure to welcome you to the 90th Annual Western Psychological Association Convention. USC, the College of Letters, Arts and Sciences, and the Department of Psychology are pleased to serve as sponsors of the annual meeting. I would especially like to thank WP A President Stanley Sue, Executive Officer Chris Cozby, and Program Chair Steven Lopez for this opportunity.

Located in Los Angeles, USC is one of the world's leading private research universities. In the fall of 2009, USC enrolled 17,000 undergraduates, and 18,000 graduate and professional students. As a global university, the convention's theme of diversity and its setting in Mexico are consistent with our multiple initiatives to address diversity issues within the United States.

The Princeton Review has selected USC as one of 81 "Colleges with a Conscience" based on its outstanding record of involvement in the surrounding community with its large proportion of Latino Americans, African Americans and Asian Americans. In addition, USC enrolls more international students than any other U.S. university. Several members of the College's Psychology Department are devoted to cross-national research in Korea, China, Rwanda, Finland, Sweden and Mexico, as well as multicultural research within the U.S. Our clinical science program also offers systematic training in bringing together culturally competent and evidence-based interventions.

Cancun is a wonderful setting for your convention. In addition to attending interesting and productive meetings, I hope that you take some time to enjoy the amazing surroundings, from the nearby ancient Mayan cities to the Caribbean Sea's pristine beaches and clear turquoise water.

Best wishes for an outstanding annual meeting,

Sincerely,

Howard Gillman

Dean, College of Letters, Arts, and Sciences



Bovard Administration Building of the University of Southern California



TABLE OF CONTENTS

PAGE

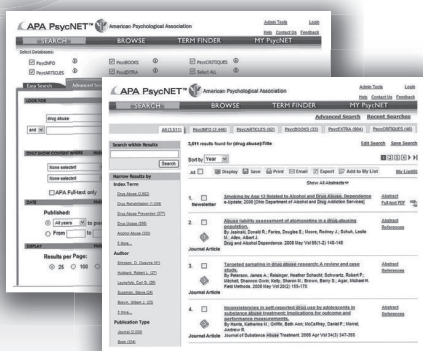
<i>California State University, Northridge [Advertising]</i>	Inside Front Cover
Welcome from the University of Southern California	2
APA Database [Advertising]	5
WPA Chronology	7
WPA Executive Board Members	10
Program Planning and Organization	11
Lewis A. Terman Conference	13
Program Review Committee	13
WPA Council of Representatives	15
Scholarship Fund Contributors	19
Student Scholarship Winners	21
WPA Awards.....	22
Convention Registration.....	23
WPA Membership	23
Conversation Hours	23
Convention Policies	24
Exhibitors and Advertisers	24
Future WPA Conventions	25
International Psychology at WPA.....	25
WPA FILM FESTIVAL	
Description of Films	26
Addresses of Film Distributors	33
THE 2010 PROGRAM	
Wednesday, April 22	34
Lewis M. Terman Teaching Conference	34
Thursday, April 23	40
<i>Allevia Health Inc. [Advertising]</i>	68
Friday, April 24	69
Saturday, April 25	118
Sunday, April 26	166
Program Summary	172-179
WPA Convention 2011	179
Index	180
<i>Multivariate Software, Inc. [Advertising]</i>	Outside Back Cover



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JOIN YOUR COLLEAGUES AT THE WPA RECEPTIONS



THURSDAY

WPA RECEPTION & SOCIAL HOUR

**6:00-7:00 PM
UPPER POOL DECK**

FRIDAY

WPA PRESIDENTIAL RECEPTION & SOCIAL HOUR

**6:15-7:15 PM
LOWER POOL DECK**



WESTERN PSYCHOLOGICAL ASSOCIATION CHRONOLOGY 1921-2010

YEAR	WPA PRESIDENT	PRESIDENT'S AFFILIATION	CONVENTION SITE	CONVENTION HOST
1921	Lewis M. Terman	Stanford U.	Berkeley, CA	UC Berkeley
1922	Lewis M. Terman	Stanford U.	Stanford, CA	Stanford U.
1923	Edward C. Tolman	UC Berkeley	Los Angeles, CA	USC
1924	Edmund S. Conklin	U. Oregon	Stanford, CA	Stanford U.
1925	Arthur H. Sutherland	L.A. City Schools	Berkeley, CA	UC Berkeley
1926	Walter A. Miles	Stanford U.	Oakland, CA	Mills College
1927	Kate Gordon	UCLA	Los Angeles, CA	UCLA
1928	Shepard I. Franz	UCLA Stanford, CA	Stanford U.	
1929	Warner Brown	UC Berkeley	Berkeley, CA	UC Berkeley
1930	John F. Coover	Stanford U.	Los Angeles, CA	USC
1931	Stevenson Smith	U. Washington	Eugene, OR	U. Oregon
1932	Calvin P. Stone	Stanford U.	Stanford, GA	Stanford U.
1933	Edward K. Strong	Stanford U.	Los Angeles, CA	USC
1934	Edwin R. Guthrie	U. Washington	Berkeley, CA	UC Berkeley
1935	Harold F. Jones	UC Berkeley	Los Angeles, CA	UCLA
1936	Grace M. Fernald	UCLA	Seattle, WA	U. Washington
1937	Milton Metfessel	USC	Claremont, CA	Claremont College
1938	Paul P. Farnsworth	Stanford U.	Eugene, OR	U Oregon
1939	Knight Dunlap	UCLA	Stanford, CA	Stanford U.
1940	Howard R. Taylor	U. Oregon	Los Angeles, CA	UCLA
1941	Mary Brooks Eyre	Scripps Collage	Berkeley, CA	UC Berkeley
1942	Ernest R. Hilgard	Stanford U.	Seattle, WA	U Washington
1943	Jean W. Macfarlane	UC Berkeley	Berkeley, CA	UC Berkeley
1944	Jean W. Macfarlane	UC Berkeley	Oakland, CA	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	Maud 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	Seattle, WA	U Washington
1954	Nancy Bayley	UC Berkeley	Long Beach, CA	UCLA, USC, Long Beach State & the VA
1955	Neil D. Warren	USC	San Francisco, CA	Held With APA
1956	Allen L. Edwards	U Washington	Berkeley, CA	UC Berkeley
1957	Joseph A. Gengerelli	UCLA	Eugene, OR	U Oregon



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	UCLA	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	UCLA	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	UCLA	San Francisco, CA	San Francisco State
1968	Leo J. Postman	UC Berkeley	San Diego, CA	San Diego State
1969	Frank Beach	UC Berkeley	Vancouver, B.C.	U British Columbia, Simon Fraser U. & U Victoria
1970	Harold H. Kelley	UCLA	Los Angeles, CA	UCLA
1971	Howard H. Kendler	UC Santa Barbara	San Francisco, CA	San Jose State
1972	P. Nevitt Sanford	Wright Institute	Portland, OR	Portland State U
1973	Fred Attneave	U. Oregon	Anaheim, CA	Long Beach & CSU Fullerton
1974	Paul H. Mussen	UC Berkeley	San Francisco, CA	UC Berkeley & CSU Hayward
1975	Eleanor Maccoby	Stanford U	Sacramento, CA	CSU Sacramento
1976	Richard C. Atkinson	Natl Science Fndn	Los Angeles, CA	CSU Northridge
1977	Seymour Feshbach	UCLA	Seattle, WA	U Washington
1978	Tracy S. Kendler	UC Santa Barbara	San Francisco, CA	San Francisco State
1979	Irwin G. Sarason	U. Washington	San Diego, CA	San Diego State
1980	Norma D. Feshbach	UCLA	Honolulu, HI	U Hawaii
1981	Albert Bandura	Stanford U	Los Angeles, CA	CSU Dominguez Hills
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.	Long Beach, CA	CSU Long Beach
1988	Dorothy Eichorn	UC Berkeley	Burlingame, CA	Santa Clara U
1989	Christina Maslach	UC Berkeley	Reno, NV	U. Nevada, Reno
1990	Elliot Aronson	UC Santa Cruz	Los Angeles, CA	CSU San Bernardino
1991	Gordon Bower	Stanford U.	Burlingame, CA	Stanford U. & San Jose State
1992	John Garcia	UCLA	Portland, OR	Portland State U.
1993	James L. McGaugh	UC Irvine	Phoenix, AZ	Arizona State U.
1994	Shelley E. Taylor	UCLA	Kona, HI	U. of Hawaii, Hilo
1995	Richard F. Thompson	USC	Los Angeles, CA	CSU Dominguez Hills
1996	Nancy Eisenberg	Arizona State U	San Jose, CA	U. of the Pacific
1997	Claude Steele	Stanford U.	Seattle, WA	U. of Puget Sound



YEAR	WPA PRESIDENT	PRESIDENT'S AFFILIATION	CONVENTION SITE	CONVENTION HOST
1998	Robert L. Solso	U. Nevada	Albuquerque, NM	U. Nevada, Reno
1999	Robert A. Bjork	UCLA	Irvine, CA	Claremont McKenna
2000	Diane F. Halpern	CSU San Bernardino	Portland, OR	Portland State U.
2001	Philip G. Zimbardo	Stanford U.	Maui, HI	U. Hawaii, Hilo
2002	Leona S. Aiken	Arizona State	Irvine, CA	UC Irvine
2003	Dale E. Berger	Claremont Grad U.	Vancouver, BC	U. British Columbia
2004	Cheryl L. Spinweber	Scripps Mercy Sleep Disorders Center	Phoenix, AZ	Arizona State U.
2005	Elizabeth Loftus	UC Irvine	Portland, OR	Portland State U.
2006	Gordon Bower	Stanford U.	Palm Springs, CA	CSU San Bernardino
2007	Robert Pellegrini	San 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.
2010	Stanley Sue	UC Davis	Cancun, MX	U. Southern Cal.



WPA EXECUTIVE BOARD

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

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Graduate Student Representative:**Michelle Rozenman**

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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, **Steve Lopez** accepted the challenge of serving as the Program Chair for the convention. Together with WPA President **Stanley Sue**, 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

Heidi Riggio

Society for the Teaching of Psychology

Yves Labissiere

Deana Julka

Council of Undergraduate Psychology Programs

Ngoc Bui

Psi Chi

Vivian McCann

Psychology Teachers @ Community Colleges

J. Kris Leppien-Christensen

Psi Beta

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

American Psychological Association

PT@CC

APA Education Directorate

Psi Beta

APA Science Directorate

Psi Chi

Pearson Education

Association for Psychological Science



WPA FELLOWS

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

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



Daniel Reisberg
Beth Rienzi
Ronald Riggio
H. Rogie Rogosin
Maria P. Root
Leonard G. Rorer
Dennis Saccuzzo
Delia S. Saenz
Barbara Sarason
Irwin Sarason
Theodore Sarbin
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Addison Somerville
Robert Sommer
Cheryl L. Spinweber
Judith A. Stein
Stanley Sue
Norman Sundberg
Barbara Tabachnick
Shelley Taylor
Michael Thackrey

Richard F. Thompson
Howard E. A. Tinsley
Murray Tondow
Joan S. Tucker
Jodie B. Ullman
Steven Ungerleider
Carole Wade
William P. Wallace
Neil D. Warren
Michael Webster
Rhona S. Weinstein
Paul Werner
Eleanor Willemssen
Alvin Zander
Sheldon Zedeck
Philip G. Zimbardo

LEWIS M. TERMAN TEACHING CONFERENCE

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

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 2010 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 2010 Western Psychological Foundation Student Scholarship Awards.

The members of the 2010 Program Review Committee are as follows:

Chris Aberson
Nancy Alvarado
Mark Alcorn
James Amirkhan
Arlene Asuncion
Lori Barker-Hackett

Humboldt State University
CSU Pomona
University of Northern Colorado
CSU Long Beach
San Jose State
CSU Pomona



Ken Beauchamp
Dale E. Berger
Melinda Blackman
Rachel Blaser
Kendal Boyd
Thomas Bradbury
Alyson Burns-Glover
Eileen Brennan
Ngoc Bui
W. Jeffrey Burroughs
Dustin Calvillo
Bettina Casad
David Chavez
Rebecca Concepcion
Gabriel Cook
Eric Cooley
Christopher L. Cunningham
Andrew Downs
Russ Expinoza
Ann Ewing
Heather Frederick
Inoke Funaki
Sharon Hamill
Charles Hoffman
Robert Horn
David Horner
Michael Ichiyama
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Dean Morier
Jeffery Scott Mio
Kelly Morton
Anna Marie Napoli
Mitchell Okada
David Perkins
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CSU Fullerton
University of San Diego
Loma Linda University
UCLA
Pacific University
Portland State University
University of La Verne
Brigham Young University, Hawaii
CSU San Marcos
Cal Poly Pomona
CSU San Bernardino
Pacific University
Claremont McKenna College
Western Oregon University
Oregon Health & Science University
University of Portland
CSU Fullerton
Mesa Community College
Northcentral University
BYU Hawaii
CSU San Marcos
CSU San Bernardino
Northern Arizona University
CSU Pomona
University of San Diego
CSU, Long Beach
University of Portland
Santa Clara University
CSU San Bernardino
CSU Los Angeles
Eastern Washington University
CSU East Bay
CSU Fresno
CSU San Bernardino
Glendale College AZ
The Evergreen State College
Arizona State University
Portland State University
Mills College
CSU Pomona
Loma Linda University
University of Redlands
CSU Fullerton
CSU Fullerton
CSP - Corcoran



Pamela Regan	California State University, Los Angeles
Beth Rienzi	CSU Bakersfield
Ronald Riggio	Claremont McKenna College
Heidi Riggio	CSU Los Angeles
Lauren Roscoe	Western Oregon University
Joelle Ruthig	University of North Dakota
Catherine Salmon	University of Redlands
Morgan Sammons	CSPP at Alliant International University
David Sattler	Western Washington University
Steven Schandler	Chapman University
Wesley Schultz	CSU San Marcos
George Slavich	UC San Francisco
Heather Smith	Sonoma State University
Dwight Sweeney	CSU San Bernardino
Howard E. A. Tinsley	University of Florida
Katherine VanGiffen	CSU Long Beach
William Wallace	University of Nevada, Reno
Patricia Winter	US Forest Service
Carolyn Weisz	University of Puget Sound

THE WPA COUNCIL OF REPRESENTATIVES

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

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

ALASKA

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

ARIZONA

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



CALIFORNIA

American Jewish University	Susan Kapitanoff
Bakersfield College	Ginger LeBlanc
College of the Canyons	Deanna Riveira
Cal Poly Pomona	David Horner
	James Sturgess
Cal Poly San Luis Obispo	Debra Valencia-Laver
Chapman University	John V. Flowers
	Steven L. Schandler
Claremont Graduate University	Dale Berger
	Stuart Oskamp
Claremont McKenna College	Mark Costanzo
	Ronald Riggio
	Harvey Wichman
Coastline Community College	Jerry Rudmann
CSU Bakersfield	Anne Duran
CSU Channel Islands	Virgil Adams
	Beatrice de Oca
CSU Chico	Diane Chatlosh
CSU Dominguez Hills	Mark Carrier
	Carl Sneed
CSU East Bay	Marvin Lamb
	Eleanor K. Levine
CSU Fresno	Robert Levine
CSU Fullerton	Melinda Blackman
	Pamella Oliver
CSU Long Beach	Dale Jorgenson
CSU Los Angeles	Gaithri Ann Fernando
CSU Northridge	Brennis Lucero-Wagoner
CSU Sacramento	George Parrott
CSU San Bernardino	Jodie Ullman
CSU San Marcos	Sharon Hamill
	Heike Mahler
CSU Stanislaus	Kurt Baker
Dominican U of California	Afshin Garib
Holy Names University	Maureen Hester
	Martin Lampert
Humboldt State University	Chris Aberson
Irvine Valley College	Bari Rudmann
La Sierra University	Paul Mallery
Loma Linda University	Kelly Morton
Long Beach City College	Patricia Alexander
Mills College	Dean Morier
Moorpark College	Judith Farrell
National University	John S. Carta-Falsa
Pacific Lutheran University	Christine Hansvick
	Wendy Shore



Pacific Union College
Palomar College
Pepperdine University
Phillips Graduate Institute
Pomona College
Saint Mary's College
San Diego Mesa College
San Diego State University

San Jose State University
Santa Clara University
Scripps College
Solano Community College
Sonoma State University
Sonoma State University
Stanford University
University of La Verne
University of Redlands
University of San Diego
University of San Francisco
University of the Pacific
UC Davis
UC Irvine
UC Los Angeles
UC Riverside

UC San Francisco
UC Santa Barbara
University of Southern California

Westmont College

Aubyn Fulton
Kendra Jeffcoat
Khanh Bui
Jody Kussin
Suzanne Thompson
Elena Escalera
Jaye Van Kirk
Shiela Bienenfeld
Terry Cronan
Ron Rogers
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Amy Marcus-Newhall
Sabine Bolz
Maria Hess
Heather Smith
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Jim Cheesman
Anita DeLongis

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Debra VanderVoort
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IDAHO

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Noelle Wiersma



2010 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.

Linda Adams	Chris Cozby	Charles Hoffman
Katrina Alston	Faye Crosby	Zachary Hohman
Mildred Alvarez	Christopher Cunningham	Audrey Hokoda
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Sarah Wing
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Arek Yetenekian
Sheldon Zedeck
Philip Zimbardo

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.



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

Nancy E. Calderon	San Diego State University
Alexandra B. Carstensen	University of California, Berkeley
Stephanie S. Chong	Arizona State University
Jennifer M. Estassi	California State University, Monterey Bay
Nickolas D. Gebhart	Point Loma Nazarene University
Ryan K. Merlin	Claremont Graduate University
David I. Miller	Harvey Mudd College
Kimberley V. Perkins	Claremont Graduate University
Joo Yeon Shin	Colorado State University
Erika Zambrano-Morales	California State University, Los Angeles

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.

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

Christian R. Alvarez, Claremont McKenna College
Amanda T. Saw, Claremont Graduate University
Tian Zhao, Pacific Lutheran University

Christina Maslach-Philip Zimbardo Research Award in Social Psychology

David A. Frederick, UCLA

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 Patricia Quiñones, California State University, San Bernardino.



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
2010	Allen Gottfried

WPA Early Career Research Award

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

Enrico E. Jones Award

2009	William Lamb
2010	Wei-Chin Hwang

Distinguished Service Award

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

Lifetime Achievement Award

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

Special Awards

1994	Jerry L. Johnson
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Social Responsibility Award

2007	Vickie Mays
2008	Nancy Segal
2009	Stuart Oskamp
2010	Elizabeth Klonoff



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.

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 Michele Rozenman for organizing the conversation hours.

CONVENTION POLICIES

IDENTIFICATION BADGES

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

AUDIO-VISUAL EQUIPMENT

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

ADDITIONAL PROGRAMS

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

SMOKING POLICY

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

MESSAGES

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

EXHIBITORS

Exhibits are located in the **Exhibition Hall** and will be open on Friday, April 23, from 8:00 a.m. to 4:30 p.m. and on Saturday, April 24, 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

2011 ❖ Los Angeles, CA ❖ Wilshire Grand ❖ April 28-May 1
2012 ❖ San Francisco/Burlingame ❖ Hyatt Regency ❖ April 26-29
2013 ❖ Reno, NV ❖ Grand Sierra ❖ April 25-28

INTERNATIONAL PSYCHOLOGY AT WPA

WPA is pleased to welcome members of the International Psychology Division of the American Psychological Association (Division 52). Everyone attending WPA is invited to these sessions. The Division 52 hosts are Lynette Bikos (Seattle Pacific University) and Lynn Collins (LaSalle University and Division 52 Past President).

SATURDAY, APRIL 24

Symposium, Saturday 8:00 – 9:20 Peninsula III
EARLY CHILDHOOD EDUCATION RESEARCH

Paper Session, Saturday 9:30 – 10:20 Peninsula III
NEUROPHENOMENOLOGY: THE MIND AND THE BRAIN,
Susan Gordon (Southbury Clinic for Traditional Medicines)

Invited Presentation, 10:30 – 11:20 Peninsula III
**EDUCATIONAL CONSULTING EXPERIENCES IN KUWAIT AND THE
UNITED ARAB EMIRATES,** Henry C. Ellis (University of New Mexico)

Symposium, 11:30 – 12:50 Peninsula III
THE GLOBALIZATION OF HIGHER EDUCATION

Symposium, 1:00 – 2:20 Peninsula III
ADOLESCENCE AND YOUNG ADULTHOOD
Invited Presentation, 2:30 – 3:20 Peninsula III

**CULTURAL INCIDENTS PRESENT DURING THE
ESTABLISHMENT OF THE THERAPEUTIC ALLIANCE,** Maria
del Pilar Grazioso (Universidad del Valle de Guatemala)

Invited Presentation, 3:30 – 4:20 Condesa III
**INTERNATIONAL DISASTER PSYCHOLOGY ETHICS: A SOCIAL JUSTICE
MODEL IMBEDDED IN A FAMILY SYSTEMS PARADIGM,** John Thoburn
with Zeba Ahmad, Jake Bentley & Kendra Jones (Seattle Pacific University)

Symposium, 4:30 – 6:00 Peninsula III
AROUND THE WORLD



2010 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 Peninsula IV 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 DRAG KING EXTRAVAGANZA (43 mins)

Saturday 9:30 a.m.

During the last ten years Drag King performance art has exploded into a complex and fascinating movement that centralizes around an annual drag king conference called the International Drag King Community Extravaganza (IDKE). Within this conference, gender, sexuality, race and ability are explored through in-depth discussions and provocative performances.

Frameline (2008, DVD). Rental price \$75; Purchase price \$150

A SENSE OF WONDER (45 mins)

Saturday 8:45 a.m.

When pioneering environmentalist Rachel Carson published *Silent Spring* in 1962, the backlash from her critics thrust her into the center of a political maelstrom. Despite her private persona, her convictions about the risks posed by chemical pesticides forced her into the role of controversial public figure. *A Sense of Wonder* is an intimate and poignant portrait of Rachel Carson's life as she emerges as America's most successful advocate for the natural world.

Bullfrog Films (2008, DVD, VHS). Rental price \$85; Purchase price \$250

BLACKING UP: HIP HOP'S

REMIX OF RACE IN AMERICA (57 mins)

Thursday 10:15 a.m.

Blacking Up explores tensions surrounding white participation in hip-hop. Popularly referred to by derogatory terms such as "wannabe" or "wigger," the figure of the white person who identifies with hip-hop often invokes heated responses. For some, it is an example of cultural progress – a movement toward a color-blind America. For others, it is just another case of cultural theft and mockery – a repetition of a racist past.

California Newsreel (2010, DVD). Rental price n/a; Purchase price \$195 (Colleges, Corporations, Gov't Agencies); \$49.95 (High Schools, Public Libraries, HBCUs and qualifying Community Organizations)



CHILDREN OF THE STARS (49 mins)**Friday 11:00 a.m.**

Hundreds of thousands of families in China are affected by autism. In a society with little understanding of developmental disabilities, parents face hostility, discrimination, and extreme financial hardship. Five year-old Feng Jia Wei does not speak and is often violent; he does not seem even to recognize his parents. Pursuing their last remaining hope, the family makes the long journey from their North China home to Beijing, where a small school called Stars and Rain offers a program of behavioral techniques that might enable their son to make enough progress to be accepted in school.

Icarus Films (2007, DVD). Rental Price \$60; Purchase Price \$249

CRIPS AND BLOODS: MADE IN AMERICA (83 mins) Thursday 11:15 a.m.

With its unprecedented access into the worlds of active gangs, *Crips and Bloods: Made in America* offers a compelling, character-driven documentary narrative that chronicles the decades-long cycle of destruction and despair that defines modern gang culture.

Bullfrog Films (2007, DVD, VHS). Rental Price \$95; Purchase Price \$295

DOWNSTREAM (IM FLUSS) (6 mins)**Saturday 12:15 p.m.**

For decades, two 70-year-old Swiss ladies have enjoyed a summertime ritual of swimming down the river that flows through their hometown. As the current carries them down the river, they meditate on friendship, love and becoming older. They ponder the unthinkable: what will it be like to have to live without one's partner after three decades together?

Frameline (2007, DVD). Rental price \$35; Purchase price \$60

EAST/WEST - SEX AND POLITICS (97 mins)**Saturday 10:15 a.m.**

How does one build a movement for minority rights – especially gay rights – in a country without a democratic tradition? Jochen Hick's slyly constructed documentary introduces us to an intriguing cross-section of Moscow's LGBT community, including veteran activists, journalists, and performance artists.

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

FINDING FAMILY:**GAY ADOPTION IN THE U.S. (10 mins)****Saturday 12:00 p.m.**

With a patchwork of laws concerning gay adoption, the U.S. is anything but united in what makes a family, yet gays and lesbians build families. Presenting a comprehensive overview of gay adoption rights state-by-state, *Finding Family* features social workers from across the country, a researcher with the Evan B. Donaldson Adoption Institute, gay adoptive parents, and the grown son of two lesbians.

Frameline (2007, DVD). Rental price of film \$35; Purchase price of film \$50

**HERSKOVITS AT THE
HEART OF BLACKNESS (57 mins)****Thursday 9:15 a.m.**

Is there a politics of knowledge? Who controls what knowledge is produced and how will it be used? Is there "objective" scholarship and, if so how does it become politicized? These questions are examined through this groundbreaking film on the life and career of Melville J. Herskovits (1895-1963), the pioneering American anthropologist of African Studies and one of the most controversial individuals of the 20th Century.

California Newsreel (2009, DVD). Rental price n/a; Purchase price \$195 (Colleges, Corporations, Gov't Agencies); \$49.95 (High Schools, Public Libraries, HBCUs and qualifying Community Organizations)



IN BODY AND SOUL: SEXUAL

THERAPY FOR THE HANDICAPPED (40 mins)

Saturday 12:30 p.m.

The sexuality of the handicapped has always been a taboo subject. In this ground-breaking film, we learn of an experimental program recently begun in Switzerland: "sex workers" of both sexes provide sex for a fee to people who are physically or mentally challenged.

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

IN MY HANDS: A STORY

OF MARFAN SYNDROME (55 mins)

Saturday 1:15 p.m.

Dancer and choreographer Ann Reinking, works with a group of teenagers with Marfan syndrome, a little-known and potentially fatal connective tissue disorder, designing movement and dance that capitalizes on their shaky long bodies and unexpectedly inspires their self-esteem.

Filmakers Library (2009, DVD). Rental Price \$75; Purchase Price \$195

IN SEARCH OF MEMORY (95 mins)

Friday 2:45 p.m.

In Search of Memory is a compelling blend of autobiography and history that recounts the life of one of the most important neuroscientist of the 20th century, Nobel Prize winner Dr. Eric Kandel, and illuminates scientific development in our understanding of the brain's role in recording and preserving memory. In revisiting the people, places and objects of Kandel's lifetime experiences, *In Search of Memory* reveals how everything we undergo changes the brain, even our genetic make-up, and determines the focus of a life's work.

Icarus Films (2008, DVD). Rental Price \$150; Purchase Price \$440

LAST RIGHTS: FACING

END-OF-LIFE CHOICES (56 mins)

Thursday 3:45 p.m.

Who decides how life ends? The patient? The family? The physician? The healthcare system? *Last Rights* is a compelling documentary film looking at the choices available to four dying people. The intent is to introduce viewers to the complexity of end-of-life choices.

Filmakers Library (2009, DVD). Rental Price \$85; Purchase Price \$350

LICK SALT: A GRANDSON'S TALE (58 mins)

Thursday 2:45 p.m.

The film is a vivid character study of a strong-minded lady in her declining years, confused between reality and delusions.

Filmakers Library (2009, DVD). Rental Price \$75; Purchase Price \$295

MIND IN MOTION (52 mins)

Friday 1:45 p.m.

This documentary explores the latest scientific discoveries about the human brain, an inner cosmos as a complex as the universe itself. Until recently, the brain was understood as a modular organ, with different portions responsible for hearing, vision, memory, speech and other functions. Today, however, breakthroughs in neuroscience have shown that the brain functions in a more holistic manner, as a constantly self-organizing system, continually adapting to its environment, creating new connections as learning takes place.

Icarus Films (2008, DVD). Rental Price \$125; Purchase Price \$390

**MORTAL LESSONS (57 mins)****Thursday 4:45 p.m.**

This moving program follows two extraordinary women who are facing death head on. Both are stage-four lung cancer patients, and have been told they have only months to live, yet they have found that moving beyond diagnosis-preparing for what is to come-has enabled them to face each new day with resolution and level of calm. By confronting what happens in the days and hours leading up to our deaths, *Mortal Lessons* suggests we can free ourselves to lead richer, more rewarding lives.

Icarus Films (2008, DVD). Rental Price \$60; Purchase Price \$229

MY FIRST DAY AT SCHOOL**(EARLY LIFE Series, part 3) (45 mins)****Friday 10:15 a.m.**

How irrevocably are we shaped by the first few years of our lives? Recent developments in behavioral and neuroscience have led to new insights into how children think. But some now claim we're not acting on these discoveries - and risk wasting the potential of a quarter of a billion young lives worldwide. TVE's new series *Early Life* explores the arguments through the stories of young children and their families in four different continents. Three children prepare to enter primary school in Chiang Mai, Thailand.

Bullfrog Films (2008, DVD, VHS). Rental price \$45; Purchase price \$195

OEDIPUS IN CHINA (52 mins)**Saturday 2:15 p.m.**

The surprising development of psychoanalysis in China over the last decade or so reflects the changing needs of a society that is just learning how to express personal feelings. *Oedipus in China* discusses the psychological obstacles with which China's populace, as well as the new generation of Chinese psychotherapist, must contend, including the impact of paternal authority-especially Mao's personality cult-the legacy of the Cultural Revolution's shattering of traditional social and family structures, the contemporary psychological dynamics of single-child families, and the competing influences of Buddhism and Taoism.

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

ROOTS OF VIOLENCE: DEVELOPING A COHERENT**NARRATIVE ABOUT VIOLENCE (60 mins)****Thursday 12:45 p.m.**

The film integrates the narratives of violent individuals, and experts in the field of violence to form a better understanding of both the developmental issues and what is going on in an individual's mind during violent behavior. It interweaves interviews with leading experts on brain development, interpersonal neurobiology and attachment including Daniel Siegel, Alan Schore, Peter Fonagy, Donald Meichenbaum, James Gilligan and Aqcela Sherrills who helped negotiate the peace truce between the Bloods and Crips in Los Angeles. A coherent narrative understanding of violent individuals emerges from a compassionate perspective that maximizes the opportunity for change and growth.

The Glendon Association (2010, VHS). Rental Price n/a; Purchase Price \$49 for individuals, \$129 for institutions



SOLDIER'S HEART (54 mins)

Thursday 1:45 p.m.

What we now call Post-Traumatic Stress or PTSD has always been with us, but it has had many other names: In the Civil War, soldiers were said to suffer from "soldier's heart." In the First World War, they were sent off the battlefield with "shell shock." The filmmaker's own father, Mel, came back from World War II with "combat fatigue." To explore, and perhaps come to terms with what happened to him, she accompanies her parents on a return to the beachheads of Normandy, scene of the most bitter combat of the twentieth century.

Icarus Films (1988, DVD). Rental Price \$60; Purchase Price \$149

*****WINNER OF THE 2009 WPA FILM FESTIVAL*****

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

Thursday 7:15 p.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

**THE BRAIN THAT CHANGES ITSELF:
THE PLASTICITY OF THE BRAIN (44 mins)**

Friday 1:00 p.m.

Recent research into the human brain is radically changing how we look at the potential for neurological recovery. Psychiatrist and author Dr. Norman Doidge meets pioneering scientists who are proving that our brains can be "rewired" so that stroke victims and other brain-injured patients can regain their lost skills.

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

*****WINNER OF THE 2009 WPA FILM FESTIVAL*****

THE DHAMMA BROTHERS (76 mins)

Thursday 8:30 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 Vespasian (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 HIDDEN FACE OF FEAR (53 mins)****Friday 12:00 p.m.**

The Hidden Face of Fear analyzes how our brains, on both a conscious and unconscious level, mentally process and physiologically respond to fear and anxiety, describes the social mechanisms of learning fear, coping strategies of dealing with fear, and explains how disorders such as post traumatic stress disorder (PTSD) can be treated. Through profiles of several New Yorkers being treated for PTSD and panic disorder, the film reveals the traumatic impact of 9/11 and how the brain's fear circuitry might be modified through the combined efforts of psychologists and neuroscientists.

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

THE SUZUKI DIARIES:**SUSTAINABILITY IN ACTION (45 mins)****Saturday 8:00 a.m.**

For the past 30 years, geneticist and science broadcaster, David Suzuki, host of CBC's "The Nature of Things," has been warning television audiences around the world about the dangers of taking nature for granted. He has urged us to change our consumer lifestyles, and to put brakes on an economic system that values unlimited growth above all other considerations. *The Suzuki Diaries* takes a different path. It follows Suzuki and his youngest daughter, Sarika, as they travel to Europe to explore what a sustainable future might look like, and to see if two different generations can find reason for hope. As they travel through Germany, Denmark, France and Spain, father and daughter begin to see what is possible as they meet the people who are working towards restoring the equilibrium between human needs and planetary limits.

Bullfrog Films (2009, DVD, VHS). Rental Price \$85; Purchase Price \$250

THE YES MEN FIX THE WORLD (87 mins)**Saturday 3:15 p.m.**

The Yes Men Fix the World is a screwball true story about two political activists who, posing as top executives of giant corporations, lie their way into big business conferences and pull off the world's most outrageous pranks. From New Orleans to India to New York City, armed with little more than cheap thrift-store suits, the Yes Men squeeze raucous comedy out of all the ways that corporate greed is destroying the planet. Bruno meets Michael Moore in this gut-busting wake-up call that proves a little imagination can go a long way towards vanquishing the Cult of Greed. Who knew fixing the world could be so much fun?

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

TODDLERS: COGNITIVE DEVELOPMENT (24 mins) Friday 9:45 a.m.

Explore theories of cognitive development and see the process toddlers go through as they learn language. Observe toddlers as they engage in activities that foster memory and the retrieval of information.

Learning Seed (2009, DVD). Rental Price n/a; Purchase Price \$99

TODDLERS: SOCIAL &**EMOTIONAL DEVELOPMENT (26 mins)****Friday 9:15 a.m.**

Examine how gender and temperament play a role in development. Observe toddlers interacting with family and peers as they develop attachments and social bonds.

Learning Seed (2009, DVD). Rental price n/a; Purchase Price \$99



**VIRTUAL JFK: VIETNAM IF
KENNEDY HAD LIVED (80 mins)**

Saturday 4:45 p.m.

Does it matter who is President of the United States when it comes to issues of war and peace? The film explores this question by investigating one of the most debated “what if” scenarios in the history of U.S. foreign policy: What would President John F. Kennedy have done in Vietnam if he had not been assassinated in 1963, and had he been re-elected in 1964? The film employs what Harvard historian Niall Ferguson calls “virtual history,” assessing the plausibility of counterfactuals -- “what ifs” -- and the outcomes they might have produced.

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

WHAT’S ON YOUR PLATE? (76 mins)

Friday 8:00 a.m.

What’s On Your Plate? is a witty and provocative documentary about kids and food politics. Over the course of one year, the film follows two eleven-year-old multiracial city kids as they explore their place in the food chain. Sadie and Safiyah talk to food activists, farmers, and storekeepers, as they address questions regarding the origin of the food they eat, how it’s cultivated, and how many miles it travels from farm to fork.

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



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
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THE GLENDON ASSOCIATION

5383 Hollister Avenue, Suite 140
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Email: jina@glendon.org
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WEDNESDAY



THE SIXTEENTH LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE

Cancun, Mexico

April 21, 2010

Sponsored by Pearson Higher Education

Balance – It's Not an Act, It's a Profession!

- 8:30 am **Continental Breakfast**
Provided by Pearson Higher Education
- 9:00 am **Welcome – Stanley Sue**, WPA President
 & **Chris Cozby**, WPA Executive Director
- 9:10 am **Juggling the Demands of Psychology
Education in the 21st Century**
Bettina J. Casad, California State Polytechnic University, Pomona
- 10:15 am **Break**
- 10:30 am **Writing assignments: Two Techniques to Balance
Too Many Students and Too Little Time**
Brennis Lucero-Wagoner, California State University, Northridge
- 11:30 am **Two Paths to Virtue in Academia**
Steven F. Bacon, California State University, Bakersfield
- 12:30 – 1:30 pm **Lunch Break**
- 1:30 pm **Coping with Student Incivilities: Balancing the
Needs of Everyone Involved**
Laura L. Duvall, Heartland Community College
- 2:30 pm **The Balancing World of Effective Teaching:
Teaching Current Research Findings while Bridging
the Challenges of Low Basic Skills Students**
Amy L. Ramos and Teresa Jacob, Grossmont College,
National Latino Research Center, CSUSM
- 3:30 pm **Break**
- 3:45 pm **The Unrealized Genius of Homer Simpson:
Taking Social Psychology Outside of the Classroom**
Kevin Simpson, Concordia University
- 4:45 pm **Conference Closing and Evaluation**
Conference Coordinator
Anne Duran, California State University, Bakersfield



WEDNESDAY

**THE SIXTEENTH 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



STEVEN F. BACON, *California State University, Bakersfield*

Two Paths to Virtue in Academia

In this talk, I will describe two major types of character strengths or virtues: focus strengths, exemplified by creativity, and balance strengths, exemplified by wisdom. Which type we pursue influences how we organize our personal and professional lives, including choices about what we do, where we do it, and what values we promote as professional practitioners, researchers and teachers. I will discuss the implications of these choices and the values we promote for the classroom.

Steven F. Bacon is chair and professor of Psychology at California State University, Bakersfield where he teaches introductory, clinical and positive psychology. He is Director of the Quality of Life Studies Laboratory at CSUB. He received his Ph.D. in Clinical Psychology from the University of Minnesota.

BETTINA J. CASAD, *California State Polytechnic University, Pomona*

Juggling the Demands of Psychology Education in the 21st Century

Psychology education in the new millennium comprises much more than delivering core content to students. Today's psychology students need to become critical thinkers and psychologically literate citizens to successfully navigate life in the 21st century. This presentation will share the recommendations put forth by the 80 educators who convened at the 2008 National Conference on *Undergraduate Education in Psychology*. In *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline*, psychologists offer five quality principles to guide undergraduate curricula in psychology.

Bettina J. Casad is an assistant professor of Psychology at California State Polytechnic University, Pomona. She received her B.S. in Psychology from the University of Washington and Ph.D. in Social Psychology from Claremont Graduate University. Dr. Casad teaches students in Social Psychology, Prejudice and Discrimination, Experimental Psychology, and Statistics. She has published on the scholarship of teaching and learning on topics such as translating psychological science into teaching and learning and teaching and learning in different academic settings. Dr. Casad's research program examines effects of stereotype threat on the academic performance and career choices of women and minorities in leadership and non-traditional fields.



LAURA L. DUVALL, *Heartland Community College*

Coping with Student Incivilities: Balancing the Needs of Everyone Involved

Respectful conduct is vital to academic endeavors. Unfortunately, and all too commonly, faculty, staff, and administrators must contend with discourteous student behaviors. Incivilities affect the instructor's capacity and desire to teach, the students' ability to learn, and create emotional distress for all involved. Whether passive or overt, these disruptions are difficult to cope with, in part, because of their wide variety and often ambiguous nature. However, if not addressed, disrespectful behaviors rarely diminish, and will often escalate. Although we will discuss student behavior, the emphasis is not on the student, but on how we as educators can best approach these difficult situations. What proactive strategies will reduce the occurrence of incivilities in the first place? And when incivilities do surface, what tactics minimize their negative impact on the class? As educators we must try to balance the needs of the discourteous student, the needs of the other students in the class, as well as our own needs - concrete and practical plans will be shared on how this might be accomplished.

Laura L. Duvall is a Professor of Psychology at Heartland Community College, in Bloomington-Normal Illinois, where she has been teaching since 1994. She received her B.A. from the University of California at Santa Barbara, and did her graduate work at California State University, Northridge. She has felt anger and despair in the face of student incivilities, but found practical ways to cope, and bounced back to be elected by students as the Outstanding Faculty Member at Heartland, and was also the 2003 recipient of NISOD's Outstanding Faculty Award.

BRENNIS LUCERO-WAGONER, *California State University, Northridge*

Writing assignments: Two techniques to balance too many students and too little time

Writing assignments have been demonstrated to play an important role in student learning, but large classes present special challenges for instructors who want to employ writing in their courses. This session will discuss the use of rubrics and will provide two time-efficient means for grading both long and short-answer essays.

Brennis Lucero-Wagoner is a Professor in the Department of Psychology at California State University, Northridge (CSUN). She received her Ph.D. in physiological psychology from U.C.L.A. in 1982 and joined the faculty at CSUN in 1985. She has had an enduring interest in the scholarship of teaching and learning and has been recognized by her campus for teaching excellence. In addition to teaching courses in her area of specialty, she has taught a seminar in teaching effectiveness for many years.

AMY RAMOS & TERESA JACOB, *Grossmont College, National Latino Research Center, California State University, San Marcos*

The Balancing World of Effective Teaching: Teaching Current Research Findings While Bridging the Challenges of Low Basic Skills Students

One of the major challenges faced by community college professors is learning how to teach effectively to all students, regardless of basic skills competency. Students come to



college with varying degrees of preparation and expectations and are likely to discover both personal and academic challenges that may prevent their success in the classroom. In the classroom, we need to address diverse levels of education and language limitations by employing a variety of teaching techniques. However, many times instructors often end-up “re-inventing the wheel.” That is, we tend to offer one-on-one services for students (e.g., tutoring, advising, editing, etc.) that are currently offered by other departments or courses on campus. Thus, this presentation will focus on developing strategies to create effective teaching by collaborating with other departments on campus to better serve our students and to motivate those who perhaps had not seriously considered their educational future to pursue a higher education.

Amy Ramos is a psychology instructor at Grossmont College. She is also a researcher at the National Latino Research Center at California State University, San Marcos. She specializes in neuroscience and research methods. She received her PhD in Psychology and Neuroscience from Iowa State University.

Teresa Jacob has been teaching at the community college level for 20 years, and loving every minute of it! She received her PhD in Psychology at the University of California, San Diego (where she also taught for close to 20 years). She is the recipient of college-wide awards and recognitions for her excellent teaching methods. Native of Brazil, she immigrated to the US and has lived here for exactly half of her life. She has published several research studies as well as poems and short stories here and in Brazil.

KEVIN SIMPSON, *Concordia University*

The Unrealized Genius of Homer Simpson: Taking Social Psychology Outside of the Classroom

Social psychology is a broad and diversified field of emphasis within the discipline of psychology. In this session, special attention will be given to creating a balanced approach between using ‘real’ world illustrations and developing creative, innovative ways of teaching undergraduate social psychology. Examples will be drawn from two seemingly disparate areas: the ‘psychology of genius’ literature and the irreverent pop psychology of *The Simpsons* television show. This session will also present a range of teaching techniques and activities drawn from biographical and empirical evidence of exceptional creativity evident in the exuberant lives, temperaments, and contributions of famous geniuses throughout recent history. Lastly, Dr Simpson will also relate his experiences in preparing study abroad courses in these same areas while offering general suggestions for creating your own international studies curriculum grounded in social and personality psychology.

Kevin Simpson serves as Professor of Psychology at Concordia University in Portland, Oregon. In addition to his teaching duties in social and personality psychology, he is actively involved in research and service in college student development, applied sport psychology, HIV/AIDS outreach, and international education. Recently, Dr Simpson served as a guest faculty over a four-year span in a summer college preparatory program at Yale University where he taught a seminar entitled “*Beautiful Minds*”: *Psychology revealed through exceptional lives*. This seminar has been replicated on his home campus and offered as part of a faculty-in-residence experience in a study abroad program in London,



England. His most recent publications have been in the areas of genius and creativity and the use of classic and modern propaganda in the teaching of social psychology. Dr. Simpson has also presented at international conferences for teachers of psychology, national conferences of the American Psychological Association, and various regional and local conferences in college student psychotherapy.

CONFERENCE COORDINATOR

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

TECHNICAL COORDINATOR

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

CONFERENCE ASSISTANCE

Judy Wilson, Palomar College



Thank you for attending!

*We hope to see you in 2011 at
The Seventeenth Lewis M. Terman Western Regional Teaching Conference
Los Angeles, California
April 27, 2011*



WEDNESDAY

THURSDAY



WPA FILM FESTIVAL

THURSDAY, 9:15 A.M. - 9:45 P.M., PENINSULA IV



Time	Name of Film	Running Time (in minutes)
PSYCHOLOGY OF RACE		
9:15 a.m.	Herskovits At The Heart of Blackness	57
10:15	Blacking Up: Hip Hop's Remix of Race in America	57
VIOLENCE		
11:15	Crips and Bloods: Made in America	83
12:45 p.m.	Roots of Violence: Developing a Coherent Narrative about Violence	60
POST TRAUMATIC STRESS DISORDER		
1:45	Soldier's Heart	54
AGING, DEATH & DYING		
2:45	Lick Salt: A Grandson's Tale	58
3:45	Last Rights: Facing End-of-Life Choices	56
4:45	Mortal Lessons	57
ENCORE! ENCORE!		
WINNERS OF THE 2009 WPA FILM FESTIVAL		
7:15	Straightlaced – How Gender's Got Us All Tied Up	66
8:30	The Dhamma Brothers	76



POSTER SESSION 1

9:00-10:30 EXHIBIT HALL



COGNITION, ATTENTION, SENSATION & PERCEPTION, AND BRAIN PROCESSES

- 1-1 **NEUROCOGNITIVE FUNCTIONING IN SCHIZOTYPES AS INDEXED BY EVENT RELATED POTENTIALS**, *Chelsea L. Lyons, Eduardo Sanchez, Gregory W. Koon, Tejal Shah & Jose P. Abara* (CSU Northridge)
- 1-2 **THE RELATIONSHIP BETWEEN WORKING-MEMORY CAPACITY AND COGNITIVE FLEXIBILITY**, *Ivonne J. Figueroa, Shannon Sulzinger, Natalia Lopez, Kimberlee Miller & Robert J. Youmans* (CSU Northridge)
- 1-3 **BEHAVIORAL AND ELECTROPHYSIOLOGICAL RESPONSES DURING SUSTAINED ATTENTION**, *Tejal Shah, Jose Rios, Isabel Guzman, Chelsea Lyons & Gregory Koon* (California State University, Northridge)
- 1-4 **CAFFEINE AND ELEUTHERO ROOT ON MOTOR PERFORMANCE IN RATS**, *Rebecca J. Price, Kayla C. Filion, Elizabeth N. Köpf, Greta N. Murray & Sue Oliver* (Glendale Community College)
- 1-5 **DRANK™ ANTI-ENERGY BEVERAGE ON ACTIVITY LEVEL OF MALE SPRAGUE-DAWLEY RATS**, *Kirsten E. Jackson, Laura L. Hess, Sarah A. Mastrapasqua, Cristi N. Holliday, Eric M. Schnell & Sue Oliver* (Glendale Community College, AZ)
- 1-6 **DISPOSITIONAL, COGNITIVE AND PHYSIOLOGICAL INFLUENCES ON RISKY DECISION MAKING**, *Rose Blackman, Dylan Peden, Richie LeDonne* (Lewis & Clark College), *Jessaca Willis* (Portland State University) & *Erik L. Nilsen* (Lewis & Clark College)
- 1-7 **EFFECTS OF BEHAVIORAL ACTIVATION ON SYMPATHETIC AROUSAL IN CAREGIVERS**, *Rocanne C. Moore, Elizabeth A. Chathillon, Alexandra L. Harmell, Susan K. Roepke, Roland von Känel, Paul J. Mills, Thomas L. Patterson, Igor Grant, Brent T. Mausbach* (University of California, San Diego)
- 1-8 **MK-801 BLOCKS FEAR EXPRESSION AND INCREASES FEAR RENEWAL IN RATS**, *Brian L. Thomas, Cheryl Novak, Tijana Radic & Scott Goodwin* (Baldwin-Wallace College)
- 1-9 **THE COLOR OF YUMMY: EFFECTS OF HUE ON FOOD APPEAL**, *Kathleen N. Rodgick, Elena Fasan, Ronda Hammond & Barbara A. Drescher* (CSU Northridge)
- 1-10 **BEHAVIORAL RESPONSES ON FACIAL AFFECT RECOGNITION IN SCHIZOTYPY DURING A WORKING MEMORY TASK**, *Gregory W. Koon, Chelsea L. Lyons, Tejal Shah & Jose P. Abara* (CSU Northridge)
- 1-11 **REPORTS OF ILLUSORY CHANGES AND AGE DIFFERENCES**, *Maura Pilotti, Travis Simcox, John Baldy* (New Mexico Highlands University) & *Frances Schauss* (Dowling College)
- 1-12 **DOSE-DEPENDENT COGNITIVE EFFECTS OF ALCOHOL**, *Mark Van Selst, Jordan L. Prendez* (San Jose State University), *Barrett Anderson, Norbert Kraft* (NASA Ames Research Center) & *Gabriela Seropian* (San Jose State University)
- 1-13 **WHETHER IT'S BETTER TO BE A CODGER OR A CRONE DEPENDS ON YOUR LEVEL OF SEXISM**, *Whitney N. Roan, Christina C. Boyd, Marianne G. Taylor & Wendelyn Shore* (Pacific Lutheran University)



- 1-14 **ARE KNIGHTS IN SHINING ARMOR HAZARDOUS TO WOMEN'S VOCABULARY KNOWLEDGE?**, *Christina C. Boyd, Whitney N. Roan, Marianne G. Taylor & Wendelyn Shore* (Pacific Lutheran University)
- 1-15 **STUTTERING AND DEFICITS IN EXECUTIVE FUNCTION**, *Madison N. Garcia, Anna Veprinsky & Andrew T. Ainsworth* (CSU Northridge)
- 1-16 **GIVING CHILDREN A PREFRONTAL CORTEX: MAINTAINING 'SET' THROUGH EXTERNAL CUES**, *Hoan N. Luong* (San Francisco State University), *Ezequiel Morsella* (San Francisco State University/University of California, San Francisco) & *Jae H. Paik* (San Francisco State University)
- 1-17 **NEUROTOXICITY, AUTISM AND COGNITIVE IMPAIRMENT**, *Brett J. Hoffeld, Becky Cicha & Ric F. Ferraro* (University of North Dakota)
- 1-18 **ALCOHOL PREFERENCE IN ZEBRAFISH**, *Rachel Blaser, Gabrielle McGinnis & Heather Brecht* (University of San Diego)
- 1-19 **WE WILL ROCK YOU: EFFECTS OF MUSIC ON SPORT PERFORMANCE**, *Laura E. Ralsch & Mark Otten* (California State University, Northridge)
- 1-20 **PLAY IT BACKWARD: HIDDEN MESSAGES IN REVERSED AUDIO**, *Alexander B. Swan & Abraham M. Rutchick* (California State University, Northridge)
- 1-21 **MULTILINGUAL ADVANTAGES IN SPEECH-SOUND PERCEPTION OF UNRELATED LANGUAGES**, *Lawrence Puthis & Janet Oh* (California State University, Northridge)
- 1-22 **CROSS-LINGUISTIC DIFFERENCES IN WORD PROCESSING: LEXICAL ACTIVATION IN ENGLISH-SPANISH BILINGUALS**, *Ana L. Rayo & Jason F. Reimer* (California State University, San Bernardino)
- 1-23 **LINGUISTIC STYLES OF PERSONAL NARRATIVES AND CREATIVITY**, *Candice D. Davis & James C. Kaufman* (California State University, San Bernardino)
- 1-24 **PERFORMANCE OF THE DEVELOPMENTALLY DISABLED ON A TEST OF CONSERVATION**, *Davene Gittens & T. L. Brink* (Crafton Hills College)
- 1-25 **SPATIAL NAVIGATION: LEARNING PERSPECTIVES IN VIRTUAL NAVIGATION**, *Vincent Banales & Jill L. Quilici* (California State University, Northridge)
- 1-26 **CONDITIONED TASTE AVERSION TO REDUCE CONFLICT BETWEEN PREDATORS AND LIVESTOCK**, *Daniel D. Moriarty* (University of San Diego) & *Lowell K. Nicolaus* (Northern Illinois University)
- 1-27 **THE RELATIONSHIP BETWEEN CULTURE, GESTURE, AND PERSPECTIVE TAKING**, *Sara Unsworth & Kelsey Novi* (San Diego State University)
- 1-28 **THE HYBRID REPRESENTATION OF TWO-DIGIT NUMBERS IN WORKING MEMORY**, *Mark G. Van Selst & Gregory C. Savage* (San Jose State University)
- 1-29 **OBJECT RECOGNITION OF ZEBRAFISH**, *Hannah L. Kemick & Rachel Blaser* (University of San Diego)
- 1-30 **INATTENTIONAL BLINDNESS VERSUS INATTENTIONAL AMNESIA: WHY DO WE IGNORE ANOMALIES?**, *Carl R. Garp Duwall* (Whitman College)
- 1-31 **EVALUATING SEMANTIC INTERACTIONS USING A COLOUR MATCHING TASK**, *James E. Cheesman* (University of Saskatchewan)



- 1-32 **IMITATION AND SYMBOLIC PLAY AMONG CHILDREN WITH AUTISM,**
Sarah Doci (San Francisco State University)
- 1-33 **METAMEMORY: INDIVIDUALS SHOWING LONGITUDINAL CHANGES IN
EPISODIC MEMORY IN MIDLIFE,** *Jason Y. Lee* (United States Navy)
- 1-34 **EFFECTS OF ODOR ON STUDY: ENCODING SPECIFICITY AND THE GRE,**
Amy M. Ellerbe (University of Alaska, Anchorage)
- 1-35 **PLACEBO EFFECTS IN WORKING MEMORY,** *Tegan A. Hall, Sean Laraway & Susan
Snyccerki* (San Jose State University)

INVITED PRESENTATION

10:00-11:00 CONDESA II



ACCULTURATION AND THE WELL-BEING OF AMERICAN IMMIGRANT FAMILIES AND CHILDREN: FACTORS THAT PRODUCE DIFFERENCES IN ADAPTION

Presenter: Jo Ann Farver, University of Southern California

Chair: Allen W. Gottfried, CSU Fullerton

Synopsis

When adults immigrate to a new country they have great hope for a better life for themselves and the family members that may accompany them. At the same time, they are often confronted with customs, values, behaviors, and a language that differ significantly from their culture of origin—leading some to feel that they are living in two worlds. With the increase in world wide immigration, acculturation has become one of the most salient individual difference constructs in ethnic minority research. My presentation will discuss how acculturation affects immigrant families and the implications for the psychological functioning and well-being of their children using examples from my studies of Asian Indian, Korean and Latino populations and will provide suggestions for new areas of research.

Biography.

Jo Ann Farver is an Associate Professor in the Department of Psychology at the University of Southern California in Los Angeles. For the past decade she has been studying the effects of acculturation on children and their families in relation to psychological outcomes, adolescent well being, family functioning and home environments and children's early literacy development.

THURSDAY



SYMPOSIUM

10:30-12:00 CONDESA IA



THE MEANING AND CLINICAL APPLICATION OF MINDFULNESS

Chair: Daniel R. Z̧amir, Pacific University

Synopsis

Over the past several decades the empirical study and clinical application of mindfulness has gained ever increasing popularity among psychological researchers and clinicians (Germer, 2005). The purpose of this symposium will be to examine the construct of mindfulness from several different perspectives. A mixed methodological study examining differences between Eastern and Western operational definitions of mindfulness will be presented. Additional discussion will focus on the current state of mindfulness research and clinical application with diverse client populations. Furthermore, we will talk about the effect of meditation practice on therapist qualities such as empathy and unconditional positive regard, which have been shown to predict positive treatment outcomes. Through the exploration of these multifaceted perspectives on mindfulness, we hope to arrive at a deeper understanding of what mindfulness is, the mechanisms of change within mindfulness, and how mindfulness can be used most effectively in treatment.

Presenters

WHAT IS MINDFULNESS? A MIXED-METHODS INVESTIGATION AMONG BUDDHIST MONKS, *Andrew E. Bliesner, Cooper C. Dean, Daniel R. Z̧amir & Michael Christopher* (Pacific University)

HOW THERAPIST MEDITATION PRACTICE IMPACTS TREATMENT, *Daniel R. Z̧amir* (Pacific University)

MINDFULNESS AND DISTRESS TOLERANCE, *Andrew E. Bliesner* (Pacific University)

MINDFULNESS-BASED TREATMENTS FOR PATIENTS WITH CANCER, *Cooper C. Dean* (Pacific University)



THURSDAY

PAPER SESSION

10:30-11:30 PENINSULA I



CLINICAL PSYCHOLOGY I

Chair: M. Kathleen B. Lustyk

- 10:30 **PERCEPTION OF PSYCHOLOGICAL DISORDERS AMONG UNIVERSITY FACULTY, STAFF, AND STUDENTS**, *Katrina V. Alston, Jenna Moll, Robert Hake, Rebecca Van Gundy & Curtis Hsia* (Azusa Pacific University)
- 10:45 **MINDFUL MENSES: AN OXYMORON, OR ARE WE ONTO SOMETHING?**, *Haley A. C. Douglas, M. Kathleen B. Lustyk, Winslow G. Gerrish* (Seattle Pacific University), *Sarah W. Bowen & G. Alan Marlatt* (University of Washington)
- 11:00 **MEASURING WELL-BEING IN CULTURALLY DIVERSE GROUPS OF COLLEGE STUDENTS AND THE COMMUNITY**, *P. Priscilla Lui & Gauthri Fernando* (California State University, Los Angeles)
- 11:15 **COGNITIVE VULNERABILITY TO DEPRESSION IN EARLY TO MIDDLE ADOLESCENCE**, *John R. Z. Abela, Dana M. Sheshko* (Rutgers University) & *Benjamin L. Hankin* (University of Denver)

POSTER SESSION 2

11:00-12:30 EXHIBIT HALL



DEVELOPMENTAL 1 AND LIFE SPAN DEVELOPMENT

- 2-1 **PROFESSIONAL DEVELOPMENT OUTCOMES ASSOCIATED WITH INTERNATIONAL INTERNSHIPS**, *Kari A. Knutson Miller* (California State University, Fullerton), *Amber M. Gonzalez* (University of California, Santa Barbara), *Monique E. Arteaga, Amy P. Chaikittirattana & Scott W. Ramirez* (California State University, Fullerton)
- 2-2 **EFFECTS OF HOME LANGUAGE ENVIRONMENT ON BILINGUAL CHILDREN'S WORKING MEMORY**, *Christian R. Alvarez, Tomoe Kanoya, Adriana Alejandro, Ileana Morales* (Claremont McKenna College) & *Benjamin Marsh* (Claremont Graduate University)
- 2-3 **SOCIAL SUPPORT FOR ADOLESCENT CAREGIVERS: A NEW SCALE**, *Sharon B. Hamill, Leilani Madrigal, Charmaine Puentes, Baylee Moore, Jessica Hudson, Sharlee Moore & Lissa Lim* (CSU San Marcos)
- 2-4 **ADOLESCENT VOLUNTEERISM AND PROSOCIAL ATTITUDES IN A MANDATORY VOLUNTEER SETTING**, *Sharon B. Hamill, Sara Connelly, Travis Wood, Priscilla Fernandez, Clarissa Green, Sara Margetta, Sean Williams & Kelsey Langhans* (CSU San Marcos)



- 2-5 **AN EXAMINATION OF GENDER DIFFERENCES IN COLLEGE STUDENT'S RELIGIO-SPIRITUAL DEVELOPMENT**, *Jennifer Stoll* (Idaho State University), *Jamie L. M. Ayers*, *Talia Torrano*, *Gail Hicks* & *Russell L. Kolts* (Eastern Washington University)
- 2-6 **AN INITIAL INVESTIGATION OF A STAGE MODEL OF RELIGIO-SPIRITUAL DEVELOPMENT**, *Jennifer Stoll* (Idaho State University), *Kelly Mackay*, *Nick Lavanway*, *Trevor Liebing*, *Gail Hicks* & *Russell L. Kolts* (Eastern Washington University)
- 2-7 **QUALITATIVE CORRELATES OF RELIGIO-SPIRITUAL DEVELOPMENT IN COLLEGE STUDENTS**, *Gail Hicks*, *Russell L. Kolts* (Eastern Washington University), *Jennifer Stoll* (Idaho State University), *Michelle Powell*, *Jennifer Roraback* & *Aryn Zehmert* (Eastern Washington University)
- 2-8 **SOCIAL INFLUENCES' MEDIATING EFFECT ON PSYCHOPATHY AND OFFENDING BEHAVIOR**, *Nathan A. Hadinata*, *Adam Malnove*, *Elizabeth Velasquez*, *Joseph Talar* & *Elizabeth Cauffman* (UC Irvine)
- 2-9 **DAILY HASSLES MEDIATE THE ASSOCIATION BETWEEN FAMILY SUPPORT AND LESS PARENTAL HOSTILITY**, *Michael L. Farooq*, *T. Caitlin O'Brien*, *Carlos Valiente* & *Kathry Lemery-Chalfant* (Arizona State University)
- 2-10 **TELEVISION AND ONLINE SOCIAL NETWORKING IN COLLEGE WOMEN: ASSOCIATIONS WITH PEER AGGRESSION, ROMANTIC AGGRESSION, AND NORMATIVE BELIEFS**, *Jennifer R. Linder*, *Lauren Loeft*, *Nadia Abraibesh* (Linfield College) & *Sarah Coyne* (Brigham Young University)
- 2-11 **FAMILY ENVIRONMENTAL ORIGINS OF EFFECTIVE LEADERSHIP QUALITIES**, *Pamella H. Oliver*, *Allen W. Gottfried* (California State University, Fullerton), *Adele Eskeles Gottfried* (California State University, Northridge) & *Diana Wright Guerin* (California State University, Fullerton)
- 2-12 **CONNECTING DEVELOPMENTAL PROCESSES TO VIRTUAL WORLDS: CASE OF SECOND LIFE**, *Roy Cheng*, *Kevin Linares*, *Angie Guan* & *Kaveri Subrahmanyam* (California State University, Los Angeles)
- 2-13 **LATINO ADOLESCENTS' SELF-EFFICACY: DO PERCEPTIONS OF PARENTING AND NEIGHBORHOODS MATTER?**, *Rhondine Nicole Neal*, *Ivet Bazilyan*, *Scott W. Plunkett* & *Tovah Sands* (California State University, Northridge)
- 2-14 **INTERGENERATIONAL READING PROGRAMS AND OLDER ADULT QUALITY OF LIFE**, *Michelle L. Linsley*, *Marte Fallshore*, *Jeff Penick* & *Michelle Montgomery* (Central Washington University)
- 2-15 **SIBLING CLOSENESS, PEER COMPETENCE, AND LONELINESS IN MIDDLE CHILDHOOD**, *Majel R. Baker*, *Shirley McGuire* (University of San Francisco), *Nancy L. Segal* (California State University, Fullerton) & *Allison R. Foertsch* (University of San Francisco)
- 2-16 **THE EFFECTS OF HIP-HOP ON ADOLESCENTS**, *Mariko C. Iwabuchi*, *Janet S. Oh* & *Paula Thomson* (California State University, Northridge)
- 2-17 **EXAMINING THE RELATIONSHIP BETWEEN PARENTAL MONITORING AND ADOLESCENT FEMALES' SEXUAL DEBUT**, *Danyel A. Vargas*, *Laura Kamphner* & *Eugene Wong* (California State University, San Bernardino)
- 2-18 **JAPANESE EMERGING ADULTS' PERCEPTIONS OF ADULTHOOD: A QUALITATIVE STUDY**, *Kiyoko Furusawa*, *Izumi Kamioka* & *Teru Toyokawa* (Pacific Lutheran University)



- 2-19 **GENDER AND AGE DIFFERENCES IN PHYSICAL ACTIVITY IN VARIOUS SETTINGS**, *Samia Jawaid, Jennifer A. Mendiola & Kelly A. Cotter* (Sacramento State University)
- 2-20 **INFANT TEMPERAMENT: PREDICTOR IN BEHAVIOR PROBLEMS IN EARLY ELEMENTARY SCHOOL**, *Amanda Chiapa, Nancy Calderon & Joseph M. Price* (San Diego State University)
- 2-21 **THE EFFECTS OF PARENTAL ATTITUDES AND BEHAVIORS ON CHILDREN'S LANGUAGE PRODUCTION AND CONCEPTUAL DEVELOPMENT**, *Ana Dowell, Philisha L. Smith & Terry A. Cronan* (San Diego State University)
- 2-22 **EARLY LIFE PREDICTORS OF EXTERNALIZING BEHAVIOR PROBLEMS IN CHILDHOOD**, *Nancy E. Calderon, Amanda Chiapa & Joseph M. Price* (San Diego State University)
- 2-23 **SELECTIVE IMPAIRMENT OF PRAGMATIC LANGUAGE SKILLS IN CHILDREN WITH AUTISM**, *Peter A. de Villiers, Jill G. de Villiers & Stacy Diaz* (Smith College)
- 2-24 **THE CONTRIBUTION OF EMOTIONAL UNDERSTANDING TO FALSE BELIEF REASONING DEVELOPMENT**, *Jill G. de Villiers, Peter A. de Villiers & Heather Crawford* (Smith College)
- 2-25 **RISK TAKING AS RESPONSE TO MENTAL CONSTRICTION**, *Julia Tang & Jason Siegel* (Claremont Graduate University)
- 2-26 **LEISURE ACTIVITIES AND WELL BEING IN ADOLESCENCE**, *Chris M. Weinkauff & Kim Wampler* (Claremont Graduate University)
- 2-27 **MATE SELECTION AND MARITAL EXPECTATIONS: EXAMINATION OF A MODERN COLLEGE COHORT**, *Erin A. Mueller & Britnie L. Pearson* (Concordia University)
- 2-28 **GENDER ESSENTIALIST BELIEFS: RELATIONSHIP WITH GENDER TYPICALITY AND CONTENTEDNESS**, *Kelsie L. Hendrickson & Marianne G. Taylor* (Pacific Lutheran University)
- 2-29 **RELIGIOUS, GENDER, AND ETHNIC GROUP IDENTITY AND ATTITUDES IN ADOLESCENTS**, *Brien K. Ashdown* (University of Alaska Fairbanks) & *Judith L. Gibbons* (Saint Louis University)
- 2-30 **PARENTING INFLUENCES ON CORTISOL LEVELS IN TWINS**, *Karina R. Horowitz* (Glendale Community College)
- 2-31 **COLLEGE STUDENTS: TRAUMA, SPIRITUAL FORMATION, AND SELF-ESTEEM**, *Sarah T. Elwell* (Northwest Nazarene University)
- 2-32 **DELAYED DISCOUNTING AND LIFE SATISFACTION IN YOUNG AND OLDER ADULTS**, *Sonja-Eunice S. Parangan* (Dominican University of California)
- 2-33 **RELATIONAL AGGRESSION AND HOSTILE ATTRIBUTIONS DURING EARLY CHILDHOOD**, *Nicole E. Werner* (Washington State University)
- 2-34 **EMERGING ADULTHOOD: AN AGE OF SEXUAL EXPERIMENTATION OR SEXUAL SELF-FOCUS?** *Hayley R. Leveque & Cory L. Pedersen* (Kwantlen Polytechnic University)

THURSDAY



INVITED PRESENTATION

11:00-12:00 CONDESA III



REMEMBERING TRAUMA IN CHILDHOOD

Presenter: Gail S. Goodman, University of California, Davis

Chair: Adele Eskeles Gottfried, California State University, Northridge

Synopsis

This talk will highlight several controversial and surprising findings about forensic interviewing of children and memory for childhood trauma.

Biography

Dr. Gail S. Goodman is Distinguished Professor of Psychology and Director of the Center for Public Policy Research at the University of California, Davis. Her research concerns memory development, child maltreatment, trauma and memory, and children in the legal system. She has received many awards for her research, including the Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, and two Distinguished Contributions awards from the American Psychological Association (the Distinguished Contributions to Research in Public Policy Award and the Distinguished Professional Contributions to Applied Research Award). Dr. Goodman served as president of several divisions of the American Psychological Association. She has published widely, and her research has been cited in U.S. Supreme Court decisions. Dr. Goodman obtained her Ph.D. in Developmental Psychology from UCLA and conducted postdoctoral studies at the University of Denver and the Université René Descartes in Paris, France.

INVITED PRESENTATION

11:15-12:15 CONDESA II



THE NEUROBIOLOGY OF MALADAPTIVE DECISION MAKING: INSIGHT FROM THE ANIMAL MODEL

Presenter: Alicia Izquierdo, California State University, Los Angeles

Chair: David Jentsch, University of California, Los Angeles

Synopsis

Flexible cognition allows an organism to shift away from and “override” a previous mode of response in favor of a more adaptive one. Anxiety disorders, schizophrenia, addiction, and frontal lobe dysfunction often manifest impairments in cognitive flexibility. Thus, a better understanding of the neural mechanisms underlying this ability



has the potential to aid in developing treatments for impairments ensuing from many forms of neuropsychiatric disease. A wealth of research now implicates very specific brain regions, particularly the orbitofrontal cortex and amygdala in flexible cognition. Recent studies in animals investigating the neural circuitry of decision making will be highlighted in this presentation. Additionally, research investigating the neuromodulation of flexible cognition by dopamine and serotonin and the effects of psychostimulant drugs of abuse on this circuitry will also be discussed.

Biography

Dr. Izquierdo obtained her Ph.D. from the George Washington University in partnership with the National Institutes of Health in 2002. She completed postdoctoral appointments in neuropsychology and behavioral neuropharmacology at the NIMH and the NIAAA, respectively. She has been tenure-track faculty at California State University, Los Angeles since 2006. The research in her laboratory has been aimed at outlining: 1) the differential involvement of components in the neural circuitry of adaptive decision making, 2) the modulation of flexible cognition by neurotransmitter systems and 3) the effects of psychostimulant drugs on inhibitory control mechanisms and decision making.

PAPER SESSION

11:30-12:30 PENINSULA III



INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY I

Chair: Michael F. Steger

- 11:30 PURSUIT OF HAPPINESS AT WORK**, *Ia Kô* (Claremont Graduate University)
- 11:45 THE PSYCHOLOGY OF MEANINGFUL WORK**, *Michael F. Steger & Bryan J. Dik* (Colorado State University)
- 12:00 PROFILE AND CRITICAL FACTORS OF SUCCESSFUL ENTREPRENEURSHIP**, *Ryan K. Merlin* (Claremont Graduate University)
- 12:15 THE INTERACTIVE EFFECTS OF JOB EMBEDDEDNESS AND MENTORING ON TURNOVER**, *Chris J. Sablinski* (University of the Pacific), *Chris W. Wright* (San Francisco State University) & *Brittany Galli* (University of the Pacific)

THURSDAY



PAPER SESSION

12:00-1:00 PENINSULA I



PERCEPTION AND LEARNING

Chair: Walter T. Herbranson

- 12:00 **EFFECTS OF DISTINCT DISTRACTOR OBJECTS DURING MULTIPLE OBJECT TRACKING**, Trevor Southard, Brenda Serna, Justin Shaw, Shahin Najafi, Jeffrey Cibotti, Sylvia Gonzalez, Jennifer Umayam & Cary S. Peria (San Jose State University)
- 12:15 **THE EFFECT OF CUE VALIDITY ON SERIAL RESPONSE LEARNING IN PIGEONS**, Walter T. Herbranson (Whitman College)
- 12:30 **BUFFALO OR INSECTS? 100 YEARS OF EXPERIMENTAL CROSS-CULTURAL PSYCHOLOGY: STUDIES IN VISUAL PERCEPTION**, William L. Phillips & Afshin Gharib (Dominican University of California)
- 12:45 **EVOLVED NAVIGATION THEORY AND HORIZONTAL DISTANCE PERCEPTION**, Russell E. Jackson & Chela R. Willey (California State University, San Marcos)

PAPER SESSION

12:00-12:45 PENINSULA II



CLOSE RELATIONSHIPS

Chair: Alison A. Vaughn

- 12:00 **ENGAGED COUPLES' TRANSITION INTO MARRIAGE: RELATIONSHIP QUALITY AND DYADIC ADJUSTMENT**, Allison A. Vaughn (San Diego State University) & Majja Reblin (University of Utah)
- 12:15 **PASSIONATE LOVE AND COUPLE COMMUNICATION: HOW ARGUMENTS ENHANCE LOVE**, Jasmine R. Calderon, Ana Rayo & Kelly Campbell (CSU San Bernardino)
- 12:30 **FEELING CLOSE: EMOTIONAL INTENSITY REDUCES PERCEIVED PSYCHOLOGICAL DISTANCE**, Leaf Van Boven (University of Colorado at Boulder), Joanne Kane (Princeton University) & A. Peter McGraw (University of Colorado at Boulder)



THURSDAY

INVITED PRESENTATION

12:15-1:15 CONDESA III



PSYCHOLOGICAL AND SOCIAL DETERMINANTS OF HEALTH AMONG MEXICAN IMMIGRANTS IN THE U.S.

Presenter: V. Nelly Salgado de Snyder, National Institute of Public Health of Mexico

Chair: Gabriela Martorell, Portland State University

Synopsis

Mexican immigrants represent the largest single immigrant group residing in the United States; and the economy of the U.S. largely rests on their participation in the labor force. Many Mexican immigrants arrive healthier than their European counterparts, however their health deteriorates the longer they live in the U.S. This decline in health status can be explained by the accumulation of physical and psychological strains associated with social issues such as poverty, overcrowding, stigmatization, changing life styles (diet, smoking, sedentarism), deficient social support networks and barriers to health care (lack of health insurance, culturally inappropriate services). The model of social determinants of health is useful in explaining how psychological and social factors interact with the environment playing a most relevant role in determining health and wellbeing among Mexican immigrants.

Biography

V. Nelly Salgado de Snyder is a professor and researcher at the National Institute of Public Health in Mexico (INSP), where she also directs the Global Health Program. She has conducted numerous research projects, and participated as an international consultant for government and non-governmental institutions as well as national and international organizations. She has published over 100 journal articles, books and book chapters on topics such as international migration, aging, poverty and social determinants of health. She has received funding from diverse sources for her research projects and has graduated more than 30 students at master's and doctorate levels. Included among her other accolades are that she holds the highest rank (Level 3) within the prestigious Sistema Nacional de Investigadores de Mexico, she is a member of Mexican Academy of Scientific Research, and she is a Fulbright Fellow, a Fellow of the American Psychological Association, and a New Century Scholar of the Fulbright Program "Health in a Borderless World" lead by I. Kickbusch. Dr. Salgado de Snyder was on sabbatical during 2008 as a Balzan Fellow at the International Institute for Society and Health, University College London invited by Sir Michael Marmot. During that time she developed resources for carrying out research and teaching social determinants of health in Latin America. She has a BA and MA in Psychology from the National Autonomous University of Mexico (UNAM) and a Doctorate in Social Welfare from the University of California, Los Angeles.

THURSDAY



CUPP/PSI CHI JOINT SYMPOSIUM

12:30-2:00 CONDESA IA



CUPP/PSI CHI JOINT SYMPOSIUM: HOW TO INCREASE EFFICIENCY WHILE MAXIMIZING EFFECTIVENESS IN TEACHING AND RESEARCH

Chair: Deana L. Julka, University of Portland

Synopsis

There are many demands placed on faculty. Teaching, research and service are just a tip of what is required of us on a regular basis. We must also delegate time to advising, writing letters of recommendation, and assessment. This symposium provides suggestions with how we might increase our efficiency in completing all of these tasks, while maintaining our effectiveness. Speakers will address tips on how to manage your time and find balance, how to utilize technology in teaching, and how to involve students in research, while making it easier on yourself.

Presenters

BALANCING FACULTY LOAD AND FAMILY, *Deana Julka* (University of Portland)

TRANSFORMING UNDERGRADUATES INTO SCHOLARS THROUGH SYSTEMATIC RESEARCH EXPERIENCES, *Jerusha Detweiler-Bedell & Brian Detweiler-Bedell* (Lewis & Clark College)

USING TECHNOLOGY TO INCREASE TEACHING EFFECTIVENESS AND EFFICIENCY, *Andrew Downs* (University of Portland)

Discussant

Deana Julka



THURSDAY

SYMPOSIUM

12:45-2:15 CONDESA 1B



WHAT IS REQUIRED FOR PEOPLE TO CHANGE?

Chair: Robert J. Youmans, California State University, Northridge

Synopsis

People have long looked to psychologists to help guide them towards self-improvement and to curb negative lifestyle behaviors, but all too often people still struggle to lose weight, improve their grades, quit smoking, eat right, spend less, save more, and so on. In a series of three research talks, this symposium reports on data from three separate studies that will address the question: What is required for people to change? The hypothesis of this symposium is that successful change requires people to perform three distinct mental actions to make changes in their life. First, people must notice the day-to-day cues that call out for change. Second, people must be able to make sense of those cues over time and use that information to develop strategies that will improve their life. And third, people must have the mental persistence to develop and maintain their strategies to accomplish their goals. In this symposium, three different studies will each address different aspects of this process. Study 1 examines why it may be that it is the most successful people in life who sometimes have the most difficulty noticing day-to-day cues that lifestyle changes are necessary. Study 2 will examine why creating broad overall strategies to adjust lifestyles may be difficult on the basis of small day-to-day cues. Study 3 will examine goal achievement in relation to people's levels of self-control, and will examine how Zen-style meditation might enhance a variety of regulatory resources and provide advantages on lifestyle strategies that require persistence and vigilance to put into effect and maintain. In this symposium, discussion and feedback from the audience on the basis of the data presented are highly encouraged.

Presenters

THE RELATIONSHIP BETWEEN COGNITIVE FLEXIBILITY AND THE ABILITY TO NOTICE CHANGE, *Shannon M. Sulzinger, Natalia I. Lopez, Kimberlee K. Miller, Joseph A. Mangini & Robert J. Youmans* (California State University, Northridge)

KEEPING YOURSELF HONEST: USING COGNITIVE-INFORMATION FEEDBACK TO IMPROVE DECISION MAKING, *Robert J. Youmans* (California State University, Northridge)

THE EFFECTS OF MEDITATION ON SELF-REGULATORY MECHANISMS, *Jared T. Ramsburg & Robert J. Youmans* (California State University, Northridge)

Discussants

Natalia I. Lopez & Ivonne Figueroa



POSTER SESSION 3

1:00-2:30 EXHIBIT HALL



SOCIAL AND PERSONALITY 1 AND GENDER-RELATED RESEARCH

- 3-1 **DIGITAL PHOTOGRAPHY AS A MEASURE OF SOURCES OF MEANING,** *Samantha Garrett, Michael F. Slegex, Christy Bortles, Anna Higgins, Tony Ho, Patrick LaCount, Lisa Vigil, Holly Rampone-Gulder & Joo Yeon Shin* (Colorado State University)
- 3-2 **GOAL MOTIVATION: THE BITTERSWEET CHALLENGE OF TASTE PREFERENCES AND DESIRES,** *Dmitri Akarado* (Portland Community College), *Pamela Baula, Kelsey Chapple, Amanda Hamilton, Allison Sweeney, Emily Umanksy, Jerusha Detweiler-Bedell & Brian Detweiler-Bedell* (Lewis & Clark College)
- 3-3 **NONVIOLENT POLITICAL ACTION: WOMEN SEE IT DIFFERENTLY THAN MEN,** *Lisa M. Davis, Hannah E. Severson, Brett R. Toney, Christina N. Browne, Sarah J. Danley, Resa F. Konkright, Megan M. Wicklander & Daniel M. Mayton II* (Lewis-Clark State College)
- 3-4 **INSECTIONALITY OF DISABILITY, GENDER, AND SOCIETY: MEN WITH DISABILITIES AND IPV,** *Emily M. Lund* (University of Montana, Rural Institute), *Mary Oshwald* (Portland State University), *Rosemary B Hughes* (University of Montana, Rural Institute), *Laurie Powers & Rollin Shelton* (Portland State University)
- 3-5 **MASCULINITY AND FEMININITY: STILL RELEVANT CONSTRUCTS?,** *Eleanor W. Willemssen, Jeanne L. Giguere, Caroline E. Read, Dennis K. Ta & Kristin J. Tappan* (Santa Clara University)
- 3-6 **GENDER IDENTITY AS A POSSIBLE PREDICTOR OF ALTRUISM AS MEASURED BY DONATION TO CHARITY,** *Kathlyn Collins, Jason Cole, Beze Nicula, Peter Kaus, Jeffrey Everett, Kathryn Thompson-Clancy, Erica Dixon, April Kindrick & Amy Kassler* (South Puget Sound Community College)
- 3-7 **CARING, TRUSTING, SUPERFICIAL, STRAINED: SEX DIFFERENCES IN IDEAL RELATIONSHIPS,** *Shatoyia S. Burns, Holly E. Walker, Saira S. Haseebullah* (University of Nevada, Las Vegas), *Stephanie L. Rojas* (Northern Arizona University) & *Kimberly A. Barchard* (University of Nevada, Las Vegas)
- 3-8 **SPANISH SPEAKERS FROM MEXICO: IN THE KNOW OF U.S. CULTURE,** *Kathryn L. Thompson, Jennifer Mill, Irina M. Granov, Janelle de Kanter & Laura Jones* (Western Oregon University)
- 3-9 **THE INFLUENCE OF AGE ON POPULARITY OF PERFORMERS BETWEEN GENDERS,** *Christa L. Taylor, Taleen Der-Ghazarian, James C. Kaufman & Matt Riggs* (California State University, San Bernardino)
- 3-10 **DEATH REFLECTION AND MORTALITY SALIENCE EFFECTS ON PLAYING TETRIS,** *Philip J. Cozzolino* (University of Essex), *Narreet K. Thind, Erika R. Call & Lawrence S. Meyers* (California State University, Sacramento)
- 3-11 **INVESTIGATING GENDER BIAS IN RATINGS OF COLLEGE APPLICANTS,** *Candice D. Davis, Tierra Patterson, Shari J. Fife & James C. Kaufman* (California State University, San Bernardino)



- 3-12 **DEATH REFLECTION ENHANCES GRATITUDE...FOR SOME MORE THAN OTHERS**, *Philip C. Watkins, Araceli Frias, Amy Webber & Russell L. Kolts* (Eastern Washington University)
- 3-13 **THE USE OF TABOO WORDS: DO SEX AND PRIMARY LANGUAGE MATTER?**, *Maura Pilotti, Melanie Martinez, Travis Simcox & Barbara Risch* (New Mexico Highlands University)
- 3-14 **THE RELATIONSHIP BETWEEN GENDER, BODY IMAGE DISSATISFACTION, AND EXPERIENTIAL ACCEPTANCE**, *Kristina R. Anderson, Glenn M. Callaghan, Sarah E. Nadeau & Jennifer A. Gregg* (San Jose State University)
- 3-15 **RECONSTRUCTED GENDER ROLES: THE SEXUAL AGENCY OF ADOLESCENT GIRLS**, *Angela M. Dunne, Dianne Castellano, Andrés Niñez & Deborah Schooler* (University of the Pacific)
- 3-16 **PROJECTIVE EVALUATIONS OF STUTTERING DURING BRIEF INITIAL IMPRESSION**, *Andrew T. Ainsworth, Anna Veprinsky & Uriel Russ* (California State University, Northridge)
- 3-17 **ATTACHMENT AND EVERYDAY STRATEGIES OF SOCIAL INFLUENCE**, *Alexandra E. Sigillo, Jennifer L. Louman & Deborah Davis* (University of Nevada, Reno)
- 3-18 **A STUDY OF PASSIONATE LOVE, COUPLE RITUALS, AND RELATIONSHIP MAINTENANCE**, *Nicole E. Ables & Kelly Campbell* (California State University, San Bernardino)
- 3-19 **DIVORCE BELIEFS AND EXPECTATIONS: A COHORT ANALYSIS**, *Roderick D. O'Handley & Kelly Campbell* (California State University, San Bernardino)
- 3-20 **THE ANTI-COMMITMENT RITUAL? HOW BACHELOR/BACHELORETTE PARTIES RELATE TO MARITAL OUTCOMES**, *Tiffany D. Ogden & Kelly Campbell* (California State University, San Bernardino)
- 3-21 **THE DEVELOPMENT OF GENDER VARIANT IDENTITY**, *Robyn Brammer & Sam Haghighi* (Central Washington University)
- 3-22 **RATING SCALE RANGE AND SCENARIO WORDING EFFECTS ON RAPE ACCEPTABILITY**, *Diocelina Chavez-Gonzalez & Wendy A. Williams* (Central Washington University)
- 3-23 **MEASURING STATE REACTANCE WITH A QUANTITATIVE SCALE**, *Khemara Has & Crystal Coyazo* (Claremont Graduate University)
- 3-24 **SELF-EFFICACY IN ROMANTIC RELATIONSHIPS: LINKS WITH OUTCOMES IN HOMOSEXUAL RELATIONSHIPS**, *Heidi R. Riggio & Sonia Legaspi* (CSU Los Angeles)
- 3-25 **ATTITUDES TOWARD ATHLETES: THE IMPACT OF OFF-FIELD BEHAVIOR AND ON-FIELD PERFORMANCE**, *Gregory G. Cuadros & William Phillips* (Dominican University of California)
- 3-26 **ATTRACTION TO ONLINE DATING PROFILES: FEMININE TRAITS V.S. MASCULINE TRAITS**, *Monique B. LeHouillier & Gail Mattheus* (Dominican University of California)
- 3-27 **SNACKING UNDER STRESS: INDIVIDUAL DIFFERENCES IN AWARENESS OF FOOD CONSUMPTION**, *Justin Royal* (Massachusetts General Hospital) & *Jaime L. Kurtz* (Reed College)



- 3-28 **DADDY: PERCEPTIONS OF THE FATHER-CHILD RELATIONSHIP IN INTACT AND STEPFAMILIES**, *Sarah R. Brunskill & Jeffrey T. Cookston* (San Francisco State University)
- 3-29 **INCLUSION OF OTHER IN SELF, SOCIAL SUPPORT AND MARITAL SATISFACTION**, *Amy Yew & Rebecca J. Cobb* (Simon Fraser University)
- 3-30 **UNDERSTANDING WHY FEMALE ADOLESCENTS ARE ABANDONING CAREERS IN THE SCIENCES**, *Doris K. Melkonian & Arda J. Melkonian* (UCLA)
- 3-31 **BUTCH, FEMME, OR NEITHER: SEXUAL MINORITY WOMEN ON GENDER EXPRESSION**, *Keren Lehavot & Jane Simoni* (University of Washington)
- 3-32 **SATISFACTION OF LOVE LIFE PREDICTED FROM ROMANCE AND MATE SELECTION ATTITUDES**, *Jeannine E. Klein & N. Clayton Silver* (UNLV)
- 3-33 **ETHNIC DIFFERENCES IN RELATION BASED SELF ESTEEM**, *N. Clayton Silver & Jeannine E. Klein* (UNLV)
- 3-34 **INFLUENCE OF INSTRUCTOR GENDER ON STUDENT RATINGS OF INSTRUCTIONAL QUALITY IN ONLINE EDUCATION**, *Tracy G. Marsh & Regina A. Galer-Uni* (Walden University)
- 3-35 **THE EFFECTS OF RELIGIOUS PRIMING ON PROSOCIAL BEHAVIOR**, *Candace Farley & Courtney Martin* (Whitworth University)
- 3-36 **HIGH PERFORMANCE, LOW INTEREST: AN ALTERNATIVE PERSPECTIVE TO DISIDENTIFICATION THEORY**, *Deryn Maia Dudley* (Claremont Graduate University)
- 3-37 **DO JUST WORLD BELIEFS AND VERDICTS AFFECT RAPE MYTH ACCEPTANCE?**, *Emily E. Uffheil-Somers* (Whitman College)

INVITED PRESENTATION

1:00-2:00 CONDESA II



RISKY DECISION-MAKING: FROM GENES TO CIRCUITS TO ADDICTIONS

Presenter: J. David Jentsch, University of California, Los Angeles

Chair: Kathleen Lustyk, Seattle Pacific University

Synopsis

Why is it that different people, when weighing the potential benefits and risks of engaging in a behavior, come to different decisions? This question is relevant because some people are more likely to accept risks in order to obtain a perceived reward, and this risk proneness in decision making appears to index liability of addictive behaviors. We have studied this phenotype in laboratory animals, probing the genetic and neural circuit basis of risky decision-making. Like humans, rats are capable of real-time decisions about



how much risk to accept to obtain a reward. Optimized decision-making under risk requires a circuit that involves the medial prefrontal and orbital cortex, amygdala and nucleus accumbens. This trait, which is under genetic control in rodents, is a quantitative index of susceptibility to drug abuse-like behaviors. On-going studies are working to identify the causal genes involved because they likely hold the clues to the biology of liability to behavioral addictions.

Biography

Dr. Jentsch received his BA in Behavioral Biology from The Johns Hopkins University (1992) and his PhD in Neurobiology from Yale University (1999). He moved to UCLA in 2001, where he is now a Professor of Psychology and Psychiatry & Biobehavioral Sciences, as well as Associate Director for Research of the UCLA Brain Research Institute. His early work focused on the interactions between glutamate and dopamine neurotransmitters and the role that this interaction plays in the pathogenesis of cognitive impairment in schizophrenia. More recently, he has become interested in the genetic etiology for cognitive dysfunction, as it relates to schizophrenia and externalizing disorders.

PAPER SESSION

1:00-2:00 PENINSULA II



EDUCATIONAL PSYCHOLOGY I

Chair: Robyn Conley Downs

- 1:00 **KNOWLEDGE NEEDED BY PRINCIPALS IN CENTRAL TAIWAN ELEMENTARY SCHOOLS**, *Tsui-Ying Lin, Chih-Hung Wang, Mei-Jy Yang* (National Changhua University of Education), *Stephen Miller* (Western Kentucky University) & *Thomas Simmons* (University of Louisville)
- 1:15 **RELATIONSHIP AMONG AFFECTION, ACADEMIC SELF-EFFICACY, GOAL ORIENTATION, AND META-COGNITIVE SKILL**, *Chih-Hung Wang, Shu-Chuan Chen* (National Changhua University of Education) & *Pai-Shan Lu* (Chao Yang University of Technology)
- 1:30 **TEACHERS' TEACHING MOTIVATION, PROFESSIONAL COMMITMENT AND PROFESSIONAL GROWTH IN TAIWAN**, *Chih-Hung Wang, Tsui-Ying Lin* (National Changhua University of Education) & *Pai-Shan Lu* (Chao Yang University of Technology)
- 1:45 **IMPACT OF DISCRETE TRIAL TRAINING ON INSTRUCTOR TEACHING EFFECTIVENESS**, *Robyn Conley Downs* (Portland State University) & *Andrew M. Downs* (University of Portland)



INVITED SYMPOSIUM

1:30-3:00 CONDESA III



AVANCES RECIENTES EN LA ETNOPSICOLOGIA MEXICANA

RECENT ADVANCES IN MEXICAN ETHNOPSCHOLOGY

This symposium will be presented in Spanish

Chair: Mirta Margarita Flores Galaz, Universidad Autónoma de Yucatán

ETNOPSICOLOGIA MEXICANA: FAMILISMO, ACULTURACIÓN Y FUNCIONAMIENTO FAMILIAR, *Sofía Rivera Aragón, Rolando Díaz Loving, Gerardo Benjamín Tonatiuh Villanueva Orozco, y García Méndez Mirna* (Universidad Nacional Autónoma de México)

El funcionamiento familiar se usa para describir varias características del desarrollo de la familia, como las relaciones entre padres e hijos, la calidad marital, cohesión, y conflicto (Smith, Elliott y Lanch, 2004). Este se relaciona significativamente con la aculturación, planteando que las familias que se involucran en una sociedad dominante mantienen la estructura familiar, interacciones y relaciones de su cultura de origen (Rueschenberg y Buriel, 1989; en Rodríguez, 2000). ¿Y como sucede esto? A través del familismo. Este representa las obligaciones para con la familia, el honor por los mayores y el soporte familiar; los cuales disminuyen los efectos de la aculturación (Sabogal, Otero-Sabogal, Marín, Perez-Stable, 1987). El familismo refleja un valor en un sistema colectivista (Schwartz, 2007) en donde se da prioridad a las metas del grupo (Triandis, 2001). Por lo antes dicho, el objetivo de esta investigación fue encontrar si el funcionamiento familiar se relaciona con el familismo y la aculturación. Se obtuvo una muestra voluntaria de 602 personas, 299 hombres y 303 mujeres entre 18 y 79 años ($\mu=40.9$ años). Se aplicó el ARSMA-II (Cuellar, Arnold y Maldonado, 1995), la Escala de Familismo (Lugo y Contreras, 2003) y la escala de funcionamiento familiar (Palomar Lever, 1998). Los resultados indican que existe relación entre el funcionamiento familiar, el familismo y la aculturación. Los datos se discuten en términos de una transición en las premisas que subyacen a la familia, donde la cultura sigue perpetuando una serie de premisas

asociadas a culturas tradicionales y colectivistas propias de la etnopsicología mexicana (Díaz Guerrero, 2007). 1 Proyecto PAPIIT IN304209-3

CULTURA DE GÉNERO Y SEXISMO: UNA APROXIMACION ETNOPSICOLÓGICA, *Tania Esmeralda Rocha Sánchez* (Universidad Nacional Autónoma de México)

Dada la dialéctica que existe entre la cultura y el individuo en la conformación de una identidad, la cultura de género se refiere al conjunto de contenidos que existen en un grupo cultural específico sobre lo que deben ser y hacer hombres y mujeres, el tipo de rasgos que deben poseer e incluso la manera en la que se estructuran las relaciones entre los sexos, aspectos que en conjunto son internalizados para dar pauta a una identidad



de género. Esta cultura influye en todas las áreas de la vida humana y es transmitida a través de un arduo proceso de socialización. Hace más de cinco décadas, el Dr. Rogelio Díaz Guerrero señaló las premisas fundamentales en torno a la psicología del mexicano, dentro de las cuales destacaban básicamente dos: la abnegación y rol pasivo de las mujeres y el rol activo y dominante de los hombres. Sin embargo, durante sus investigaciones se hizo evidente que con el paso de los años existía un decremento notable en este tipo de creencias, de manera que parece existir una transformación social y cultural importante que ha llevado a una transición en el tipo de premisas que configuran la ideología sexista en nuestra sociedad. Con el fin de observar cómo han cambiado las premisas sobre las que se fundamentan las diferencias entre hombres y mujeres y la manera en la que han impactado en el comportamiento de ambos géneros, el presente trabajo tuvo como objetivo indagar el tipo de estereotipos y actitudes vinculadas con los roles de género que actualmente poseen hombres y mujeres en el contexto de la cultura mexicana, tomando como marco de referencia el trabajo realizado por Díaz-Guerrero (1974). Este estudio se realizó con 1668 hombres y mujeres de la ciudad de México ($X=35$ años de edad, $DE=10.49$). Se aplicaron dos escalas previamente validadas en población mexicana; la escala de estereotipos de género (EG) y la escala de actitudes hacia el rol de género (EARG) ambas pertenecientes al inventario multifactorial de género (Rocha, 2004). De manera general los resultados hacen evidente la transición que existe tanto en hombres como en mujeres en cuanto al decremento en la aceptación de creencias sexistas, empero siguen manifestándose patrones actitudinales diferenciales para ambos géneros, lo cual deja entrever la prevalencia de un proceso de socialización y endoculturación sexista.

ASERTIVIDAD EN NIÑOS, SU MEDICION Y CORRELATOS: UNA APOR-TACION A LA ETNOPSICOLOGIA MEXICANA, *Mirta Margarita Flores Galaz* (Universidad Autónoma de Yucatán) y *Rolando Díaz-Loving* (Universidad Nacional Autónoma de México)

La asertividad es la habilidad social para expresar lo que se piensa, lo que se siente, lo que se quiere. Incluye también poder decir “no”, expresar desacuerdos, hacer y recibir críticas, defender los derechos propios de manera adecuada respetándose a sí mismo y respetando el derecho de los otros (Flores, 2007, Flores y Díaz-Loving, 2004). El desarrollo de la asertividad, es un proceso continuo que se da durante toda la vida y que inicia a temprana edad a partir de las primeras relaciones que se tienen con los padres o cuidadores (Santrock, 2006). Desde el modelo propuesto por Flores y Díaz-Loving (2002) existen tres contextos ambientales para su aprendizaje. Primero, el contexto familiar, reconociendo que la familia es el mayor agente de socialización y constituye para el niño el primer ambiente significativo. Segundo, el contexto escolar, reconociendo que cuando un niño entra a la escuela amplía dramáticamente su mundo social con nuevas posibilidades de relación con adultos y con otros niños. Y tercero, el grupo de pares, que le permitirá aprender las normas sociales (Arón y Milicic, 1992). En este trabajo se presentan diversos estudios realizados para elaborar la Escala Multidimensional para Niños (EMAN) (Flores y Díaz-Loving, en prensa), así como también para explorar su relación con diversas variables tales como la autoestima y el autoconcepto, los estilos de apego, los estilos de enfrentamiento y el locus de control en 3080 niños de Yucatán, Puebla, Tampico y la Ciudad de México. Los hallazgos se discuten desde la etnopsicología mexicana.



EL ENFRENTAMIENTO A LOS PROBLEMAS DESDE UNA PERSPECTIVA ETNOPSICOLÓGICA, *Elías Alfonso Góngora Coronado* (Universidad Autónoma de Yucatán)

En el estudio del enfrentamiento al estrés y a los problemas de la vida en general se ha ido probando cada vez más que para su mayor comprensión, debe estudiarse con una visión integral (Aldwin, 2007; Folkman y Moskowitz, 2004), que incluya tanto las características del yo con todo lo que supone la personalidad, como las del ambiente social y cultural (Díaz Guerrero, 2003; Lazarus, 2006). La línea de este trabajo se da en el contexto de la cultura mexicana, tratando de llegar a la raíz misma de este concepto y partiendo de la cultura en la cual se presenta, lo cual es la esencia de la etnopsicología (Díaz Guerrero, 1994). En él se pretende aportar información acerca de la psicología del mexicano y se hace énfasis en la Etnopsicometría (Reyes Lagunes, 1996). Aunque se han realizado diversos estudios el inicial fue con 1398 hombres y mujeres de nivel socioeconómico bajo-alto y medio (795 de Mérida la capital y 603 de cinco municipios del interior del Estado). A partir de la técnica de redes semánticas naturales modificadas (Reyes Lagunes, 1993) se elaboró un instrumento de naturaleza multidimensional y multisituacional, que consta de seis situaciones problema: vida (situación general: rasgo), salud, familiares, pareja, amigos y escuela o trabajo (situaciones más específicas: estado), con 18 reactivos cada una, y un total de 108. (Reyes Lagunes y Góngora Coronado, 1998). Los análisis estadísticos permitieron identificar los factores: Directo-Revalorativo; Directo; Revalorativo; Emocional-negativo; Evasivo; Emocional-evasivo y llevaron a señalar la predominancia del enfrentamiento Directo-Revalorativo.

STATISTICS WORKSHOP 1

2:15 – 4:15 CONDESA IA



TESTING MODERATION HYPOTHESES USING STRUCTURAL EQUATION MODELING (SEM) TECHNIQUES

Presenter: Jodie Ullman, CSU San Bernardino

Chair: Dale E. Berger, Claremont Graduate University

Synopsis

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

In this workshop we begin by exploring interactions using measured and latent variables in standard single group structural equation models. After a fairly brief exploration of



these models we will turn to multiple group SEM models and look at a variety of types of moderation/interaction hypotheses. Examples using a variety of structural equation modeling software packages will be provided including EQS, AMOS, and MPlus.

Biography

Jodie Ullman is a Professor in the Department of Psychology at California State University, San Bernardino. She earned her Ph.D. in 1997 in measurement and psychometrics (quantitative psychology) from UCLA. Her primary research interests are in applied multivariate statistics with a particular emphasis on structural equation modeling and multilevel modeling. Her substantive research examines substance use and risky sex behavior across the lifespan. She is a Fellow in WPA and in addition to coordinating the Statistics Workshops at the WPA Conventions she also serves as the WPA Secretary/Treasurer.

PAPER SESSION

2:15-3:00 PENINSULA II



CO-RUMINATION

Chair: Tanya L. Tompkins

- 2:15 **THE EFFECTS OF CO-RUMINATION, GENDER AND MOOD ON STRESS,**
Anthony Thomas Holguin, Dong T. H. Nguyen, Andrew Chang, Megumi Hosoda & Cheryl Chancellor-Freeland (San Jose State University)
- 2:30 **CO-RUMINATION AND NEGATIVE INFERENTIAL STYLE ARE A VICIOUS COMBINATION,**
Ashlee Hockett, Nadia Abraibesh & Tanya L. Tompkins (Linfield College)
- 2:45 **A CROSS-CULTURAL LOOK AT CO-RUMINATION,**
Nadia Abraibesh, Ashlee Hockett & Tanya L. Tompkins (Linfield College)

SYMPOSIUM

2:45-4:15 PENINSULA I



EXAMINING INDIVIDUAL, FAMILY AND PEER FACTORS ASSOCIATED WITH DATING VIOLENCE

Chair: Audrey Hokoda, San Diego State University

Synopsis

Dating violence is a prevalent and serious public health problem among teens and young adults. Four studies will be presented that examine risk and protective factors associated



with dating violence, and that examine the mechanisms of influence between individual, family and peer factors associated with dating violence. The first study was conducted in Monterrey, Mexico and adds to the literature as little is known about the prevalence of teen dating violence and its correlates in Mexican adolescents. Furthermore, there are few comprehensive studies assessing risk and protective factors associated with teen dating violence across multiple social and environmental settings. Therefore, this study examined risk and protective factors within the individual (i.e., acceptance of violence, anger control, empathy), family (i.e., exposure to family conflict, parental monitoring, authoritative and authoritarian parenting, sibling abuse), and peer group (i.e., peer norms, peer delinquency) in relation to dating violence in Mexican adolescents. The results found that anger control, parental monitoring, and peer norms were 3 variables that uniquely contributed to the variance in perpetration of dating violence. The results of the next three studies expand on the interrelationships between individual, family and peer factors in relation to dating violence and its effects. For example, the second study, conducted in San Diego County, explored family predictors of perpetration of physical and emotional dating violence by female college students. Analyses revealed that perpetration of physical dating violence related to mother corporal punishment, father corporal punishment, and perpetration of sibling violence, whereas, perpetration of emotional dating violence was related to childhood physical neglect trauma, mother authoritarian parenting, and mother verbal hostility. Study 3 examined victimization of dating violence, and examined its relation to sibling abuse and depression. Path analyses revealed that sibling abuse has an indirect effect on dating violence victimization via depressive symptoms. Thus, the study expands on the previous work by examining victimization of dating violence, and identifies a mechanism by which sibling abuse relates to victimization. A fourth study investigates an individual cognitive style as a possible mediator explaining the relation between victimization of dating violence and depression. The study reports that helpless attributions partially mediate the relationship between dating violence victimization and depression for female college students but not for male college students. Implications from these 4 studies' results for future research directions and interventions addressing dating violence and its effects will be discussed. A final presentation will describe the curriculum and evaluation of a school-based primary prevention program for dating violence that is guided by some of this research and which is currently being implemented in high schools in San Diego County.

Presenters

LINKING SIBLING ABUSE, DEPRESSION, AND VICTIMIZATION OF DATING VIOLENCE: A PATHWAY ANALYSIS, *Miguel A. Martín Del Campo, Libni Lopez, Emilio Ulloa & Audrey Hokoda* (San Diego State University)

EXAMINING HELPLESS ATTRIBUTIONS, DATING VIOLENCE VICTIMIZATION, AND DEPRESSION: A MEDIATION, *Jennifer M. Gomez, Daniela Braga, Audrey Hokoda & Emilio C. Ulloa* (San Diego State University)

DESCRIPTION OF A RESEARCH-BASED PREVENTION PROGRAM FOR TEEN DATING VIOLENCE, *Libni N. Lopez, Miriam Morales, Audrey Hokoda & Emilio Ulloa* (San Diego State University)

PREDICTORS FOR TEEN RELATIONSHIP VIOLENCE IN FEMALES, *Vanessa B. Watts, Amelia R. Weldon, Audrey Hokoda & Emilio Ulloa* (San Diego State University)



DATING VIOLENCE IN MEXICAN ADOLESCENTS: INDIVIDUAL, FAMILY AND PEER INFLUENCES, *Audrey Hokoda, Emilio Ulloa, Manuel Angeles* (San Diego State University) & *Marina Duque Mora* (Universidad Autónoma de Nuevo León)

Discussant

Audrey Hokoda

INVITED SYMPOSIUM

3:15-4:45 CONDESA III



CONSTRUYENDO PUENTES: THE VALUE OF RESEARCH AND TEACHING COLLABORATIONS BETWEEN MEXICAN AND U.S. SCHOLARS

Chairs: Daniel L. DeNeui, Southern Oregon University

& *Leticia Chacón Gutiérrez, Universidad de Guanajuato, Campus León*

Synopsis

In a 2006 presentation on the benefits of international collaborations, Jacqueline Goodnow proposed that international collaborations frequently “have the power to shake assumptions about what is apparently well established or seen as normal when a single culture is the context.” This symposium details various collaborative efforts between Mexican and U.S. scholars and explores their ability to challenge our existing assumptions. Participants will outline both research and curricular exchanges and discuss the unique outcomes, benefits and challenges of these endeavors. Following the presentations, participants will be available for discussion and questions about their respective projects.

Presenters:

THE BENEFITS AND CHALLENGES OF INTERNATIONAL COLLABORATIONS,

Daniel DeNeui (Southern Oregon University)

40 YEARS OF ACADEMIC EXCHANGE – UNIVERSIDAD DE GUANAJUATO & SOUTHERN OREGON UNIVERSITY, *Leticia Chacón Gutiérrez* (Universidad de Guanajuato)

UNIVERSITY OF GUANAJUATO - HARVARD UNIVERSITY ACADEMIC EXCHANGE, *Sergio Márquez Gamíño* (Universidad de Guanajuato)

BIOMAGNETISM, A UNIVERSITY OF GUANAJUATO AND VANDERBILT UNIVERSITY RESEARCH EXPERIENCE, *José María de la Roca Chiapas* (Universidad de Guanajuato)

THURSDAY



PAPER SESSION

3:15-4:00 PENINSULA II



CLINICAL PSYCHOLOGY 2 AND COUNSELING

Chair: Robyn Brammer

- 3:15 **SPIRITUALLY PRESENT COUNSELING**, *Robyn Brammer* (Central Washington University)
- 3:30 **REALTIME MONITORING OF TREATMENT PLAN FIDELITY WITH PSYCHIATRIC RESIDENTIAL POPULATIONS**, *Kathleen L. Kinzie & James Brown* (ColumbiaCare Services)
- 3:45 **RECONCEPTUALIZING BODY DYSMORPHIC DISORDER: CUTTING THE GORDIAN KNOT WITH ACCEPTANCE**, *Glenn Callaghan* (San Jose State University), *William C. Follette* (University of Nevada, Reno), *Jennifer A. Gregg*, *Julissa A. Duenas*, *Kristina R. Anderson*, *Jasalyne S. Northcross*, *Lily Wong & Sarah E. Nadeau* (San Jose State University)

STP INVITED SYMPOSIUM

4:30-6:00 CONDESA IA



THE LAST LECTURE

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

Synopsis

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

Presenters

LESSONS I LEARNED: THE HARD WAY, *Ron Riggio* (Claremont McKenna College)

HOW MY RESEARCH ENHANCES MY TEACHING: CHALLENGE, CHOICE, AND CURIOSITY, *Adele Eskeles Gottfried* (California State University, Northridge)

THE ACCIDENTAL SOCIAL PSYCHOLOGIST, *Anne Dwan* (California State University, Bakersfield)



Biographies

Ronald E. Riggio, Ph.D. is the Henry R. Kravis Professor of Leadership and Organizational Psychology and Director of the Kravis Leadership Institute at Claremont McKenna College. Professor Riggio is the author of over 100 books, book chapters, and research articles in the areas of leadership, assessment centers, organizational psychology and social psychology. His most recent books are *The Art of Followership and The Practice of Leadership*, Jossey-Bass, 2008, 2007), *Applications of Nonverbal Behavior* (co-edited with Robert S. Feldman; Erlbaum, 2005), and *Transformational Leadership* (2nd ed.), coauthored with Bernard M. Bass (Erlbaum, 2006). He is the past President of the Western Psychological Association.

Adele Eskeles Gottfried is Professor, Department of Educational Psychology, California State University, Northridge; Fellow of the Center for Teaching and Learning, CSUN; and a core member of the faculty of the Ed.D. Program in Leadership, CSUN. She has been the recipient of numerous awards, honors, and distinctions including: Outstanding Faculty Award, CSUN; Research Fellow, CSUN; Fellow of WPA, APA, APS, and AERA; and MENSA Award for Excellence in Research for longitudinal research on gifted children's academic intrinsic motivation. She is the author of the *Children's Academic Intrinsic Motivation Inventory* (Psychological Assessment Resources), co-author of the book *Academic Motivation and the Culture of School in Childhood and Adolescence* (Oxford, 2008) and has published numerous books, chapters, and articles. She serves on the editorial boards of several scientific journals, including *The Journal of Educational Psychology*, and *Parenting: Science and Practice*. Her research on academic intrinsic motivation, and maternal employment and children's development has received national as well as international recognition.

Anne Duran is an Assistant Professor at California State University, Bakersfield. She is a social psychologist, and her primary research focus is on prejudice and discrimination. Her courses include Social Psychology, Introduction to Psychology, and Interpersonal and Group Process Skills.

THURSDAY



SYMPOSIUM

4:30-6:00 PENINSULA I



THE INTEGRATION OF SPIRITUALITY AND PSYCHOTHERAPY WITH DIVERSE POPULATIONS

Chair: Marcel Soriano, California State University, Los Angeles

Synopsis

This symposium examines the integration of spirituality in psychotherapy with clients from diverse cultural backgrounds and in diverse settings. The first two presentations will discuss the importance of spirituality and religion in working with Latinos, African Americans, and Asian Americans. The third and fourth presentations will discuss application of spirituality in psychotherapy at a university setting and in the public school settings. Socio-cultural and ethical issues relating to spirituality will be discussed along with the application and precautions in integrating spirituality with psychological healing. Case examples from the presenters' clinical work will be used to highlight the issues.

Presenters

SPIRITUALITY AND PSYCHOLOGICAL HEALING: APPLICATION WITH LATINOS AND AFRICAN AMERICANS, *Marcel Soriano* (CSU Los Angeles)

SPIRITUALITY IN PSYCHOTHERAPY WITH ASIAN AMERICAN CLIENTS: APPLICATIONS AND PITFALLS, *George K. Hong* (CSU Los Angeles)

SPIRITUALITY AND PSYCHOTHERAPY IN A CHRISTIAN UNIVERSITY-AFFILIATED COMMUNITY COUNSELING CENTER, *Stephen Cheung* (Azusa Pacific University)

ADDRESSING ISSUES OF SPIRITUALITY AND RELIGION IN PUBLIC SCHOOL SETTINGS, *Audrey Ham* (CSU Los Angeles)



WPA RECEPTION AND SOCIAL HOUR

6:00-7:00 UPPER POOL DECK



*Welcome to WPA in Cancun. Take this opportunity to meet
with your friends, colleagues, professors, and
students at this informal reception.*





THURSDAY

SOCIETY FOR THE TEACHING OF PSYCHOLOGY (STP) INVITED PRESENTATION

8:00 P.M. CONDESA II



OPERATION ARIES! USING THE PRINCIPLES OF SERIOUS GAMES AND THE SCIENCE OF LEARNING TO TEACH SCIENTIFIC THINKING

*Presenter: Diane Halpern, Claremont McKenna College
With Art Graesser, University of Memphis; Keith Millis, Northern Illinois University,
and the Talented Humans and Avatars from Team Aries*

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

Synopsis

In this presentation, Diane will demonstrate a computer game that was designed to promote scientific thinking. Operation ARIES! will have students Acquiring Research Investigative and Evaluative Skills as they learn from avatars and battle with the alien Fuaths to save the Earth.

Biography

Diane Halpern is Professor of Psychology at Claremont McKenna College. Diane has won many awards for her teaching and research, including the Outstanding Professor Award from the Western Psychological Association, the American Psychological Foundation Award for Distinguished Teaching, the Distinguished Career Award for Contributions to Education given by the American Psychological Association, the Silver Medal Award from the Council for the Advancement and Support of Education (CASE), and the California State University's State-Wide Outstanding Professor Award. Diane was president of the American Psychological Association in 2004 and is a past president of the Society for Teaching of Psychology and the Society for General Psychology. She has authored and coauthored many books. Her recent books include *Thought and Knowledge: An Introduction to Critical Thinking*, *Sex Differences in Cognitive Abilities*, and *Women at the Top: Powerful Leaders Tell Us How to Combine Work and Family*. She recently joined Mike Gazzaniga and Todd Heatherton as the third author of the third edition of the introduction to psychology textbook Psychological Science. She chaired the National Conference on Undergraduate Education in Psychology and has recently edited *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline*.



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*Approved by the Washington State Psychological Association as meeting the criteria for 7 total hours of Psychologist Continuing Education Credit. The Washington State Psychological Association (WSPA) is approved by the American Psychological Association to sponsor continuing education for psychologists. WSPA maintains responsibility for this program and its content. Workshops offered by WSPA are recognized continuing education activities under the rules adopted by the Washington State Examining Board of Psychology and the Licensed Counselors Advisory Committee.



FRIDAY

WPA FILM FESTIVAL

FRIDAY, 8:00 A.M. – 4:15 P.M. PENINSULA IV



Time	Name of Film	Running Time (in minutes)
FOOD ISSUES		
8:00 a.m.	What's on Your Plate?	76
DEVELOPMENTAL PSYCHOLOGY: CHILDREN		
9:15	Toddlers: Social & Emotional Development	26
9:45	Toddlers: Cognitive Development	24
10:15	My First Day at School	45
AUTISM		
11:00	Children of the Stars	49
BRAIN & COGNITION		
12:00 p.m.	The Hidden Face of Fear	53
1:00	The Brain That Changes Itself: The Plasticity of the Brain	44
1:45	Mind in Motion	52
2:45	In Search of Memory	95



PT@CC BREAKFAST

8:00 - 9:15 MARIA MERCEDES/BEATRIZ



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 Deborah Beidel at 9:30.*

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





POSTER SESSION 4

8:30-10:00 EXHIBIT HALL



PSI CHI SESSION

- 4-1 **THE BEHAVIORAL ASSESSMENT AND RESEARCH SYSTEM (BARS) CONVERGENT VALIDITY INVESTIGATION**, *Emily Morales Mall, Kristin Marie Oosterkamp, Gabriel Pimentel, Marcie T. Ryan, Erica Robison-Garcia, Joseph Alonzo & Dawn L. Strongin* (California State University, Stanislaus)
- 4-2 **INTEROCULAR TRANSFER OF THE EXPANSION MOTION AFTEREFFECT**, *Emily Morales Mall, Gina Belerique & Holly Martin* (California State University, Stanislaus)
- 4-3 **THE IRONY OF HARMONY REVISITED: INTERGROUP CONTACT, INEQUALITY, AND ACTION**, *Brad M. Weisz, Acacia Schmidt, Jeff B. Bryson* (San Diego State University), *Tamar Saguy* (Interdisciplinary Research Center, Herzliya, Israel) & *Nicole Tausch* (Cardiff University, Wales)
- 4-4 **EMOTIONAL AND BEHAVIORAL RESPONSES OF BILINGUAL INDIVIDUALS TO TABOO WORDS**, *Travis L. Simcox, Salif Mahamane, Maura Plotti, Eric Romero & Julia Grinstein* (New Mexico Highlands University)
- 4-5 **EFFECT OF ETHNIC AWARENESS ON JOB ASSOCIATION**, *Fabienne O. Leaf, Jessica D. R. Cerda, Lyneda P. Dea, Marlin El C. Fondevilla, Allison T. Muscosvi, Charlene K. Bainum & Christian M. D. von Pöhl* (Pacific Union College)
- 4-6 **EFFECTS OF DOPAMINE ON COGNITIVE EFFICIENCY: A PHARMACOLOGICAL FMRI STUDY**, *Alexandra B. Carstensen, Deanna L. Wallace, Asako Miyakawa, Emi M. Nomura, Jason Vytlačil, David Fegen & Mark D'Esposito* (University of California, Berkeley)
- 4-7 **RELATEDNESS AND ALTRUISM AMONG KIN IN BIOLOGICAL AND NON-BIOLOGICAL CONTEXTS**, *Christian M. D. von Pöhl* (Pacific Union College), *Nancy L. Segal, William D. Marelich & Aaron T. Goetz* (California State University, Fullerton)
- 4-8 **ACADEMIC ENTITLEMENT PLUS TEACHING TO THE TEST: RECIPE FOR IGNORANCE**, *Dylan A. Keenberg, Barbara A. Drescher, Zach Reed-Fier & Andrea Rashtian* (California State University, Northridge)
- 4-9 **THE CREATIVITY IN THE ARTS SCALE: TEST MANUAL**, *Steve J. Elkins, Christa L. Taylor, Ken Shultz & James C. Kaufman* (CSU San Bernardino)
- 4-10 **NEWBORN SPEECH PERCEPTION MAY BE ENHANCED BY HAVING YOUNG SIBLINGS**, *Tian Zhao, Christine Moon* (Pacific Lutheran University), *Hugo Lagercrantz* (Karolinska Institute, Sweden) & *Patricia K. Kuhl* (University of Washington)
- 4-11 **STRESS REACTIVITY AND ACADEMIC OUTCOME**, *Webster Lincoln, Anthony Holguin, Megumi Hosoda & Cheryl Chancellor-Freeland* (San Jose State University)
- 4-12 **ETHNIC/RACIAL DISCRIMINATION AMONG DIVERSE COLLEGE STUDENTS IN TWO GEOGRAPHICAL CONTEXTS**, *Priscilla Miranda, Bao Quoc Ho, Linda Juang* (San Francisco State University) & *Moin Syed* (University of Minnesota)
- 4-13 **POST-INJURY ENVIRONMENT AND RECOVERY FROM MEDIAL FRONTAL CORTEX LESION**, *Alyssa N. Zemanek, Jennifer Keating, Kirsten Neeck, Elizabeth Fraser & Jeffrey Smith* (University of Portland)



- 4-14 **EARLY MALADAPTIVE SCHEMAS AS PREDICTORS OF AGGRESSIVE DRIVING**, *Shari J. Fife, Jessica E. Waite & Michael R. Lewin* (California State University, San Bernardino)
- 4-15 **RELATIONSHIP BETWEEN PARENTING, ACCULTURATION AND NEGATIVE EATING ATTITUDES IN LATINAS**, *Karina C. Villanueva, Stacey Cardoz & Michael R. Lewin* (California State University, San Bernardino)
- 4-16 **IMPULSIVENESS IMPAIRS AND AROUSAL ASSISTS PERFORMANCE ON THE GAME OF DICE TASK**, *Allison M. Sweeney, Noah Freed & Erik Nilsen* (Lewis & Clark College)
- 4-17 **THE EFFECT OF PERSONALITY ON PHILOSOPHIC DISPOSITION**, *Daniel A. Briley, Steven V. Rouse & Cindy L. Miller-Perrin* (Pepperdine University)
- 4-18 **EFFECTS OF RELIGIOSITY AND FORGIVENESS: DECISIONS WITHIN A JURY SETTING**, *Alexa F. Steele, Cindy Miller-Perrin & Khanh Bui* (Pepperdine University)
- 4-19 **ETHNICITY, CLASS, AND THE CONSEQUENCES OF ACADEMIC HELP**, *Acacia Schmidt, Ashley Green & Jeff B. Bryson* (San Diego State University)
- 4-20 **WHAT WE SHOULD AND SHOULDN'T BE: GENDER AND PRESCRIPTIVE TRAITS**, *Ashley Green, Chelsea Price & Jeff B. Bryson* (San Diego State University)
- 4-21 **THE INFLUENCE OF RACE AND THE NATURE OF THE CRIME ON THE VERDICT OF AMBIGUOUS CASES**, *Webster Lincoln, Caitlin Stottrup & Arlene Asuncion* (San Jose State University)
- 4-22 **INFIDELITY: AN EXAMINATION OF BELIEFS AND PRACTICES ACROSS COHORTS**, *Karina C. Villanueva & Kelly Campbell* (California State University, San Bernardino)
- 4-23 **DISCRIMINATION AND PSYCHOLOGICAL DISTRESS IN AFRICAN AMERICAN COLLEGE STUDENTS**, *Tierra Patterson & Michael Lewin* (California State University, San Bernardino)
- 4-24 **INTERRACIAL ROMANTIC RELATIONSHIPS: MEASURED SUPPORT AND EMPATHIC RESPONSIVENESS**, *Rodé F. Cramer & Shari Kuchenbecker* (Chapman University)
- 4-25 **COMMUNICATING THROUGH TECHNOLOGY: FOLLOWING THE 2009 IRANIAN PROTESTS**, *Timothy C. Lisk, Joshua A. Lewandowski & Shannon Oz* (Claremont Graduate University)
- 4-26 **A TRANSDISCIPLINARY APPROACH TO VIRTUAL TEAMS**, *Joshua A. Lewandowski & Timothy C. Lisk* (Claremont Graduate University)
- 4-27 **CONFIDENCE GROWS FASTER THAN IT SHRINKS: ASSESSMENTS MADE UNDER UNCERTAINTY**, *Matthew J. Newton & Barbara A. Drescher* (CSU Northridge)
- 4-28 **MEDIATORS OF CHILD PSYCHOLOGICAL MALTREATMENT: THE ROLE OF COPING STRATEGIES, FAMILY FUNCTIONING, AND SOCIAL SUPPORT**, *Rachel E. Shipp & Cindy Miller-Perrin* (Pepperdine University)
- 4-29 **THE EFFECTS OF CHILDHOOD RESPONSIBILITY ON LATER DEVELOPMENT**, *Stephanie K. Van Stralen & Barbara McDonald* (San Diego State University)
- 4-30 **IDENTIFICATION AND NUTRITION ATTITUDES IN A LOW-SOCIOECONOMIC STATUS POPULATION**, *Johanna E. Barry & Emily Chan* (The Colorado College)
- 4-31 **PRESIDENT OBAMA AS A PRIMING STIMULUS IN DECREASING PREJUDICE**, *Sarah Skarvold & Carolyn G. Peterson* (Whitworth University)



- 4-32 **OPTIMISM AND PERSONAL GROWTH INITIATIVE IN ABUSED AND NON-ABUSED WOMEN**, *Emily E. McGrady-Beach & Amanda E. Tufis* (Whitworth University)
- 4-33 **UNIVERSITY STUDENTS' GENDER DIFFERENCES OF SYMPATHY TOWARD ILLEGAL IMMIGRANTS**, *Michelle A. Alfaro* (University of La Verne)
- 4-34 **SOURCES OF MEDIA EXPOSURE AND THEIR EFFECTS ON ALTRUISM**, *Corey S. Brown* (University of California, Berkeley)
- 4-35 **EFFECTS OF ACUTE AND CHRONIC TRAUMA ON DAILY SPIRITUAL EXPERIENCES**, *Amy Lynde* (Whitworth University)
- 4-36 **PERCEIVED CHALLENGES ACROSS SES, ETHNIC DIFFERENCES, AND GENDER AMONG STUDENTS**, *Chelsea Corgan* (University of La Verne)
- 4-37 **STUDENTS' PERCEPTIONS OF ACADEMIC-SOCIAL ROLE CONFLICT**, *Suzanne B. Johnson* (Scripps College)
- 4-38 **DEPRESSION, ANXIETY, AND DIURNAL BLOOD PRESSURE IN MIDDLE AGED MEXICAN-AMERICAN WOMEN**, *Carlos A. Quintero* (San Diego State University)
- 4-40 **USING REFUTATIONAL READING TO ENHANCE CONCEPTUAL CHANGE**, *Sidney Bennett* (University of San Diego)
- 4-41 **DEVELOPMENT OF AN ORGANIZATIONAL PASSIVE-AGGRESSIVE CONSTRUCT**, *Jasmin Thomson* (Alliant International University)
- 4-42 **FACTORS AFFECTING TEENS' ATTITUDES TOWARDS THEIR PREGNANT PEERS**, *Jennie M. Kuckertz & Kristen M. McCabe* (University of San Diego)
- 4-43 **ASSESSING AVOIDANCE BEHAVIOR IN OCD USING THE APPROACH AVOIDANCE TASK**, *Dorothy Porter* (San Diego State University), *Jennie Kuckertz* (University of San Diego), *Anastacia Tobin* (San Diego State University), *Sadia Najmi & Nader Amir* (San Diego State University/University of San Diego)

INVITED SYMPOSIUM

8:30-10:00 CONDESA 1B



CONCEPTUAL, METHODOLOGICAL, AND EMPIRICAL ADVANCES IN MEXICAN ETHNOPSCHOLOGY

Chair: Steven Lopez, University of Southern California

Synopsis

In this symposium, the authors present conceptual, methodological, and empirical development in the study of culture and personality within Mexico. These contemporary scholars build on and extend the conceptual and empirical foundations of Mexican Ethnopschoology which was founded by Rogelio Diaz-Guerrero.



CULTURE AND PERSONALITY: ANNOTATIONS FROM MEXICAN ETHNOPSYCHOLOGY, Rolando Díaz-Loving (National Autonomous University of Mexico)

Research on DNA sequences in humans has been labored as one of the most important scientific breakthroughs. Among other things, we now know that the human race shares 99.9% of its genetic makeup. Given such remarkable stability, one could ask where do all the differences and variability in human behavior and attributes come from. One possible inroad would be to recognize the genetic potential for language and with it the possibility to generate, transmit and modify culture. From this perspective, the controversy over universal or idiosyncratic characteristics can be empirically resolved. The answer lies in conducting internally valid research on specific themes in a variety of ecosystems and culturally diverse settings. Specifically, dealing with personality, we will present Mexican ethnopyschological research on apparently universal constructs like masculinity-femininity, achievement orientation, locus of control and self concept, and the idiosyncratic manifestations they present in Mexican populations.

TWO THEORETICAL APPROACHES FOR THE STUDY OF BELIEFS: SOCIAL AXIOMS (ETIC) AND HISTORIC- SOCIO-CULTURAL PREMISES (EMIC), Alejandra Domínguez Espinosa & Karem Cherem (Universidad Iberoamericana)

The newly developed social axioms survey provides a tool for assessing one's belief about how the world functions. These general beliefs are developed through long-term socialization processes, especially occurring within one's family origin (Hui-Wai Lai, Bond, & Heung-Hung Hui, 2007). Social beliefs are generalized expectancies of outcomes in the social world, guiding our social behaviors in light of these expected consequences. These beliefs will guide behaviors whose consequences will in turn affect the individual self-system. Our social beliefs can affect our social experience, we generally perceive, act and interact according to our social expectations, thereby in part generating our own social realities through the social beliefs that we hold (Hui-Wai Lai et al., 2007). The proposal of Harris Bond is solid, either way there is an author named Díaz-Guerrero who studied the influence of the culture in the Mexican context based on a cultural approach on attitudes that are socialized through fairytales. One of the principle postulates of Díaz-Guerrero is that sayings are based on the values and norms which tell us about the believing and learning of the persons. This author named his theoretical proposal as Historic-Socio-Cultural Premises (PHSC), which has proved to be a systematic and valid measure of cultural norms, values and social beliefs for the Mexican context (García-Campos, 2008). Both approaches involve the systematic study of social beliefs, but each one focuses on ETIC or EMIC aspects, therefore the objective of the present paper is to explore compatibilities or discrepancies between the proposed theories. The no-probabilistic sample was constituted of 150 participants from Mexico City, age range 20 to 50 years old, 72% women, 58% Catholic, 61% full time students. The results show significant correlations between Reward for Application and Social Cynicism (SA) with almost all the dimensions from PHSC. The results are discussed based on the ETIC and EMIC principles.



ETHNOPSYCHOMETRY DEVELOPMENT AND VALIDATION OF CULTURALLY RELEVANT MEASURES, *Isabel Reyes Lagunes* (National Autonomous University of Mexico)

Despite the widespread agreement towards the important role of culture in psychological measurement, surveillance efforts have been few. Starting from Kluckhohn Clyde's (1954) idea that "Culture is to society what memory is to individuals" as well as our definition of measuring instrument "standardized experimental situation in which we obtain a representative sample of behaviors which reflect the characteristic, attribute, we want to measure" (Reyes Lagunes, 1993) we have developed proposals for a mixed methodology (qualitative and quantitative) that enable us to guarantee that psychological tests assesses various psychological attributes in a culturally relevant way. We will present both the developed techniques (e.g. modified natural semantic networks) as well as examples of different scales (e.g., Masculinity-Femininity, Locus of Control, Achievement Orientation, Coping Styles, Individualism-Collectivism) that have proven their effectiveness together with guidelines proposed for psychometric validation.

NORMS AND BELIEFS REGULATING CONTEMPORARY MEXICAN UNIVERSITY STUDENTS, *Cinthia Cruz del Castillo* (Universidad Iberoamericana) & *Rolando Díaz-Loving* (Universidad Nacional Autónoma de México)

This research presents a demonstration of the effect of the passage of time upon the norms and beliefs that regulate present generations; it is based upon Díaz-Guerrero's work spanning several decades (see Díaz-Guerrero 2003), the underlying concept of which is that culture not only influences behavior but causes changes in modes of behavior as it evolves over time. Norms and beliefs can be distinguished in all cultures: norms being defined as rules and social expectations on the basis of which a group regulates the conduct of its members, and beliefs as pieces of information that are obtained via the life experiences of individuals (Morales, Moya, Gaviria & Cuadrado, 2007). An initial study was carried out with two focus groups of students who responded to the Scale of 123 Historic-Sociocultural Premises developed by Díaz-Guerrero (1997); the participants discussed which of the premises they regarded as still valid and in turn added other norms and beliefs that at the present time regulated their daily lives. On the basis of this study a revised scale of 106 items was created with a Likert-type format of five response options and was responded to by a group of 617 students. The results were grouped into seven general dimensions of norms and beliefs, entitled homophobia, traditionalism, cloning, abortion, openness to change, consumption of drugs and sexual openness. The data lead us to the general assertion, in harmony with Ross and Nisbett (1991), that culture is not a stable entity but a system in tension involving contradictory norms that are the product of adaptations to past conditions and present challenges.



FRIDAY

STATISTICS WORKSHOP 2

8:30-10:30 CONDESA IA



STRUCTURAL EQUATION MODELING APPROACH TO CLASSICAL RELIABILITY THEORY AND GUTTMAN SCALING

Presenter: Peter M. Bentler, UCLA

Chair: Jodie B. Ullman, California State University, San Bernardino

Synopsis

This workshop will overview reliability coefficients based on structural equation modeling, including coefficient alpha, a coefficient based on the assumption of unidimensionality of variables/items, a coefficient based on any structural model for variables, and two greatest lower bound coefficients making minimal assumptions about the structural model. Optimally weighted coefficients are discussed if time permits. Based on a modern update to Bentler (1971), a new structural equation approach to building and evaluating scales based on binary Guttman data is presented. This approach provides an alternative to the Rasch model, but as in traditional structural modeling, it allows model testing via chi-square as well as generalization to more complex model structures when more than one parameter per item is needed.

Biography

Peter Bentler received his Ph.D. in Clinical Psychology from Stanford University in 1964, spent a postdoctoral year at the Educational Testing Service, and then moved to UCLA where he served as Chair (1999-2002) and is currently Distinguished Professor of Psychology and Statistics. He has worked on a variety of topics in clinical, personality, and social psychology, especially drug use and abuse. Finding that the existing psychometric and statistical methods were unable to answer the important questions posed in these fields, he pioneered the development of structural equation modeling as a way to test theories with non-experimental data, and co-developed the EQS program for easy use and technically advanced statistics. Karl Jöreskog and he were the 2007 recipients of the American Psychological Association's Distinguished Scientific Contribution Award for the Applications of Psychology. Peter is a Past President of WPA (2008).



SYMPOSIUM

8:30-10:00 PENINSULA I



PSYCHOSOCIAL INTERVENTIONS WITH ETHNIC MINORITY POPULATIONS

Chair: Stanley J. Huey, University of Southern California

Synopsis

Psychotherapy research with youth and adults has flourished in recent years, with hundreds of treatments tested and supported for individuals with diverse mental health problems. Yet many question whether empirically-based treatments are valid for individuals who are not of European descent. Increasingly, scholars argue that ethnicity may significantly influence treatment outcomes and process, and that cultural adaptations are needed when working with minority clients. This symposium will present emerging research on treatment outcomes and process with ethnic minority populations. Taona Chitambo will present results from a meta-analysis evaluating the efficacy of treatments with substance-abusing ethnic minorities and potential moderators of treatment effects. Caitlin Smith will present preliminary data from a randomized trial of a behavioral employment intervention for Latino and African American juvenile gang offenders. Lauren Ng will discuss whether writing or talking about traumatic effects leads to health and mental health benefits for Asian American students. Finally, Stan Huey will discuss the efficacy of one-session treatment (OST) with phobic, Asian Americans, focusing primarily on whether culture-responsive adaptations enhance treatment effects.

Presenters

TREATMENT OUTCOMES FOR SUBSTANCE-ABUSING ETHNIC MINORITIES: A META-ANALYSIS, *Taona P. Chitambar & Stanley J. Huey* (University of Southern California)

EFFECTS OF EMOTIONAL DISCLOSURE ON HEALTH SYMPTOMS IN ASIAN-AMERICAN STUDENTS, *Lauren C. Ng & Stanley J. Huey* (University of Southern California)

EVALUATING AN EMPLOYMENT PROGRAM FOR GANG-AFFILIATED, ETHNIC MINORITY YOUTH, *Caitlin Alka Smith & Dawn Delfin McDaniel* (University of Southern California)

CULTURE-RESPONSIVE EXPOSURE TREATMENT FOR PHOBIC ASIAN AMERICANS, *Stanley J. Huey & David Pan* (University of Southern California)



FRIDAY

SYMPOSIUM

8:30-10:00 PENINSULA III



MEDIA CAMPAIGNS AS A PREVENTION TOOL: THE JURY IS OUT AND THEY WORK!

Chair: Lawrence M. Scheier, LARS Research Institute, Inc.

Synopsis

Media campaigns represent a purposeful environmental prevention tool with the potential for affecting large numbers of youth in a cost-effective manner. In recent years, attempts to convert brand consumerism and social marketing to change behaviors have become part of the fabric of public health policy. Applications of social marketing strategies have targeted nutrition, sexual risk (AIDS), drug use, cigarettes, and various facets of medical treatment. Although media campaigns are part and parcel of the national drug control strategy they have received much less attention than school- or community-based efforts to reduce teen drug use. This symposium examines two uniquely different facets of media campaigns; emphasizing alcohol advertising as it influences young adolescent's propensity to drink with studies of implicit cognition, or thinking beneath the radar of consciousness; and analyses of the national youth anti-drug campaign as it reduces youths' propensity to drink, smoke cigarettes or marijuana. The symposium also addresses the use of traditional variable-centered approaches versus alternative "person-centered analyses" including growth modeling and latent class analysis. These approaches are able to grapple with developmental trajectories across time as well as subgroup heterogeneity. The overall goal of the symposium is to highlight the importance of melding the tools of prevention science (i.e., implementation theory) with strong psychosocial theory in an effort to accentuate the strengths evident in traditional advertising methods as well as social marketing health persuasion campaigns as environmental approaches that influence youthful drug use.

Presenters

EXPOSURE TO ALCOHOL ADVERTISING IS LINKED TO THE DEVELOPMENT OF ALCOHOL-RELATED ASSOCIATIONS IN MEMORY AND UNDERAGE DRINKING, *Jerry L. Grenard* (University of Southern California/RAND Health), *Clyde W. Dent* (Oregon Department of Human Services) & *Alan W. Stacy* (Claremont Graduate University)

ENVIRONMENTAL POLICIES TOWARD ERADICATING YOUTH DRUG USE: ADVERTISING IS A TWO-SIDED COIN, *Joel W. Grube* (Prevention Research Center, Pacific Institute for Research and Evaluation)

SECONDARY ANALYSIS OF THE NATIONAL YOUTH ANTI-DRUG MEDIA CAMPAIGN: EVIDENCE OF PROTECTIVE EFFECTS, *Lawrence M. Scheier* (LARS Research Institute, Inc.)

YOUTH MEDIA EXPOSURE AND SUBSTANCE INITIATION AND USE, *Leslie B. Snyder* (University of Connecticut)

Discussant

Joel Grube

FRIDAY



PAPER SESSION

8:30-9:30 PENINSULA II



COGNITION

Chair: Abraham M. Rutchick

- 8:30 **THE EFFECT OF AGE AND TYPICALITY IN ELDERSPEAK**, *Khemara Has* (Claremont Graduate University)
- 8:45 **MY KID COULD PAINT THAT: A BIAS TOWARD CHILDREN'S ARTWORKS**, *Eve A. Isham* (Claremont Graduate University), *Arne D. Ekstrom* (University of California, Davis) & *William P. Banks* (Pomona College)
- 9:00 **PERCEPTIONS OF SARCASM AND IRONY BY CALIFORNIANS VARY BY AGE**, *Jennifer M. Estassi*, *Antron Williams*, *Scott Bell* & *Jennifer Dyer-Seymour* (California State University, Monterey Bay)
- 9:15 **OBJECT PRIMING: THE IMPACT OF THE EVERYDAY**, *Abraham M. Rutchick* (California State University, Northridge)

PT@CC INVITED PRESENTATION

9:30-10:30 CONDESA II



TEACHING ABNORMAL PSYCHOLOGY: DISPELLING SUBJECT MISCONCEPTIONS AND ENGAGING STUDENTS IN BUILDING A FRAMEWORK OF SCIENCE

Presenter: Deborah C. Beidel, University of Central Florida

Chair: Barbara DeFilippo, Lane Community College

Synopsis

Abnormal psychology is one of the most popular courses among undergraduate students, due in part to our endless fascination with human behavior and the forces that shape and act on it. Yet, many students approach this subject from the media's overly popularized, and sometimes voyeuristic, approach. Thus, students begin abnormal psychology with many misconceptions such as "all serial killers are schizophrenics," "all disorders result from abnormal brains," "my parents made me this way" and "sometimes my mood swings from happy to sad – do I have bipolar disorder?" Few students entering the class understand the scientific and empirical bases of abnormal behavior, presenting instructors who teach in this area with both challenges and opportunities. This presentation



will focus on teaching students to integrate science and clinical practice into their views of abnormal psychology through techniques designed to reach beyond clichés of nature or nurture, genes or environment, encouraging students to use science and compassion to embrace the complexity of human behavior.

Biography

Deborah C. Beidel is professor and director of the doctoral program in clinical psychology at UCF. She was the 1990 recipient of the Association for Advancement of Behavior Therapy's New Researcher Award, the 1995 recipient of the Distinguished Educator Award from the Association of Medical School Psychologists, and the 2007 recipient of the APA Division 12 Samuel M. Turner Clinical Research Award. Dr. Beidel holds the American Board of Professional Psychology (ABPP) Diplomate in Clinical Psychology and Behavioral Psychology and is a Fellow of the American Psychological Association and a past-president of the Society for a Science of Clinical Psychology. Her academic, research, and clinical interests focus on child and adult anxiety disorders, including their etiology, psychopathology and behavioral treatment. Dr. Beidel is also currently serving as an Advisor to the Childhood Anxiety Disorders Workgroup for the upcoming revision of the DSM-V.

PAPER SESSION

9:45-11:00 PENINSULA II



INFIDELITY

Chair: Kelly Campbell

- 9:45 **INFIDELITY AND AN EXPANDED VIEW OF THE RISK REGULATION MODEL**, *Dana A. Weiser & Daniel J. Weigel* (University of Nevada, Reno)
- 10:00 **PREDICTING ATTITUDES TOWARD INFIDELITY: SOCIAL SKILLS AND FEELINGS OF ATTRACTION**, *P. Priscilla Lui & Heidi R. Riggio* (California State University, Los Angeles)
- 10:15 **SELF-EFFICACY IN ROMANTIC RELATIONSHIPS AND ACCOMMODATION RESPONSES FOLLOWING INFIDELITY**, *Dana A. Weiser* (University of Nevada, Reno) & *Heidi R. Riggio* (California State University, Los Angeles)
- 10:30 **TOWARD A COMPREHENSIVE UNDERSTANDING OF COUPLES IN NON-MONOGAMOUS MARRIAGES**, *Joye Swan* (Woodbury University)
- 10:45 **DECONSTRUCTING COUPLES' EXPERIENCES WITH INFIDELITY**, *Kelly Campbell* (California State University, San Bernardino), *M. L. Parker* (The University of Georgia) & *Amanda Berger* (University of Maryland)



POSTER SESSION 5

10:15-11:30 EXHIBIT HALL



EDUCATIONAL PSYCHOLOGY AND HUMAN LEARNING/ STP TEACHING EXCHANGE

- 5-1 **SILENT CRIES FOR EQUALITY: ETHNIC DIFFERENCES ON CAMPUS CLIMATE PERCEPTIONS**, *Stacy Blanco, Sheila Portillo, Darrell Wells, Glenda Mogham, Nick Shapira, Jonathan Zeledon & Sheila K. Grant* (California State University, Northridge)
- 5-2 **WISC-IV SHORT FORMS: ARE THEY VALID WITH A REFERRED POPULATION?**, *Denise Eshelman, Eugene R. Johnson, Heath Marrs, Stephanie Stein, Terry DeViet* (Central Washington University) & *Debra White* (Ellensburg School District)
- 5-3 **THE ADJUSTABLE MEMORY OF TABOO WORDS**, *Maura Pilotti, Anna Gutierrez, Travis Simcox, Jennifer Fazzolari, Steven Hogan & Monique Tapia* (New Mexico Highlands University)
- 5-4 **THE EFFECTS OF MOOD ON FACIAL IDENTIFICATION**, *Jessica Henritze-Hoye, Warren Geoffrey Tucker, Lisa M. Bauer, Danielle Ball & Carly Hanks* (Pepperdine University)
- 5-5 **EFFECTS OF TRIAL NUMBER DIFFERENCES ON VISUAL PERCEPTUAL LEARNING**, *Jose E. St. Namez, Carlos Reyes, Kristal Fabian, Imelda Ojeda* (Arizona State University) & *Aaron Seitz* (University of California, Riverside)
- 5-6 **EFFECTS OF TEACHER CHARACTERISTICS ON PERCEIVED TEACHER MULTICULTURAL COMPETENCE**, *Sarah Ahmad, Phillip Dang, Kasmira Sobkore, Glenn Gamst & Aghob Der-Karabetian* (University of La Verne)
- 5-7 **U.S. AND KOREAN TEACHERS USE CONCRETE MANIPULATIVES TO TEACH FRACTIONS**, *Kammy K. Kivok, Jae H. Park, Susan Conway & April Won* (San Francisco State University)
- 5-8 **STUDYING STATISTICS USING CONCEPT MAPS: IMPROVING ACADEMIC PERFORMANCE AND REDUCING ANXIETY**, *Patrick F. Cravalho, Ronald F. Rogers, Sean Laraway & Mary Mcvey* (San Jose State University)
- 5-9 **WHAT STUDENTS KNOW ABOUT THEIR MEMORY: METAMEMORY AND ACADEMIC PERFORMANCE**, *Paul S. Rowland* (Southern Oregon University)
- 5-10 **MEASURING ACCULTURATION IN A MULTICULTURAL COLLEGE POPULATION**, *Mao N. Hoetzlein, Melisa Ramos & Gailthri A. Fernando* (California State University, Los Angeles)
- 5-11 **SELECTIVE DIRECTED FORGETTING AND THE INABILITY TO FORGET**, *Bethlehem T. Yimenu, Catherine Gabrielson & David Gekens* (CSU Fullerton)
- 5-12 **USING COGNITIVE TRAINING TO IMPROVE WORKING MEMORY AND ATTENTION**, *Ashlea Patterson* (Chapman University), *Eugene H. Wong & Dudley J. Wiest* (CSU San Bernardino)
- 5-13 **SCIENCE TEACHERS' SPONTANEOUS EFFORTS TO CUE METACOGNITION DURING CLASSROOM INSTRUCTION**, *Vandana Thadani, Ajila Blakey & Janelle Ruiz* (Loyola Marymount University)



- 5-14 **RECOGNITION HYPERMNESIA FOR MENTALLY ASSEMBLED GEOMETRICAL PATTERNS**, *Victor M. Solis Macias* (National University of Mexico), *Miguel Kazen* (Universität Osnabrück) & *Ana F. Sanchez Hernandez* (National University of Mexico)
- 5-15 **THE RELATIONSHIP BETWEEN COGNITIVE STYLE, AESTHETIC EVALUATION, AND EMOTIONAL AROUSAL**, *Andrea R. Varnez*, *Lisa Bauer* & *Cindy Miller-Perrin* (Pepperdine University)
- 5-16 **EFFECTIVENESS OF LEARNING CENTER ON LIMITED-ENGLISH-PROFICIENT STUDENTS IN 1ST-4TH GRADES**, *Ellen F. Sugar*, *Tomas E. Martinez*, *Candace Siegmund*, *Elizabeth Ramirez*, & *Iya K. Ritchie* (Pepperdine University)
- 5-17 **THE RELATIONSHIP OF ETHNIC IDENTIFICATION AND FAMILY ENVIRONMENT IN PROBLEMATIC ABSENTEEISM SAMPLES**, *Courtney M. Haight*, *Laura Sanders* & *Christopher Kearney* (University of Nevada Las Vegas)
- 5-18 **INTEGRATION REDUCES RETRIEVAL-INDUCED FORGETTING BUT MAY NOT FOSTER FACILITATION**, *Susan D. Baillet*, *Andrew Fredericks* & *Kelly Medenwald* (University of Portland)
- 5-19 **GOAL ORIENTATION AND LEARNING STRATEGIES PREDICT CONCEPTUAL CHANGE OVER TIME**, *Annette Taylor*, *Patricia Kowalski* & *Sidney Bennett* (University of San Diego)
- 5-20 **ACCESSIBILITY OF UNBIASED MEMORIES AFTER CATEGORICAL ERRORS IN NATURALISTIC SPACES**, *Kelly J. Merriman*, *Brittany A. Cardwell* & *Cristina Sampaio* (Western Washington University)
- 5-21 **ACADEMIC MOTIVATION AND LOCUS OF CONTROL AS PREDICTORS OF SCHOOL PERFORMANCE**, *Jasmine Calderon* & *Eugene H. Wong* (California State University, San Bernardino)
- 5-22 **IDENTIFYING GENDER DIFFERENCES IN VISUOSPATIAL SKILLS AMONG FIRST-YEAR COLLEGE STUDENTS**, *David I. Miller* (Harvey Mudd College) & *Diane F. Halpern* (Claremont McKenna College)
- 5-23 **BLOCKING MEMORY: FORGETTING PICTURES THAT ELICIT EMOTIONALITY**, *Bethlehem T. Yimenu* & *Mai Wells* (CSU Fullerton)
- 5-24 **THE EFFECT OF EMOTION ON MEMORY**, *Corin S. Ramos* & *Teresa Pimentel* (CSU Sacramento)
- 5-25 **THE USE OF INCENTIVES ON COLLEGE STUDENTS FOR PARTICIPATION IN RESEARCH**, *Angela Disney* & *William Phillips* (Dominican University of California)
- 5-26 **SPATIAL PATTERN SEPARATION IS IMPAIRED IN NONDEMENTED OLDER ADULTS WITHOUT DEPRESSION**, *Calhwei J. Hoebel* (San Diego State University) & *Paul E. Gilbert* (SDSU/UCSD Joint Doctoral Program in Clinical Psychology)
- 5-27 **IDENTIFYING UNDERREPRESENTED GROUPS IN GIFTED EDUCATION**, *Suzanne Little* (Central Washington University)
- 5-28 **FEEDBACK: ARE MONITORING SKILLS IMPLICATED IN SUCCESSFUL PERFORMANCE?**, *Melissa D. Rogers* (Whitworth University) & *Stuart Marcovitch* (University of North Carolina at Greensboro)
- 5-29 **DRAMA AND PHOTOGRAPHY AS AN ANALYTICAL DIALOGUE MEDIA FOR AWARENESS IN MIDDLE SCHOOL STUDENTS: AN ENCOUNTER BETWEEN PSYCHOLOGY AND THE ARTS**, *Teófilo Espada* & *Frances Ruiz* (University of Puerto Rico, Rio Piedras Campus)



- 5-30 **PEER RELATIONSHIPS, POPULARITY, AND ACADEMIC SELF CONCEPT IN ENGLISH DURING ADOLESCENCE**, *Kara R. Zaragoza & Christina Siller* (University of the Pacific)
- 5-31 **THE EFFECT OF PARENT-LED QUESTIONING ON PRESCHOOLERS' LEARNING FROM VIDEO**, *Gabrielle Strouse & Kate O'Doherty* (Vanderbilt University)
- 5-32 **THE EFFECTS OF EXERCISE ON COMPREHENSION**, *Jasmine D. Jordan & Brittany Rudolph* (Whitworth University)
- 5-33 **TESTING THE DISCREPANCY-ATTRIBUTION HYPOTHESIS FOR THE REVELATION EFFECT**, *Laurel D. Sarfan* (Whitman College)
- 5-34 **CUE VALIDITY AND ITS EFFECT ON IMPLICIT LEARNING**, *George L. Stanton* (Whitman College)
- 5-35 **CREATIVITY AND INHIBITION PREDICTING FALSE MEMORIES IN MULTIPLE PARADIGMS**, *C. Brooks Volkman* (Whitman College)
- 5-36 **THE EFFECT OF HUMOR AND TEACHING STYLE ON LEARNING**, *Nora H. Hamada* (University of California, Los Angeles)
- 5-37 **INVESTIGATING THE MECHANISMS THAT FACILITATE LEARNING DURING TEACHER PREPARATION**, *Jonathan G. Boyajian, Ronald F. Rogers, Sean Larravey & Robert G. Cooper* (San Jose State University)

STP TEACHING EXCHANGE

- 5-38 **LIFE SPAN DEVELOPMENT: STIMULATING DISCUSSION WITH POPULAR MEDIA**, *T. L. Brink* (Crafton Hills College)
- 5-39 **ESSENTIAL ELEMENTS OF A PEDAGOGICAL SHIFT IN TEACHING PSYCHOLOGICAL STATISTICS**, *Jason E. Rivera* (Claremont Graduate University), *Norma Rodriguez & Leah Light* (Pitzer College)
- 5-40 **A STUDENT SELF-ASSESSMENT TECHNIQUE FOR MULTIPLE-CHOICE EXAMS**, *Michael F. Flanagan* (CSU Bakersfield)
- 5-41 **A TEACHING ASSISTANT TEAM APPROACH FOR INCREASING INTRODUCTORY STUDENTS' SELF-EFFICACY AND LEARNING SKILLS THROUGH SMALL GROUP TUTORING AND MODELING**, *Dana Anderson, Breona Mendoza & Salome Valencia* (Pacific Lutheran University)



INVITED PRESENTATION

10:15-11:15 CONDESA III



BEYOND HERITABILITY: USING GENETICALLY INFORMATIVE SAMPLES TO STUDY ETIOLOGY AND HETEROGENEITY IN PSYCHOPATHOLOGY

Presenter: Carol A. Prescott, University of Southern California

Chair: Daniel Moriarty, University of San Diego

Synopsis

Twin and family studies have long been used to evaluate familial transmission and obtain estimates of heritability. Now that measured genotypes are relatively easy to obtain and are increasingly included in psychological research, some have questioned the relevance of twin studies. This presentation will describe applications of twin and family research for current psychological research, including evaluating the causal role of risk factors for psychopathology, studying the mechanisms by which inherited risk is manifest in psychological disorders, applications for measurement of psychopathology, and understanding heterogeneity in the etiology and clinical presentation of psychological disorders.

Biography

Carol Prescott is Professor of Psychology at the University of Southern California. She conducts research on risk factors for substance use disorders and other forms of psychopathology that co-occur with addictions. One goal of her research is to identify mechanisms whereby genetic variation is translated into risk for these disorders. Her work has been funded by grants from the U.S. National Institute on Alcoholism and Alcohol Abuse, the National Institute of Mental Health, the National Institute on Drug Abuse, and the National Alliance for Research on Schizophrenia and Depression. Dr. Prescott has received several awards in recognition of her research, including the Theodore Reich Prize from the International Society for Psychiatric Genetics and the Fulker Award from the Behavior Genetics Association.



INVITED PRESENTATION

10:15-11:15 CONDESA 1B



ETNOPSICOLOGIA MEXICANA: LA ASERTIVIDAD MEXICAN ETNOPSCHOLOGY: ASSERTIVENESS

This presentation will be delivered in Spanish.

Presenter: Mirta Margarita Flores Galaz, Autonomous University of Yucatan

Chair: Rolando Diaz-Loving, National Autonomous University of Mexico

Synopsis

La etnopsicología mexicana postula que el desarrollo cognoscitivo y de la personalidad resulta de la interacción entre las características biopsíquicas del individuo y su ámbito sociocultural (Díaz-Guerrero, 1994). Bajo esta perspectiva en este trabajo se presentan los estudios realizados para definir conceptual y operacionalmente la asertividad en México. Asimismo, se analiza la relación que guarda con las propuestas realizadas por Díaz-Guerrero (1994) en la psicología del mexicano tales como: la abnegación, las premisas histórico-socio-culturales y la filosofía de vida. Los hallazgos se analizan a partir del impacto de la cultura en la personalidad de los individuos.

Mexican ethnopsychology posits that cognitive development and personality results from the interaction between the characteristics of the individual biopsychic and sociocultural environment (Díaz-Guerrero, 1994). In this perspective, this paper presents the studies to define conceptually and operationally assertiveness in Mexico. It also examines the relationship of the proposals made by Díaz-Guerrero (1994) in Mexican psychology such as self-denial, historical assumptions and socio-cultural philosophy of life. The findings are discussed from the impact of culture on the personality of individuals.

Biography

Profesor de Tiempo completo de la Universidad Autónoma de Yucatán. Sus investigaciones y publicaciones se han centrado en la asertividad y relaciones interpersonales con énfasis en las variables culturales. Ha publicado varios libros entre ellos: Asertividad. Una alternativa para el óptimo manejo de las relaciones interpersonales y Familia, Crianza y Personalidad: Una perspectiva etnopsicológica, así como también, la Escala Multidimensional de Asertividad. En el año 2006 recibió el Premio Dr. Rogelio Díaz Guerrero a la Investigación psicosocial y etnopsicológica.

Dr. Galaz is Full Professor at the Autonomous University of Yucatan. Her research interests and journal publications focus on assertiveness and interpersonal relationships with emphasis on cultural variables. Dr. Galaz has published several books, among them, Assertiveness: An Alternative for Optimal Relationship Management and Family, Socialization and Personality: An Ethnopsychological Perspective. She has also published a test manual for the Multidimensional Assertiveness Scale. In 2006, she received the Dr. Rogelio Díaz Guerrero Award for Social and Ethnopsychological Research.



FRIDAY

PAPER SESSION

10:15-11:00 PENINSULA III



SOCIAL SUPPORT

Chair: Gabriela A. Martorell

- 10:15 **HOW RED HAT SOCIETY MEMBERSHIP ENHANCES EMOTIONAL WELL-BEING IN WOMEN**, *Jeannine E. Klein* (University of Nevada, Las Vegas)
- 10:30 **PERCEIVED SOCIAL SUPPORT PREDICTS BLOOD PRESSURE ACTIVATION TO EVERYDAY STRESSORS**, *Jeff S. Nelson, Barbara Lehman, Kristen Conly, Breanne Cullen & Kayley Richards* (Western Washington University)
- 10:45 **LATINA MOTHERS OF CHILDREN WITH DOWN SYNDROME: SUPPORT GROUP INFLUENCES**, *Gabriela A. Martorell* (Portland State University)

SYMPOSIUM

10:30-12:00 PENINSULA I



UNCERTAIN TIMES CALL FOR CERTAIN MEASURES: SUBJECTIVE UNCERTAINTY AND GROUP IDENTIFICATION

Chair: Amber M. Gaffney, Claremont Graduate University

Synopsis

In a time of economic recession, where politicians duel over a nation's health care, and war and unrest endure in the Middle East, an individual doubtlessly encounters feelings of uncertainty in his or her daily life. The need to reduce such negative feelings is a basic motivational force and drives group identification and affiliation. This symposium brings together research that outlines the importance of subjective feelings of uncertainty in influencing group behaviors. Drawing upon uncertainty-identity theory (Hogg, 2007; Hogg, in press) and social identity theory (Tajfel & Turner, 1979), the research discussed here demonstrates the broad implications and consequences of an uncertain identity on identifying with meaningful social groups as well as electing and supporting group leaders.

First, Grant and Hogg investigate the effect of uncertainty and number of social identities on the expression of nationalism among international students. Their findings indicate that the combination of feeling uncertain and thinking of only a single group membership leads to strong group identification and nationalism. Next, Hohman and



Hogg present research that explores the role of existential uncertainty on group identification. Across three studies the researchers demonstrate that only those who are existentially uncertain identify more strongly with their national identity when primed to think about their own death. Mahajan and Hogg then present data that utilizes the growing Indian business world as a backdrop to demonstrate how the combination of clarity of group definition, group status, and subjective uncertainty impact identification with a new business in India. Finally, Gaffney, Rast, Hogg, and Crisp examine the ways in which leaders may use their followers' uncertainty to gain support. Results from two studies suggest that leaders who are typical or atypical of their group can use different strategies of group categorization to gain support among followers experiencing subjective uncertainty.

Taken together, the research presented in this symposium points to the broad implications of uncertainty-identity theory for group membership and leadership processes. Turning to group memberships in times of uncertainty provides an important means through which people can stabilize themselves in an uncertain world.

Presenters

ELECTING LEADERS: THE BENEFITS OF KNOWING WHO WE ARE NOT, *Amber M. Gaffney, David E. Rast III, Michael A. Hogg* (Claremont Graduate University) & *Richard J. Crisp* (University of Kent)

EXISTENTIAL UNCERTAINTY AND IDENTIFICATION: PONDERING THE NATURE OF EXISTENCE, *Zachary P. Hohman & Michael A. Hogg* (Claremont Graduate University)

UNCERTAINTY AND NATIONALISM, *Fiona Grabt & Michael A. Hogg* (Claremont Graduate University)

ENTITATIVITY AND STATUS AS MODERATORS BETWEEN UNCERTAINTY AND GROUP IDENTIFICATION, *Namrata Mahajan & Michael A. Hogg* (Claremont Graduate University)

PSI CHI INVITED PRESENTATION

11:00-12:00 CONDESA II



SOCIAL NETWORKING ONLINE: DEVELOPMENTAL ISSUES FOR ADOLESCENTS AND EMERGING ADULTS

Presenter: Patricia M. Greenfield, University of California, Los Angeles

Chair: Ngoc Bui, University of La Verne

Synopsis

Young people are currently conducting a large part of their social lives online, through the use of social networking sites such as Facebook and MySpace. What are the implications



of these new communication media for the central developmental issues facing adolescents and emerging adults: identity, peer relations, and romantic relationships? Through a series of qualitative and quantitative studies conducted at Children's Digital Media Center, Los Angeles, this presentation will address these questions.

Biography

Patricia Greenfield, Ph.D., Distinguished Professor of Psychology at UCLA and Director of the Children's Digital Media Center, Los Angeles, is an expert on culture and human development. She is the author of *Mind and Media: The Effects of Television, Video Games, and Computers* (1984), subsequently translated into nine languages; coeditor of *Effects of Interactive Entertainment Technologies on Development* (1994); coeditor of *Children, Adolescents, and the Internet: A New Field of Inquiry in Developmental Psychology* (2006); and coeditor of *Social Networking on the Internet: Developmental Implications* (2008). Her empirical research on the developmental and educational implications of interactive media has included action video games, massive multiplayer online role-playing games, teen chat rooms, and social networking. She is a member of the APA Board of Scientific Affairs and the 2010 winner of the APA Division 7 (Developmental Psychology) Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society.

INVITED PRESENTATION

11:00-12:00 CONDESA IA



WHAT LONGITUDINAL DATA DO WE REALLY NEED?

Presenter: John F. McArdle, University of Southern California

Chair: Jodie Ullman, California State University, San Bernardino

Synopsis

I review various methodological innovations in longitudinal research that have come as a direct result of advances in dealing with incomplete data using structural equation models (SEM). The broad methodological topics include with statistical power, multivariate scale and item measurement, and longitudinal and dynamic measurements. Some of the newest presentations on longitudinal data analysis based on latent curve analysis seem to promote these techniques as entirely new methodology. In fact, the classical analysis of variance (ANOVA) designs (e.g., Fisher, 1925, 1940) set the stage for the majority of contemporary analyses. Another important contribution to this area was the classic set of papers written by R.Q. Bell (1953, 1954) on accelerated longitudinal data and convergence analyses. New SEM-based computer programs for latent curve/mixed effects modeling have allowed these interesting concepts to be more fully realized, and this has been extended to deal with multivariate dynamic models as well. The current work is far less revolutionary than the past work. The main methodological point made in this talk is that "less can be more" in terms of data collection and data analyses, but



we need to be aware of “how many” and “which ones” when we eliminate some of our data. Some historical highlights are merged with my own research to illustrate that several contemporary design features can be seen as practical solutions to otherwise prohibitively costly longitudinal research.

Biography

John J. (Jack) McArdle, Ph.D., is Senior Professor of Psychology at the University of Southern California where he heads the Quantitative Methods training program. He teaches classes in topics in psychometrics, multivariate analysis, longitudinal data analysis, exploratory data mining, and structural equation modeling. His research has been focused on age-sensitive methods for psychological and educational measurement and longitudinal data analysis including publications in factor analysis, growth curve analysis, and dynamic modeling of adult cognitive abilities. Jack was recently awarded an NIH-MERIT grant from the National Institute on Aging for his work on “Longitudinal and Adaptive Testing of Adult Cognition.” Working with the American Psychological Association he has led the Advanced Training Institute on Longitudinal Modeling (2000-2009) and Exploratory Data Mining (2009).

PAPER SESSION

11:15-12:00 PENINSULA II



MOTIVATION

Chair: Patricia Bruininks

- 11:15 **COMPETITIVENESS RECONSIDERED: THE ROLE OF CONTEXT**, *Kimberley K. Perkins* (Claremont Graduate University)
- 11:30 **NOW OR NEVER: THE MOTIVATIONAL AND AFFECTIVE CONSEQUENCES OF FOCUSING ON MEANINGFUL ENDINGS**, *Jaime L. Kurtz* (Reed College)
- 11:45 **HOPE AS A PREDICTOR OF ANTICIPATED AND ACTUAL DISAPPOINTMENT**, *Patricia L. Bruininks* (Whitworth University)



FRIDAY

INVITED PANEL DISCUSSION

11:30-1:00 CONDESA IB



REMEMBERING DR. ROGELIO DÍAZ-GUERRERO: A PIONEER IN CULTURAL PSYCHOLOGY

Chair: Steven Lopez, University of Southern California

Synopsis

Rogelio Díaz-Guerrero was born in 1918 and received his doctorate from the University of Iowa in 1947 having studied under Kurt Lewin, Kenneth Spence and Robert Sears. Over a period of six decades he developed a rich theoretical framework and a strong empirical base to examine the social and cultural processes of his beloved Mexico and their people. In this symposium, four psychologists reflect on Díaz-Guerrero, the person, and the pioneer investigator of cultural psychology.

Panelists

Isabel Reyes, National Autonomous University of Mexico
Hector Betancourt, Loma Linda University, USA and Universidad de La Frontera, Chile
Nelly Salgado de Snyder, Instituto Nacional de Salud Publica de Mexico
Steven R. Lopez, University of Southern California

Discussant

Rolando Diaz-Loving, National Autonomous University of Mexico

SYMPOSIUM

11:30-1:00 CONDESA III



EVOLUTIONARY PERSPECTIVES ON ATTRACTION: EXAMINING VARIATION ACROSS CULTURES AND INDIVIDUALS

Chair: David A. Frederick, University of California, Los Angeles

Synopsis

Evolutionary approaches to understanding social behavior examine how ancestral challenges faced by humans shaped the organization of the mind. This symposium draws on the work of social psychologists and anthropologists to challenge existing evolutionary



perspectives in social psychology on human mating patterns and preferences. We highlight the evolutionary factors that lead to variations in mating preferences across cultures and across individuals. These new perspectives are tested in Western adults, college students, and cross-cultural samples extending from industrialized countries to several understudied populations (e.g., rural populations in South Africa and Malaysia). The first presenter outlines a theoretical perspective examining how evolutionary selection pressures interact with social norms to shape women's preferences for male traits associated with high levels of testosterone. The author presents the results of a study examining the extent to which muscularity is valued in 41 sites across 26 countries, and the extent to which these preferences are moderated by social norms and media that portray muscularity as prestigious. In a sample of adult women, the second presenter tests an evolutionary perspective on how perceptions of the local ecological context can lead to individual differences in preferences for traits such as muscularity and interpersonal dominance. The third presenter examines how cyclical variations in hormone levels associated with female ovulation influence perceptions of women's attractiveness. Past research has shown that men rate women's body odor more favorably when they are ovulating versus when they are in the less fertile phase of their cycle. This study replicates that work and goes on to examine whether all men exhibit these preferences or whether this preference is learned through sexual experience. The final presenter uses an evolutionary perspective on the origins of love to predict individual differences in susceptibility to falling in love, and finds support for these predictions through a sample of adult men and women. Taken together, the research presented in this symposium provides a new way of thinking about the role of evolution in shaping human social behavior, with an emphasis on the factors that lead to variations in mating behaviors and preferences across individuals and cultures.

Presenters

THE INTERNATIONAL BODY PROJECT I: PREFERENCES FOR MUSCULARITY IN 26 COUNTRIES ACROSS 10 WORLD REGIONS, *David A. Frederick (UCLA) & Viren Swami (University of Westminster)*

WOMEN'S PREFERENCES FOR DOMINANT AND PHYSICALLY FORMIDABLE MEN, *Jeffrey K. Snyder, Daniel M. T. Fessler (UCLA) & Carlos D. Navarrete (Michigan State University)*

WHY DO MEN PREFER OVULATION CUES? TESTING BETWEEN TWO MODELS, *Kelly A. Gildersleeve, Christina Larson, Elizabeth Pillsworth & Martie Haselton (UCLA)*

PREDICTORS OF HOW OFTEN AND WHEN PEOPLE FALL IN LOVE, *Andrew Galperin & Martie Haselton (UCLA)*



FRIDAY

PAPER SESSION

11:30-12:45 PENINSULA III



ETHNICITY RESEARCH

Chair: Stefanie M. Paredes

- 11:30 **A PROFILE ANALYSIS TO EXTEND TRIOS TO OTHER ETHNIC GROUPS,** *Lee Tillman, Glenda Moghim, Adrienne L. Akers, Verónica R. Mendez & Brandon E. Davis, Rebecca J. Nelson, Jonathan X. Zeddon & Sheila K. Grant* (California State University, Northridge)
- 11:45 **LATINA MOTHERS' ETHNIC IDENTITY AND VALUES REGARDING BILINGUAL LANGUAGE ACQUISITION,** *Charity A. Soto* (Claremont McKenna College), *Crystal Coyazo* (Claremont Graduate University), *Celestial Zaldana, Sonia Bao & Tomoe Kanaya* (Claremont McKenna College)
- 12:00 **THE INFLUENCE OF ETHNICITY SALIENCE AND IMPLICIT SELF-STEREOTYPING ON ANXIETY,** *Stefanie M. Paredes & Luis M. Rivera* (California State University, San Bernardino)
- 12:15 **FACTORS ACCOUNTING FOR LOWER PERFORMANCE IN HISPANIC AND MIDDLE EASTERN INDIVIDUALS RELATIVE TO CAUCASIANS ON THE STROOP,** *Inna Ghajoyan & Jill Razani* (California State University, Northridge)

POSTER SESSION 6

12:00-1:15 EXHIBIT HALL



HEALTH PSYCHOLOGY

- 6-1 **DOES THE EMOTION EVOKED BY SWEARING INCREASE TOLERANCE OF PAIN?,** *Nancy Abarado, Maritza Bojorquez, Melissa Calderon, Maria Aurora Cueto, Ann M. Englert, Abdiel J. Flores, Irene G. Insunza, Yoko Ishiguro, Joshua D. Marquez & Taylor Massey* (California State Polytechnic University, Pomona)
- 6-2 **DETERMINANTS OF HEALTHY, SNACKING, AND FAST FOOD DIETS: A MULTI-ATTRIBUTE UTILITY MODEL,** *Chia-Hsin Emily Cheng, Jie Wu Weiss, Jose Quiroz, Melissa Cai, Ashely Watson & Aruni Kartipal* (California State University, Fullerton)
- 6-3 **THE EFFECTS OF NUMBER OF CHILDREN ON THE LIKELIHOOD OF HIRING A HEALTH CARE ADVOCATE,** *Terry A. Cronan, Hugo Vera, Vanessa Spiteri, Ana K. Dowel & Kim C. Brown* (San Diego State University)
- 6-4 **A CROSS-NATIONAL COMPARISON OF POSITIVE PSYCHOLOGICAL DISPOSITIONS AND MENTAL HEALTH,** *Douglas C. Smith* (Southern Oregon University), *Michael Furlong* (University of California, Santa Barbara), *Richard Langford* (University of Hawaii, West Oahu), *Edward Krishnan* (Assumption University), *Megan Zurawski & Gloria Herrera* (Southern Oregon University)



- 6-5 **EFFECTIVENESS OF A SKIN CANCER EDUCATION VIDEO ON THE DEAF**, *Kadie M. Harry, Vanessa Malcarne* (San Diego State University), *Patricia Branz, Matthew Fager & Georgia Sadler* (University of California, San Diego)
- 6-6 **HEALTHCARE ACCESS AMONG MEN WHO HAVE SEX WITH MEN**, *Lisa M. Alty, Steve Du Bois, David McKimman, Natalie Ritchie, David Fingerhut, Kyle Jones & Christine Holland* (University of Illinois at Chicago)
- 6-7 **EDUCATION AS A PREDICTOR OF BODY MASS INDEX**, *Laura E. Ratsch, Michelle Sadeh, Jill Quilici & Erica Wohldmann* (California State University, Northridge)
- 6-8 **EATING COGNITION: THE EFFECT OF WEIGHT PERCEPTIONS ON FOOD SELECTION**, *Chia-Hsuan Chang, Stacy Arvizu, Jill L. Quilici & Erica L. Wohldmann* (California State University, Northridge)
- 6-9 **THE MEDICAL CARE EXPERIENCE OF DISABLED ADOLESCENTS AND THEIR MOTHERS**, *Patricia Cabral, Holli Tomyan, Carrie Saelermoe & Luciana Lagana* (California State University, Northridge)
- 6-10 **EFFECTS OF MENU-LABELING POLICIES: IS CALORIE CONTENT ON MENUS ENOUGH?**, *Michelle Sadeh, Laura E. Ratsch, Jill L. Quilici & Erica L. Wohldmann* (California State University, Northridge)
- 6-11 **DO SERIOUS DIETERS STILL EXIST**, *Stacy Arvizu, Chia-Hsuan Chang, Jill L. Quilici & Erica L. Wohldmann* (California State University, Northridge)
- 6-12 **PROSTATE CANCER SIDE EFFECTS AND PSYCHOSOCIAL DISTRESS IN PATIENTS**, *Vincenzo G. Roma, Vanessa L. Malcarne, James W. Varni* (San Diego State University) & *Georgia Robins Sadler* (University of California, San Diego)
- 6-13 **DENIAL: HURTFUL OR HELPFUL?**, *Amelia V. Gonzalez* (Claremont Graduate University), *Lauren Chidsey, Alison Goldstein & Suzanne Thompson* (Pomona College)
- 6-14 **EFFECTS OF DEMOGRAPHIC VARIABLES ON LIKELIHOOD OF HIRING HEALTH ADVOCATES**, *Juan Deanda, Marissa De Leon, Ana Douxell & Terry Cronan* (San Diego State University)
- 6-15 **THE EFFECT OF SOCIAL SUPPORT ON THE LIKELIHOOD OF HIRING A HEALTH CARE ADVOCATE**, *Meaghan E. O'Connor, Michelle F. Schachtel, Elaina A. Vasserman-Stokes & Terry A. Cronan* (San Diego State University)
- 6-16 **THE EFFECTS OF INSURANCE STATUS AND FREQUENCY OF HEALTH CARE USE ON THE LIKELIHOOD OF HIRING A HEALTH CARE ADVOCATE**, *Tiffany E. Smith, Janine Cruz, Elaina Vasserman-Stokes & Terry A. Cronan* (San Diego State University)
- 6-17 **DOES CANCER-RELATED FATALISM INFLUENCE THE RELATIONSHIP BETWEEN DEPRESSION AND SCREENING?**, *Sofie L. Champassak, Vanessa L. Malcarne* (San Diego State University), *Natasha Riley* (Vista Community Clinic) & *Georgia Robins Sadler* (University of California, San Diego)
- 6-18 **FAMILY SUPPORT AND SUICIDE AMONG INDIVIDUALS WITH SEVERE MENTAL ILLNESS**, *Sarah Ahmad, Carolina Prieto, David M. Walsh & William E. Bunney* (University of California, Irvine)
- 6-19 **IS EDUCATION THE SOLUTION? A STUDY OF THE RELATIONSHIP BETWEEN EDUCATION AND BMI**, *Meghann Scott, Erica L. Wohldmann & Jill L. Quilici* (California State University, Northridge)



- 6-20 **CANCER AND FATIGUE AMONG LATINOS AND LATINO-AMERICANS**, *Alissa Ramos, Elizabeth D. Cordero* (San Diego State University, Imperial Valley) & *Joel Dimsdale* (University of California, San Diego)
- 6-21 **PREDICTING INTERPERSONAL FORGIVENESS: THE RELATIONSHIP BETWEEN FORGIVENESS, PSYCHOLOGICAL DISTRESS, AND HEALTH**, *Laura E. Krause* & *Jennifer Antick* (Pacific University)
- 6-22 **EATING IDENTITY FORMATION THEMES: A QUALITATIVE STUDY**, *Robyn Conley Downs* & *Paula Carder* (Portland State University)
- 6-23 **BODY IMAGE DISTURBANCES AND THE DESIRE FOR COSMETIC SURGERY**, *Jasalyne Northeross* & *Glenn M. Callaghan* (San Jose State University)
- 6-24 **ACCEPTANCE AS A MEDIATOR BETWEEN CANCER DISTRESS AND MEANINGFUL LIVING**, *Bethany Buyno, Erin Plaschinski* & *Jennifer Gregg* (San Jose State University)
- 6-25 **DISIMPACTING SOCIOECONOMIC STATUS: FAMILY INCOME, MOTHER'S EDUCATION, AND ADOLESCENT SMOKING**, *Cathy L. Looper* & *Anna V. Song* (University of California, Merced)
- 6-26 **MODELING THE EARLY SEPARATION OF ALZHEIMER'S DISEASE AND VASCULAR DEMENTIA USING ADAMS AND HRS LONGITUDINAL DATA**, *Jennifer Koontz* (University of California, Riverside) & *John J. McArdle* (University of Southern California)
- 6-27 **PERSONALITY, SOCIAL COGNITION AND EXERCISE BEHAVIOR: A SYSTEMATIC REVIEW**, *Leila A. Pfaffli* & *Ryan E. Rhodes* (University of Victoria)
- 6-28 **UNDERSTANDING ACTION CONTROL: EXERCISE INTENSITY, PHYSICAL ACTIVITY INTENTIONS AND BEHAVIOR**, *Bonnie A. Fiala* & *Ryan Rhodes* (University of Victoria)
- 6-29 **DO GENDER NORMS AND SOCIALLY SIGNIFICANT OTHERS AFFECT SUNSCREEN USE?**, *Jennifer F. Tanaka* (Whitman College)
- 6-30 **DETERMINANTS OF HOW CHILDREN CARE FOR AGING PARENTS**, *Melissa Woodward* (Dominican University of California)
- 6-31 **ART THERAPY'S CREATIVE IMPACT ON PEOPLE WITH SPINAL CORD INJURIES**, *Callie Martin* (Dominican University of California)

FRIDAY



WPA TEACHING AWARD PRESENTATION

12:15-1:15 CONDESA II



ARRANGING TO BE TAKEN BY SURPRISE

Presenter: Robert B. Cialdini, Arizona State University

Chair: Ronald E. Riggio, Claremont McKenna College

Synopsis

Surprising effects are the most engaging to understand, research, and teach. It is possible to organize one's professional endeavors so as to encounter surprising phenomena and then to employ their engaging character to effectively communicate and teach about their psychological underpinnings. Several ways to arrange to be taken by surprise are discussed.

Biography

Robert B. Cialdini is Regents' Emeritus Professor of Psychology and Marketing at Arizona State University. 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, the (inaugural) Peitho Award for Distinguished Contributions to the Science of Social Influence, and the Distinguished Scientist Award of the Society of Experimental Social Psychology. Professor Cialdini's book *Influence: Science and Practice*, which was the result of a three-year program of study into the reasons that people comply with requests in everyday settings, has sold over two million copies while appearing in numerous editions and twenty-six languages.

PT@CC SYMPOSIUM

12:15-1:15 PENINSULA I



HANDS-ON LEARNING THROUGH INTERNATIONAL TRAVEL AND RESEARCH

Chair: Robert Johnson, Umpqua Community College

Synopsis

There is no substitute for hands-on learning, and this symposium offers two innovative approaches to giving students real-life experiences in their study of psychology. The



first presentation outlines an approach to incorporate cross-cultural education in the psychology curriculum. Community college psychology departments can expand student awareness of cultural issues by offering short, affordable trips abroad while students have the opportunity to earn college credit. An effective way to learn about cultural differences and similarities is to experience a different culture first hand. The presenter will explain how cultural education was expanded at his institution and provided many students the opportunity to travel abroad for the first time. The presentation will cover how the course is taught, details of planning, recruitment, and experiences while on tour. Slides of previous trips will be shown. The second presentation describes the Bridges to the Baccalaureate grant funded by the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS), which helps community college students gain experience in research. This grant offers a means for community colleges to provide critical academic and professional development opportunities for students from underrepresented populations, as they collaborate with university research scientists in psychology and science, technology, engineering and math (STEM) fields.

Presenters

PSYCHOLOGY ON THE HOOF: CROSS-CULTURAL STUDY ABROAD, *Steve Voss* (Hannibal-Grange College)

USING GRANTS TO BRING PROMISING UNDERREPRESENTED COMMUNITY COLLEGE STUDENTS INTO THE RESEARCH CAREER PIPELINE, *Joye Van Kirk* (San Diego Mesa College)

PAPER SESSION

12:15-1:15 PENINSULA II



INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY 2

Chair: Rebecca J. Reichard

- 12:15 **META-ANALYSIS OF POSITIVE PSYCHOLOGICAL CAPITAL WITH DESIRABLE EMPLOYEE OUTCOMES**, *James B. Avey* (Central Washington University), *Ketan Mhatre* (Claremont McKenna College) & *Rebecca J. Reichard* (Claremont Graduate University)
- 12:30 **MEANS OF SUPPORT THAT HELP PROFESSIONALS BALANCE WORK AND FAMILY**, *Wylie C. Eng* (University of Puget Sound)
- 12:45 **THE ROLE OF INSTITUTIONAL-OCCUPATIONAL ORIENTATION IN PREDICTING TRAINING COMMITMENT**, *Rena R. Yi* (Claremont Graduate University) & *Eddy S. W. Ng* (California State Polytechnic University, Pomona, California)
- 1:00 **ENHANCING MILLENIALS' ENGAGEMENT IN WORK THROUGH LEADERSHIP STYLE AND MENTORING**, *Rena R. Yi* & *Michelle Bligh* (Claremont Graduate University)

FRIDAY



PAPER SESSION

12:30-1:15 CONDESA IA



EDUCATIONAL PSYCHOLOGY 2

Chair: Larry Rosen

- 12:30 **GENDERED INTERACTIONS IN THE CLASSROOM**, Arda J. Melkonian & Doris K. Melkonian (UCLA)
- 12:45 **THE IMPACT OF TEXT MESSAGES ON MEMORY DURING CLASSROOM LECTURES**, Alex F Lim (California State University, Dominguez Hills)
- 1:00 **REWIRED: UNDERSTANDING THE iGENERATION AND THE WAY THEY LEARN**, Larry Rosen (CSU Dominguez Hills)

PAPER SESSION

1:00-1:45 PENINSULA III



STEREOTYPES AND PREJUDICE

Chair: Jutta M. Tobias

- 1:00 **NEWSPAPER ENDORSEMENTS AND SKIN TONE BIASES IN PORTRAYING PRESIDENT OBAMA**, H. Lyssette Chavez, Markus Kemmelmeier & Ryan Erhart (University of Nevada, Reno)
- 1:15 **MULTIDIMENSIONAL ANALYSIS OF RACIAL EXPERIENCES, RACIAL IDENTITY, AND ANTI-ASIAN PREJUDICE**, Eric L. Kohatsu, Monique Ervin, Patricia Singim, Shannen Vong, Shizue Mizukami, Nelson Martinez, Amy Shimamoto, Mijin Park & Charmaine Gray (California State University, Los Angeles)
- 1:30 **INTERGROUP CONTACT AND SOCIAL CAPITAL IN RWANDA: A FIELD STUDY**, Jutta M. Tobias (The Society for the Psychological Study of Social Issues)



FRIDAY

SYMPOSIUM

1:15-2:30 CONDESA III



SUCCESSFUL ONLINE SURVEYS

Chair: Timothy C. Lisk, Claremont Graduate University

Synopsis

A query for “Internet survey” using Google’s search engine yields over 93 million hits. In the United States, over 75% of the population now has access to the Internet (CIA World Factbook, 2008) and Internet access in Latin America increased 873% from 2000 to 2009 (Miniwatts Marketing Group, 2009). As millions of potential participants venture online, psychologists increasingly turn to Internet or online survey research as a new means for collecting large amounts of data. However, quantity does not necessarily beget quality. Online surveying involves more than just good items and functional layouts. Successful online survey researchers must also choose a software package, consider a number of advanced features, and tackle unique issues when recruiting participants from protected or tight-knit populations. In the years since Wright’s (2005) review of online survey providers, the capability of the available software has changed dramatically.

The main purpose of this symposium is to review selected online survey tools and provide researchers with the means to utilize them effectively. Kim Perkins and Timothy Lisk will review and compare six major online survey software packages, considering cost, ease-of-use, response limits, logic and piping, advanced features, functionality, and supplemental software and other key features. They will identify the best packages for specific purposes for novice and expert researchers. Justin Mary will explore online participant recruitment, response rates, and researcher-participant interactions. Justin has served on an IRB and will address human subjects concerns, particularly those relating to protected populations. Finally, Dale Berger will discuss some of the major issues identified in the presentations and engage the audience in a question and answer session with the presenters.

Presenters

THE KEYS TO THE KINGDOM: USING ADVANCED FEATURES IN ONLINE SURVEY SOFTWARE, *Timothy C. Lisk & Kim Perkins* (Claremont Graduate University)

THE RIGHT TOOL FOR THE JOB: CHOOSING A SURVEY SOFTWARE PACKAGE, *Kim Perkins & Timothy Lisk* (Claremont Graduate University)

CONSIDERATIONS FOR ONLINE DATA COLLECTION: YOUR SAMPLE AND THE IRB, *Justin C. Mary* (Claremont Graduate University)

Discussant

Dale E. Berger



POSTER SESSION 7

1:30-2:45 EXHIBIT HALL



SOCIAL ISSUES AND PSI BETA POSTERS

- 7-1 **SOUTHERN CALIFORNIA UNIVERSITY STUDENTS' PERCEPTIONS OF IN-GROUP AND OUT-GROUP ASSUMPTIONS OF ILLEGAL IMMIGRANTS,** *Michelle A. Alfaro* (University of La Verne)
- 7-2 **ETHNIC MATCHING AND GENDER INFLUENCES ON RAPE RECOGNITION AND CULPABILITY,** *Maricela B. Aceves, Gina Hawes, Diana Tran, Arezoo Shahbazi & Lisa T. Mori* (California State University, Fullerton)
- 7-3 **VARIATIONS IN PSYCHOLOGICAL PREDICTORS OF CIVIC ENGAGEMENT BY ETHNICITY,** *Nicole M. Merafuentes, Pegah Naemi, Joyia M. Lucas, Jessica A. West, Marc S. Holmes & Greg M. Kim-Ju* (California State University, Sacramento)
- 7-4 **ABUSE ALLEGATIONS IN CUSTODY DISPUTES: THE EXPERIENCE OF CALIFORNIA MOTHERS,** *Geraldine B. Stahly* (CSU San Bernardino), *Linda Krajewski* (Loma Linda University), *Nancy Stuebner, Wesley Farris & Marva Thomas* (CSU San Bernardino)
- 7-5 **MORAL DISENGAGEMENT IN RESPONSE TO TORTURE IN US AND BOTSWANA STUDENTS,** *Mahlon B. Dalley, Michelle Prunier-Smith, Trisha Sevanson, Mileva Yant, Jennifer Gallegos & Trevor Lietbing* (Eastern Washington University)
- 7-6 **NONVIOLENCE ACTION: DEMOCRATS LIKE IT, REPUBLICANS NOT SO MUCH,** *Resa F. Konkright, Christina N. Browne, Megan M. Wicklander, Sarah J. Danley, Hannah E. Severson, Lisa M. Davis, Brett R. Toney & Daniel M. Mayton II* (Lewis-Clark State College)
- 7-7 **RATINGS OF RELATIONSHIP QUALITY DEPEND ON SEX AND SEXUAL ORIENTATION,** *Delaney D. Downer, Tina Mayes, David Armor, Elaine Carballo & Noelle Lamb* (San Diego State University)
- 7-8 **TERROR MANAGEMENT THEORY: COUNTERING MORTALITY SALIENCE USING DEATH-REBIRTH MEDITATION,** *Angela M. Dunne, Andrea Carrara, Matthew Kelly, Gary Howells, Sue Hobbs, Mary Paduano, Cheyohm Taleh, Melissa McGhee & Shamelah Davis* (University of the Pacific)
- 7-9 **DYNAMIC LINKS BETWEEN TRAUMA, VOLUNTEERING AND HEROISM,** *Nicole A. Wernimont, Tiffany A. Dawson, James Breckenridge & Philip Zimbardo* (Pacific Graduate School of Psychology-Stanford PsyD Consortium)
- 7-10 **CULTURAL COMPETENCE: A MISGUIDED CONCEPT,** *Patricia B. Kyle, Paul D. Murray* (Southern Oregon University), *Leticia Chacon* (The University of Guanajuato, Mexico) & *Josie Wilson* (Southern Oregon University)
- 7-11 **IMPLICIT ASSOCIATIONS OF SAME-SEX MARRIAGE AND CIVIL UNIONS,** *Abraham M. Rutchick, Erin McMichael & Steven Samrock* (California State University, Northridge)
- 7-12 **REACTIONS TO A POTENTIAL THREAT: DISPOSITIONAL THREAT ORIENTATIONS AND MESSAGE CHARACTERISTICS,** *Nina J. Hidalgo, Michael A. Nina, Hannah F. Rasmussen & Suzanne C. Thompson* (Pomona College)
- 7-13 **BEING REJECTED PREDICTS RUMINATION,** *Sally Dickerson, Darya Claussen & Peggy Zoccola* (University of California, Irvine)



- 7-14 **DOES NONCONTINGENT SUCCESS FEEDBACK ELICIT SELF-HANDICAPPING? A META-ANALYTIC REVIEW**, *Tiffany K. Chou, Marc D. Kiron & Carolyn B. Murray* (University of California, Riverside)
- 7-15 **ATTITUDES TOWARDS INTERPERSONAL VIOLENCE, WOMEN, AND RACIAL DIVERSITY AS PREDICTORS OF RAPE VICTIM BLAME**, *Patricia J. Long, Stacey Harbottle & Lynn Craig* (University of La Verne)
- 7-16 **CONCEPTUALIZATION OF HEALTH AND DEVELOPMENT OF BODY ESTEEM IN LATINA WOMEN**, *Sarah L. Trinh* (University of Michigan) & *Rosaura Contreras* (CSU Stanislaus)
- 7-17 **THE EFFECTS OF ETHNIC IDENTITY ON PERCEIVED MENTAL HEALTH**, *Martin A. Nolasco & Janet S. Oh* (CSU Northridge)
- 7-18 **ATTITUDES TOWARD GENDER OF NURSING CARE PROVIDER**, *Charlene Leung & Gail Mattheus* (Dominican University of California)
- 7-19 **BODY IMAGE AND ALCOHOL USE IN MEXICAN-AMERICAN COLLEGE STUDENTS**, *Joseph A. Pipkin & Elizabeth D. Cordero* (San Diego State University-Imperial Valley)
- 7-20 **ACCUULTURATION AND BODY DISSATISFACTION AMONG LATINO COLLEGE STUDENTS**, *Dwina Lara & Elizabeth D. Cordero* (San Diego State University-Imperial Valley)
- 7-21 **BEYOND THE PERSON: GEOGRAPHICAL WEALTH PREDICTS MATERIALISTIC VALUES**, *Jia Wei Zhang & Ryan Howell* (San Francisco State University)
- 7-22 **PUBLIC APPROVAL FOR SELECTIVE ABORTION: FETAL CHARACTERISTICS AND SOCIO-DEMOGRAPHIC PATTERNS**, *Karen L. Lawson* (University of Saskatchewan) & *Ann Evans* (The Australian National University)
- 7-23 **TRAUMA AS A PREDICTOR OF MENTAL ILLNESS AMONG HOMELESS MEN**, *Amanda E. Hue & Carolyn Weisz* (University of Puget Sound)
- 7-24 **AN ATTACHMENT INTERVENTION FOR DRUG ADDICTED MOTHERS AND THEIR BABIES**, *Caillin Hawley & June Madsen Clausen* (University of San Francisco)
- 7-25 **MEASURING MATERNAL SELF-EFFICACY IN MOTHERS OF CHILDREN WITH AUTISM**, *Jessica L. Kaluza & Ashley Richter* (Whitworth University)
- 7-26 **THE RELATIONSHIP BETWEEN PERFORMANCE ENHANCERS AND SATISFACTION IN ATHLETICS**, *Jessica M. Butelo & Nicole C. Howell* (Whitworth University)
- 7-27 **RACIAL DISCRIMINATION AND SUBSTANCE USE AMONG ASIAN AMERICANS IN ARIZONA**, *Hyung Chol Yoo* (Arizona State University)
- 7-28 **GIRLS JUST WANNA HAVE BABIES? TEEN'S QUEST FOR MOTHERHOOD**, *Brittnee E. Bloom* (San Diego State University)
- 7-29 **IDEALIZED BODIES IN PRINT MEDIA: EFFECTS ON BODY IMAGE AND SOCIETAL IMPLICATIONS**, *Anne K. Julian & Elizabeth D. Cordero* (San Diego State University)

PSI BETA RESEARCH FEEDBACK POSTER SESSION

Chair: J. Kris Leppien-Christensen, Saddleback College

Psi Beta posters will be listed in an addendum available at the registration desk



INVITED PRESENTATION

1:30-2:30 CONDESA II



ETHNIC AND INTERNATIONAL DISPARITIES IN CANCER: INCIDENCE, DIAGNOSIS, AND TREATMENT

Presenter: Terry A. Cronan, San Diego State University

Chair: Jennifer Gregg, San Jose State University

Synopsis

The second most common cause of death in the world is cancer. Although the incidence and death rates from cancer have decreased since 1998 (National Cancer Institute [NCI], 2008), the overall incidence of cancer around the world is still extremely high, with more than 7.9 million deaths in 2007 attributable to cancer (World Health Organization [WHO], 2009). This talk will highlight both ethnic and international differences in the rates and types of cancer.

Biography

Terry Cronan is a Professor of Psychology at San Diego State University. She is a community psychologist who has focused her career on working with underrepresented students and on developing, implementing, and evaluating community interventions for both underrepresented members of the community and those with chronic illnesses. She has received funding for her work from both the National Institutes of Health and from private foundations.

SYMPOSIUM

1:30-2:30 CONDESA IA



HAS CHANGE COME TO AMERICA?: COLLEGE STUDENT ATTITUDES TOWARD OBAMA'S PRESIDENCY

Chair: Lori A. Barker, California State Polytechnic University, Pomona

Synopsis

Everyone agrees that the election of Barack Obama as the first African-American President of the United States was an historic event. This qualitative study explored the attitudes of college students towards Obama's presidency. The researchers wanted to understand how Obama's election affected the thoughts, feelings, and behaviors of college students regarding issues of race and culture. Focus groups were conducted with



undergraduate students from a large state university with a diverse population. Students were recruited through classes, student organizations, and flyers. Some received course credit for their participation. All received snacks during the groups and were entered into a prize drawing. A total of 48 participants included Latino/as (N = 20), European Americans (N = 13), Asian/Pacific Islanders (N = 8), African Americans (N = 4), and Middle Easterners (N = 3). Single-race focus groups were conducted by trained undergraduate research assistants from the same racial/ethnic background following methods described by Krueger (1998) and Sue, Capodilupo, & Holder (2008). Each group also had an observer/note-taker and a videographer. Participants completed consent forms and demographic questionnaires and then answered a standard set of questions developed by the research team. Sample questions included whether or not they voted for Obama, why they thought his campaign was so successful, and what impact his election had on them personally and on their particular cultural group. Follow-up questions were asked to encourage participants to clarify or elaborate on their answers. Transcripts of the interviews were analyzed using a three-step process which resulted in three main themes. First, an increase in feelings of hope, especially for minority students, including the belief that they can now overcome any obstacle to achieve their goals. Second, the idea that Obama's presidency indeed brought about significant change; exactly what that change means has yet to be determined. Third, that racism still exists. Participants acknowledged that Obama's election was a step in the right direction, but that our country has a long way to go in order to eliminate racism. More detailed analysis of participant responses will be discussed in the presentation.

Presenters

IT'S A NEW DAY: THE DAWNING OF THE OBAMA ERA, *Lori A. Barker* (California State Polytechnic University, Pomona)

QUALITATIVE METHODS USED EXPLORING COLLEGE STUDENT ATTITUDES TOWARD OBAMA'S PRESIDENCY, *Blake D. Daryae* (California State Polytechnic University, Pomona)

RESULTS FROM A QUALITATIVE STUDY OF COLLEGE STUDENT ATTITUDES TOWARD OBAMA'S PRESIDENCY, *Andrea Aoun* (California State Polytechnic University, Pomona)



INVITED PRESENTATION

1:30-2:30 CONDESA 1B



PSYCHOLOGICAL PERSPECTIVES ON SOCIAL INEQUITIES: CULTURE, BEHAVIOR, AND HEALTH DISPARITIES

Presenter: Hector Betancourt, Loma Linda University, USA and Universidad de La Frontera, Chile

Chair: Isabel Reyes Lagunes, National Autonomous University of Mexico

Synopsis

This presentation highlights the need to investigate the culture-behavior linkage in social inequalities from a psychological perspective. Research on health disparities is used to illustrate the role of culture and behavior in ethnic and SES related inequities. A theoretical model and methodological approach specifying how culture relates to psychological processes and dispositions as determinants of behavior, as well as to population diversity as a source of cultural variation are first described. Then, research on disparities in cancer screening care among Latino and Anglo women are examined to illustrate the implementation of a bottom-up approach to test the propositions of the model and the implementation of a bottom-up methodological approach to the study of culture and behavior.

Biography

Dr. Hector Betancourt received his PhD from UCLA and holds positions as professor of psychology at Loma Linda University, California, and Universidad de La Frontera, Chile. His research and conceptual work has focused on the study of culture and diversity in psychology and the role of culture and psychological (cognition-emotion) processes in social behavior, inequalities in health and education, and social issues. Dr. Betancourt has been elected Fellow of APA (2002) and Psychologist of the Year (2007) by the Chilean Psychological Association. He has served in the editorial board of such journals as *Journal of Personality and Social Psychology*, *Peace and Conflict*, *Journal of Community Psychology*, *Revista de Psicología Social* (Spain), *Interdisciplinaria* (Argentina), and *Psykhé* (Chile).



FRIDAY

APA INVITED PRESENTATION

1:30-3:00 PENINSULA I



AMERICAN PSYCHOLOGICAL ASSOCIATION - CENTER FOR WORKFORCE STUDIES THE FUTURE OF THE PSYCHOLOGY WORKFORCE: STATISTICS AND TRENDS

Presenter: Jessica L. Kohout, Director Center for Workforce Studies

Synopsis:

A symposium describing the current psychology workforce, how it has changed over the past 50 years, and how it will look in the future. Issues that will impact the psychology workforce will be addressed including changes in academe, shifts in practice due to technology and education, and health care reform. The session will include discussion of ongoing challenges as well as emerging roles for individuals with a degree in psychology. The symposium will rely on national data from the National Science Foundation and the Department of Education as well as the Center's own efforts including Salaries in Psychology, Doctorate Employment Survey, Faculty Salaries in Psychology, and others.

Biography

Jessica Kohout is the Director of APA's Center for Workforce Studies and has been with the APA since 1987. She oversees all ongoing CWS projects and proposes new efforts, as well acting as a liaison with outside associations and groups. Her doctorate from the University of Denver is in Sociology with emphases in applied and demography.

SYMPOSIUM

2:00-3:30 PENINSULA III



BEING UNDOCUMENTED: THE PSYCHOLOGICAL, ACADEMIC AND POLITICAL EXPERIENCES OF UNDOCUMENTED COLLEGE STUDENTS IN CALIFORNIA

Chair: Gabriela Chavira, California State University, Northridge

Synopsis

Undocumented college students are an "invisible" group that is greatly understudied and underserved. Over the last decade, California and nine other states have provided



undocumented students the opportunity to pursue higher education by offering in-state tuition. In California, the law is called AB 540, which allows in-state tuition for students who attended at least 3 years of high school in the state, but does not provide financial aid. The number of undocumented students in the state of California is unknown due to differences in identifying AB 540 students in the UC, CSU, and California Community College systems, however, it is estimated that thousands of students in the UC, CSU, and CCC are undocumented. For this very vulnerable population, few studies have examined the effects of how the undocumented status has on college students, although recent studies have found that they experience anxiety and psychological threat, such social marginalization and discrimination (Cortes, 2008; Perez, 2009). In order to understand the complexities of undocumented college students, this symposium will examine several dimensions of the experiences of undocumented students in the State of California. Each of the papers from this symposium are part of a larger ongoing study of undocumented college students in California. The first paper discusses the challenges students experienced during the elementary through high school years and how they overcame these challenges. The second paper examines support systems that help undocumented students persist through the educational system, despite the challenges they face. The third paper describes what it means to be undocumented, including their identities as undocumented and the day-to-day challenges they experience. The last paper discusses the political participation and activism of the undocumented students, including challenges they face in participating politically. These findings highlight the challenges (i.e., social isolation, anxiety) and resources these college students face, and illuminate the growing need for colleges and universities to provide services and support for this population of students.

Presenters

AB 540 STUDENTS: A RETROSPECTIVE STUDY OF CHALLENGES FACED DURING K-12, *Nancy K. Menjivar, Yolanda E. Vasquez, Carlos H. Hernandez & Gabriela Chavira* (CSU Northridge)

BEING UNDOCUMENTED: FORGING AN IDENTITY AMID ANTI-IMMIGRANT ENVIRONMENTS, *Aida Mahmud* (CSU Northridge), *Elvia Lorena Navarro* (New Mexico State University) & *Gabriela Chavira* (CSU Northridge)

OVERCOMING A "STATUS": SUPPORTIVE NETWORKS OF UNDOCUMENTED STUDENTS IN CALIFORNIA, *Cindy O. Fierros, Ingrid Rojas & Gabriela Chavira* (CSU Northridge)

POLITICAL PARTICIPATION AMONG UNDOCUMENTED COLLEGE STUDENTS, *Ezliñ Garrota* (University of California, Santa Cruz), *Maria Rodriguez* (Coalition for Humane Immigrant Rights of Los Angeles - CHIRLA) & *Gabriela Chavira* (CSU Northridge)

Discussant

Maria Rodriguez



FRIDAY

PAPER SESSION

2:00-2:45 PENINSULA II



PSYCHOSOCIAL MATURITY

Chair: Ashaki M. Jackson

- 2:00 **PSYCHOSOCIAL MATURITY AND ATTRIBUTION: DETAINED GIRLS' PERCEPTIONS OF THEIR DELINQUENT BEHAVIORS**, *Ashaki M. Jackson* (Independent Researcher)
- 2:15 **REVISING "PSYCHOSOCIAL MATURITY" THROUGH THE ACCOUNTS OF INCARCERATED GIRLS**, *Ashaki M. Jackson* (Independent Researcher)
- 2:30 **STABILITY ATTRIBUTIONS AND PSYCHOSOCIAL MATURITY AMONG DETAINED GIRLS**, *Ashaki M. Jackson* (Independent Researcher)

INVITED PRESENTATION

2:45-3:45 CONDESA II



EAST IS EAST, AND WEST IS WEST. WHAT HAPPENS WHEN THE TWAIN SHALL MEET? STUDYING STRESS AND COPING IN ASIAN IMMIGRANTS

Presenter: Chi-Ah Chun, California State University, Long Beach

Chair: Jeffery S. Mio, Cal Poly Pomona

Synopsis

Recent advances in the stress and coping literature include the recognition of the potentially powerful role of culture in how one experiences and copes with stress. Cultural influences are most dramatically observed in studies that compare the stress and coping process in North Americans and East Asians. Their contrasting cultural orientations, often dichotomized as individualistic versus collectivistic, provide an easy framework that can be used to shed light on how culture might be at work. But what happens when the two cultures meet? Clinical observations and research have long documented the stressful challenges and mental health burden that immigrants and refugees experience with resettlement. Research on ethnic minorities that include immigrants has also uncovered the unique challenges in studying the stress and coping process in individuals juggling with two or more cultures, forcing researchers to rethink the existing theoretical models and cross-cultural research paradigms. In this talk I will discuss how these theoretical and



methodological issues have shaped our research on Asian immigrants' stress and coping thus far, how some of them can be addressed in future research, and how resolving these issues can also enhance our understanding of the stress and coping process in general.

Biography

Chi-Ah Chun is an Associate Professor of Psychology at California State University, Long Beach. She completed her undergraduate work in Psychology at the University of California, Berkeley, and then received her M.A. in Clinical Psychology from Korea University and Ph.D. in Clinical Psychology from the University of California, Los Angeles. She took a Postdoctoral Fellowship at the Center for Health Care Evaluation with the VA Palo Alto Health Care System and Stanford University School of Medicine. Her research program broadly examines Asian American mental health issues with specific focus on the role of culture in stress and coping, cultural idioms of distress, and psychiatric epidemiology in Asian immigrants and refugees. Her current research, funded by the National Institute of Mental Health, examines the role of acculturation and cultural values in the stress and coping of Korean immigrants living in the greater Los Angeles area.

SYMPOSIUM

2:45-4:15 CONDESA III



THINKING OUTSIDE OF THE CLASSROOM: OPPORTUNITIES AND CHALLENGES FOR DISTANCE EDUCATION IN PSYCHOLOGY

Chair: Stewart I. Donaldson, Claremont Graduate University

Synopsis

Advances in distance learning have introduced new opportunities for collaboration and knowledge sharing that transcend temporal and geographic limitations. New technologies allow for innovation in online learning, audio-video conferences, presentation or dissemination of research, and a range of other activities that have the potential to enrich the field of psychology. This symposium will cover the current issues in online education and discuss the opportunities and challenges of creating successful online psychology courses. In the first presentation, Emerging Trends and Opportunities for Distance Education, Stewart Donaldson will introduce the general trends in this emerging field, with a focus on teaching psychology online. Dr. Donaldson will discuss potential advantages and challenges of distance education, drawing on the lessons learned from the implementation of applied psychology graduate courses at Claremont Graduate University. Next, Kelly Neff will provide strategies for designing and teaching online courses in psychology. Additionally, she will review psychology-based online resources and describe how to take advantage of non-traditional teaching resources, like blogs, chats, and video. The third presenter, Kris Leppien-Christense will introduce the opportunities and research



around podcasts, as well as offer tools for how to become a proficient podcaster. Finally, Shabnam Ozlati and Natasha Wilder will discuss how psychological theories, like those related to adult learning and motivation, can inform the design and teaching of online psychology courses. Ultimately, the presenters hope to provide the resources to enable others to think outside of the physical classroom space in order to foster dynamic learning opportunities for psychology students both near and far.

Presenters

EMERGING TRENDS AND OPPORTUNITIES FOR DISTANCE EDUCATION IN PSYCHOLOGY, *Stewart Donaldson* (Claremont Graduate University)

FIVE TIPS YOUR ADVISOR NEVER TAUGHT YOU FOR IMPLEMENTING SUCCESSFUL ONLINE PSYCHOLOGY COURSES, *Kelly S. Neff* (Claremont Graduate University)

PODCASTING TIPS AND TRICKS, *J. Kris Leppien-Christensen* (Saddleback College)

HOW KNOWLEDGE OF PSYCHOLOGY INFORMS THE DESIGN OF A DISTANCE LEARNING COURSE, *Shabnam Ozlati & Natasha Wilder* (Claremont Graduate University)

Discussant

Dale E. Berger

POSTER SESSION 8

3:00-4:15 EXHIBIT HALL



CLINICAL PSYCHOLOGY

- 8-1 **CBT FOR ANXIOUS MEXICAN-ORIGIN YOUTH: A PRELIMINARY EVALUATION OF CULTURAL TAILORING**, *Argero A. Zerr, Gabriela Hurtado, Juvenino Hernandez Rodriguez, Claudia M. Valles, Ian K. Villalta & Armando A. Pina* (Arizona State University)
- 8-2 **PERCEIVED VS. ACTUAL RATES OF PSYCHOLOGICAL DISORDERS AND STRESSORS AMONG STUDENTS/ AZUSA PACIFIC UNIVERSITY**, *Jenna C. Moll, Katrina V. Alston, Robert Hake, Rebecca Van Gundy & Curtis Hsia* (Azusa Pacific University)
- 8-3 **THE EFFECTS OF COMPONENTS OF A SOCIAL SKILLS TREATMENT PACKAGE FOR CHILDREN WITH AUTISM**, *Amanda Finch, Brenda Miranda, James Garcia* (CSU Northridge), *Mary Jane Weiss* (Rutgers University) & *Debra Berry Malmberg* (CSU Northridge)
- 8-4 **PARENT-CHILD PSYCHOLOGICAL OUTCOMES IN CONTEXT OF ABA PARENT-TRAINING**, *Neda Senehi, Dee Shepherd-Look, Araksya Arutyunyan, Michelle Miyamoto-Galvan & Gabrielle Ponaman, Jennifer Macdonell* (CSU Northridge)
- 8-5 **PREDICTING CHANGE IN DISTRESS AND BURDEN IN DEMENTIA PATIENTS' CAREGIVERS**, *Tejal Shah, Adelina Mateosyan, Roberto Corona, Julia Chung & Jill Razani* (California State University, Northridge)



- 8-6 **ASSOCIATIONS BETWEEN CAREGIVER-REPORTED STRAIN AND YOUTH CLINICAL CHARACTERISTICS**, *Johanna A. Meillon* (San Diego State University), *Michelle Rozemman*, *Araceli Gonzalez* (SDSU/UCSD Joint Doctoral Program in Clinical Psychology), *Erin Warnick* (Yale University) & *V. Robin Weersing* (SDSU/UCSD Joint Doctoral Program in Clinical Psychology)
- 8-7 **THE EFFECTIVENESS OF PCIT FOR CHILDREN PRENATALLY EXPOSED TO DRUGS**, *Rachael Davenport* (University of California, Davis), *Liz Bisi* (Scripps College), *Natalie Lambdin-Shirley*, *Michelle A. Culver* (University of California, Davis) & *Susan G. Timmer* (UC Davis-CAARE Center)
- 8-8 **INCORPORATING BEHAVIORAL ACTIVATION INTO TREATMENTS FOR SCHIZOPHRENIA: RELATIONSHIPS TO WELL-BEING**, *Veronica Cardenas*, *Denise Tiznado*, *Jennifer Head*, *Erika Hess* & *Brent Mausbach* (University of California, San Diego)
- 8-9 **EXPLORING DISPARITIES IN MENTAL HEALTH OUTCOMES IN CHILDHOOD OBESITY**, *Amanda Haboush*, *Tara Phebus*, *Denise Tanata Ashby*, *Helen Zalkina-Montgomery* & *Kimberly Kindig* (University of Nevada Las Vegas)
- 8-10 **PAYMENT TIMING, AMOUNT, AND ATTENDANCE IN BEHAVIORAL PARENT TRAINING**, *Lynda Lowry*, *Rebecca Kutcher*, *Carina Oropeza*, *Michael Quan* & *Scott Jensen* (University of the Pacific)
- 8-11 **VALIDITY OF ROLE-PLAY OBSERVATIONS IN BEHAVIORAL PARENT TRAINING CONTEXT**, *Carolynn Steiner*, *Shamun Kunnawalan*, *Scott A. Jensen*, *Bryon Miller*, *Sean Blumberg*, *Lynda Lowry*, *Patricia Quan* & *Matthew Normand* (University of the Pacific)
- 8-12 **PREDICTING ALZHEIMER'S PATIENT'S FUNCTIONAL ABILITY USING THE CALIFORNIA VERBAL LEARNING TEST**, *Andrea Larco*, *Adelina Malevosyan*, *Christina M. Flores* & *Jill Razani* (California State University, Northridge)
- 8-13 **ONLINE GAMING: HOBBY OR ADDICTION?**, *Jonathan Ingram*, *Susan D. Lomborg*, *Terrence Schwartz* & *Mary Radeke* (Central Washington University)
- 8-14 **TIME PERSPECTIVE PREDICTS EMOTIONAL DISTRESS**, *Tiffany A. Dawson*, *Nicole A. Wernimont*, *Philip Zimbardo* & *James Breckenridge* (Pacific Graduate School of Psychology-Stanford PsyD Consortium)
- 8-15 **EFFECTS OF EXTENDED FAMILY SUPPORT WITH SINGLE MOTHERS IN PCIT**, *Deanna K. Boys* (UC Davis-CAARE Center), *Christine H. Schock* (University of California, Santa Barbara), *Michelle A. Culver* (University of California, Davis) & *Susan G. Timmer* (UC Davis-CAARE Center)
- 8-16 **FIVE FACTOR PERSONALITY MODEL AND ENVIRONMENT AND THE EFFECTS ON AGGRESSIVE DRIVING**, *Jessica Waite*, *Shari J. Fife* & *Michael R. Lewin* (California State University, San Bernardino)
- 8-17 **CONGRUENCE OF PARENT-REPORTED TARGET PROBLEMS AND CHILDREN'S DIAGNOSES**, *Eren J. Clark* (San Diego State University), *June Liang* & *May Yeh* (SDSU/UCSD Joint Doctoral Program in Clinical Psychology)
- 8-18 **AN ART INTERVENTION FOR FOSTER YOUTH: ONE YEAR OUTCOMES**, *Jerylyn Andrews*, *Vanessa Teaman* & *June Madsen Clausen* (University of San Francisco)
- 8-19 **CLINICAL COMPETENCIES FOR CLINICAL PSYCHOLOGISTS WORKING IN SCHOOL-BASED MENTAL HEALTH**, *Gerald Y. Michaels* & *Alan Dearborn* (California School of Professional Psychology/Alliant International University)



- 8-20 **ATTITUDES OF INFIDELITY AND ROMANTIC RELATIONSHIP OUTCOMES IN YOUNG ADULthood**, *P. Priscilla Lui & Heidi Riggio* (California State University, Los Angeles)
- 8-21 **CREATIVITY TIMED? AN EXAMINATION OF THE EFFECTS OF ADHD, STIMULANT MEDICATION AND TIME-LIMITS ON CREATIVITY TASKS**, *Benjamin P. Boyd & Gary Katz* (CSU Northridge)
- 8-22 **EVALUATING THE RELATIONSHIP BETWEEN SOCIAL DESIRABILITY AND SHAME**, *Julie Cradock O'Leary* (Private Practice) & *Nancy S. Thurston* (George Fox University)
- 8-23 **AGGRESSION AND MENTAL HEALTH AMONG NEWLYWED MEXICAN-AMERICAN COUPLES**, *Elsa A. Farias* (San Diego State University) & *Donna Castaneda* (San Diego State University-Imperial Valley)
- 8-24 **INTERPERSONAL AND INTRAPERSONAL FACTORS IMPACTING BODY IMAGE DISTURBANCE AND DISORDERS**, *Julissa A. Duenas & Glenn M. Callaghan* (San Jose State University)
- 8-25 **MARITAL SATISFACTION: PRIOR TO AND DURING THE TRANSITION TO PARENTHOOD**, *Yolanda E. Vasquez* (California State University, Northridge) & *Thomas N. Bradbury* (University of California, Los Angeles)
- 8-26 **ASIAN AMERICANS' USE OF ALTERNATIVE THERAPIES FOR EMOTIONAL PROBLEMS**, *Tai Chang* (CSPP, Alliant International University) & *Christine J. Yeh* (University of San Francisco)
- 8-27 **COMPONENTS OF EFFECTIVE LONG-TERM MENTAL HEALTH TREATMENT FOR FOSTER YOUTH**, *Lauren A. Wadsworth & June Madsen Clausen* (University of San Francisco)
- 8-28 **PSYCHOTHERAPY FOR FOSTER CHILDREN: RESULTS AT MIDPOINT OF LONG-TERM TREATMENT**, *Rosana M. Aguilar & June Madsen Clausen* (University of San Francisco)
- 8-29 **OUTCOMES FROM 42 YEARS OF PSYCHOTHERAPY IN A PRIVATE PRACTICE**, *Paul W. Clement* (Private Practice)
- 8-30 **CREATING A CULTURALLY SENSITIVE INTAKE TEMPLATE FORM FOR LATINO POPULATIONS**, *Sonia Dhalizwal* (Pacific University, School of Professional Psychology)
- 8-31 **UNDERSTANDING NON-SUICIDAL SELF-INJURY IN COLLEGE POPULATIONS**, *Serenita S. Kumar* (Whitman College)
- 8-32 **ADVERSE EMOTIONAL STATES AND THE RELATIONSHIP TO INTERNALIZATION AND EXTERNALIZATION**, *Stephanie Wilkes* (Northwest Nazarene University)
- 8-33 **UTILIZING GAMES AS A RAPPORT BUILDING TECHNIQUE IN MARITAL THERAPY**, *Emily B. H. Treichler* (Pacific Lutheran University)
- 8-34 **THE ROLE OF PRESCRIPTIVE PRIVILEGES IN IMPROVING MENTAL HEALTH CARE**, *Lauren Marlotte* (University of La Verne)



INVITED PRESENTATION

3:00-4:00 CONDESA 1B



VALUES, BELIEFS AND NORMS OF THE MEXICAN FAMILY: 50 YEARS OF SOCIO-CULTURAL PREMISES

Presenter: Rolando Diaz-Loving, National Autonomous University of Mexico

Chair: Steven Lopez, University of Southern California

Synopsis

The study of the values, norms and beliefs of a social group is what gets us closest to understanding everyday life and its effects on health and well being. Thus, in order to help any individual or group, it is imperative grasp the historic and cultural context of that group. The Mexican family historic-psycho-socio-cultural premises are common statements that indicate the when, where, why, how and with whom to commence and maintain interpersonal relationships (Diaz Guerrero, 1993). The central norms and values of the traditional Hispanic family stress the importance of close extended family relationships, the central role of children in marriage, the strict roles of males as respected providers and females as trustworthy abnegate mothers, and the need for children's absolute obedience in exchange for parental love and protection. Using the socio-cultural premises and philosophy of life inventories, we follow the 1950, 1970 and 1990 data for junior high school students from Diaz-Guerrero (2003) with data from 1600 students ranging from junior high to college in 2008.

Biography

Rolando Diaz-Loving obtained his Ph.D. from the University of Texas at Austin in 1981. He currently is professor and Head of the Research and Graduate Division at the National Autonomous University of Mexico. He has published over 300 Journal articles and book chapters along with 11 research books on culture and ethnopsychology, family relationships and health. He currently is also the senior adviser to the Hispanic Healthy Marriage Initiative.



FRIDAY

INVITED PRESENTATION

3:00-4:00 CONDESA IA



PSI CHI JOURNAL OF UNDERGRADUATE RESEARCH: ADVICE TO STUDENTS AND FACULTY MENTORS FROM THE INTERIM EDITOR

Presenter: Martha S. Zlokovich, Psi Chi

Synopsis:

The presenter will discuss the submission requirements for the *Psi Chi Journal of Undergraduate Research*, including advice to undergraduate students and faculty mentors of student research projects. The interim editor will address recent and upcoming changes in the submission process, expectations of the faculty mentor, common mistakes, the review and notification process, and timelines. Time will be left for questions and answers.

Biography:

Martha S. Zlokovich, Ph.D., is Executive Director of Psi Chi, the International Honor Society in Psychology.

PAPER SESSION

3:00-4:00 PENINSULA II



MEASUREMENT AND RESEARCH METHODS

Chair: Andrew Downs

- 3:00 **EXAMINING MEASUREMENT INVARIANCE OF THE ANTISOCIAL PROCESS SCREENING DEVICE ACROSS SEX**, *Kevin Linares* (California State University, Los Angeles), *Sharon Niv* (University of Southern California), *Adrian Raine* (University of Pennsylvania) & *Laura Baker* (University of Southern California)
- 3:15 **VISUAL INSPECTION: EVALUATING THREE METHODS FOR ENHANCING ACCURACY AND RELIABILITY**, *Paul M. Meng*, *Wendy A. Williams* & *Ryan M. Zayac* (Central Washington University)
- 3:30 **PSYCHOMETRICS OF THE SYMPTOMS AND ASSETS SCREENING SCALE IN COLLEGE STUDENTS**, *Madison L. Stroup*, *Andrew Downs* (University of Portland), *Duncan G. Campbell*, *Laura Boucher* (University of Montana), *Michelle Dasse* & *Kristen Thurman* (University of Portland)



- 3:45 **DEFINING A BICULTURAL SELF: A MIXED METHODS EXAMINATION OF ETHNICITY**, Ioakim P. Boutakidis (California State University, Fullerton) & Eli Lieber (University of California, Los Angeles)

PAPER SESSION

3:30-4:00 PENINSULA I



GENDER ISSUES

Chair: Nancy A. Cheever

- 3:30 **MODERN ATTITUDES OF WESTERN CHIVALRY**, Joshua P. McCay (Dominican University of California)
- 3:45 **TELEVISION'S CONTRIBUTION TO SINGLE WOMEN'S SOCIAL IDENTITY SALIENCE**, Nancy A. Cheever (California State University, Dominguez Hills)

WPA AWARDS AND PRESIDENTIAL ADDRESS

4:30-6:00 CONDESA II



2010 WPA AWARDS

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

Nancy E. Calderon
Alexandra B. Carstensen
Stephanie S. Chong
Jennifer M. Estassi
Nickolas D. Gebhart
Ryan K. Merlin
David I. Miller
Kimberley V. Perkins
Joo Yeon Shin
Erika Zambrano-Morales

San Diego State University
University of California, Berkeley
Arizona State University
California State University, Monterey Bay
Point Loma Nazarene University
Claremont Graduate University
Harvey Mudd College
Claremont Graduate University
Colorado State University
California State University, Los Angeles



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

Christian R. Alvarez, Claremont McKenna College

Amanda T. Saw, Claremont Graduate University

Tian Zhao, Pacific Lutheran University

Christina Maslach-Philip Zimbardo Research Award in Social Psychology

David A. Frederick, University of California, Los Angeles

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 Patricia Quinones, California State University, San Bernardino.

The WPA Fellows and Awards Committee, and the WPA Executive Board have made the following awards to recognize outstanding achievements of WPA members.

2010 WPA Lifetime Achievement Award

Philip Zimbardo, Stanford University

2010 WPA Outstanding Teaching Award

Allen W. Gottfried, California State University, Fullerton

2010 WPA Early Career Research Award

Daniel Krauss, Claremont McKenna College

2010 WPA Outstanding Service Award

Dale E. Berger, Claremont Graduate University

2010 WPA Social Responsibility Award

Elizabeth Klonoff, San Diego State University

2010 Enrico E. Jones Award in Clinical Psychology Research

Wei-Chin Hwang, Claremont Graduate University



WPA PRESIDENTIAL ADDRESS

ETHNIC MINORITY ISSUES: LESSONS LEARNED FROM 40 YEARS OF RESEARCH

Presenter: Stanley Sue, University of California, Davis

Chair: Ronald Riggio, Claremont McKenna College

Synopsis

Research on ethnic minority groups has grown over the past four decades. This presentation makes several points concerning the characteristics of such research. First, ethnic minority research is not simply cross-cultural research. Second, the research often generates a great deal of controversy and heated debates. Third, ethnic minority research is difficult to conduct because researchers must deal with small sample sizes of research participants, measurement instruments or theories that may not be cross-culturally valid, cultural response sets, and the financial costs in doing the work. Fourth, given such difficulties, why do we need to study ethnic minorities? I argue that the research offers some important payoffs because we can find out how to address ethnic disparities and inequities, live up to our ideals of justice, develop better theories of human behavior, and improve our science.

Biography

Stanley Sue is Distinguished Professor of Psychology and Asian American Studies at the University of California, Davis. From 1971-1981, he was Assistant-Associate Professor of Psychology at the University of Washington. He was Professor of Psychology at UCLA from 1981-1996. He has served as Associate Editor of the *American Psychologist* and as Science Editor for the U.S. Surgeon General's report, *Mental Health: Culture, Race and Ethnicity*. His 150 publications deal with ethnicity, mental health, cultural competency, and race relations.



FRIDAY

WPA PRESIDENTIAL RECEPTION AND SOCIAL HOUR

6:15-7:15 LOWER POOL DECK

*Enjoy meeting with colleagues and
friends at this informal reception.*

WPA SPECIAL PRESENTATION

8:00 – 10:00 CONDESA II & III

ZIM, THE WIZ, WILL HYPNOTIZE YOU ALL: THE MAGIC, MYSTERY, MIRTH AND REALITY OF HYPNOSIS

Presenter: Philip Zimbardo, Stanford University

Chair: Gabriela A. Martorell, Portland State University

Synopsis

Dr. Zimbardo's talk will include a slide show with video clips of different kinds of hypnosis in action. A historical view of the rise and fall of mesmerism in Europe sets the stage for a discussion of the pros and cons of hypnosis, areas of applications, and demonstrations of the power of hypnosis in a variety of uses. We end with the Great Dr. Z leading us all into a hypnotic induction and deep relaxation exercise.

Biography

Philip Zimbardo is internationally recognized as the 'voice and face' of contemporary American psychology through his widely seen PBS-TV series, *Discovering Psychology*, his classic research, *The Stanford Prison Experiment*, authoring the oldest current textbook in psychology, *Psychology and Life*, going into its 19th Edition, and his popular trade books on Shyness in adults and in children; *Shyness: What it is, what to do about it*, and *The Shy Child*. Most recently, Zimbardo co-authored *The Time Paradox*, a new view



of how time perspective influences our decisions and actions. He is also past president of the American Psychological Association, and the Western Psychological Association.

Zimbardo has been a Stanford University professor since 1968 (now an Emeritus Professor), having taught previously at Yale, NYU, and Columbia University. He is currently on the faculty of the Pacific Graduate School of Psychology, and the Naval Postgraduate School at Monterey, CA. He has been given numerous awards and honors as an educator, researcher, writer, and service to the profession. Recently, he was awarded the Vaclav Havel Foundation Prize for his lifetime of research on the human condition. His more than 300 professional publications and 50 books convey his research interests in the domain of social psychology, with a broad spread of interests from shyness to time perspective, madness, cults, political psychology, torture, terrorism, and evil.

Zimbardo is Chair of the Western Psychological Foundation. He heads a philanthropic foundation in his name to promote student education in his ancestral Sicilian towns. Zimbardo adds further to his retirement list activities: serving as the new executive director of a Stanford center on terrorism -- the Center for Interdisciplinary Policy, Education, and Research on Terrorism (CIPERT). He was an expert witness for one of the soldiers in the Abu Ghraib Prison abuses, and has studied the interrogation procedures used by the military in that and other prisons as well as by Greek and Brazilian police torturers. That research is presented in his recent book: *The Lucifer Effect: Understanding How Good People Turn Evil* -a New York Times best seller.

Noted for his personal and professional efforts to actually “give psychology away” to the public, Zimbardo has also been a social-political activist, challenging the U.S. Government’s wars in Vietnam and Iraq, as well as the American Correctional System.

Zim’s new mission in life is “seeding the earth with everyday heroes” via his newly formed Heroic Imagination Project (HIP). Ask him about it.



FRIDAY

SATURDAY



WPA FILM FESTIVAL

SATURDAY, 8:00 A.M. – 6:15 P.M. PENINSULA IV



Time	Name of Film	Running Time (in minutes)
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ENVIRONMENTAL PSYCHOLOGY

8:00 a.m.	The Suzuki Diaries: Sustainability in Action	45
8:45	A Sense of Wonder	45

LESBIAN, GAY, BISEXUAL & TRANSSEXUAL ISSUES

9:30	A Drag King Extravaganza	43
10:15	East / West - Sex and Politics	97
12:00 p.m.	Finding Family: Gay Adoption in the U.S.	10
12:15	Downstream (<i>Im Fluss</i>)	6

THERAPEUTIC ENDEAVORS

12:30	In Body and Soul: Sexual Therapy for the Handicapped	40
1:15	In My Hands: A Story of Marfan Syndrome	55
2:15	Oedipus in China	52

SOCIAL ISSUES

3:15	The Yes Men Fix the World	87
4:45	Virtual JFK: Vietnam If Kennedy Had Lived	80



WPA COUNCIL OF REPRESENTATIVES

7:30-8:40 MARIA MERCEDES/BEATRIZ



Chair: Gabriela Martorell, Portland State University





SATURDAY

INTERNATIONAL SYMPOSIUM

8:00-9:20 PENINSULA III



EARLY CHILDHOOD EDUCATION RESEARCH

Chair: Henry C. Ellis, University of New Mexico

Synopsis

Our panel of research presentations regarding early childhood education research show-cases a diversity of methods, topics, and international teams. In the first presentation, researchers investigated the transferability of both psychometric qualities and the utility of the Response-to-Intervention Model as a pre-kindergarten screen of children in Ecuador. In the second presentation, researchers compared the way that U.S. and Korean teachers used concrete manipulatives to teach fractions to third graders. In the third presentation, researchers evaluated the effectiveness of an after-school Learning Center model for elementary students with limited English proficiency. The discussant will summarize themes, contradictions, and limitations across the three research projects and following the presentations will moderate a short discussion with those in the audience.

Presenters

PRE-KINDERGARTEN SCREENER: IMPLEMENTING THE RESPONSE-TO-INTERVENTION MODEL IN ECUADOR, *Arlene Ortiz* (Fordham University), *Manuela Guimarães* (New York City Department of Education), *Patricio Romero* (Mineola School District) & *Tara C. Raines* (Gwinnett County Public Schools)

U.S. AND KOREAN TEACHERS USE CONCRETE MANIPULATIVES TO TEACH FRACTIONS, *Kimmy K. Kivok*, *Jae H. Park*, *Susan Courey* & *April Won* (San Francisco State University)

EFFECTIVENESS OF LEARNING CENTER ON LIMITED-ENGLISH-PROFICIENT STUDENTS IN 1ST-4TH GRADES, *Tomas E. Martinez*, *Ellen F. Sugar*, *Elizabeth Ramirez*, *Candace Siegmund* & *Iya K. Ritchie* (Pepperdine University)

Discussant:

Henry C. Ellis

SATURDAY



SYMPOSIUM

8:15-9:45 CONDESA IB



ADJUSTMENT, WELL-BEING, AND CAREER DEVELOPMENT OF COLLEGE STUDENTS IN THE U.S.

Chair: Hung-Bin Sheu, Arizona State University

Synopsis

The purpose of the symposium is two-fold: (a) introduce the development of two undergraduate courses designed to assist incoming first-year students in their transition to college at a large Southwestern university in the United States; and (b) present initial findings of two longitudinal research projects developed to test the effectiveness of the courses in relation to college students' adjustment, well-being, and career development. The symposium consists of three individual presentations. The first presentation will provide an overview of the two 5-week course modules aimed at helping incoming college students adjust to the campus, achieve and maintain their well-being, and choose their majors and future career directions. An introduction of the longitudinal design for the two subsequent empirical studies will also be offered. The second presentation will outline the initial findings of a study based on Lent's (2004) social cognitive perspective on subjective well-being. Specifically, this study focuses on how personality variables and academic support might contribute to students' academic self-efficacy, outcome expectations, and goal progress across gender and racial groups. Lastly, the third presentation will emphasize the career development aspect of students' transition into their college lives. This study is designed to explore the relations of personality and environmental variables to students' career exploratory behaviors and self-efficacy in making decisions about their college majors and future career options. Findings regarding gender and racial differences on career-related variables will also be reported.

In their transition into college, most students experience the challenges of adjusting to a new environment and exploring their future careers. The audience of this symposium will acquire knowledge about how the development and implementation of undergraduate courses could help students successfully deal with these challenges and how these courses could be empirically evaluated. They will also gain understanding of variables that are hypothesized to predict students' adjustment, well-being, and career choices, as well as how gender and racial groups might differ in creating a smooth transition to college. Finally, practical implications for mental health and student affairs professionals will also be highlighted.

Presenters

A PROGRAM FOR COLLEGE STUDENT ADJUSTMENT, WELL-BEING, AND CAREER DEVELOPMENT, *Mary E. Dawes & Hung-Bin Sheu (Arizona State University)*



EXAMINING THE WELL-BEING AND COLLEGE ADJUSTMENT OF FIRST YEAR STUDENTS, *Stephanie S. Chong, Hung-Bin Sheu, Mary Dawes, Kerrie-Ann Wilkins & Theron Liddell* (Arizona State University)

ACADEMIC SUPPORT AND PERSONALITY VARIABLES IN COLLEGE STUDENTS' CAREER DEVELOPMENT, *Kerrie Wilkins, Mary Dawes, Hung-Bin Sheu, Stephanie Chong & Theron Liddell* (Arizona State University)

Discussant

Hung-Bin Sheu

POSTER SESSION 9

8:30-9:45 EXHIBIT HALL



STRESS & ANXIETY AND COUNSELING

- 9-1 **DEAL WITH IT: GENDER DIFFERENCES IN STRESS AND COPING**, *Brian Jauregui, Miranda Krotenko, Jana Sirotnik, David Coon & Matt Newman* (Arizona State University)
- 9-2 **PREDICTIVE FACTORS OF AGGRESSIVE DRIVING BEHAVIOR**, *Jennifer C. Chang, Maribel Garcia, Michelle Carsten, Austin Fullmer & Lisa T. Mori* (California State University, Fullerton)
- 9-3 **UTILITY OF COMMUNICATION APPREHENSION AND STUTTERING SCALES WITH ESL RESPONDENTS**, *Uriel Russ, Anna Voprinsky* (California State University, Northridge), *Rinsky Butrago* (University of Southern California), *Yuliza Mejia & Andrew Ainsworth* (California State University, Northridge)
- 9-4 **DOES TRAINING IN COUNSELING MICROSKILLS AFFECT STUDENTS' CONFIDENCE LEVELS?**, *Kurt D. Baker, Robin Thomas, Katherine Findley, Gina Belerique, Holly Martin & Erika Garcia* (California State University, Stanislaus)
- 9-5 **EXPOSING THERAPIST ATTITUDES AND CONCERNS ABOUT IMPLEMENTING EXPOSURE THERAPY**, *Allison F. Carrier, Erin Murphy, Bjorn Bergstrom, Andrew Bliesner, Kevin Ashworth, Staci Wade & Johan Rosqvist* (Pacific University)
- 9-6 **ARE LONG COMMUTES ASSOCIATED WITH STRESS? A SURVEY OF CALIFORNIA INLAND EMPIRE RESIDENTS**, *Juliana L. Fuqua, Erika Estrada, Tammy Ma, Alexander Vinas* (California State Polytechnic University, Pomona) & *Richard Harvey* (San Francisco State University)
- 9-7 **CULTURAL DIFFERENCES IN RESPONSE TO NEGATIVE SOCIAL STRESS**, *Daniel C. Miao, Mai Nguyen-Hamilton, Anthony Holguin, Megumi Hosoda & Cheryl Chancellor-Freeland* (San Jose State University)
- 9-8 **THE EFFECTS OF STRESS ON CREATIVITY AS A FUNCTION OF GENDER**, *Crystal Dill, Jenny Baker, Subha Govindarajan, Megumi Hosoda & Cheryl Chancellor-Freeland* (San Jose State University)
- 9-9 **CAN SOMATIC AWARENESS BUFFER CARDIOVASCULAR RESPONSES TO STRESS IN WOMEN?**, *Susan J. Locke, Jenna L. Patterson, Barnali Basu, Haley A. C. Douglas, Hilary A. Carpenter, Madison L. Newberry & M. Kathleen B. Lusyk* (Seattle Pacific University)



- 9-10 **CAN PREMENSTRUAL SYMPTOMS, TRAIT ANXIETY, OR QUALITY OF LIFE REPORTS EXPLAIN LUTEAL PHASE INCREASE IN STRESS REACTIVITY IN WOMEN?**, *Hilary Carpenter, Madison Newberry, Susan Locke, Hailey Douglas & M. Kathleen B. Lustyk* (Seattle Pacific University)
- 9-11 **FUNCTIONAL CAPACITY, "RECOVERY", AND WELL-BEING IN THE SEVERELY MENTALLY ILL**, *Brent T. Mausbach, Veronica Cardenas* (University of California, San Diego), *Denisse Tiznado* (SDSU/UCSD), *David Isley, Dilip Jeste & Thomas L. Patterson* (University of California, San Diego)
- 9-12 **THE TRAUMA RESILIENCY MODEL™: A MULTICULTURAL APPROACH TO TRAUMA TREATMENT**, *Linda L. Adams* (San Bernardino Cnty Behavioral Health), *Lauren Marlotte, Linda Kane* (University of La Verne), *April Krowel* (Cal Poly Pomona), *Lynn Craig & Trier Dearth* (University of La Verne)
- 9-13 **RESILIENCE TO LOSS: THE ROLE OF AGENCY AND POSITIVE AFFECT**, *Eric Cooley, Lauren Roscoe, Tamina Toray, Marissa Cuperus, Tiffany Hendrix, Kayla Willhite & Joel Taylor* (Western Oregon University)
- 9-14 **EFFECTS OF SOCIOECONOMIC STATUS ON BLOOD PRESSURE REACTIVITY TO SOCIAL AND FINANCIAL STRESSORS**, *Kayley M. Richards, Breanne J. Cullen, Kristen M. Conley, Jeffrey S. Nelson & Barbara J. Lehman* (Western Washington University)
- 9-15 **ACCULTURATIVE STRESS AS RISK FACTORS FOR SUICIDAL IDEATION IN ADOLESCENTS**, *Hilary N. Billings, Amy K. Anapolsky, Alexa Parker & Amanda Haboush* (University of Nevada Las Vegas)
- 9-16 **LANGUAGE REQUIREMENT AND INTERCULTURAL ADAPTATION**, *Victor Sawicki* (Western Oregon University), *Carmen Arrue* (AHA International-Oviedo) & *Frauke Binder* (AHA International-Vienna)
- 9-17 **USING A STRUCTURAL MODEL TO EXPLAIN THOUGHT ACTION FUSION**, *Lisa A. De La Rue, Lawrence Meyers & Kristine Christianson* (California State University, Sacramento)
- 9-18 **TEACHING OPTIMISM, HOPE AND RESILIENCY TO YOUTH (TOHRY): PROGRAM DEVELOPMENT AND RESULTS**, *Mahlon B. Dalley, Michelle Prunier-Smith & Mileva Yant* (Eastern Washington University)
- 9-19 **NATURAL DISASTERS IN INDONESIA: REPEATED EXPOSURE, RESOURCE LOSS, AND DISTRESS**, *Joseph MacEachern, David N. Sattler* (Western Washington University) & *Mora Claramita* (Gadjah Mada University)
- 9-20 **MARITAL DISTRESS, ACCULTURATION, AND ACCULTURATIVE STRESS IN MEXICAN AMERICAN COUPLES**, *Dwina Lara, Priscilla Rios & Donna Castañeda* (San Diego State University-Imperial Valley)
- 9-21 **TRANSFER OF INTERPRETATION TRAINING TO ATTENTION BIAS IN SOCIAL ANXIETY**, *Laura Petersen, Jessica Bomyea & Nader Amir* (SDSU)
- 9-22 **DO COMMUNITY VIOLENCE AND PARENT CONFLICT RELATE TO CHILDREN'S DISTRESS?**, *Larissa A. Borofsky, Ilana J. Kellerman & Gayla Margolin* (University of Southern California)
- 9-23 **PARENT CONFLICT AND SYMPTOMS OF DEPRESSION AND ANXIETY IN CHILDREN**, *Ilana J. Kellerman, Larissa A. Borofsky & Gayla Margolin* (University of Southern California)



- 9-24 **TERROR MANAGEMENT THEORY: WHICH SELF-ESTEEM PROVIDES PROTECTION AGAINST MORTALITY CONCERNS?**, *Andrea D. Carrara* (University of the Pacific), *Sue Hobbs* (University of California, Davis) & *Gary Howells* (University of the Pacific)
- 9-25 **PREDICTORS OF PARENTING STRESS IN POPULATIONS SEEKING BEHAVIOR INTERVENTION**, *Arek A. Yelenkian* & *Dee L. Shepherd-Look* (CSU Northridge)
- 9-26 **HOW TO BE CLUTCH: SPORT PERFORMANCE UNDER PRESSURE**, *Mark P. Otten* (California State University, Northridge)
- 9-27 **SUPPORTIVE COLLEGE ENVIRONMENTS FOR MEANING-SEARCHING**, *Joo Yeon Shin* & *Michael F. Steger* (Colorado State University)
- 9-28 **ASSESSING ANXIETY AS IT EFFECTS BASKETBALL PERFORMANCE**, *Nicholas B. Rogell* & *Marc W. Barnes* (Indiana Institute of Technology)
- 9-29 **NIGHTMARES, STRESS AND COPING**, *Leticia Mayoral* & *Cheryl Chancellor-Freeland* (San Jose State University)
- 9-30 **STRESS AND THE WAYS OF COPING PREDICT NIGHTMARES**, *Leticia Mayoral* & *Cheryl Chancellor-Freeland* (San Jose State University)
- 9-31 **THE EFFICACY OF TRADITIONAL NATIVE AMERICAN PRACTICES ON VETERAN POPULATIONS**, *Patricia B. Kyle* & *Dawn Ogle* (Southern Oregon University)
- 9-32 **THE IMPACT OF CHILD ANXIETY ON PARENTAL SELF-EFFICACY**, *Kaycie Zielinski* & *Marilyn Van Dyke* (UCLA)
- 9-33 **INTEGRATING MINDFULNESS AND SOCIAL JUSTICE TO INFORM COUNSELING PSYCHOLOGY TRAINING**, *Kali R. Lantrip* & *Erin M. Darlington* (University of Oregon)
- 9-34 **VALIDITY OF BIDIMENSIONAL MODEL OF ACCULTURATION FOR INTERNATIONAL STUDENTS**, *Neda Ansari* & *Pawel Blagow* (Whitman College)
- 9-35 **OUTDOOR VS INDOOR EXERCISE AND RELATIONSHIP IN REDUCTION OF STRESS**, *Amber Elizondo* (Dominican University of California)

SATURDAY



PT@CC SYMPOSIUM

8:30-9:30 CONDESA III



UNDERSTANDING ADULTS WITH ASPERGER'S SYNDROME: YOUR STUDENTS, COLLEAGUES, AND FRIENDS

Chair: Vivian McCann, Portland Community College

Synopsis

Learn more about the unique characteristics of individuals with this high-functioning form of autism. Our first presenter, Dr. Barbara DeFilippo, better known to her students as Dr.D., is a professor of psychology and statistics, and an unabashed polymath. Her wide-ranging interests and love of both basic and applied psychology led to degrees in experimental psychology, I/O psychology, and Social Cognition, as well as postdoctoral study in Clinical Sexology. In addition to her teaching, Dr.D. has evaluated grant proposals for the Army Research Institute in judgment and decision making, served as the head of testing for Legend Entertainment's computer gaming software development, lectured at Oxford University on profiling and the danger of female suicide bombers, and served as a project assessor for a NASA STEM documentary film project. Today, she will present a brief guide to understanding and working with colleagues with Asperger's Syndrome, both in and out of the closet and classroom.

Our second presenter, Nan Victoria Gray (dba Nan Lester) is a therapist, educator, advocate, public policy specialist, expert witness, and published author with 16 years of experience working with individuals and families affected by Asperger Syndrome (AS). She has taught at the University of Oregon within the College of Education as well as the Department of Family and Human Services and Counseling Psychology. She is currently in private practice full-time. Today, utilizing her "Understanding Asperger Syndrome" overview (Lester, 2003), you will learn how the executive function challenges, social-cognitive deficits and sensory/motor integration dysfunction characteristics of AS might be observed in a student. The broad range of "all things Asperger's", which often includes exceptional intelligence and unique talents, is inherently a world of extremes from hypo to hyper function. Examples of how a student with AS, in forms ranging from extreme to subtle, may function in your classroom will be mirrored for observation. Direct and discreet supports will be framed for participant application in group process, and strategies and solutions for maximizing student/teacher efficacy and curriculum capacity will be discussed. Nan encourages panel participants to contact her prior to the conference with questions and/or case examples.

Presenters

THE ASPIE-MINDED PROFESSOR, *Barbara DeFilippo* (Lane Community College)

EDUCATING THE COLLEGE STUDENT WITH ASPERGER'S, *Nan Lester* (Asperger Counseling Northwest)

TEN THINGS YOU'VE HEARD ABOUT ASPERGER'S BUT DIDN'T KNOW TO ASK ABOUT, *J. D. Elliot* (University of Arizona)



SATURDAY

PAPER SESSION

8:30-9:15 PENINSULA I



APPLICATIONS OF THEORY

Chair: James D. Cresswell

- 8:30 **BEING FAITHFUL: BAKHTIN AND A POTENTIAL POSTMODERN PSYCHOLOGY OF SELF**, *James D. Cresswell* (Northwest Nazarene University)
- 8:45 **A PROPOSAL TO REDRESS PROBLEMS IN DISCURSIVE ANALYSIS: BAKHTIN AND GARFINKEL ON INTERPRETING ACCOUNTS**, *James D. Cresswell* (Northwest Nazarene University)
- 9:00 **THEORY INTO PRACTICE: A LEWINIAN APPROACH TO FIRST GRADE EDUCATION**, *Janelle M. Silva* (University of California, Santa Cruz)

STATISTICS WORKSHOP 3

8:45- 10:45 CONDESA IA



A WORKSHOP ON QUASI-EXPERIMENTAL DESIGN

Presenter: William D. Crano, Claremont Graduate University

Chair: Dale E. Berger, Claremont Graduate University

Synopsis

Far from the court of last resort, quasi-experimental designs provide the creative researcher with a host of options that often are more desirable than that the randomized experiment makes available. The quasi-experiment can go where the experiment fears to tread, and can provide useful information when implementing experimental designs is impossible. The drawback of all quasi-experimental designs, the incapacity to assign participants randomly to study condition, is an admitted inconvenience, but it is not a death knell. Many designs are available to the quasi-experimentalist that provide evidence whose causal implications are so compelling that they are practically undeniable. Indeed, the causal inferences that may be drawn from some quasi-experimental designs are at least as certain as those available from the classic experimental design – their advantage is that the quasi-experiment could be performed, whereas an experiment could not given the constraints of the research context. In this workshop we will explore a variety of subtypes of quasi-experimental designs, ranging from simple and complex interrupted time series studies to nonrandomized pretest/posttest/control group designs to regression discontinuity approaches. Real research problems that do not lend themselves to the simple expedient of the randomized assignment of subjects to conditions will be discussed, and the audience will be invited to solve them while learning about the possibilities made available in the class of designs described as quasi-experimental.

**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 PAPER PRESENTATION

9:30-10:20 PENINSULA III

**NEUROPHENOMENOLOGY**

Chair: Lynette H. Bikos (Seattle Pacific University)

NEUROPHENOMENOLOGY: THE MIND AND THE BRAIN, *Susan Gordon* (Southbury Clinic for Traditional Medicines)

SYMPOSIUM

9:30-11:00 PENINSULA I



INCREASING SOCIAL SUPPORT FOR DEPRESSED INDIVIDUALS: CROSS-CULTURAL CHALLENGES AND SOLUTIONS

Chair: Jason Siegel, Claremont Graduate University

Synopsis

The ills of depression are heightened by a well-documented reduction in social support. A lower level of social support is associated with increased suicide ideation and attempts. Health promotion efforts seeking to increase the provision of social support have taken two approaches: 1) directly appealing to depressed individuals, and 2) targeting friends and family of depressed individuals. This symposium will begin with presentations offering data focusing on the challenges and dangers of directly targeting depressed individuals.



The first presentation discusses a study hypothesizing that depressed individuals perceive the stigma of depression as more problematic than non-depressed individuals. Moreover, depressed individuals were posited to report increased fear of negative evaluation and greater mistrust of others. A sample of college students in the general population constituted the population for the first study. Both hypotheses were supported and implications for campaigns directly targeting depressed individuals are discussed.

The second presentation continues to explore how the negative cognitive bias associated with depression alters depressed individuals' views of the illness. In line with predictions, this study of Spanish-Dominant Hispanics reveals that increased depression is associated with negative views about the causes and consequences of depression as well as the potential of professional help serving to reduce levels of depression.

A third study assessed if depression reduces the likelihood of seeking help for other medical needs as well as reducing the likelihood of seeking help for depression. A sample of Hispanic individuals in need of a kidney transplant was surveyed. Results indicated that levels of depression are related to feeling unable to ask a loved one to be a kidney donor and reliance on indirect means of acquiring a living kidney donation.

These first three studies are intended to provide intense data concerning the problems of directly targeting depressed individuals via help promotion campaigns as well as the impact that depression has on multiple aspects of health. The next three presentations focus on means of increasing the provision of social support to depressed individuals.

The initial study in this series assesses reported reasons for offering, or not offering, help to depressed loved ones. The most striking results indicate that Spanish-Dominant Hispanics and Non-Hispanics significantly differ in the offering of help to depressed loved ones. Specifically, Spanish-Dominant Hispanics report a greater willingness to help a cousin depressed due to a lack of willpower than a cousin depressed due to stress at work. This difference in willingness was not present among Non-Hispanics. A qualitative assessment of the rationale behind helping decisions in both cultures is assessed.

The next presentation, focusing exclusively on Spanish-Dominant Hispanics, explores the interaction between social support outcome expectancies (SSOE) and religious involvement on helping behavior directed at depressed individuals. For task helping, interpersonal helping, and helping commitment, findings indicate that 1) for participants with low religious involvement, those with high SSOEs were more likely to help a depressed individual than those with low SSOEs, and 2) for participants with low SSOEs, those with high religious involvement were more likely to offer help than those with low religious involvement.

In the final study, a means for increasing helping behavior toward depressed individuals among Spanish-Dominant Hispanics and Non-Hispanics was investigated. In addition to discovering that affect and SSOEs account for more than 50% in helping behavior, an unexpected finding emerged: perceiving a lack of willpower to be the cause of depression resulted in greater sympathy among the Hispanic sample, but increased anger among Non-Hispanics.

The symposium will conclude with a discussion of the implications of the series of findings presented. The focus will be on the manner in which study results can inform the development of future efforts promoting increased social support for depressed populations.



Presenters

INCREASING SOCIAL SUPPORT FOR DEPRESSED INDIVIDUALS: CHALLENGES AND SOLUTIONS, *Zachary P. Hohman, Jason T. Siegel, Eusebio Alvaro, Ben Seifert, Cara Tan & William D. Crano* (Claremont Graduate University)

INCREASING SOCIAL SUPPORT FOR DEPRESSED INDIVIDUALS: A CROSS-CULTURAL ASSESSMENT OF AN AFFECT-EXPECTANCY APPROACH, *Jason Siegel, Eusebio Alvaro, William D. Crano, Brianna Alyssa, Zachary Hohman & Erin O'Brien* (Claremont Graduate University)

PROVIDING HELP TO DEPRESSED INDIVIDUALS: RELIGIOUS INVOLVEMENT AND EXPECTANCIES, *Brianna A. Lienemann, Jason T. Siegel, Eusebio Alvaro & William Crano* (Claremont Graduate University)

THE RELATIONSHIP BETWEEN NEGATIVE SELF-BIAS ON HELP SEEKING AMONG DEPRESSED HISPANIC INDIVIDUALS, *Amanda R. Keele, Amelia V. Gonzalez, Jason T. Siegel & Eusebio Alvaro* (Claremont Graduate University)

DO DEPRESSIVE COGNITIONS DIMINISH COMFORT IN ASKING FOR A LIVING KIDNEY DONATION?, *Amelia V. Gonzalez, Jason T. Siegel & Eusebio Alvaro* (Claremont Graduate University)

ADOLESCENT DEPRESSION, MISANTHROPY, AND SOCIAL COGNITIONS: IMPLICATIONS FOR SOCIAL SUPPORT, *Eusebio M. Alvaro & Jason T. Siegel* (Claremont Graduate University)

Discussants

Jason T. Siegel & William D. Crano

INVITED PRESENTATION

9:45-10:45 CONDESA II



MINDFULNESS-BASED RELAPSE PREVENTION: A DIALOGUE BETWEEN CLINICAL SCIENCE AND NEUROSCIENCE IN THE TREATMENT OF ADDICTIVE BEHAVIOR

*Presenters: G. Alan Marlatt, University of Washington
and M. Kathleen B. Lustyk, Seattle Pacific University*

Chair: Janet Kottke, California State University, San Bernardino

Synopsis

This presentation will provide a brief overview of Mindfulness-Based Relapse Prevention (MBRP) for substance use disorders while engaging the neuroscientific research on mindfulness meditation. MBRP is an 8-week outpatient group therapy program that incorporates mindfulness practices. MBRP has been shown to reduce craving and



substance use compared to other outpatient therapies. Integrating the expertise of professionals trained in clinical psychology and behavioral neuroscience, we will explore the overlapping neural systems implicated in addiction and mindfulness practices. One particular focus will be on neuroanatomical and chemical systems involved in the stress response given that stress is a well-known trigger for craving and substance use. Findings from MBRP research will be discussed.

Biography

G. Alan Marlatt is Professor of Psychology and Director of the Addictive Behaviors Research Center at the University of Washington. Dr. Marlatt's major focus in both research and clinical work is the field of addictive behaviors. Along with over 200 peer-reviewed publications, he has published several scholarly books including *Relapse Prevention* (1985; 2005), *Assessment of Addictive Behaviors* (1988; 2005), and *Brief Alcohol Screening and Intervention for College Students (BASICS): A Harm Reduction Approach* (1999). Since its inception, his research program has been continuously funded by various grantors including the National Institute on Alcohol Abuse and Alcoholism, the National Institute on Drug Abuse, and the Robert Wood Johnson Foundation. In 1990, Dr. Marlatt earned The Jellinek Memorial Award for outstanding scholarly contributions to the field of alcohol studies, in 2001 he received the Innovators in Combating Substance Abuse Award by the Robert Wood Johnson Foundation, and in 2004 he earned the Distinguished Researcher Award from the Research Society on Alcoholism.

M. Kathleen B. Lustyk, PhD is Professor of Psychology at Seattle Pacific University (SPU) and Affiliate Associate Professor of Nursing at the University of Washington (UW). Dr. Lustyk received her PhD in Physiological Psychology/Behavioral Neuroscience from the UW and post-doctoral training in neurochemistry and assay techniques. Dr. Lustyk is the developer and Primary Investigator of the Women's Health Lab at SPU where she investigates women's psychophysiological and neuroendocrine stress responses and the role mindfulness plays in those responses. In collaboration with addiction science expert Dr. G. Alan Marlatt, she is investigating stress responses in persons with substance use disorders following treatment with Mindfulness-Based Relapse Prevention. Dr. Lustyk's primary teaching assignment is Behavioral Neuroscience; which includes systematic brain dissection. Dr. Lustyk has earned two nominations for Professor of the Year at SPU and in 2002, Dr. Lustyk received the Outstanding Research Article Award from the Society of Gastroenterology Nurses and Associates for her work in women's health.



INVITED PRESENTATION

9:45-10:45 CONDESA III



ON THE UNDERLYING BASES OF IMPLICIT ATTITUDE VARIABILITY AND MALLEABILITY

Presenter: Jeffrey W. Sherman, University of California, Davis

Chair: Mary E. Kite, Ball State University

Synopsis

Though implicit attitudes initially were depicted as more stable and “real” than explicit attitudes, subsequent research has revealed that they are, in fact, highly malleable. However, the source of this malleability is not clear. Most often, it is interpreted as showing that the associations that underlie implicit attitudes are easily altered. In this talk, I will present evidence that the malleability of implicit attitudes often has as much, or more, to do with changes in controlled processes that contribute to performance on implicit measures of attitudes. To examine these processes, we examined individual differences in implicit prejudice and stereotyping due to race, age, and motivations to respond without bias. In other studies, changes in implicit prejudice and stereotyping were induced via a variety of standard procedures. We used the Quad Model (Sherman et al., 2008) to examine the underlying bases of these effects. Results showed that, in some cases, the effects were due to variation in underlying associations, in other cases the effects were due to both variation in associations and controlled task performance processes, and, in still other cases, the effects were due entirely to controlled processes, and were unrelated to changes in underlying associations.

Biography

Dr. Sherman is a Professor in the Department of Psychology at the University of California, Davis. Dr. Sherman's research investigates the cognitive processes underlying social psychology and behavior. In particular, he is interested in how stereotypes and prejudice affect how people perceive themselves, other people, and groups of people. He has authored more than 55 scientific publications, including book chapters and peer-reviewed journal articles. He has served on several editorial boards and review committees, and is currently Editor of the journal *Social Cognition*. He is the past-President of the International Social Cognition Network, and is a Fellow of the Association for Psychological Science. Dr. Sherman was the winner of the 2006 Theoretical Innovation Prize presented by the Society for Personality and Social Psychology. His research on stereotyping and prejudice has been funded by the National Institutes of Health and the National Science Foundation.



SATURDAY

POSTER SESSION 10

10:00-11:30 EXHIBIT HALL



SOCIAL & PERSONALITY PSYCHOLOGY 2 AND SEXUALITY

- 10-1 **PERSONALITY PERCEPTIONS ON MYSPACE: INACCURACIES PREDICTING AN INDIVIDUAL'S PERSONALITY**, *Kresenda Keith* (University of Alaska Anchorage)
- 10-2 **CREATIVITY AND ENDORSEMENT OF THE "MAD GENIUS" STEREOTYPE ACROSS ACADEMIC DISCIPLINES**, *Tessy T. Panaccalia, Kathylee M. Martinez, Ryan Jordan, Molly Fisher, Lloyd Tananaha, Ryan E. Holt & James C. Kaufman* (California State University, San Bernardino)
- 10-3 **MEASURING ATTITUDES TOWARDS MIDDLE-EASTERNERS USING LOST LETTERS**, *Afshin Gharib, William Phillips, Matthew Davis, Stephanie Lemp & Jamie Kuhlman* (Dominican University of California)
- 10-4 **EXAMINING SEXUAL ASSAULT HISTORY, SEXUAL ASSERTIVENESS, AND RESPONSES TO RISK**, *Shanna Ferrell* (Washington State University), *Aryn Zehmert, April George, Jennifer Roraback, Nick LaVancory & Russell L. Kolts* (Eastern Washington University)
- 10-5 **MINDFULNESS IN RELATION TO SEXUAL ASSAULT RISK RECOGNITION AND RESPONSE**, *Shanna Ferrell* (Washington State University), *Talia Torrano, Michelle Powell, Kelly Mackay, Lisa Zawacki & Russell L. Kolts* (Eastern Washington University)
- 10-6 **IMPACT OF CONSTRUAL LEVEL ON PERSUASIVENESS OF HEALTH MESSAGE FRAMES**, *Emily Umansky, Kelsey Chapple* (Lewis & Clark College), *Dmitri Alvarado* (Portland Community College), *Brian Detweiler-Bedell & Jerusha Detweiler-Bedell* (Lewis & Clark College)
- 10-7 **MINORITY AUTHORITY: DIFFERENTIATING RACISM FROM COMEDY THROUGH MINORITY-GROUP REFERENCING**, *Shane R. Moulton, Markus Kermelmeier, Joshua Padilla & Jose Vargas* (University of Nevada)
- 10-8 **UPON MY SOUL, A WICKED LIE: EMOTIONAL REACTIONS TO LYING**, *Jacob G. Levernier, Matthew P. Kloeris, Aaron J. Magid & Maureen O'Sullivan* (University of San Francisco)
- 10-9 **THAT'S GROSS! SEX INTIMACY AND BODY SATISFACTION ACROSS ADOLESCENT GIRLS**, *Joseph C. Nevarez, Ruchi Shah, Andrés Núñez & Deborah Schooler* (University of the Pacific)
- 10-10 **"DON'T ASK ME FOR SEX": GIRLS' SEXUAL-BOUNDARIES ACROSS ADOLESCENCE**, *Dianne Castellano, Angela Dunne, Andres Nunez & Deborah Schooler* (University of the Pacific)
- 10-11 **THE GREEN DOT STRATEGY: WHAT DO STUDENT LEADERS THINK?**, *Hayley Armstrong, Felicia Friendly Thomas & Jose Miranda* (California State Polytechnic University, Pomona)
- 10-12 **CONFRONTING RACISM: STUDENTS' REACTIONS TO CONFLICTING EXPLICIT AND IMPLICIT ATTITUDES**, *Abdiel J. Flores, Jessica D. Didkovy & Bettina J. Casad* (California State Polytechnic University, Pomona)



- 10-13 **WHAT DO SELF-TOUCHING ACTIONS CONVEY?**, *Souraya Matax, Farah El Khatib & Jimi Harrigan* (CSU Fullerton)
- 10-14 **RELATING DISTINCT DIMENSIONS OF SEXUAL FUNCTIONING TO MULTIETHNIC WOMEN'S PSYCHOPATHOLOGY**, *Efrat S. Redlich, Luciana Lagana' & Karen Gonzalez* (CSU Northridge)
- 10-15 **LATINO ADOLESCENTS' HERITAGE LANGUAGE PROFICIENCY AND USE PREDICTS INTERGROUP INTERACTION**, *Steve J. Lee, Cindy Fierros & Michele Wittig* (California State University, Northridge)
- 10-16 **SEXUAL UPBRINGING, SEXUAL SELF-EFFICACY, AND THE ROLE OF ETHNICITY**, *Taylor Oliver, Patricia Cabral & Luciana Lagana'* (California State University, Northridge)
- 10-17 **SOCIAL SUPPORT AND STRAIN IN LATER LIFE: HOW DO OLDER ADULTS MANAGE INTERPERSONAL STRESS USING THEIR CLOSEST RELATIONSHIPS?**, *Jennifer A. Mendiola, Kelly A. Cotter & Samia Jawaid* (California State University, Sacramento)
- 10-18 **NARCISSISM AND COMMITMENT IN ROMANTIC RELATIONSHIPS**, *Joseph Salih, Carlos Flores & Kelly Campbell* (California State University, San Bernardino)
- 10-19 **EMOTIONAL STABILITY AND THE ENACTMENT OF COUPLE RITUALS**, *Carlos G. Flores, Joseph Salih & Kelly Campbell* (California State University, San Bernardino)
- 10-20 **GRATITUDE AMONGST THE CONSTELLATION OF EMOTIONS**, *Amy Brunner* (Gonzaga University), *Philip C. Watkins & Amy Webber* (Eastern Washington University)
- 10-21 **ATTACHMENT STYLE AND RISKY SEXUAL BEHAVIORS: MEDIATING ROLE OF SELF-ESTEEM**, *Rebecca D. Rouse, Brittany E. Rice & Ross A. Oakes Mueller* (Point Loma Nazarene University)
- 10-22 **THE MODULATING EFFECTS OF MINDFULNESS MEDITATION ON MOOD AND HELPING BEHAVIORS.**, *Derek Mueller, Lauren J. Troyer & Carrie M. Margolin* (The Evergreen State College)
- 10-23 **EDUCATIONAL ASPIRATIONS AND SEXUAL BEHAVIORS IN LATINA ADOLESCENTS**, *Rebeca Mireles-Rios, Gisselle Lopez-Tello & Laura F. Romo* (University of California, Santa Barbara)
- 10-24 **RELATIONSHIP BETWEEN AGGRESSION, PERCEIVED PEER, AND ACTUAL PERSONAL SEXUAL ACTIVITY**, *Emily Redding, Anh Dinh & Leticia Zelaya* (University of the Pacific)
- 10-25 **CONCORDANCE OF ENCULTURATION AND QUALITY OF PARENT-CHILD RELATIONSHIP IN LATINO FAMILIES**, *Priscila Diaz & Delia Saenz* (Arizona State University)
- 10-26 **PREMARITAL OUTCOMES: THE ROLE OF MARRIAGE MYTHS AND BENEVOLENT SEXISM**, *Bren M. Chasse* (California State University, Fullerton) & *Bettina J. Casad* (California State Polytechnic University, Pomona)
- 10-27 **EFFECTS OF EXPLICIT JUSTIFICATION ON DECISION OUTCOMES IN MORAL DILEMMAS**, *Daniel Corral & Abraham M. Rutnick* (CSU Northridge)
- 10-28 **SOCIAL DOMINANCE ORIENTATION, RIGHT-WING AUTHORITARIANISM, AND THE DARK TRIAD**, *Wes E. Bonifay & Lawrence S. Meyers* (California State University, Sacramento)



- 10-29 **FIRST IMPRESSIONS AND PERSONALITY**, *Robyn Brammer & Sara Westling* (Central Washington University)
- 10-30 **SUICIDE ACCEPTABILITY: THE ROLE OF RELIGIOSITY AND SITUATION**, *Yésenia López & T. L. Brink* (Crafton Hills College)
- 10-31 **'TIS THE SEASON TO BE JOLLY? INDIVIDUAL DIFFERENCES IN FEELINGS ABOUT THE HOLIDAYS**, *Jaime L. Kurtz, Aaron Call* (Reed College) & *Tania Lifja* (Portland State University)
- 10-32 **CONVERSION VS. TOLERANCE: MINORITY-FOCUSED INFLUENCE STRATEGIES AFFECT GROUP LOYALTY**, *Emily S. Shaffer & Rudmila Prislín* (San Diego State University)
- 10-33 **CAN RACIAL STEREOTYPE DIMENSIONS BE DIFFERENTIATED AT THE IMPLICIT LEVEL?**, *Adam J. Beavers & Melody Sadler* (San Diego State University)
- 10-34 **COPING OPTIONS AND LIFE SATISFACTION: THE ROLE OF GROUP STATUS**, *H. Robert Outten & Michael T. Schmitt* (Simon Fraser University)
- 10-35 **THE EFFECT OF MORTALITY SALIENCE ON ATTITUDES CONCERNING SEXUALITY**, *Rachel G. Pizzie & Tomi-Ann Roberts* (The Colorado College)
- 10-36 **THE INFLUENCE OF PERSONALITY, INTERPERSONAL, AND SOCIO-CULTURAL RISK FACTORS ON BODY DISSATISFACTION AMONG COLLEGE-AGE WOMEN**, *Ariana N. Bell* (Scripps College)
- 10-37 **THE EFFECT OF SMILE RECIPROCITY ON PERCEIVED FRIENDLINESS AND SMILER MOOD**, *Dale O. Jorgenson* (CSU Long Beach)
- 10-38 **VIRGINITY, SEXUALITY, AND ATTITUDES TOWARD LESBIANS AND GAY MEN**, *Stacy A. Teeters* (California State University, Bakersfield)
- 10-39 **IDENTITY AS A MODERATOR OF MATH-BASED STEREOTYPE THREAT AMONG ADOLESCENTS**, *Bettina J. Casad, Faye L. Wach, Patricia Hale* (California State Polytechnic University, Pomona), *Bren M. Chasse* (California State University, Fullerton), *Kayla Wells, Jessica Didway, Carolina Nino, Erika Estrada, Marissa Salazar, Hannah Krebs, Adamina Camacho, Elizabeth Sill, Sara Chapman, Abdiel Flores & Ashley Foytöl* (California State Polytechnic University, Pomona)
- 10-40 **TESTING THE STEREOTYPE CONTENT MODEL WITH STEREOTYPE VIOLATING ASIAN AMERICANS**, *Lynda K. Lee* (Claremont Graduate University), *Bettina J. Casad, Roger Rojas, Abdiel J. Flores, Joshua Marquez, Janelle Gross & April Krowel* (California State Polytechnic University, Pomona)
- 10-41 **CURRENT LAWS ON SEXUAL OFFENSE: FACTORS OF RECIDIVISM**, *Melissa A. Naya, Meline Pogojana, Amanda Valencia & Ellie Kazemi* (California State University, Northridge)

SATURDAY



SYMPOSIUM

10:00-11:30 CONDESA IB



ASSESSING MENTAL HEALTH AND QUALITY OF LIFE IN COLLEGE STUDENTS: CULTURAL CONSIDERATIONS

Chair: Gauthri A. Fernando, California State University, Los Angeles

Synopsis

College students face many challenges as they work towards obtaining their degrees, while also experiencing many rewards. However a significant proportion of students experience chronic and severe stressors that negatively impact their ability to complete their programs. Research has also revealed that some ethnocultural minority groups face additional burdens that relate to culture (such as stigma in seeking help for emotional problems). The papers in this symposium deal with different aspects of college students' lives, including cultural factors relating to well being and psychosocial distress, assessment of academic and social burden in diverse ethnocultural groups, attitudes towards help-seeking among Asian students, the extent to which intergenerational conflicts with parents vary according to generation status and acculturation, and the therapeutic models used by different ethnocultural groups to explain psychological problems. The importance of culture is highlighted in each of the presentations.

Presenters

ACCULTURATION AND THE ASSESSMENT OF COLLEGE STUDENTS' CONFLICTS AND DISAGREEMENTS WITH PARENTS, *Jessica M. Dennis (CSU Los Angeles) & Tatiana Basanez (Claremont Graduate University)*

THE ROLE OF ACCULTURATION IN INDICATORS OF WELLNESS AND BURDEN IN COLLEGE STUDENTS, *Gauthri A. Fernando & Heidi R. Riggio (CSU Los Angeles)*

CULTURAL DIFFERENCES IN EXPLANATIONS FOR PSYCHOLOGICAL PROBLEMS: PREFERENCE FOR PSYCHOTHERAPY MODELS, *Brigitte K. Matthies & Maria Gisela Sanchez (CSU Los Angeles)*

SOCIOCULTURAL CORRELATES OF ASIAN AMERICAN STUDENTS' ATTITUDES TOWARD PROFESSIONAL HELP-SEEKING, *Munyi Shea (CSU Los Angeles)*

Discussant

Jeffery S. Mio



SATURDAY

SYMPOSIUM

10:15-11:15 PENINSULA II



THE SCIENCE (AND MATH) OF LEARNING BY EXAMPLE

Chair: Haley A. Vlach, University of California, Los Angeles

Synopsis

Across many domains, multiple exemplars have been shown to facilitate the acquisition, abstraction, and generalization of new knowledge. Factors such as increasing the number of examples (Gick & Holyoak, 1983), the variability of examples (Nokes & Ohlsson, 2005), or focusing the learner on commonalities between examples (Gentner et al., 2003) have been cited as helpful pathways to learning. The goal of the present symposium is two-fold. First, we present three different methods of presenting multiple exemplars and ask a more specific question: is it enough to simply present multiple exemplars? In each talk, we provide evidence that beyond sheer frequency or number of examples, learning with multiple exemplars crucially relies on the timing of presentation as well as what children are asked to do with the multiple exemplars (solving/mapping, comparing/contrasting). Second, we extend methods from the laboratory to elementary and middle school science and math classrooms. Each speaker has extensive research experience in both laboratory and classroom settings, which provides a unique perspective of extending traditional cognitive development research into educational settings. Furthermore, during a time when math and science learning is a national focus, our findings may give rise to ideas that can be used to design and structure educational curricula to improve student learning both in the present and future.

Presenters

RECOGNIZING STRUCTURE IN ARITHMETIC WORD PROBLEMS: SOLVING OR STRUCTURE MAPPING ACROSS MULTIPLE INSTANCES, *J. Y. Son, K. P. Thui & P. J. Kellman* (University of California, Los Angeles)

SCAFFOLDING MIDDLE SCHOOL SCIENCE LEARNING WITH CONTRASTING CASES, *Alicia Chang, Timothy J. Nokes & Christian D. Schunn* (University of Pittsburgh)

PRESENTATION TIMING OF MULTIPLE INSTANCES SUPPORTS CHILDREN'S GENERALIZATION OF SCIENCE CONCEPTS, *Haley A. Vlach & Catherine Sandhofer* (University of California, Los Angeles)

SATURDAY



INTERNATIONAL INVITED PRESENTATION

10:30-11:20 PENINSULA III



EDUCATIONAL CONSULTING EXPERIENCES IN KUWAIT AND THE UNITED ARAB EMIRATES

Presenter: Henry C. Ellis, University of New Mexico

Chair: Lynette H. Bikos, Seattle Pacific University

Synopsis

This presentation will describe my experience as a consultant to Kuwait University, both to the Psychology department and the entire university. Much of my consulting took place in an informal social context of dinners and gulf-side trips which were important in developing rapport. After meetings with faculty and administrators, I submitted a formal report evaluating the department. Finally, I will provide some practical suggestions for consulting in international settings.

Biography

Henry Ellis is Professor Emeritus at the University of New Mexico and a Fellow of APA Division 52.

INVITED PRESENTATION

11:00-12:00 CONDESA II



THE TRIOS FACTOR: A PSYCHOCULTURAL THEORY OF SURVIVING AND THRIVING IN THE AFRICAN DIASPORA

Presenter: James M. Jones, University of Delaware

Chair: Stanley Sue, University of California, Davis

Synopsis

TRIOS is a personalized perspective and self-guide that is derived from an African culture. Its five elements, Time, Rhythm, Improvisation, Orality and Spirituality, comprise a composite world view that is theorized to have facilitated adaptation and survival of Africans in the Diaspora in challenging circumstances of slavery and oppression. I hypothesize that TRIOS continues to play an adaptive role in the Mental Health of African Americans.



A scale to measure a TRIOSic personality, and empirical evidence of its association with positive mental health will be described. A new construct, the Universal Context of Racism (UCR) assesses the accessibility of racism as a mode of self-regulation. The UCR relationship to TRIOS and psychological well being will be discussed.

Biography

Dr. Jones is Professor of Psychology and Director of Black American Studies at the University of Delaware. He served as Executive Director for Public Interest, and Director of the Minority Fellowship Program at the American Psychological Association. After earning his Ph.D. in psychology at Yale University, he taught at Harvard University, and Howard University. He was awarded the John Simon Guggenheim Fellowship in 1973 to study Calypso Humor in Trinidad. His book, *Prejudice and Racism* (1997) is a classic text on this subject. His awards include the Lewin Award from the Society for the Psychological Study of Social Issues, Lifetime Achievement Award for the Society for the Psychological Study of Ethnic Minority Issues and the Distinguished Psychologist Award from the Association of Black Psychologists.

INVITED PRESENTATION

11:00-12:00 CONDESA III



SCIENTISTS, PSYCHOLOGISTS, ARTISTS: CREATIVITY AND CREATORS ACROSS AND WITHIN DISCIPLINES

Presenter: Dean Keith Simonton, University of California, Davis

Chair: James C. Kaufman, California State University, San Bernardino

Synopsis

Not only can domains of creativity be arrayed along a single dimension (e.g., from the physical, biological, and social sciences to the humanities and the arts), but also this same dimension corresponds with differences within domains (e.g., natural- versus human-science psychology). This same dimension correlates with specific dispositional traits and developmental experiences most typical of creators in their chosen domain. Finally, the magnitude of creativity displayed in a chosen domain depends on the degree of fit between the creator and that domain with regard to these same dispositional and developmental factors. Interestingly, psychologists fall somewhere between scientists and artists, with the most creative psychologists tending to be closer to the artistic end of the spectrum.

Biography

Dean Keith Simonton (PhD Harvard 1975) is currently Distinguished Professor of Psychology at the University of California, Davis. His research concentrates on the



cognitive, developmental, differential, and social factors associated with genius, creativity, leadership, and aesthetics. His bibliography lists nearly 400 publications, including 11 books. His honors include the William James Book Award, the George A. Miller Outstanding Article Award, the *Theoretical Innovation Prize in Personality and Social Psychology*, the Sir Francis Galton Award for Outstanding Contributions to the Study of Creativity, the Rudolf Arnheim Award for Outstanding Contributions to Psychology and the Arts, and the Robert S. Daniel Award for Four-Year College/University Teaching.

SYMPOSIUM

11:30-1:00 PENINSULA II



SURVIVING GRAD SCHOOL: GETTING IN AND GETTING OUT

Chair: Ngoc Bui, University of La Verne

Synopsis

Students interested in applying for graduate school and in pursuing careers after graduate school will find that this Psi Chi sponsored symposium offers some useful and relevant advice. The speakers will discuss how to make a good impression to get into graduate school, how to make it through the dissertation process, and how to search and obtain good jobs after graduate school.

Presenters

LIFE AFTER GRADUATE SCHOOL: NAVIGATING YOUR CAREER PATH, *Lauren J. Roscoe* (Western Oregon University)

ALL THE RIGHT MOVES: MAKING GOOD IMPRESSIONS FOR GRADUATE SCHOOL, *Amber M. Gaffney* (Claremont Graduate University)

HOW TO MAKE IT THROUGH THE DISSERTATION PROCESS, *Gregg J. Gold* (Humboldt State University)

Discussant

Ngoc Bui



SATURDAY

SYMPOSIUM

11:30-12:30 CONDESA IA



USING TECHNOLOGY FOR TEACHING AND LEARNING STATISTICS: WHAT MATTERS?

Chair: Dale E. Berger, Claremont Graduate University

Synopsis

This symposium reports a meta analysis that summarizes the research literature on the effectiveness of computer-assisted instruction in statistics. The focus of the study was to examine evidence for a range of features that could be expected to influence instructional effectiveness, including the level of learner engagement, learner control, and the nature of feedback. This analysis of 45 experimental studies with a control group revealed an overall meaningful performance advantage of computer-assisted instruction ($d=.33$). However, the effects of potential moderators were less clear.

The first paper, presented by Amanda T. Saw, will review the cognitive literature on statistics education to identify features of instruction that are predicted to have a beneficial impact on learning, especially for introductory statistics. In particular, recommendations to improve statistics instruction made by the Guidelines for Assessment and Instruction in Statistics Education (GAISE) Project will be examined. The presence of these instructional features in the 45 studies and their impact on learning were assessed.

The second paper, presented by Giovanni Sosa, will describe the meta analysis methodology that was used to analyze these data. Because of large variability among subgroups of studies defined by the potential moderators, a mixed-effects model was used to provide descriptive and inferential analyses. The theory and application of the mixed-effects model in comparison to the fixed-effects model will be discussed, along with alternate indices of effect size and moderation effects.

The third paper, presented by Justin C. Mary, will summarize the results of the meta analysis. The overall beneficial effect of computer-assisted instruction is clearly established, but because of great heterogeneity among research methodologies, the effects of potential moderator variables are more difficult to establish. The pattern of findings and their meaning will be reviewed.

The discussant, Dale E. Berger, will explore the implications of this body of research for instructors of introductory statistics courses and for researchers who wish to study the effectiveness of computer-assisted instruction. The audience will be invited to participate in the discussion.

Presenters

SURVEYING COMPUTER-BASED STATISTICS INSTRUCTION TOOLS VIA GAISE RECOMMENDATIONS, Amanda T. Saw, Dale E. Berger, Justin C. Mary & Giovanni Sosa (Claremont Graduate University)



THE EFFICACY OF COMPUTER-ASSISTED STATISTICS INSTRUCTION: A MIXED-EFFECTS MODERATOR ANALYSIS, *Giovanni Sosa, Dale E. Berger, Amanda T. Saw & Justin C. Mary* (Claremont Graduate University)

RESULTS OF A META-ANALYSIS ON COMPUTER-ASSISTED INSTRUCTION IN STATISTICS EDUCATION, *Justin C. Mary, Dale E. Berger, Amanda T. Saw & Giovanni Sosa* (Claremont Graduate University)

Discussant

Dale E. Berger

INTERNATIONAL SYMPOSIUM

11:30-12:50 PENINSULA III



THE GLOBALIZATION OF HIGHER EDUCATION

Chair: Maria del Pilar Grazioso (Universidad del Valle de Guatemala)

Synopsis

International travel, such as study abroad, is not new to colleges and universities. While the topic has been of interest to researchers for a number of years, researchers are revisiting this topic with more sophisticated questions. Specifically, they are attempting to identify predictors that enhance the sojourn experience as well as delineate the factors that sustain the gains that are made. This symposium assembles three presentations that discuss research and issues related to internationalizing the curricula at the undergraduate and graduate levels. Our discussant will summarize themes, contradictions, and limitations across the four research projects and following the presentations will moderate a short discussion with those in the audience.

Presenters

PROFESSIONAL DEVELOPMENT OUTCOMES ASSOCIATED WITH INTERNATIONAL INTERNSHIPS, *Kari A. Knutson Miller* (California State University, Fullerton), *Amber M. Gonzalez*, (University of California, Santa Barbara), *Monique E. Arteaga*, *Amy P. Chaikittirattana* & *Scott W. Ramirez* (California State University, Fullerton)

INTERNATIONALIZING THE PSYCHOLOGY CURRICULUM, *Rashmi Jaipal* (Bloomfield College)

GLOBETREKKING: PRELIMINARY RESULTS FROM A LONGITUDINAL, MIXED METHODS INVESTIGATION, *Lynette H. Bikos*, *Julia Kocheleva*, *Rebekah L. Forman* & *Nicole Myr* (Seattle Pacific University)

Discussant:

Maria del Pilar Grazioso (Universidad del Valle de Guatemala)



POSTER SESSION 11

11:45-1:15 EXHIBIT HALL



DEPRESSION, PSYCHOPATHOLOGY AND SUBSTANCE ABUSE

- 11-1 **INFLUENCE OF AFFECT AND MAJOR ON ALCOHOL, BMI, AND BODY IMAGE AMONG COLLEGE STUDENTS**, *Melissa DeHate, Rachel Kiken, Tamara Fellows, Chia-Hsin Emily Cheng, Sabina Kalsey & Jie Wu Weiss* (CSU Fullerton)
- 11-2 **ALCOHOL EXPECTANCIES AND INTENTIONS TO DRINK AMONG ADOLESCENT ABSTAINERS**, *Byron L. Zamboanga, Kathryn Van Tyne, Darleen Hostetter, Maya McKean-Peraza, Michelle Restrepo, Suleica Anziani & Nnamdi Pole* (Smith College)
- 11-3 **FAMILY RITUALS AND CHILD PSYCHOPATHOLOGY IN FAMILIES WITH SUBSTANCE ABUSING MOTHERS**, *Julie M. Tiemeier, W. Michael Nelson, Kathleen Hart, Renee Zuccherro* (Xavier University) & *Beatrice Lampkin* (University of Cincinnati)
- 11-4 **BORDER CROSSINGS AND ALCOHOL-RELATED CONSEQUENCES IN COLLEGE FRESHMEN WOMEN**, *Michael A. Ichiyama, Diane Francis* (University of San Diego), *Anne Fairlie, Mark Wood* (University of Rhode Island), *Sarah De Los Santos & Kristie Bergmann* (University of San Diego)
- 11-5 **ALCOHOL ABUSE ON CAMPUS: HOW TO PROMOTE RESPONSIBLE DRINKING**, *David N. Sattler, Rylan Schoen, Barry Kornegay, Meyer Denney & Angela Gulbranson* (Western Washington University)
- 11-6 **THE RISKY RELATIONSHIP BETWEEN PREPARTYING BEHAVIOR AND ALCOHOL-INDUCED BLACKOUTS**, *Joseph W. LaBrie, Justin Hummer* (Loyola Marymount University), *Eric Pedersen* (University of Washington) & *Andrew Lac* (Loyola Marymount University)
- 11-7 **SIMULTANEOUS POLYDRUG USE IN COLLEGE STUDENTS: SELF-REPORTED USE AND CONSEQUENCES**, *Sarah R. Greene, Tegan Hall, Susan Snyerski & Sean Laraway* (San Jose State University)
- 11-8 **MISPERCEPTIONS AND INJUNCTIVE NORMATIVE INFLUENCES ON COLLEGE STUDENT MARIJUANA USE**, *Joseph W. LaBrie, Justin Hummer, Andrew Lac* (Loyola Marymount University) & *Christine Lee* (University of Washington)
- 11-9 **ENHANCING MOTIVATIONAL ENHANCEMENT THERAPY WITH DYSREGULATION FEEDBACK**, *Jennifer Harris, Jenell Effinger & David Stewart* (Seattle Pacific University)
- 11-10 **ADDICTION TREATMENT COUNSELOR PERSPECTIVES ON AN EVIDENCE-BASED POLICY MANDATE**, *Caillin Rasplica, Traci Rieckmann* (Oregon Health and Science University) & *Ruthlyn Sodano* (UCLA Integrated Substance Abuse Programs)
- 11-11 **CROSS-CULTURAL EXPRESSIONS OF SCHIZOPHRENIA: A THEORETICAL STUDY**, *William W. Maier & Pawel Blagov* (Whitman College)
- 11-12 **ACCULTURATION AND RISKY BEHAVIORS AMONG HISPANICS**, *Tatiana Basanez & Andrew Lac* (Claremont Graduate University)



- 11-13 **THE EFFECT OF RELATIONSHIPS ON RECOVERY FROM SUBSTANCE ABUSE**, Aaron Grimes & Bill Phillips (Dominican University of California)
- 11-14 **DRUG USE IN THE WASHINGTON STATE PENITENTIARY**, Tracy M. Schneider (Whitman College)
- 11-15 **CULTURAL DIFFERENCES IN RUMINATION BETWEEN ASIAN AMERICANS AND EUROPEAN AMERICANS**, Josue Guadarrama (CSU Fullerton), Edward C. Chang, William Tsai, Jean Kim (University of Michigan) & Girma M. Moreano (Hunter College)
- 11-16 **KIND OF BLUE: DEPRESSION AND ITS ASSOCIATION WITH CAMPUS SATISFACTION**, Jana Sirotnik, Miranda Krotenko, Brian Jauregui, David Coon & Matt Newman (Arizona State University)
- 11-17 **LINKING SEXUAL SATISFACTION AND MASCULINITY TO WOMEN'S DEPRESSION AND ANXIETY**, James J. Garcia, Luciana Lagana, Justina Avila & Taylor Oliver (CSU Northridge)
- 11-18 **DEPRESSION AND A DEFICIT OF SIMPLE PLEASURES**, Sarah N. Doty, Amy R. Sparrowe, Amy J. Boettcher & Philip C. Watkins (Eastern Washington University)
- 11-19 **STRESSORS RELATED TO LATINO AND AFRICAN AMERICAN ADOLESCENTS' DEPRESSION**, Melissa Mazman, Natasha DePesa, Scott W. Phunkett (CSU Northridge) & Andrew O. Behnke (North Carolina State University)
- 11-20 **MORAL ELEVATION PREDICTS INCREASED PROSOCIAL MOTIVATION AND LOW DYSPHORIA**, Brittany C. Shook (Point Loma Nazarene University), Thane M. Erickson (Seattle Pacific University) & James L. Abelson (University of Michigan)
- 11-21 **DEPRESSION AMONG LATINO COMMUNITY COLLEGE STUDENTS**, Marilyn Garcia (Cal Poly San Luis Obispo)
- 11-22 **NEGATIVE MOOD REGULATION EXPECTANCIES CONTRIBUTION TO HOPELESSNESS AND SUICIDAL IDEATION**, Vivian M. Gonzalez (University of Alaska Anchorage)
- 11-23 **MENTAL HEALTH RATES OF UNIVERSITY STUDENTS, FACULTY, AND STAFF**, Jenna Moll, Rebecca Van Gundy, Curtis Hsia, Robert A. Hake & Katrina V. Alston (Azusa Pacific University)
- 11-24 **STUTTERING IN RELATION TO SOCIAL, PERSONAL AND ACADEMIC EXPERIENCE**, Rinsky Buhrago, Yuliza Mejia, Nicholas Inchausti, Victor Gomez, Anna Veprinsky & Andrew T. Ainsworth (California State University, Northridge)
- 11-25 **EXPLORING RIGHT BRAIN DOMINANCE IN PEOPLE WHO STUTTER**, Nicholas X. Inchausti, Yuliza Mejia, Rinsky Buhrago, Anna Veprinsky & Andrew Ainsworth (CSU Northridge)
- 11-26 **DEVELOPMENTAL AND COGNITIVE DIFFERENCES IN THE COMPLEXITY OF CHILDREN'S PLAY**, Anh Dao-Tran, Chrysta Storm, Susan G. Timmer (UC Davis-CAARE Center), Dianne Thompson & Michelle A. Cuker (University of California, Davis)
- 11-27 **DISCRIMINATION OF FACIAL AFFECT RECOGNITION IN SCHIZOTYPY**, Jonathan M. Grabyan, Chelsea L. Lyons, Gregory Koon & Jose Abara (CSU Northridge)
- 11-28 **THE DEVELOPMENT OF PTSD AS A FUNCTION OF SHAME AND ETHNIC IDENTITY IN CHILD ABUSE SURVIVORS**, Guadalupe Valdivia, David Chavez & Ana Ryo (California State University, San Bernardino)



- 11-29 **STUTTERING AND ANXIETY: RELATIONAL INCONSISTENCY OR LACK OF ADEQUATE CONTROLS?**, *Anna Veprinsky, Madison N. Garcia & Andrew T. Ainsworth* (California State University, Northridge)
- 11-30 **MEDIATING FACTORS RELATED TO STUTTERING**, *Anna Veprinsky, Ellie Kazemi & Andrew T. Ainsworth* (California State University, Northridge)
- 11-31 **PERFORMANCE-BASED COGNITIVE ASSESSMENT IN ANXIOUS YOUTHS: ATTENTION AND INTERPRETATION**, *Michelle S. Rozenman, V. Robin Weersing & Nader Amir* (SDSU/UCSD Joint Doctoral Program in Clinical Psychology)
- 11-32 **REPRESENTATIONS OF MENTAL ILLNESS AND ITS TREATMENT IN CRITICALLY-ACCLAIMED AND AWARD-WINNING FILM**, *Noelle S. Wiersma, Michael Bauman & Jessica Jensen* (Whitworth University)
- 11-33 **DIFFERENCES IN ATTRIBUTIONS AND SOCIAL DISTANCE ACROSS MENTAL DISORDERS**, *Zachary M. Kasow & Robert S. Weisskirch* (California State University, Monterey Bay)
- 11-34 **TWO PERSONALITY SUBTYPES IN HIGHLY PSYCHOPATHIC INCARCERATED MEN**, *Pavel S. Blagov* (Whitman College) & *Christopher Patrick* (Florida State University)
- 11-35 **ETHNICITY, ACCEPTANCE-BASED COPING, AND BODY IMAGE PROBLEMS**, *Lily Wong & Glenn M. Callaghan* (San Jose State University)

PAPER SESSION

11:45-12:45 PENINSULA I



HEALTH PSYCHOLOGY

- 11:45 **EXAMINATION OF FACTORS ASSOCIATED WITH DECREASED PHYSICAL ACTIVITY FOLLOWING THE TRANSITION TO COLLEGE**, *Jennifer Ashton* (Central Washington University) & *Andrew Downs* (University of Portland)
- 12:00 **MENTAL HEALTH CARE NEEDS: BARRIERS TO SEEKING TREATMENT**, *Bryant K. Kilbourn & Shawn Davis* (Pacific University)
- 12:15 **MEDICATION AND APPOINTMENT ADHERENCE AMONG HIV-POSITIVE MSM: A COGNITIVE ESCAPE PERSPECTIVE**, *Steve N. Du Bois & David McKinnan* (University of Illinois at Chicago)
- 12:30 **LIFESTYLE CHOICES: UTILITIES FOR ALCOHOL AND UNHEALTHY FOOD**, *Jie W. Weiss, Chia-Hsin Emily Cheng, Anna Hanlon, Angela Lin & Melissa DeHate* (California State University, Fullerton)

SATURDAY



PT@CC SYMPOSIUM

12:00-1:30 CONDESA IB



PT@CC TEACHING TAKE-OUTS

Chair: Vivian McCann, Portland Community College

Synopsis

Each year, the Teaching Take-Outs offer effective and engaging new teaching activities and ideas developed by college faculty for use in undergraduate psychology courses. This year's sessions offer an array of interactive strategies for teaching a variety of topics.

Presenters

FOOD FOR THOUGHT, *Barbara DeFilipo* (Lane Community College)

Most textbooks approach teaching about eating with an emphasis on homeostatic mechanisms of hunger, and pictures of the ubiquitous “fat rat” with hypothalamic lesions. In recent years, discussions about eating disorders have been added to round out coverage. I, however, wanted to encourage my students to actively explore their own motivations for eating. I constructed a class exercise which I now use online as well, along with pictures and video from my worldwide adventures in eating, in which I encourage the students to share foods, motivations, culture, and experiences with each other. Next, I developed a journal template to help them develop self-awareness regarding their own eating behaviors. Finally, I look at the chemical nature of some individual foods themselves, particularly those which induce cravings, and explain the neurotransmitter basis of our food choices, including my own chocoholism.

SHERLOCK HOLMES IN THE CLASSROOM, *April Kindrick* (South Puget Sound Community College)

Want to challenge stereotypes and provide students with a fun exercise in the process? This whole-class exercise provides nonthreatening examples of stereotyping others, and challenges students to explain their reasoning behind their categorizations. This is also great way to help students refine communication skills while building a stronger learning community.

TEACHING PSYCHOLOGY WITH VIDEO CLIPS, *Eric Kim* (Lane Community College)

What psychological principles can you demonstrate with Monty Python's Quest for the Holy Grail, Scrubs and Princess Bride? Take video clips from places such as youtube.com and draw students into your classes. This presentation will provide details on a variety of sources for video clips, plus a plethora of ideas for specific video clips that illustrate psychological concepts.



SATURDAY

GENDER AND SEXUALITY IN INTRODUCTORY COURSES, *Kathryn Clancy
& Erica Dixon* (South Puget Sound Community College)

Introductory psychology textbooks don't often separate the topics of gender and sexuality into separate chapters, yet these topics are of high interest to our students. This presentation will provide in-class activities you can use to introduce the topics of gender and sexuality to your students.

AMERICAN PSYCHOLOGICAL ASSOCIATION G. STANLEY HALL LECTURE

12:15-1:15 CONDESA II



THE MORE THINGS CHANGE...: TEACHING ABOUT STEREOTYPING AND PREJUDICE

Presenter: Mary E. Kite, Ball State University

Chair: Delia Saenz, Arizona State University

Synopsis

Social scientists have made great strides in understanding the nature and causes of prejudice and in documenting its social consequences. At first glance, this research offers a pessimistic perspective on the possibilities for reducing prejudice and discrimination. Research on stereotyping and prejudice, for example, suggests that people use information processing strategies that lead to bias toward social groups. Additional research suggests that even well-meaning people unknowingly act in prejudiced ways toward outgroups – even those who are strongly motivated to avoid doing so. On the other hand, a review of even fairly recent history suggests that social attitudes and beliefs do change over time – often in a positive direction. Hence, social scientists have reason to be optimistic about the future. This talk will explore how instructors can strike a balance between covering the breadth of knowledge about stereotyping and prejudice and helping students understand that bias is not inevitable. I will also discuss strategies that effectively encourage students to be part of that change.

Biography

Mary Kite received her B.A., M.S., and Ph.D. from Purdue University. A social psychologist, she is currently Professor of Psychological Science at Ball State University. Strongly committed to psychology education at all levels, she is Past-President of The



Society for the Teaching of Psychology (STP, APA Division 2); she has held a number of other leadership roles for STP. She also chaired the APA Presidential Task Force on Diversity Education Resources and is Secretary-Treasurer for the Midwestern Psychological Association. She is a Fellow of APA Divisions 2, 9, 35, & 44 and maintains an active research program in the area of stereotyping and prejudice; she recently coauthored the second edition of a textbook on that topic (with Bernard E. Whitley, Jr.). In 2007, she was named a Minority Access National Role Model.

WPA EARLY CAREER RESEARCH AWARD PRESENTATION

12:15-1:15 CONDESA III



BEYOND GENIUS: NEW WAYS OF THINKING ABOUT CREATIVITY

Presenter: James C. Kaufman, Learning Research Institute, California State University, San Bernardino

Chair: Stewart Donaldson, Claremont Graduate University

Synopsis

This talk will highlight the Four-C model of creativity, in which genius-level creativity is only part of the picture. Personal insights, everyday innovation, and professional expertise are included in this developmental trajectory. Exploring different types of creativity can help address a number of questions in the field of creativity, specifically measurement and the relationship between creativity and mental illness. Beyond academia, we believe that the implications of this model can help people feel more inspired in their own life.

Biography

James C. Kaufman is an Associate Professor of Psychology at California State University, San Bernardino where he directs the Learning Research Institute. He received his Ph.D. from Yale. Kaufman is the author or editor of 16 books (including *Creativity 101*) and over 140 papers. Kaufman is a founding co-editor the APA journal *Psychology of Aesthetics, Creativity, and the Arts*. He is also Associate Editor of *Psychological Assessment* and the *Journal of Creative Behavior* and the editor of the *International Journal of Creativity and Problem Solving*. He received APA's 2003 Daniel E. Berlyne, NAGC's 2008 E. Paul Torrance Award, and WPA's 2009 Early Career Research Award.



SATURDAY

WPA PRESIDENT'S INVITED SYMPOSIUM

1:00-3:00 CONDESA IA



10TH YEAR ANNIVERSARY OF THE SURGEON GENERAL'S REPORT ON MENTAL HEALTH: CULTURE, RACE AND ETHNICITY

Chair: Stanley Sue, University of California, Davis

Synopsis

As part of the WPA Presidential Initiative, the five science editors of the landmark Surgeon General's Report will reconvene to evaluate the impact of the Report, discuss the current mental health status of the four main U.S. ethnic/racial minority groups, and identify future directions of mental health services for persons of color. In addition, Kana Enomoto, the acting deputy administrator of the Substance Abuse and Mental Health Services Administration will serve as a discussant of the panel's remarks. She played an instrumental role in shepherding the Report through the political process. There will be ample time for participants to raise questions with the distinguished panelists.

Presenters:

ENTRE DICHO Y HECHO HAY MUCHO TRECHO: MOVING BEYOND RECOMMENDATIONS TO ACTION IN ADDRESSING THE MENTAL HEALTH NEEDS OF LATINOS, *Steven R. Lupez* (University of Southern California)

The Surgeon General's Supplemental Report on Mental Health (a) identified significant disparities in mental health care for Latinos, and (b) recommended clear directions for future research and mental health services. Despite significant advances in research and services for Latinos in the last decade, there is evidence that disparities are increasing. Systematic efforts to bring evidence based services to the different pathways to care within local communities are needed to reduce and eventually eliminate disparities in mental health care.

LOOKING FORWARD, SLIDING SIDEWAYS: CONTINUED CHALLENGES IN ADDRESSING THE MENTAL HEALTH NEEDS OF NATIVE AMERICA, *Spero M. Manson* (Anschutz Medical Center, University of Colorado Denver)

Mental Health: Culture, Race and Ethnicity indexed an exciting moment in the treatment and prevention of mental illness among American Indians and Alaska Natives. Innovative mental health practices and policies were anticipated and subsequently realized, spurred by growing support from SAMHSA. The ensuing decade saw greater attention to mental illness within the broader ecology of the human condition: in settings within which help may be sought, the mechanisms for delivering much needed



care, and comorbidities with other health problems such as alcoholism, drug abuse, and diabetes. Unfortunately, similar advances have not been forthcoming with respect to the relevant science. NIMH funding of Native mental health research has declined in absolute dollars and in number of grants, despite increasing need and opportunities. Likewise the number of Native investigators at work in mental health research has grown more slowly than their counterparts in other fields. This presentation explores the forces which have shaped these trends and suggests areas for renewed commitment.

MENTAL HEALTH, CULTURE, RACE AND ETHNICITY: WHAT HAS CHANGED, WHAT HAS NOT IN THE PAST 10 YEARS, *Jeanne Miranda* (University of California, Los Angeles)

In this paper, I will look at some advances in mental health for ethnic minorities. First, I will review the major improvement in understanding outcomes from evidence-based mental health care for ethnic minority individuals. I will also discuss which groups have not yet been studied to determine the impact of evidence-based care. In this paper, I will also discuss the failure to involve more ethnic minorities in the mental health training field. I will discuss the ethnicity ratio of providers of mental health care in this country.

PUBLIC POLICY AND TREATMENT OF AFRICAN AMERICAN'S MENTAL DISORDERS, *Lonnie R. Snowden* (School of Public Health, University of California, Berkeley)

African Americans, including those with the most pressing mental health problems, participate disproportionately in public social assistance and medical safety net programs. These programs address mental health-related needs in the normal course of affairs and function as access points for disproportionately many African Americans seeking specialty mental health treatment. Researchers, clinicians and others concerned with understanding African American mental health mental illness and treatment and finding leverage points to overcome disparities should pay greater attention to social service and public health programs which broker or provide mental health treatment for disproportionately many African Americans with mental health problems.

ASIAN AMERICAN MENTAL HEALTH: WHAT DO WE NOW KNOW? *Stanley Sue* (University of California, Davis)

The U.S. Surgeon General's Supplement concerning ethnicity, race, and culture was arguably the best single contribution on Asian American mental health. Ten years have now elapsed since the writing of the Supplement. What do we now know? This presentation examines the process that resulted in the conclusions concerning Asian Americans and the changes that have emerged. In particular, three questions are addressed: (1) what is the prevalence of mental disorders among Asian Americans, (2) what do we know about help-seeking behaviors, and (3) how can services be more culturally competent? It is argued that, while some conclusions from the Supplement are still valid, newer research findings have pointed to some interesting and important changes in our knowledge of the mental health of Asian Americans.



THE POLITICS OF SCIENCE - POLICY IMPLICATIONS OF THE SURGEON GENERAL'S SUPPLEMENTAL REPORT MENTAL HEALTH: CULTURE, RACE, AND ETHNICITY, *Kana Enomoto*, (Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services)

The publication of the Surgeon General's Supplemental Report Mental Health: Culture, Race, and Ethnicity in 2001 was a turning point in the field of mental health policy because it established as scientific fact that racial and ethnic minorities experience mental health disparities. This presentation will examine how the intersection of politics and science drove the contentious inception, rocky development, near demise, untimely publication, and ultimate impact of this seminal document. Significant influences on public policy, grant funding streams, and service system change will be outlined. Future directions in health policy as it relates to the mental health of racial and ethnic minorities will also be explored.

Biographies

Steven R. Lupez is a professor of psychology at the University of Southern California. He was born in Tucson, Arizona where his family has lived since around 1830. After graduating in 1975 with a BA in psychology, he returned to Tucson to work as a Rural Community Mental Health Worker at La Frontera Community Mental Health Center. Two years later he entered the doctoral program in clinical psychology at UCLA where he furthered his interests in improving services for Latinos. Following his graduate education, he has been a professor of psychology at USC for 12 years, and at UCLA for 16 years. He has several lines of research that focus on culture, serious mental illness, families, and intervention. He maintains an active collaboration with researchers in Puebla, Mexico, in carrying out an NIH-funded summer research training program with a focus on culture and serious mental illness.

Spero M. Manson, Ph.D. (Pembina Chippewa) is Distinguished Professor of Public Health and Psychiatry and directs the Centers for American Indian and Alaska Native Health at the University of Colorado Denver's Anschutz Medical Center. His programs include 8 national centers, totaling \$63 million in sponsored research, program development, training, and collaboration with 110 Native communities, spanning rural, reservation, urban, and village settings across the country. Dr. Manson has published 160 articles on the assessment, epidemiology, treatment, and prevention of physical, alcohol, drug, as well as mental health problems over the developmental life span of Native people. His numerous awards include the APHA's prestigious Rema Lapouse Mental Health Epidemiology Award (1998), election to the Institute of Medicine (2002); two Distinguished Mentor Awards from the GSA (2006; 2007), the AAMC Nickens Award (2006); the George Foster Award for Excellence from the Society for Medical Anthropology (2006), and NIH Health Disparities Award for Excellence (2008).

Jeanne Miranda, Ph.D., is a Professor in the Department of Psychiatry and Biobehavioral Sciences at UCLA. She is a mental health services researcher who has focused her work on providing mental health care to low-income and minority communities. She holds a Ph.D. in Clinical Psychology from University of Kansas and completed post-doctoral training at University of California, San Francisco. She was the Senior Scientific Editor of *Mental Health: Culture, Race and Ethnicity, A Supplement to Mental Health: A Report of the Surgeon General*, published August 2001. She became a member of the Institute of



Medicine in 2005. Dr. Miranda is the 2008 recipient of the Emily Mumford Award for Contributions to Social Medicine from Columbia University.

Lonnie R. Snowden, Ph.D. is Professor in the School of Public Health's Health Policy and Management Program at the University of California, Berkeley.

Snowden is also affiliated with Berkeley's Institute for Personality and Social Research, and he is a Senior Scholar at Washington University's George Warren Brown School of Social Work's Center for Mental Health Service Research. Snowden is a frequent contributor to the scholarly literature with more than 135 scholarly publications to his credit. Snowden's research has been continuously grant supported for 25 years, with grants awarded by the National Institute of Mental Health and other sources. He has served on review and advisory committees for the National Institute of Mental Health, the National Institute of Drug Abuse, the Agency for Healthcare Research and Quality, the Substance Abuse and Mental Health Services Administration, as well as the Office of the Surgeon General.

Stanley Sue is Distinguished Professor of Psychology and Asian American Studies at the University of California, Davis. From 1981-1996, he was a Professor of Psychology at UCLA, where he was also Associate Dean of the Graduate Division. From 1971-1981, he was Assistant and Associate Professor of Psychology at the University of Washington.

Kana Enomoto is Principal Senior Advisor to the Administrator of the Substance Abuse and Mental Health Services Administration (SAMHSA) where she coordinates Agency activities across the spectrum of mental health and substance abuse policy. Ms. Enomoto is also Associate Administrator for Women's Services and previously served as Acting Deputy Administrator (Chief Operating Officer). As COO, she shared responsibility with the Administrator to provide executive direction for an agency with 500+ employees and an annual budget of \$3.4 billion. Ms. Enomoto played key roles in developing Transforming Mental Health Care in America: The Federal Action Agenda and the Surgeon General's Supplemental Report on Mental Health: Culture, Race and Ethnicity. She began her federal career as a Presidential Management Fellow, evaluating programs serving women and racial/ethnic minorities. Ms. Enomoto received her master's degree in clinical psychology from UCLA.

SYMPOSIUM

1:00-2:00 PENINSULA I



METAPHORS, CHARISMA, GENDER, AND HUMOR

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

Synopsis

Over the years, we have examined the relation between metaphors and persuasion. Such investigations have led us to develop the metaphor extension hypothesis. This



hypothesis suggests that when confronted with a particularly effective metaphor in the context of a political debate, the most successful strategy to counteract this metaphor is to extend the metaphor and use it against the initial user as opposed to responding with an alternative metaphor or literal language. We have also found that metaphors used in political speeches have the effect of making the speaker seem more charismatic. In another vein, we have found gender differences in responses to humor.

Presenters

VISIONS AND METAPHORS: CENTRAL METAPHORS IN EXTENDED VISION STATEMENTS, *Jeffery S. Mio* (California State Polytechnic University, Pomona), *Ronald E. Riggio* (Claremont McKenna College), *Michelle Bligh* (Claremont Graduate University) & *Amanda J. Reyes* (California State Polytechnic University, Pomona)

PARTICIPANT-GENERATED METAPHORS IN CONTEMPORARY AMERICAN POLITICS, *Jeffery S. Mio* & *Timothy A. Carsey* (California State Polytechnic University, Pomona)

GENDER DIFFERENCES IN PARTICIPATING IN PRACTICAL JOKES, *Jeffery S. Mio* & *Janelle Gross* (California State Polytechnic University, Pomona)

INTERNATIONAL SYMPOSIUM

1:00-2:20 PENINSULA III



ADOLESCENCE AND YOUNG ADULthood

Chair: Lynn H. Collins, LaSalle University

Synopsis

Adolescence is a developmental period that is generally recognized in most modern societies. This panel of presentations provides insight into the similarities and differences among samples of Brazilian, Japanese, and Iranian-American adolescents and young adults. Across the three presentations, the researchers used qualitative and quantitative strategies to tease out the complexities and nuances of the experience of adolescence for these participants. Our discussant will summarize themes, contradictions, and limitations across the three research projects and, following the presentations, will moderate a short discussion with those in the audience.

Presenters

rites of Passage: AGE AND GENDER DIFFERENCES IN A BRAZILIAN SAMPLE, *Sherri McCarthy* (Northern Arizona University-Yuma) & *Luciana Karine de Souza* (Universidade Federal de Minas Gerais)

JAPANESE EMERGING ADULTS' PERCEPTIONS OF ADULTHOOD: A QUALITATIVE STUDY, *Kiyoko Furusawa*, *Izumi Kamioka* & *Teru Toyokawa* (Pacific Lutheran University)



PERCEIVED PARENTING, SELF-ESTEEM, AND GENERAL SELF-EFFICACY OF IRANIAN AMERICAN ADOLESCENTS, *Gila Frank, Ronita Saeed, Mark P. Otten & Scott W. Plunkett* (California State University, Northridge)

Discussant:

Lynn H. Collins

PAPER SESSION

1:15- 2:15 PENINSULA II



ATTITUDES AND BEHAVIOR

Chair: Heidi R. Riggio

- 1:15 PREDICTING SUPPORT FOR GAY MARRIAGE RIGHTS: ATTRIBUTIONS ABOUT CONTROLLABILITY**, *Kelly S. Neff* (Claremont Graduate University)
- 1:30 EFFECTS OF DIRECT-TO-CONSUMER ADVERTISING ON PARTICIPANTS' DRUG KNOWLEDGE AND SEEKING**, *Sean Laravay, Susan Snyderski, Shannon McGee & Glenn M. Callaghan* (San Jose State University)
- 1:45 ANTI-MARIJUANA AD EVALUATIONS PREDICT USAGE: IMPLICATIONS FOR DEVELOPING PERSUASIVE COMMUNICATIONS**, *William D. Crano, Jason T. Siegel, Eusebio M. Alvarez, Vanessa Henovich & Andrew Lac* (Claremont Graduate University)
- 2:00 EMBEDDED ATTITUDES TOWARD SEX: LINKS WITH SEXUAL BELIEFS AND BEHAVIORS**, *Heidi R. Riggio & Monica Romero-Juarez* (CSU Los Angeles)

POSTER SESSION 12

1:30-2:45 EXHIBIT HALL



SOCIAL & PERSONALITY 3 AND INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY

- 12-1 THE PEN IS MIGHTIER THAN THE WORD: PRIMING EVALUATIVE HARSHNESS**, *Abraham M. Rutchick* (California State University, Northridge), *Michael L. Slepian* (Tufts University), *Bennett D. Ferris* (Brown University), *Simon Ferber, Sulamunn R. M. Coleman, Alexander B. Sivan & Daniel Corral* (California State University, Northridge)
- 12-2 GRATITUDE AND ITS SPECIALIZED ROLE IN RELATIONAL GENERATIVITY**, *Ross A. Oakes Mueller, Dane A. Cardiel, Carrie Sparks, John Games, Brittany Shook & G. Michael Leffel* (Point Loma Nazarene University)



- 12-3 **TYPES OF BLAME AND SEVERITY OF CONFLICT IN ROMANTIC RELATIONSHIPS**, *Emily Anderson, Annastasia Koerner, David J. Drew, Lauren E. Shore, Viridiana Linares, Shatoya S. Burns & Kimberly A. Barchard* (University of Nevada, Las Vegas)
- 12-4 **THE USE OF 'THINK ALOUD' INTERVIEWS IN UNDERSTANDING LIE DETECTION**, *Aaron J. Magid, Brett Gaynor, Alia Al-Sharif, Maureen O'Sullivan* (University of San Francisco) & *James W. Pennebaker* (University of Texas)
- 12-5 **PERSONALITY AND GROUP DEVELOPMENT AS PREDICTORS OF GROUP DECISION MAKING**, *David A. Foster, Victor Sawicki, Daniel W. Mutschler, Laura E. Fink, Emily N. Rulla, Kaiko Ushijima-Muesigawa & Jessica A. Rice* (Western Oregon University)
- 12-6 **2008 PRESIDENTIAL ELECTION: INFLUENCE OF CANDIDATE NAME VERSUS ISSUE RELEVANT ARGUMENTS**, *Breanna Caudill, Jordan Barr, Daniel Warbington, Alan Silver, Alison Hastings, Jonathan Kraycar, Annelise Owen, Anisa Hersi & David N. Sattler* (Western Washington University)
- 12-7 **OBAMA'S INFLUENCE ON FOLLOWERS' COLLECTIVE IDENTITY AND WILLINGNESS TO SELF-SACRIFICE**, *Josh C. Villanueva, Rena Yi, Katherine Petrochenkov & Stefanie Leite* (Claremont Graduate University)
- 12-8 **MESSAGE FRAMING, PSYCHOLOGICAL DISTANCE, AND THE PROMOTION OF ENVIRONMENTAL BEHAVIORS**, *Allison Stoeney, Amanda Hamilton, Brian Detweiler-Bedell & Jerusha Detweiler-Bedell* (Lewis & Clark College)
- 12-9 **CLINICAL STEREOTYPING: ASSESSING SOCIAL STIGMA OF DEPRESSION THROUGH HIRING DECISIONS**, *Jason S. Foker, Christopher A. Fowler, Leakhena Heng & Melody S. Sadler* (San Diego State University)
- 12-10 **ARE GEN Y STUDENTS ADDICTED TO THE INTERNET?**, *Felicia Friendly Thomas, Jose Miranda, Hayley Armstrong* (California State Polytechnic University - Pomona) & *Crystal A. Thomas* (UCLA)
- 12-11 **EMOTIONAL AWARENESS AND PERSONALITY: IS THERE A CLEAR DIFFERENCE?**, *Bryan D. Watson, Brian W. Kautz, Shatoya S. Burns & Kimberly A. Barchard* (University of Nevada, Las Vegas)
- 12-12 **THE EYES HAVE IT: MEMORY AND EFFECTIVENESS OF STORE SIGNAGE**, *Andrew Nilsen* (Graceland University), *Erik L. Nilsen* (Lewis & Clark College), *Nathan Colker* (Carnegie Mellon University) & *Anthony Levy* (University of Pennsylvania)
- 12-13 **EVALUATION EFFECTS IN THE CREATIVE PROCESS OF PROBLEM SOLVING GROUPS**, *Kaiko Ushijima-Muesigawa, David A. Foster* (Western Oregon University), *Tahya Steinberg* (Pacific University School of Professional Psychology) & *Victor Sawicki* (Western Oregon University)
- 12-14 **GESTURE RECOGNITION ACCURACY IN RELATION TO SOCIAL INTELLIGENCE**, *Farah El Khatib, Souraya Matar & Jinmi Harrigan* (California State University, Fullerton)
- 12-15 **THE MANY ROADS OF REVENGE: HOW INJUSTICE IN GROUP WORK MANIFESTS**, *Christopher R. Warren, Akane Wada & Ariel Herrera* (California State University, Long Beach)
- 12-16 **MULTIRACIAL IDENTITY, ACCULTURATION, AND NEUROTICISM**, *Sulamam R. M. Coleman, Sheila K. Grant & Abraham M. Rutchick* (California State University, Northridge)



- 12-17 **SELF-CONSTRUAL'S ROLE IN ACCOMMODATIVE RESPONSES UNDER EGO-DEPLETION IN ROMANTIC RELATIONSHIPS**, *Faiza Furqan* (California State University, San Bernardino), *Kristy Dean* (Grand Valley State University) & *Michael Lewin* (California State University, San Bernardino)
- 12-18 **THE EFFECTS OF LEADER TOXICITY ON FOLLOWERS**, *Lacey Vega-Carterwright*, *Vanessa D. Fallon* & *Kathie L. Pelletier* (California State University, San Bernardino)
- 12-19 **ENDURING CRISIS WITH VALUES-BASED LEADERSHIP: A CRITICAL CASE HEALTHCARE INVESTIGATION**, *William Gakez*, *Stephanie Glassburn* & *Ryan Merlin* (Claremont Graduate University)
- 12-20 **DO ENTREPRENEURS PERCEIVE AND TAKE RISKS DIFFERENTLY THAN NON-ENTREPRENEURS?**, *Vincenzo G. Roma*, *Congcong Zheng* & *Radmila Prislín* (San Diego State University)
- 12-21 **FLOW AND PERSONALITY IN ATHLETES AND RECREATIONAL EXERCISERS**, *Leslie R. Martin*, *Christine S. Rivera* & *Mayra D. Cuevas* (La Sierra University)
- 12-22 **DIFFERENCES IN "HEALTHY" RELIGIOUS ORIENTATION AMONG CATHOLICS AND PROTESTANTS**, *Jacob J. Wootten*, *Cindy L. Miller-Perrin* & *Steven V. Rouse* (Pepperdine University)
- 12-23 **DEVELOPMENT AND CONSTRUCT VALIDATION OF THE CARE FOUR QUESTIONNAIRE**, *Nikolas D. Gebhart*, *G. Michael Leffel* & *Ross Oakes-Mueller* (Point Loma Nazarene University)
- 12-24 **EVALUATIVE AND DESCRIPTIVE COMPONENTS OF STEREOTYPES HELD BY MINORITIES**, *Chelsea Price*, *Brad M. Weisz* & *Jeff B. Bryson* (San Diego State University)
- 12-25 **THEY DON'T UNDERSTAND; SOCIAL INTENSITY DESIRE PHENOMENON AND MILITARY FAMILIES**, *Sarah R. Brunskill*, *Anthony Ferreras* (San Francisco State University) & *Philip Zimbardo* (Stanford University)
- 12-26 **PERCEIVED UTILITY OF NEW FACULTY MENTORING AT LIBERAL ARTS AND FAITH-BASED INSTITUTIONS**, *Noelle S. Wiensma*, *Tyler Hamilton* & *Carolyn Peterson* (Whitworth University)
- 12-27 **COUNTERACTIVE WORK BEHAVIORS AMONG RESTAURANT SERVERS**, *John Kantor*, *Chrystal A. Chandler* & *Sai Vale* (Alliant International University)
- 12-28 **NVC-SJT: SCALE CONSTRUCTION AND CONTENT VALIDATION**, *Karoline Ahnefeld* & *Hannah-Hanh Nguyen* (California State University, Long Beach)
- 12-29 **EMOTIONAL INTELLIGENCE, COMMUNICATION TECHNOLOGY AND THE QUALITY OF COWORKER RELATIONSHIPS**, *Megan K. Dunbar* & *Elisa Grant-Vallone* (California State University, San Marcos)
- 12-30 **A STUDY OF STAKEHOLDERS' BEHAVIOR AND UNETHICAL INTERNATIONAL BUSINESS PRACTICES**, *Brittany Davis* & *Christopher R. Warren* (California State University, Long Beach)
- 12-31 **FACTORS THAT IMPACT EMPLOYEE RESISTANCE TO WORKPLACE TECHNOLOGY**, *Truc Ha* & *Christopher R. Warren* (California State University, Long Beach)
- 12-32 **SOCIAL NETWORKS: A VIABLE SOURCE OF PRODUCT BRANDING AND BUSINESS PROMOTION**, *Abraham M. Gutierrez* & *Heidi R. Riggio* (California State University, Los Angeles)



- 12-33 **POSITIVE IN-GROUP EXEMPLAR EFFECTS ON SELF-STEREOTYPING AMONG AFRICAN-AMERICANS**, *Sandra Y. Benitez & Luis M. Rivera* (CSU San Bernardino)
- 12-34 **SELF-EVALUATIONS IN AFRICAN AMERICANS WHEN ETHNIC IDENTITY IS SALIENT**, *Delisa N. Young & Luis M. Rivera* (CSU San Bernardino)
- 12-35 **INVESTIGATING PERSONALITY TRAITS AND GOAL ORIENTATION**, *Jennifer Piper & Deana Julka* (University of Portland)
- 12-36 **EXAMINING "TEAM WORTHINESS": APTITUDE OR INTEREST BUT NOT BOTH?**, *Janet Kottke* (CSU San Bernardino)
- 12-37 **IMPACT OF SEX ROLES ON ATTITUDES TOWARD FEMALE LEADERS**, *Janie M. Kuhlman* (Dominican University of California)
- 12-38 **THE MODERATING EFFECTS OF NEGATIVE PERFORMANCE FEEDBACK ON PERFECTIONISM AND SUBSEQUENT TASK PERFORMANCE**, *Sana Rizvi* (San Francisco State University)
- 12-39 **THE EFFECTS OF JOB DISSATISFACTION ON HEALTH AND HOME-LIFE**, *Chelsey C. Jones* (Northwest Nazarene University)
- 12-40 **CYBERHATE ON THE WORLD-WIDE-WEB: AN ANALYSIS OF INFLUENCE AND RECRUITMENT TACTICS**, *Michael Baab, Sally Burton, Rachel Busby, David Sattler, Camille Favis, Cameron Findley & Sherry Wright* (Western Washington University)

INVITED PRESENTATION

1:30-2:30 CONDESA II



THE EMOTIONATE CHILD

Presenter: Ross A. Thompson, University of California, Davis

Chair: Eleanor Willemsen, University of Santa Clara

Synopsis

Emotions are organizers of relationships, social understanding, and self-awareness early in life, but developmental scientists have little attended to the privileged role of emotion in early psychological development. In this presentation, research concerning the influence of emotion understanding on social competence, the importance of secure relationships to emotion communication, and the significance of emotion experience to self-understanding are profiled to underscore how central are emotions to the early development of human connections to others. The implications of this view for future understanding of the emotionate child are also considered.

Biography

Ross A. Thompson is Professor of Psychology at the University of California, Davis. A developmental psychologist, he studies early parent-child relationships, the development



of emotion understanding and emotion regulation, conscience development, and the growth of self-understanding in young children. He also works on the applications of developmental research to public policy concerns, including school readiness and its development, early childhood investments, and early mental health. He received the Ann Brown Award for Excellence in Developmental Research in 2007, has twice served as Associate Editor of *Child Development*, and is a member of the Board of Directors of Zero to Three.

SYMPOSIUM

1:30-3:00 CONDESA III



IMMERSIVE TECHNOLOGIES, VIRTUAL PRESENCE AND BEHAVIOR

Chair: Larry D. Rosen, California State University, Dominguez Hills

Synopsis

Modern computer-based technology has led to a revolution in how individuals communicate, learn, and entertain themselves. The speed at which new technologies are changing and emerging has opened a new scientific research area for understanding the effects of using computer-based technologies upon children, teens, and young adults, the most prolific users of these technologies. Members of the Net Generation (born between 1980 and 1990) and the iGeneration (born after 1990) consume massive amounts of media, are heavy multitaskers, and are early technology adopters. Some studies suggest that among children and teens who have had Internet access their entire lives, attention and even brain development are being altered by technology-based experiences.

Computer scientists, psychologists, and educators refer to the psychological engagement or involvement in technology-based tasks as “presence,” and there is no doubt that ever-improving and more “immersive” technologies, such as higher resolution 3-D displays, are leading to an increased possibility that users are extremely and visibly present during their human-technology interactions. In the first presentation in this symposium, data were collected from 2,000 young adults regarding their engagement across a wide variety of computer-based technologies to assess associations between specific technologies and engagement. In a second presentation, comparisons across computer-based and non-technology-based communication modes were made for participants’ emotional experiences when receiving interpersonal messages. A third presentation reviews the historical literature on engagement of video games for insights into factors that contribute to gaming presence and immersion. The possibility that the “technological realism” afforded by modern computer-based equipment might exacerbate negative effects of engaging in technology-based activities is explored in the fourth presentation that examines the impact of TV-based and videogame-based violent content upon behaviors in a questionnaire-based study of the TV and videogame habits of a large sample of 18 to 25-year olds. Finally, the last presentation outlines a framework for



understanding the effects of interactions with technology upon emotions, cognitions, and behavior via brain activation and raises the possibility that young children are most affected due to the slow progression of brain development.

Presenters

FACTORS UNDERLYING PSYCHOLOGICAL INVOLVEMENT IN ONLINE ACTIVITIES, *Julie Felt, B. B. Rush & Esbeyde Garcia* (CSU Dominguez Hills)

EMOTIONAL INVOLVEMENT ACROSS COMMUNICATION TECHNOLOGIES, *Esbeyde Garcia & L. Mark Carrier* (CSU Dominguez Hills)

VIRTUAL PRESENCE AND REALISM IN VIDEO GAMES, *Alex F. Lim* (CSU Dominguez Hills)

ELECTRONIC MEDIA EXPOSURE TO VIOLENCE AND AGGRESSION: ASSOCIATIONS WITH SHORT- AND LONG-TERM BEHAVIORS, *Julie Felt, Nancy A. Cheever, L. Mark Carrier & Larry D. Rosen* (CSU Dominguez Hills)

TOTAL IMMERSION, TECHNOLOGICAL REALISM AND ENGAGEMENT, *L. Mark Carrier & Larry D. Rosen* (CSU Dominguez Hills)

Discussant

Larry D. Rosen

WORKSHOP

2:00-3:00 CONDESA IB



PSI CHI/PSI BETA LEADERSHIP WORKSHOP: HOW TO BUILD GOOD LEADERS

Chair: Ngoc Bui, University of La Verne

Synopsis

Good leaders are hard to find and even harder to keep. This workshop sponsored by Psi Chi/Psi Beta will discuss the characteristics of good leaders, ways to identify and encourage leaders, and offer suggestions for how to deal with the challenges of leading and managing Psi Chi and Psi Beta Chapters. This workshop will include interactive activities.

Presenters

FOSTERING LEADERSHIP THROUGH A UNIFIED CHAPTER, *Michelle A. Alfaro* (University of La Verne)

LEADERSHIP: THE ELUSIVE BEAST, *J. Kris Leppien-Christensen* (Saddleback College)

FINDING DIAMONDS IN THE ROUGH: IDENTIFYING GOOD LEADERS, *Ngoc Bui* (University of La Verne)

Discussant

Ngoc Bui

SATURDAY



PAPER SESSION

2:30- 3:15 PENINSULA II



APPLIED TOPICS

Chair: Liron Marks

- 2:30 **VIVA MAPLEWOOD: NEIGHBORHOOD UNICORPORATION AND MEANING MAKING**, *Jesica S. Fernandez* (University of California, Santa Cruz)
- 2:45 **APPLIED RESEARCH IN WASTE MANAGEMENT: A CASE STUDY**, *Liron Marks & Joleen Archibald* (Claremont Graduate University)
- 3:00 **APPLIED RESEARCH IN HIGH-WASTE INDUSTRIES: THE IMPACT OF ENVIRONMENTAL PRACTICES**, *Joleen Archibald & Liron Marks* (Claremont Graduate University)

PAPER SESSION

2:30-3:30 PENINSULA I



SOCIAL PSYCHOLOGY AND PERSONALITY

Chair: Jonathan E. Butner

- 2:30 **SOCIAL INTERACTION SEEKING IS FRACTAL FOR NON-HOSTILE INDIVIDUALS**, *Jonathan E. Butner & T. Nathan Story* (University of Utah)
- 2:45 **DIFFERENCES IN THE PREVALENCE OF STEREOTYPICAL ACTIVATION AND EXPLANATIONS WHEN RACE OF CRIMINAL AND VICTIM ARE MANIPULATED**, *Lilia R. Briones & Carolyn B. Murray* (University of California, Riverside)
- 3:00 **ADOLESCENT PERSONALITY AND IT'S INFLUENCE ON PARENTING FACTORS AND RISK BEHAVIORS**, *Sandra Alfaro, Dashaun Dunn & Carl D. Sneed* (California State University, Dominguez Hills)
- 3:15 **FEMALE STUDENT RISKY DRINKING BEHAVIORS: EXPECTANCIES AND VICARIOUS LEARNING**, *Christopher S. Lamb & Brianna A. Lienemann* (Claremont Graduate University)



SATURDAY

INTERNATIONAL INVITED PRESENTATION

2:30-3:20 PENINSULA III



CULTURAL INCIDENTS PRESENT DURING THE ESTABLISHMENT OF THE THERAPEUTIC ALLIANCE

Presenter: Maria del Pilar Grazioso, Universidad del Valle de Guatemala

Chair: Lynette H. Bikos, Seattle Pacific University

Synopsis

Cultural analysis of the establishment and development of the therapeutic alliance is scarce and qualitative research that interprets the cultural incidents that are present in the establishment of the working alliance is limited. In Guatemala, this is the first qualitative study that considers the therapeutic alliance as a cultural phenomenon that is co-constructed between therapists and clients. The research methodology of this study is an integration of interpretative interactionism, cultural analysis, discourse analysis. The purpose of the study was to understand the process of the development of the therapeutic alliance and how cultural elements are relevant. A pilot study used in depth interviews and observation of therapy sessions to develop the research methodology of this study. Five experienced therapists and 10 clients from urban and rural Guatemala participated voluntarily in the study. Each therapist had two clients accounting for 10 dyads. Data included audio tapes and transcriptions of the first and third session of each dyad, therapists and clients interviews, researcher's field notes, self-reflections, and analytic memos. The therapist personal style was assessed through the Therapist Personal Style Questionnaire and the session's therapeutic alliance was measured through the WAI-S (Working Alliance Inventory – Short). The transcriptions were culturally analyzed to develop codes to define the process of the development of the therapeutic alliance and the turning points where cultural incidents are present. The findings are integrated into five stages that describe the therapeutic alliance as a cultural phenomenon co-constructed through the interaction and complementation between therapist and client with the presence of cultural incidents that are meaningful to the therapeutic relationship. The critical stages of the process are illustrated through different instances of cultural action and instances of interview comments. This study contributes to the development of cultural qualitative research in psychotherapy in Guatemala and broadens the opportunity to train culturally sensitive therapists.



POSTER SESSION 13

3:00-4:15 EXHIBIT HALL



EVALUATION & RESEARCH METHODS AND DEVELOPMENTAL 2

- 13-1 **STRATEGIES FOR CONDUCTING AN ASSESSMENT OF A PSYCHOLOGY DEPARTMENT**, *William L. Phillips, Afshin Gharib, LeeAnn Bartolini, Gail Matthews & Matt Davis* (Dominican University of California)
- 13-2 **TO SPANK OR NOT TO SPANK: IMMEDIACY EFFECTS ON DISCIPLINE**, *Steffanie Chaviano, Daniel H. Chung, Melinda M. Joseph, Ariel C. Reid, Christian M. D. von Pohle & Charlene K. Bainum* (Pacific Union College)
- 13-3 **THE BEAS-T: A CLINICAL SCREENER MEASURING CAREGIVER-CHILD EMOTIONAL AVAILABILITY**, *Julie West, Carolyn Nelson, Susan G. Timmer* (UC Davis-CAARE Center), *Michelle A. Culver & Dianne Thompson* (University of California, Davis)
- 13-4 **THE VALIDITY OF A NEW METHOD OF SCORING EMOTIONAL AWARENESS**, *Lauren E. Shore, Jennifer A. Lindley, Rachael L. Airheart, Stephanie L. Rojas & Kimberly A. Barchard* (University of Nevada, Las Vegas)
- 13-5 **THE EFFECTS OF A ONE-TIME MEDIA LITERACY PROGRAM**, *Lynda M. Lowry, Ruchi Shah, Serena Hsia, Angela Dunne, Joseph Navarez, Dianne Castellano & Deborah Scholler* (University of the Pacific)
- 13-6 **RELATIONS OF PARENTAL PROTECTIVENESS AND DEVELOPMENTAL STATUS TO SOCIAL COMPETENCE**, *Michael L. Farroux, Megan N. Arnos, Emily D. Gerstein & Keith A. Crnic* (Arizona State University)
- 13-7 **VALIDITY OF A NEW EPQ VARIANT: THE EPQ-BV**, *Jeffrey J. Moulton, Amanda D. Procsal, Lindsey A. Philpot & Lawrence S. Meyers* (California State University, Sacramento)
- 13-8 **VALIDATING THE BEAS-T: LINKING PARENT-CHILD INTERACTIONS WITH STANDARDIZED MEASURES**, *Madeline Ofina* (University of California, Davis), *Deanna K. Boys, Susan G. Timmer* (UC Davis-CAARE Center) & *Michelle A. Culver* (University of California, Davis)
- 13-9 **UCSD SORT TEST (USORT): DEVELOPMENT OF A MEASURE OF FUNCTIONING**, *Denisse Tiznado* (San Diego State University), *Brent Mausbach, Veronica Cardenas & Thomas Patterson* (University of California, San Diego)
- 13-10 **YOU'VE GOT A FRIEND IN ME: SIBLING RELATIONSHIPS AND ADJUSTMENT**, *Allison R. Foertsch, Shirley McGuire* (University of San Francisco), *Nancy Segal* (California State University, Fullerton) & *Majel R. Baker* (University of San Francisco)
- 13-11 **VALIDITY OF THE SAFE WITH LATINO/A U.S. IMMIGRANTS**, *Shari Schwartz* (Florida International University), *Charles Negy* (University of Central Florida), *Abilio Reig-Ferrer* (Universidad de Alicante, Spain) & *Ralph Carlson* (University of Texas--Pan American)
- 13-12 **EVALUATION OF SOCIAL COGNITIVE RESPONSE OPTION IN THE PHYSICAL ACTIVITY DOMAIN**, *Ryan E. Rhodes* (University of Victoria), *Deborah Matheson* (Vancouver Island University), *Rachel Mark* (University of Victoria) & *Megan Yin* (Vancouver Island University)



- 13-13 **DEVELOPMENT AND VALIDATION OF A COMMUNITY VIOLENCE EXPOSURE SCALE: PATTERNS OF EXPOSURE**, *Amber Hannah, Gailthri Fernando & Evelyn Mendoza* (California State University, Los Angeles)
- 13-14 **ACADEMIC AND SOCIAL BURDENS IN COLLEGE STUDENTS**, *Erika Zambrano-Morales, Evelyn Mendoza & Gailthri A. Fernando* (California State University, Los Angeles)
- 13-15 **LATINO ADOLESCENTS' OUTGROUP ATTITUDES: COMPARISON OF THREE OUTCOMES ACROSS TIME**, *Diamond Bravo, Miranda Monique Quinatala & Michele Wittig* (California State University, Northridge)
- 13-16 **EVALUATING CLINICAL COMPETENCY IN GRADUATE STUDENTS**, *Dalia G. Ducker, Valata Jenkins-Monroe & Paul Saito* (California School of Professional Psychology-San Francisco)
- 13-17 **PARENTAL ATTACHMENT, AUTONOMY SUPPORT, AND IDENTITY STATUS AMONG EMERGING ADULTS**, *Yuehui Qin, Dylan Contris & Teru Toyokawa* (Pacific Lutheran University)
- 13-18 **CHILD RESEARCH: SHOULD WE JUST SAY 'NO' TO PARENTAL FEEDBACK?**, *Dylan D. Schwartz, Ashley R. Dillon & Wendy Puckman* (Palo Alto University/ Pacific Graduate School of Psychology)
- 13-19 **PSYCHOMETRIC PROPERTIES OF HIV-RELATED ASSOCIATIVE MEMORY TASKS**, *Jerry L. Grenard* (UCLA/RAND Health), *Susan L. Ames & Alan W. Stacy* (Claremont Graduate University)
- 13-20 **DATA ENTRY ERRORS DEVASTATE RELIABILITY**, *Kimberly A. Barchard* (University of Nevada, Las Vegas), *Larry A. Pace* (Argosy University Online Programs) & *Shatoyia S. Burns* (University of Nevada, Las Vegas)
- 13-21 **VALIDATION OF THE PEER RELATIONSHIPS, INTERACTIONS, AND MONITORING ASSESSMENT (PRIMA)**, *Maya E. O'Neil* (University of Oregon/Portland VA Hospital), *Elizabeth Stormshak & Thomas Dishion* (University of Oregon)
- 13-22 **VALIDATION OF THE MULTICULTURAL COMPETENCE STAGE OF CHANGE SCALE**, *Maya E. O'Neil* (University of Oregon/Portland VA Hospital), *Ellen Hawley McWhirter & Alesia Caban* (University of Oregon)
- 13-23 **STUDENT ENGAGEMENT SCALE: UNDERLYING FACTOR STRUCTURE**, *Patricia Quinones & Jodie Ullman* (California State University, San Bernardino)
- 13-24 **TYPE OF PRESCHOOL ATTENDANCE, CREATIVITY AND CHILD-REARING BELIEFS**, *Heather L. Hammond & Amanda Wilcox-Herzog* (California State University, San Bernardino)
- 13-25 **INFANT-TODDLER BEST: SCREENING CHILDREN WITH PRENATAL EXPOSURE TO ALCOHOL**, *Glena L. Andrews* (Northwest Nazarene University) & *C. Joe Robins* (Life Counseling Center)
- 13-26 **RELATIONSHIP BETWEEN FAMILY STRUCTURE AND EATING HABITS IN CHILDREN**, *Michelle B. Weiner & Jeffrey T. Cookston* (San Francisco State University)
- 13-27 **COMPARING ACADEMIC AND SOCIAL SKILLS INTERVENTIONS AMONG HEAD START PRESCHOOLERS**, *Lynda Louvy & Justin Schultz* (University of the Pacific)
- 13-28 **USING PREDICTION PLOTS TO INTERPRET LINEAR AND NON-LINEAR OSCILLATOR MODELS**, *T. Nathan Story & Jonathan Butner* (University of Utah)



- 13-29 **DISTANCE OF REFERENT AND ARM HEIGHT IN POINTING BY ADULT HUMANS**, *Alicia L. Faulkner* (Yakima Valley Community College/Central Washington University) & *Heidi L. Shaw* (Yakima Valley Community College)
- 13-30 **TRAUMA AND HARDINESS: EFFECTS ON CLINICAL SYMPTOMS IN ADOLESCENTS**, *Rowdy J. Hope* (Northwest Nazarene University)
- 13-31 **THE IMPACT OF ATTACHMENT ON ROLE STRAIN IN STUDENT MOTHERS**, *Cassandra Clough* (CSU San Bernardino)
- 13-32 **VIRTUAL LEADERSHIP: A CONFIRMATORY FACTOR ANALYSIS OF THE MLQ**, *Timothy C. Lisk* (Claremont Graduate University)
- 13-33 **THE FAIRY TALE TEST: ATTRIBUTES INFLUENCED BY GENDER AND FAMILY**, *Joshua A. Brendible* (Northwest Nazarene University)
- 13-34 **EVALUATING SCORE CONSISTENCY THROUGH SCORE CHANGE PROBABILITIES**, *Kimberly A. Barchard* (University of Nevada, Las Vegas)

APA PANEL PRESENTATION

2:45-3:45 CONDESA II



HOW TO PUBLISH

Chair: Sarah Wiederkehr, APA Journals

Synopsis

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

Panelists

James C. Kaufman, California State University, San Bernardino
Jason Siegel, Claremont Graduate University

This panel is sponsored by the American Psychological Association



SATURDAY

INTERNATIONAL INVITED PRESENTATION

3:30-4:20 CONDESA III



INTERNATIONAL DISASTER PSYCHOLOGY ETHICS: A SOCIAL JUSTICE MODEL IMBEDDED IN A FAMILY SYSTEMS PARADIGM

Presenter: John Thoburn with Zeba Ahmad, Jake Bentley & Kendra Jones, Seattle Pacific University

Chair: Lynn H. Collins, LaSalle University

Synopsis

The increased mobility of psychologists on a global level and the increased use of professional psychological treatment in regions unused to such treatment has begun to raise questions about the ethics of psychological delivery on an international scale. One of the engines that has fueled the increase in global mobility and service delivery of psychology has been an increased emphasis on mental healthcare in disaster relief. The issue of mental health care aid brings ethics front and center. With professional psychology expanding its purview into regions it has not traditionally served, the specter of harm in the name of good is a distinct possibility.

The range of potential ethical problems extends from the violation of basic individual human rights to self-serving aid relief on the part of NGOs to misuse of power in governmental oversight of aid distribution. Such a broad range of systems implicated in ethical matters in disaster relief coupled with the fact that much of the world defines itself not in individual terms but in terms of family and community, calls for a systems paradigm that is ecological in recognizing the nested quality of systems and holistic in recognizing the reciprocal impact of aid systems on one another. This paper suggests that there is a need for a disaster code of ethics that is grounded in a systems paradigm; one that mitigates against social injustice by expatriate practitioners, donor aid organizations and recipient governments. Specific injustices such as confidentiality, the ill conceived fostering of economic dependencies and government manipulation of aid are located in a social justice framework broken down into distributive, procedural, economic, human rights and political categories.

Biography

Dr. John Thoburn is a licensed psychologist in the state of Washington. He is board certified in couple and family psychology by the American Board of Professional Psychology, and he is a Fellow of the American Psychological Association. Dr. Thoburn received a Master of Divinity degree from Fuller Theological Seminary and a Ph.D. from Fuller Graduate School of Psychology. He is currently past president of the American Academy of Couple and Family Psychology, a specialty of the American Board of Professional Psychology, and he is president of the Society for Family Psychology, a



division of the American Psychological Association. He was the recipient of the 2009 Florence Kaslow International Family Psychologist of the year award. Dr. Thoburn has been a featured speaker, trainer and clinician in the areas of disaster and trauma and has worked internationally in the field of trauma over the past 18 years. Dr. Thoburn is associate professor of clinical psychology in Seattle Pacific University's APA accredited clinical psychology program. His research is in the areas of relational psychology and international psychology.

PSI CHI CHAPTER EXCHANGE AND AWARDS

3:30-5:00 CONDESA IB



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.

INTERNATIONAL SYMPOSIUM

4:30-6:00 PENINSULA III



AROUND THE WORLD

Chair: John Thoburn, Seattle Pacific University

Synopsis

Around the world, psychologists are creating multi-disciplinary teams and using clever diverse research techniques to study a variety of phenomena. This symposium showcases some of the best. The first presentation takes us to Belize. Our presenter will review survey data concerning psychological disorders and treatments and discuss practitioner types and access to practitioners. For example, did you know that the 2008 Belize telephone directory lists zero psychologists and zero psychiatrists, but does include massage



therapists and pages of physicians? Our second presentation takes us to Thailand, where the presenter will discuss the results of research regarding the ongoing recovery efforts following the devastating Indian Ocean Tsunami. We will also be treated to a peek at the International Tsunami Museum (and examine evidence regarding its effectiveness) which has been open for three years. In our third presentation, researchers provide a comparison of positive psychological dispositions and mental health among college students from the U.S., Japan, Thailand, and Australia. The researchers will discuss how these attitudes (e.g., optimism, zest, gratitude, and grit) serve as protective factors and promote mental health. In our final presentation our presenter will describe how his team used the “lost letter technique” (dropping addressed/stamped envelopes near mailboxes) as used to measure attitudes toward people of Middle-Eastern descent in various cities in the US and Europe. Our discussant will comment on the methods, results, and findings of these presentations as well as facilitate a short discussion with the audience.

Presenters

HEALING MODALITIES IN BELIZE, *Grant J. Rich* (University of Alaska Southeast)

NATURAL DISASTERS: MENTAL HEALTH, RESILIENCE, AND EDUCATIONAL INTERVENTIONS, *David N. Sattler* (Western Washington University)

A CROSS-NATIONAL COMPARISON OF POSITIVE PSYCHOLOGICAL DISPOSITIONS AND MENTAL HEALTH, *Douglas C. Smith* (Southern Oregon University), *Michael Furlong* (University of California, Santa Barbara), *Richard Langford* (University of Hawaii, West Oahu), *Edward Krishnan* (Assumption University), *Megan Zurawski & Gloria Herrera* (Southern Oregon University)

AN INTERNATIONAL LOST LETTER STUDY: MEASURING ATTITUDES TOWARDS MIDDLE-EASTERNERS, *Afshin Gharib, William Phillips, Matthew Davis, Stephanie Lemp & Janie Kuhlman* (Dominican University of California)

PSI BETA CHAPTER EXCHANGE AND SOCIAL

5:00-6:30 CONDESA IA



J. Kris Leppien-Christensen, 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.



STATISTICS WORKSHOP 4

8:30-10:30 CONDESA IA



INTRODUCTION TO BINARY LOGISTIC REGRESSION AND PROPENSITY SCORE ANALYSIS

Presenter: Dale E. Berger, Claremont Graduate University

Chair: Jodie B. Ullman, California State University, San Bernardino

Synopsis

Psychologists often wish to use multiple predictors to predict or model a dichotomous outcome (e.g., success/failure, persist/dropout, admit/deny, self selection into a treatment vs. control as in propensity analysis). Ordinary regression does not provide an appropriate model for this type of analysis, but logistic regression is a readily available alternative that is accessible in SPSS/PASW and other statistical packages. Logistic regression is not difficult to use and understand although new terminology and unfamiliar statistics can be challenging for first-time users. In this demonstration we will examine the logic and application of logistic regression for dichotomous dependent variables, show why ordinary regression is not appropriate, and demonstrate applications with dichotomous predictors, continuous predictors, and categorical predictors. When people self-select into a treatment program, analysts may attempt to form comparison groups through blocking or through analysis of covariance. Another option is to use propensity score analysis whereby logistic regression is used to compute the propensity for someone to self-select into either a treatment group or a control group. People then can be blocked into comparison groups with similar propensity for selecting the treatment condition, perhaps providing satisfactory control of variables associated with self-selection. Participants in the workshop will be given a packet with SPSS/PASW syntax and annotated output for a range of applications, including an introduction to propensity score analysis. Familiarity with multiple regression analysis will be helpful, but not required.

Biography

Dale Berger is Professor of Psychology at Claremont Graduate University. His research interests include research methodology, educational technology, and social and legal control of alcohol-impaired driving. He teaches quantitative methods courses for graduate students in applied psychology and evaluation. He was department chair/dean for 13 years, President of the Western Psychological Association 2002-2003, and recipient of the WPA Outstanding Teaching Award in 1997. A project using Internet technology in support of statistics teaching can be visited at <http://wise.cgu.edu>



SUNDAY

PAPER SESSION

8:45-9:30 PENINSULA II



SOCIAL ISSUES

Chair: William R. Herkebrath

- 8:45 **HUMAN TRAFFICKING IN INDIA: MENTAL HEALTH CARE IMPLICATIONS,**
William R. Herkebrath & Jacqueline Gustafson (Northwest University)
- 9:00 **THE EFFECTS OF SEX TRAFFICKING AWARENESS AND ITS CORRELATION TO ACTION,**
Brianna Hodge & Andrew Dovens (University of Portland)

POSTER SESSION 14

9:00-10:30 EXHIBIT HALL



APPLIED PSYCHOLOGY, PSYCHOLOGY & LAW, AND SOCIAL AND PERSONALITY 4

- 14-1 **USING INDICATORS OF DECEPTION TO ACCURATELY IDENTIFY INTERPERSONAL DECEPTION,**
Nicholas M. Merlo (Dominican University of California)
- 14-2 **WORK-LIFE CHALLENGES OF PARENTING CHILDREN WITH MENTAL HEALTH DIFFICULTIES,**
Eileen M. Brennan, Julie M. Rosenzweig (Portland State University),
Anna Malsch (Oregon Health & Sciences University), *Lisa M. Stewart & Kayti Mills* (Portland State University)
- 14-3 **ASIANS REALLY DO LOOK ALIKE: CROSS-RACIAL RESEARCH WITH ASIANS,**
Gary Howells, Quynh Nguyen, Stephanie Kong, Ritz Castaneda, Melissa Torres & Maricel Eugenio (University of the Pacific)
- 14-4 **EFFECTS OF CASE CIRCUMSTANCES ON JUROR DECISIONS: A CROSS-CULTURAL EXAMINATION,**
Russ K. E. Espinoza, Wendy M. Gutierrez, Christine M. Miles & Hayley L. Teas (California State University, Fullerton)
- 14-5 **THE EMOTION RECOGNITION TEST: A THIN-SLICE MEASURE OF EMOTION RECOGNITION,**
Sun-Mee Kang, Luis Armando Parra, Kristin Hyde & Matthew Heining (California State University, Northridge)
- 14-6 **PARENTS AND AUTISM: CROSS-CULTURAL DIFFERENCES IN PARENTS' EXPRESSION OF DISTRESS,**
Xochitl C. Swanson, Lovely Tapura, Stacy J. Blanco & Ellie Kazemi (California State University, Northridge)
- 14-7 **MEDIA PORTRAYED THINNESS AND ITS EFFECTS IN A DIVERSE SAMPLE OF WOMEN: EXPLICIT VERSUS IMPLICIT MEASURES,**
Yarrow Dunham (University of California, Merced)



- 14-8 **UNDERSTANDING COMPLEXITIES OF MENTORING PROGRAM EVALUATIONS: AN EMPIRICAL EXAMPLE**, *Susan E. Murphy, Kenley Turville* (Claremont McKenna College), *Greg Hall* (Loyola Chicago Business School) & *Jennifer Reece* (Claremont Graduate University)
- 14-9 **NEIGHBORHOOD, FAMILY, AND PEERS RELATED TO LATINO ADOLESCENTS' HIGH-RISK BEHAVIORS**, *Nathaly S. Pacheco-Santivañez, Armando M. Carrasco, Scott Plunkett* (CSU Northridge) & *Andrew Behnke* (North Carolina State University)
- 14-10 **ARE MEXICANS MORE 'LOYAL' TO THEIR FAMILIES THAN U.S. WHITES?**, *Rachael A. Lunt, Charles Negy* (University of Central Florida), *Eulogio Romero Rodriguez* (Benemerita Universidad Autonoma de Puebla, Mexico) & *Christopher J. Ferguson* (Texas A&M International University--Laredo)
- 14-11 **A FAMILY-ORIENTED APPROACH TO PROMOTE ENVIRONMENTALLY FRIENDLY BEHAVIOR**, *Yolteoltzin Garcia, Sarah Knowles, Stephen T. Fife & Markie L. C. Blumer* (University of Nevada, Las Vegas)
- 14-12 **MULTIRACIALISM AND ITS LINKS TO HOSTILITY**, *Martin A. Nolasco, Sulamunn Coleman & Sheila K. Grant* (CSU Northridge)
- 14-13 **SUBJECTIVE EXPERIENCES OF TECHNOLOGY USERS**, *Mattia T. Day, Helen C. Gutierrez & L. Mark Carrier* (California State University, Dominguez Hills)
- 14-14 **PARENTAL SUPPORT AND CONFLICT IN LATINO YOUTH GENERAL SELF-EFFICACY**, *Lucerito E. Ruiz, Shereen Gawad, Megan Saraceni & Scott W. Plunkett* (California State University, Northridge)
- 14-15 **STEREOTYPE THREAT FOR RECOGNIZING EMOTIONS**, *Christopher Köch, Kelly Chang & Julianne Johnson* (George Fox University)
- 14-16 **THE PERSONAL IMPACT OF THE JOB ON PROBATION OFFICERS**, *Kirsten Lewis* (KSL Research, Training, & Consultation), *Ladonna Lewis* (Glendale Community College) & *Tina Garby* (Psychological and Consulting Services)
- 14-17 **PREDICTING POSTWAR DEATH FROM SOLDIERS' LETTERS: A QUANTITATIVE LINGUISTIC ANALYSIS**, *Abraham M. Rutchick, Jacqueline Froehler* (California State University, Northridge) & *Joshua M. Smyth* (Syracuse University)
- 14-18 **CHILDHOOD MALTREATMENT AMONG JUVENILE DELINQUENTS: INTERNALIZING AND EXTERNALIZING SYMPTOMS**, *Ein Ho, Deanna Shiley & Jacqueline D. Rich* (University of California, Irvine)
- 14-19 **RESILIENCY FACTORS PROMOTED IN CHILDREN BY SHODOKAN KARATE**, *Misty Lacy & Susan Lonborg* (Central Washington University)
- 14-20 **MILITARY VERSUS CIVILIAN BELIEFS REGARDING INTERROGATIONS AND FALSE CONFESSIONS**, *Heather A. Butler & Heather Stopp* (Claremont Graduate University)
- 14-21 **ELIMINATING THE CROSS-RACE EFFECT: THE ROLE OF MOTIVATION AND STEREOTYPES**, *Heather A. Butler* (Claremont Graduate University)
- 14-22 **A QUALITATIVE ANALYSIS OF SITUATIONAL FACTORS INFLUENCING EARLY CAREER CHOICES**, *Yi Du & Michael F. Flanagan* (CSU Bakersfield)
- 14-23 **COLLEGE STUDENT'S ATTITUDES REGARDING THE PUNISHMENT OF REPEAT JUVENILE OFFENDERS**, *Julie A. Garcia & William Phillips* (Dominican University of California)



- 14-24 **EMOTIONAL INTELLIGENCE AMONG AMERICAN AND CHINESE BASKETBALL PLAYERS**, *Christopher Koch & Brooke Schanzenbach* (George Fox University)
- 14-25 **THE EFFECT OF LANGUAGE STRENGTH ON EMOTIONS AND PERCEPTIONS**, *Joshua D. Meadors* (UC Riverside) & *Shelia M. Kennison* (Oklahoma State University)
- 14-26 **PERSONAL GOALS OF THE PURPOSELESS AND UNHAPPY**, *Nick G. Stauner & Z. Reisz* (University of California, Riverside)
- 14-27 **EXPLORING EFFECTS OF EXPERT TESTIMONY AND VICTIM SIMILARITY ON SENTENCING**, *C. J. Graves & Deana L. Julka* (University of Portland)
- 14-28 **EXPLORING ATTITUDES TOWARD ATTORNEYS**, *Deana L. Julka & Kirsten Neek* (University of Portland)
- 14-29 **SERVER IMPLEMENTED FACTORS AFFECTING RECEIVED TIPS: A LITERATURE REVIEW**, *Stephanie Jwo* (San Jose State University)
- 14-30 **SUGGESTIBILITY AND EXPERIENCE: DOES DIRECT EXPERIENCE AFFECT FALSE CONFESSION?**, *John M. Fuller* (University of the Pacific)

SYMPOSIUM

9:00-10:15 PENINSULA I



SOCIAL IDENTITY AND INTERGROUP RELATIONS

Chair: Heather T. Stopp, Claremont Graduate University

Synopsis

From a social identity and self categorization perspective (Hogg, 2006; Hogg & Abrams, 1988; Tajfel & Turner, 1979), an individual's identity includes in large part, group memberships. For this reason, ingroups and fellow ingroup members are potentially influential on our attitudes, emotions, and behaviors. For example, the actions of ingroup members may influence our attitudes toward outgroups. Because ingroup members are perceived as connected to the self (Tropp & Wright, 2001), viewing contact between ingroup and outgroup members may improve attitudes toward other groups (Wright, Aron, McLaughlin-Volpe, & Ropp, 1997). This occurs because another ingroup member's contact with outgroup members allows the outgroup to be included in the self-representations of the ingroup member, which by extension becomes connected to the self (Wright et al., 1997). Besides attitudes, group membership also influences our emotions and behaviors (Mackie, Devos, & Smith, 2000; Mackie & Smith, 1998). When group membership is salient, groups and events are perceived in relation to their impact on the ingroup resulting in various types of emotions. These emotions, in turn, are related to behavioral tendencies. Thus, simply identifying with a group may influence our attitudes, emotions, and behaviors. Besides identifying with a group, threats to group membership also influence behavior. Because individuals have a fundamental need to belong (Baumeister & Leary, 1995), marginalized group members desire to become more central members of their group if the group is important to one's social identity. To accomplish this, marginalized



members display their loyalty to the group when they perceive the possibility to improve their status within the group (Jetten, Branscombe, Spears, & McKimmie, 2003). Besides insecurity in group memberships, another potential threat to an individual is a negative social identity (Tajfel & Turner, 1979). Thus, domains where group members normally perform poorly are threatening to a positive self regard (Steele, 1997). To retain an important group membership and maintain a positive social identity, a group may disidentify with a negative domain which influences behavior in that domain (Steele, 1997). This symposium seeks to address the different ways in which groups and group memberships influence our attitudes, emotions, and behavior.

Presenters

THE ASSOCIATION BETWEEN MEDIA PORTRAYAL EXPOSURE AND INTERRACIAL RELATIONSHIPS ACCEPTANCE, *Heather T. Stopp & Brianna A. Lienemann* (Claremont Graduate University)

EFFECTS OF RELATIVE DEPRIVATION AND SOCIAL MARGINALIZATION ON EXTREMIST BEHAVIORS, *Liran Goldman & Michael Hogg* (Claremont Graduate University)

COLLECTIVE GUILT, SHAME AND METAPERCEPTIONS AS PREDICTORS OF INTERGROUP ANXIETY AND REPARATION ATTITUDES, *Monique H. Matelski & Michael Hogg* (Claremont Graduate University)

IDENTITY AND SUCCESS: EFFECT OF STEREOTYPE THREAT ON URBAN STUDENTS, *Lindsay D. Harris & Michael Hogg* (Claremont Graduate University)

PAPER SESSION

9:45-10:15 PENINSULA II



CLINIAL PSYCHOLOGY 3

9:45 PARENTAL PERSPECTIVES ON AUTISM SPECTRUM DISORDER, *Madison L. Stroup & Andrew Downs* (University of Portland)

10:00 SANDPLAY INTERPRETATION: VALIDATING THE MODIFIED MITCHELL/FRIEDMAN SANDPLAY THEMES ASSESSMENT SCALE (STAS), *Tara L. Matus, Ron Durán, Ellin Bloch & Terece Bell* (California School of Professional Psychology, Alliant International University)



SUNDAY



	EXHIBIT HALL	CONDESA II	CONDESA III	CONDESA IB
	POSTERS	INVITED	INVITED	INVITED
8:00				
9:00				
10:00	POSTER SESSION 1 COGNITION, ATTENTION, SENSATION & PERCEPTION AND BRAIN PROCESSES	JO ANN FARVER		
11:00				
12:00	POSTER SESSION 2 DEVELOP- MENTAL 1 AND LIFE SPAN DEVELOPMENT	ALICIA IZQUIERDO	GAIL S. GOODMAN	
1:00			V. NELLY SALGADO DE SNYDER	
2:00	POSTER SESSION 3 SOCIAL/ PERSONALITY 1 AND GENDER RELATED RESEARCH	J. DAVID JENTSCH	ADVANCES IN MEXICAN ETHNO- PSYCHOLOGY (IN SPANISH)	WHAT IS REQUIRED FOR PEOPLE TO CHANGE?
3:00				
4:00			RESEARCH AND TEACHING COLLABORA- TIONS	
5:00				
6:00	6:00-7:00, UPPER POOL DECK WPA RECEPTION AND SOCIAL HOUR		8:00, CONDESA II DIANE HALPERN	



CONDESA 1A	PENINSULA I	PENINSULA II	PENINSULA III
STAT/SYMPOSIA	PAPERS/ SYMPOSIA	PAPERS/ SYMPOSIA	PAPERS/ SYMPOSIA
MINDFULNESS	CLINICAL PSYCHOLOGY 1 PAPERS		
			I/O PAPERS
	PERCEPTION & LEARNING PAPERS	CLOSE RELATIONSHIPS PAPERS	
INCREASE EFFICIENCY IN TEACHING & RESEARCH		EDUCATIONAL PSYCHOLOGY PAPERS	
STATISTICS WORKSHOP 1 MODERATION HYPOTHESES	DATING VIOLENCE	CO-RUMINATION PAPERS	
		CLINICAL & COUNSELING PAPERS	
LAST LECTURE	SPIRITUALITY AND PSYCHOTHERAPY		

THURSDAY



	EXHIBIT HALL	CONDESA II	CONDESA III	CONDESA IB
	POSTERS	INVITED	INVITED	INVITED
8:00				
9:00	POSTER SESSION 4 PSI CHI	PT@CC BREAKFAST: BEATRIZ ROOM		ADVANCES IN MEXICAN ETHNO- PSYCHOLOGY
10:00	POSTER SESSION 5 EDUCATIONAL/ HUMAN LEARNING/STP TEACHING EXCHANGE	TEACHING ABNORMAL PSYCHOLOGY		
11:00			CAROL A. PRESCOTT	MIRTA FLORES GALAZ
		PATRICIA GREENFIELD		
12:00	POSTER SESSION 6 HEALTH PSYCHOLOGY		EVOLUTIONARY PERSPECTIVES ON ATTRACTION	CULTURAL PSYCHOLOGY PANEL
		ROBERT B. CALDINI		
1:00	POSTER SESSION 7 SOCIAL ISSUES AND PSI BETA POSTERS			
		TERRY A. CRONAN	SUCCESSFUL ONLINE SURVEYS	HECTOR BETANCOURT
3:00	POSTER SESSION 8 CLINICAL PSYCHOLOGY	CHI-AN CHUN	OPPORTUNITIES FOR DISTANCE EDUCATION	ROLANDO DIAZ-LOVING
4:00				
5:00		WPA AWARDS & PRESIDENTIAL ADDRESS		
		STANLEY SUE		
6:00	6:00-7:15, LOWER POOL DECK WPA PRESIDENTIAL RECEPTION AND SOCIAL HOUR			

FRIDAY



CONDESA 1A	PENINSULA I	PENINSULA II	PENINSULA III
STAT/SYMPOSIA	PAPERS/ SYMPOSIA	PAPERS/ SYMPOSIA	PAPERS/ SYMPOSIA
STATISTICS WORKSHOP 2 SEM & RELIABILITY THEORY	PSYCHOSOCIAL INTERVENTIONS	COGNITION PAPERS	MEDIA CAMPAIGNS
		INFIDELITY PAPERS	SOCIAL SUPPORT PAPERS
	UNCERTAINTY AND GROUP IDENTIFICATION		
JOHN McARDLE		MOTIVATION PAPERS	
	INTERNATIONAL TRAVEL & RESEARCH		ETHNICITY RESEARCH PAPERS
ED PSYCH PAPERS 2		I/O PAPERS	
			STEREOTYPES & PREJUDICE PAPERS
ATTITUDES TOWARD OBAMA	FUTURE OF THE PSYCHOLOGY WORKFORCE		BEING UNDOCUMENTED
		PSYCHOSOCIAL MATURITY PAPERS	
MARTHA ZLOKOVICH PSI CHI	GENDER PAPERS	MEASUREMENT & RESEARCH METHODS PAPERS	
8:00-10:00, CONDESA II & III PHILIP ZIMBARDO			

FRIDAY

176



CONDESA 1A	PENINSULA I	PENINSULA II	PENINSULA III
STAT/SYMPOSIA	PAPERS/ SYMPOSIA	PAPERS/ SYMPOSIA	PAPERS/ SYMPOSIA
STATISTICS WORKSHOP 3 QUASI- EXPERIMENTAL DESIGNS	THEORY APPLICATIONS PAPERS		EARLY CHILDHOOD EDUCATION
	SOCIAL SUPPORT FOR DEPRESSED INDIVIDUALS		NEURO- PHENOMOLOGY
		LEARNING BY EXAMPLE	INTERNATIONAL CONSULTING
USING TECHNOLOGY FOR TEACHING STATISTICS	HEALTH PSYCHOLOGY PAPERS	SURVIVING GRAD SCHOOL	GLOBALIZATION OF HIGHER EDUCATION
SURGEON GENERAL'S REPORT ON MENTAL HEALTH	METAPHORS, CHARISMA, GENDER & HUMOR	ATTITUDES & BEHAVIOR PAPERS	INTERNATIONAL ADOLESCENCE
	SOCIAL PSYCHOLOGY AND PERSONALITY PAPERS	APPLIED TOPICS PAPERS	CULTURE & THERAPEUTIC ALLIANCE
5:00-6:30 PSI BETA CHAPTER EXCHANGE			AROUND THE WORLD

SATURDAY



SUNDAY

	EXHIBIT HALL	CONDESA II	CONDESA III	CONDESA IB
	POSTERS	INVITED	INVITED	INVITED
8:00				
9:00				
10:00	POSTER SESSION 14 APPLIED, PSYCHOLOGY & LAW, SOCIAL 4			
11:00				



CONDESA 1A	PENINSULA I	PENINSULA II	PENINSULA III
STAT/SYMPOSIA	PAPERS/ SYMPOSIA	PAPERS/ SYMPOSIA	PAPERS/ SYMPOSIA
STATISTICS WORKSHOP 4 BINARY LOGISTIC REGRESSION	SOCIAL IDENTITY & INTERGROUP RELATIONS	SOCIAL ISSUES PAPERS	
		CLINICAL PAPERS	

SUNDAY

**PLEASE JOIN US NEXT YEAR FOR THE 91ST
ANNUAL CONVENTION**

of the

WESTERN PSYCHOLOGICAL ASSOCIATION

APRIL 28TH - MAY 1ST, 2011

in

**Los Angeles, CA
Wilshire Grand**



INDEX

A

Abalakin, Marina..... 18
Abara, Jose P..... 41, 142
Abela, John R. Z..... 45
Abelson, James L..... 142
Aberson, Chris..... 13, 16
Ables, Nicole E. 55
Abraibesh, Nadia..... 46, 61
Aceves, Maricela B..... 98
Adams, Linda L..... 19, 122
Adams, Virgil 16
Aguilar, Rosana M. 109
Ahmad, Sarah 80, 92
Ahmad, Zeba 25, 163
Ahnefeld, Karoline 154
Aiken, Leona S..... 9, 12, 22
Ainsworth, Andrew T..... 42, 55,
121, 142, 143
Airheart, Rachael L. 160
Akers, Adrienne L. 91
Alcorn, Mark..... 13
Alejandro, Adriana..... 45
Alexander, Patricia..... 16
Alfaro, Michelle A..... 72, 98, 157
Alfaro, Sandra..... 158
Alka Smith, Caitlin..... 76
Allen, Daniel N. 12
Allen, Mary J..... 12, 22
Alonzo, Joseph..... 70
Al-Sharif, Alia 153
Alston, Katrina V..... 19, 45, 107, 142
Alvarado, Dmitri 54, 131
Alvarado, Nancy..... 13, 91
Alvarez, Christian R. 21, 45, 113
Alvarez, Mildred 19
Alvaro, Eusebio M. 128, 152
Alvy, Lisa M. 92
Alyssa, Brianna 128
Ames, Susan L 161
Amirkhan, James..... 13

Amir, Nader 72, 122, 143
Anapolsky, Amy K. 122
Anderson, Barrett 41
Anderson, Dana..... 19, 82
Anderson, Emily 153
Anderson, Kristina R. 55, 64
Andrews, Glena L..... 17, 161
Andrews, Jerylyn 108
Angeles, Manuel 63
Ansaari, Neda..... 123
Antick, Jennifer 93
Anziani, Suleica..... 141
Aoun, Andrea..... 101
Apenahier, Leonard 19
Archibald, Joleen..... 158
Armor, David 98
Armstrong, Hayley..... 131, 153
Arnos, Megan N. 160
Aronson, Elliot 8, 12
Arrue, Carmen..... 122
Arteaga, Monique E..... 45, 140
Arutyunyan, Araksya..... 107
Arvizu, Stacy 92
Ashdown, Brien K. 47
Ashton, Jennifer 19, 143
Ashworth, Kevin 121
Asuncion, Arlene 13, 71
Atkinson, Richard C. 8
Attneave, Fred 8
Avey, James B..... 95
Avila, Justina 142
Ayers, Jamie L. M. 46

B

Baab, Michael..... 155
Babladelis, Georgia..... 12
Bacon, Steven F. 34, 35
Baillet, Susan D..... 81
Bainum, Charlene K. 70, 160
Baker, Jenny 121
Baker, Kurt 16



Baker, Kurt D.	121	Bergmann, Kristie	141
Baker, Laura	111	Bergstrom, Bjorn	121
Baker, Majel R.	46, 160	Betancourt, Hector	89, 102
Baldy, John	41	Bienenfeld, Shiela	17
Ball, Danielle	80	Bikos, Lynette H.	19, 25, 126, 136, 140, 159
Banales, Vincent	42	Billings, Hilary N.	122
Bandura, Albert	8, 12, 22	Binder, Frauke	122
Banks, William P.	78	Bisi, Liz	108
Bao, Sonia	91	Bjork, Elizabeth	12, 17, 19
Barber, Katrina	19	Bjork, Robert A.	9, 12
Barchard, Kimberly A.	18, 54, 153, 160, 161, 162	Blackman, Melinda	14, 16
Barkawi, Janet	19	Blackman, Rose	41
Barker-Hackett, Lori	12, 13, 22	Blagov, Pavel S.	19, 123, 141, 143
Barker, Lori A.	100, 101	Blakey, Aqila	80
Barnes, Marc W.	123	Blanco, Stacy J.	80, 167
Barnes-Meisenhelder, Melody	19	Blaser, Rachel	14, 42
Barr, Jordan	153	Bliesner, Andrew E.	44, 121
Barry, Johanna E.	71	Bligh, Michelle	95, 151
Bartolini, LeeAnn	160	Bloch, Ellin	170
Basanez, Tatiana	134, 141	Bloom, Brittnie E.	99
Basu, Barnali	121	Blumberg, Sean	108
Bauer, Lisa M.	80, 81	Blumer, Markie L. C.	168
Baula, Pamela	54	Boettcher, Amy J.	142
Bauman, Michael	143	Bojorquez, Maritza	91
Bayley, Nancy	7	Bolz, Sabine	17
Bazikyan, Ivet	46	Bomyea, Jessica	122
Beach, Frank	8	Bonifay, Wes E.	132
Beauchamp, Kenneth	12, 14	Borofsky, Larissa A.	19, 122
Beavers, Adam J.	133	Bortles, Christy	54
Behnke, Andrew O.	142, 168	Boucher, Laura	111
Beidel, Deborah C.	69, 78, 79	Bourdages, Joline	19
Belerique, Gina	70, 121	Boutakidis, Ioakim P.	19, 112
Bell, Ariana N.	133	Bowen, Sarah W.	45
Bell, Hugh M.	8	Bower, Gordon	8, 9, 12, 22
Bell, Scott	78	Boyajian, Jonathan G.	82
Bell, Terece	170	Boyd, Benjamin P.	109
Benitez, Sandra Y.	155	Boyd, Christina C.	41, 42
Bennett, Sidney	72, 81	Boyd, Kendal	14
Bentler, Peter M.	9, 12, 21, 75, 113	Boys, Deanna K.	108, 160
Bentley, Jake	25, 163	Bradbury, Thomas N. ...	12, 14, 22, 109
Berger, Amanda	79	Braga, Daniela	62
Berger, Dale E.	9, 10, 12, 14, 16, 19, 22, 60, 97, 107, 113, 125, 139, 140, 166	Brammer, Robyn	55, 64, 133
		Branz, Patricia	92
		Bravo, Diamond	161



Brecht, Heather	42
Breckenridge, James	19, 98, 108
Brendible, Joshua A.	162
Brennan, Eileen M.	14, 19, 167
Brewer, Marilynn B.	8, 12
Bridwell, Virginia	18
Briley, Daniel A.	71
Brink, T. L.	42, 82, 133
Briones, Lilia R.	158
Brooks Eyre, Mary	7
Brooks Volkman, C.	82
Brown, Corey S.	19, 72
Browne, Christina N.	54, 98
Brown, James	64
Brown, Kim C.	91
Brown, Laura S.	12
Brown, Michael T.	17
Brown, Warner	7
Bruininks, Patricia L.	88
Brunner, Amy	132
Brunskill, Sarah R.	56, 154
Bryson, Jeff B.	19, 70, 71, 154
Buda, Alena	19
Bui, Khanh	17, 71
Bui, Ngoc	11, 14, 19, 86, 138, 157, 164
Buitrago, Rimsky	121, 142
Bunney, William E.	92
Burgess, Curt	17
Burns-Glover, Alyson	14
Burns, Shatoyia S.	54, 153, 161
Burroughs, W. Jeffrey	14, 17
Burton, Sally	155
Busby, Rachel	155
Buscombe, Kimberley	19
Butelo, Jessica M.	99
Butler, Heather A.	168
Butner, Jonathan E.	19, 158, 161
Buyno, Bethany	93

C

Caban, Alisia	161
Cabral, Patricia	92, 132
Cai, Melissa	91
Calderon, Jasmine R.	50, 81
Calderon, Melissa	91
Calderon, Nancy E.	19, 21, 47, 112
Call, Aaron	133
Callaghan, Glenn M.	55, 64, 93, 109, 143, 152
Call, Erika R.	19, 54
Calvillo, Dustin	14
Camacho, Adamina	133
Campbell, Duncan G.	111
Campbell, Kelly	50, 55, 71, 79, 132
Carballo, Elaine	98
Cardenas, Veronica	108, 122, 160
Carder, Paula	93
Cardiel, Dane A.	152
Cardoz, Stacey	71
Cardwell, Brittany A.	81
Carlson, Ralph	160
Carpenter, Hilary A.	121, 122
Carrara, Andrea D.	98, 123
Carrasco, Armando M.	168
Carrier, Allison F.	121
Carrier, L. Mark	19, 157, 168
Carrier, Mark	16
Carsey, Timothy A.	151
Carsten, Michelle	121
Carstensen, Alexandra B.	19, 21, 70, 112
Carta-Falsa, John S.	16
Carter, F. Jeri	18
Casad, Bettina J.	14, 34, 35, 131, 132, 133
Castañeda, Donna	109, 122
Castaneda, Ritz	167
Castellan Jr., John N.	12
Castillano, Dianne	55, 131, 160
Caudill, Breeanna	153
Cauffman, Elizabeth	46
Cerda, Jessica D. R.	70
Chacón Gutiérrez, Leticia	63



Chacon, Leticia	98	Cialdini, Robert B.	22, 94
Chaikittirattana, Amy P.	45, 140	Cibotti, Jeffrey	50
Champpassak, Sofie L.	92	Cicha, Becky	42
Chancellor-Freeland, Cheryl	19, 61, 70, 121, 123	Clancy, Kathryn	145
Chandler, Chrystal A.	154	Claramita, Mora	122
Chan, Emily	71	Clark, Eren J.	108
Chang, Alicia	135	Clausen, June	19
Chang, Andrew	61	Claussen, Darya	98
Chang, Chia-Hsuan	92	Clement, Paul W.	12, 19, 109
Chang, Edward C.	142	Clough, Cassandra	162
Chang, Jennifer C.	121	Cobb, Rebecca J.	56
Chang, Kelly	168	Coffin, Jessica	19
Chang, Tai	109	Cole, Jason	54
Chapman, Sara	133	Coleman, Sulamunn R. M.	152, 153, 168
Chapple, Kelsey	54, 131	Colker, Nathan	153
Chasse, Bren M.	132, 133	Collins, Kaitlyn	54
Chastain, Garvin	12	Collins, Lynn H.	25, 151, 152, 163
Chatlosh, Diane	16	Concepcion, Rebecca	14
Chattillion, Elizabeth A.	41	Conklin, Edmund S.	7
Chavez, David	14, 142	Conley Downs, Robyn	57, 93
Chavez-Gonzalez, Diocelina	55	Conley, Kristen M.	122
Chavez, H. Lyssette	96	Conly, Kristen	85
Chaviano, Steffanie	160	Connelly, Sara	45
Chavira, Gabriela	19, 103, 104	Contreras, Rosaura	99
Cheesman, James E.	42	Contris, Dylan	161
Cheesman, Jim	17	Cook, Gabriel	14
Cheever, Nancy A.	112, 157	Cookston, Jeffrey T.	56, 161
Cheng, Chia-Hsin Emily	91, 141, 143	Cooley, Eric	14, 18, 19, 122
Cheng, Roy	46	Coon, David	121, 142
Chen, Shu-Chuan	57	Cooper, Robert G.	82
Cherem, Karem	73	Coover, John F.	7
Cheung, Stephen	66	Cordero, Elizabeth D.	93, 99
Chiapa, Amanda	47	Corgan, Chelsea	72
Chidsey, Lauren	92	Corona, Roberto	107
Chithambo, Taona P.	76	Corral, Daniel	132, 152
Chong, Stephanie S.	21, 112, 121	Costanzo, Mark	16
Chow, Tiffany K.	99	Costa, Pamela	18
Christianson, Kristine	122	Cotter, Kelly A.	47, 132
Christopher, Michael	44	Courey, Susan	80, 119
Chun, Chi-Ah	105, 106	Courtney, Jovita	19
Chung, Daniel	19	Cowan, Gloria	12
Chung, Daniel H.	160	Coyazo, Crystal	55, 91
Chung, Julia	107	Coyne, Sarah	46
Cialdini, Robert	19	Cozby, P. Chris	12, 10, 19, 34



Cozzolino, Philip J.....	54	Dawes, Mary E.....	120, 121
Craddock O'Leary, Julie.....	109	Dawley, Jacqueline.....	19
Craig, Lynn.....	99, 122	Dawson, Tiffany A.....	98, 108
Cramer, Rodè F.....	71	Day, Mattia T.....	168
Crano, William D.....	12, 125, 126, 128, 152	Dean, Cooper C.....	44
Cravallho, Patrick F.....	80	Deanda, Juan.....	92
Crawford, Heather.....	47	Dean, Kristy.....	154
Cresswell, James D.....	125	Dearborn, Alan.....	108
Crisp, Richard J.....	86	Dearth, Trier.....	122
Crnic, Keith A.....	160	DeFilippo, Barbara.....	18, 78, 124, 144
Crognale, Mike.....	18	DeHate, Melissa.....	141, 143
Cronan, Terry A.....	12, 17, 47, 91, 92, 100	de Kanter, Janelle.....	54
Crosby, Faye.....	19	de la Roca Chiapas, José María.....	63
Cruz del Castillo, Cinthia.....	74	De La Rue, Lisa A.....	19, 122
Cruz, Janine.....	92	De Leon, Marissa.....	92
Cuadros, Gregory G.....	55	Delfin McDaniel, Dawn.....	76
Cueto, Maria Aurora.....	91	DeLongis, Anita.....	17
Cuevas, Mayra D.....	154	De Los Santos, Sarah.....	141
Cullen, Breanne J.....	85, 122	del Pilar Grazioso, Maria... 25, 140, 159	
Culver, Michelle A.....	108, 142, 160	DeNeui, Daniel L.....	63
Cunningham, Christopher L.....	14, 19	Denney, Meyer.....	141
Cuperus, Marissa.....	122	Dennis, Jessica M.....	134
Cushner, Michael.....	19	Dent, Clyde W.....	77

D

Dalley, Mahlon B.....	19, 98, 122	DeVitt, Terry.....	80
Dang, Phillip.....	80	de Villiers, Jill G.....	47
Daniels, Victor.....	19	de Villiers, Peter A.....	19, 47
Danley, Sarah J.....	54, 98	Devos, Thierry.....	19
Dao-Tran, Anh.....	142	Dew, Lyneda P.....	70
Darlington, Erin M.....	123	Dhaliwal, Sonia.....	109
Daryaie, Blake D.....	101	Diaz-Loving, Rolando.....	73, 74, 84, 89, 110
Dasse, Michelle.....	111	Diaz, Priscila.....	132
Davenport, Rachael.....	108	Diaz, Stacy.....	47
Davis, Brandon E.....	91	Dickerson, Sally.....	98
Davis, Brittany.....	154	Didway, Jessica D.....	131, 133
Davis, Candice D.....	42, 54	Dik, Bryan J.....	49
Davis, Deborah.....	55		
Davis, Lisa M.....	54, 98		
Davis, Matthew.....	131, 160, 165		
Davis, Shamelah.....	98		
Davis, Shawn.....	143		



Dilks, Lawrence	19
Dill, Crystal	121
Dillehay, Ronald	12
Dillon, Ashley R.	161
Dimsdale, Joel	93
Dinh, Anh	132
Dinnel, Dale	19
Dishion, Thomas	161
Disney, Angela	81
Dixon, Erica	54, 145
Dominguez Espinosa, Alejandra	73
Donaldson, Stewart I.	12, 19, 22, 106, 107, 146
Donohue, Bradley C.	12, 22
Doty, Sarah N.	142
Douglas, Haley	122
Douglas, Haley A. C.	45, 121
Dovi, Sarah	19, 43
Dowel, Ana K.	91
Dowell, Ana	19, 47, 92
Downer, Delaney D.	98
Downs, Andrew M.	14, 19, 52, 57 111, 143, 167, 170
Downs, Robyn Conley	57
Drescher, Barbara A.	19, 41, 70, 71
Drew, David J.	153
Du Bois, Steve N.	92, 143
Ducker, Dalia G.	161
Dudley, Deryn Maia	56
Duenas, Julissa A.	64, 109
Dunbar, Megan K.	154
Dunham, Yarrow	167
Dunlap, Knight	7
Dunn, Dashaun	158
Dunne, Angela M.	55, 98, 131, 160
Duque Mora, Marina	63
Duran, Anne	10, 11, 16, 34, 38, 64
Durán, Ron	170
Duvall, Laura L.	34, 36
Du, Yi	168
Dyer-Seymour, Jennifer	78

E

Edwards, Allen L.	7
Edwin R. Guthrie	7
Effinger, Jenell	141
Eich, Eric	12, 19
Eichorn, Dorothy	8, 12
Eisenberg, Nancy	8, 12
Ekstrom, Arne D.	78
Elizondo, Amber	123
El Khatib, Farah	132, 153
Elkins, Steve J.	70
Ellerbe, Amy M.	43
Elliot, J. D.	124
Ellis, Henry C.	12, 25, 119, 136
Elwell, Sarah T.	47
Englert, Ann M.	91
Eng, Wylie C.	95
Enomoto, Kana	149, 150
Erhart, Ryan	96
Erickson, Thane M.	142
Ervin, Monique	96
Escalera, Elena	17
Eshelman, Denise	80
Espada, Teófilo	81
Espinoza, Russ K. E.	167
Estassi, Jennifer M.	21, 78, 112
Estrada, Erika	121, 133
Eugenio, Mariciel	167
Evans, Ann	99
Everett, Jeffrey	54
Ewing, Ann	12, 14, 15, 22
Expinoza, Russ	14

F

Fabian, Kristal	80
Fager, Matthew	92
Fairlie, Anne	141
Faker, Jason S.	153
Fallon, Vanessa D.	154
Fallshore, Marte	46
Farias, Elsa A.	109
Faris, Camille	155
Farley, Candace	56
Farrell, Judith	12, 16, 19





Garby, Tina.....	168	Gonzalez, Araceli.....	108
Garcia, Erika.....	121	Gonzalez, Karen.....	132
Garcia, Esbeyde.....	157	Gonzalez, Sylvia.....	50
Garcia, James J.....	107, 142	Gonzalez, Vivian M.....	142
Garcia, John.....	8, 12	Goodman, Gail S.....	48
Garcia, Julie A.....	168	Goodwin, Scott.....	41
Garcia, Madison N.....	42, 143	Gordon, Kate.....	7
Garcia, Maribel.....	121	Gordon, Susan.....	25, 126
Garcia, Marlyn.....	142	Gorsuch, Richard L.....	12
Garcia, Yolteoltzin.....	168	Gottfried, Adele Eskeles.....	12, 19, 46, 64, 65, 48
Gardner, Rick.....	12	Gottfried, Allen W.....	12, 19, 22, 43, 46, 113
Gardner, Robert M.....	12	Gough, Harrison.....	12
Garib, Afshin.....	16	Govindarajan, Subha.....	121
Garner, Ann M.....	12	Grabt, Fiona.....	86
Garp Duvall, Carl R.....	42	Grabyan, Jonathan M.....	142
Garrett, Samantha.....	54	Graesser, Art.....	67
Gawad, Shereen.....	168	Granov, Irina M.....	54
Gaynor, Brett.....	153	Grant, Fiona.....	19
Gebhart, Nickolas D.....	21, 112, 154	Grant, Igor.....	41
Geist, Charles R.....	15	Grant, Sheila K.....	80, 91, 153, 168
Gengerelli, Joseph A.....	7	Grant-Vallone, Elisa.....	154
George, April.....	131	Graves, C. J.....	169
Gerkens, David.....	80	Gray-Shellberg, Lisa.....	12, 22
Gerrish, Winslow G.....	45	Green, Ashley.....	71
Gerstein, Emily D.....	160	Greenberg, Megan.....	19
Ghajoyan, Inna.....	91	Green, Clarissa.....	45
Gharib, Afshin.....	50, 131, 160, 165	Greene, Sarah R.....	141
Gibbons, Judith L.....	47	Greenfield, Patricia M.....	86, 87
Giguere, Jeanne L.....	54	Gregg, Jennifer A.....	55, 64, 93, 100
Gilbert, Paul E.....	81	Grenard, Jerry L.....	77, 161
Gillman, Howard.....	2	Grimes, Aaron.....	142
Ginsburg, Gerald P.....	12	Grinstein, Julia.....	70
Gittens, Dawne.....	42	Gross, Bruce.....	12
Glassburn, Stephanie.....	154	Gross, James.....	22
Goetz, Aaron T.....	70	Gross, Janelle.....	133, 151
Goldberg, Lewis R.....	12	Grow, Joel.....	19
Gold, Gregg J.....	138	Grube, Joel W.....	77
Goldman, Liran.....	170	Guadarrama, Josue.....	142
Goldstein, Alison.....	92	Guan, Angie.....	46
Gomez, Jennifer M.....	62	Guerin, Diana Wright.....	46
Gomez, Victor.....	142	Guilford, Joy P.....	7
Góngora Coronado, Elías Alfonso.....	60	Guimarães, Manuela.....	119
Gonzalez, Amber M.....	45, 140	Gulbranson, Angela.....	141
Gonzalez, Amelia V.....	92, 128		



Gundlach, Ralph H.	7	Has, Khemara.....	19, 55, 78
Gurrola, Edith.....	104	Hastings, Alison.....	153
Gustafson, Jacqueline	167	Hatfield, Elaine	19
Gustavson, Carl R.....	12	Ha, Truc.....	154
Gutierrez, Abraham M.....	154	Hawes, Gina	98
Gutierrez, Anna	80	Hawley, Caitlin.....	99
Gutierrez, Helen C.....	168	Hayes, Steven C.	12
Gutierrez, Wendy M.....	167	Head, Jennifer.....	108
Guzman, Isabel	41	Heininger, Matthew	167

H

Haboush, Amanda.....	108, 122	Hemovich, Vanessa.....	152
Hadinata, Nathan A.....	46	Hendrickson, Kelsie L.....	47
Haghighi, Sam	55	Hendrix, Tiffany	122
Haight, Courtney M.	81	Heng, Leakhena.....	153
Hake, Robert A.	45, 107, 142	Henritze-Hoye, Jessica.....	80
Hale, Patricia.....	133	Herbranson, Walter T.....	50
Hall, Greg.....	168	Herkelrath, William R.....	167
Hall, Tegan A.	43, 141	Hernandez, Ana Sanchez.....	20
Halpern, Diane F.	9, 12, 22, 67, 81	Hernandez, Carlos H.....	104
Hamada, Nora H.	82	Hernandez Rodriguez, Juventino....	107
Ham, Audrey.....	19, 66	Herrera, Ariel	153
Hamill, Sharon B.	14, 16, 45	Herrera, Gloria.....	91, 165
Hamilton, Amanda.....	54, 153	Herringer, Lawrence.....	19
Hamilton, Tyler	154	Hersi, Anisa.....	153
Hammond, Heather L.....	161	Hess, Erika.....	108
Hammond, Ronda.....	41	Hess, Laura L.....	41
Hankin, Benjamin L.....	45	Hess, Maria.....	17
Hanks, Carly	80	Hester, Maureen.....	12, 16
Hanlon, Anna.....	143	Hickman, Carrie.....	19
Hannah, Amber	161	Hicks, Gail.....	46
Hanna, Katherine	19	Hicks, Robert A.	12, 22
Hansvick, Christine	16	Hidalgo, Nina J.	98
Harbottle, Stacey.....	19, 99	Higgins, Anna	54
Hardy, David	19	Hilgard, Ernest R.....	7
Harmell, Alexandra L.	41	Hillix, William A.	12
Harrigan, Jinni.....	132, 153	Ho, Bao Quoc.....	70
Harris, Jennifer.....	141	Hobbs, Sue.....	98, 123
Harris, Lindsay D.	170	Hockett, Ashlee	61
Harry, Kadie M.....	92	Hodge, Brianna.....	167
Hart, Kathleen	141	Hoebel, Calhuae J.....	81
Harvey, Richard	121	Ho, Ein	168
Haseebullah, Saira S.....	54	Hoetzlein, Mao N.....	80
Haselton, Martie	90	Hoffman, Charles D.	12, 14, 19
		Hogan, Steven	80
		Hogg, Michael A.	12, 86, 170
		Hohman, Zachary P.....	19, 86, 128



Hokoda, Audrey.....	19, 61, 62, 63
Holfeld, Brett J.....	42
Holguin, Anthony Thomas	61, 70, 121
Holland, Christine.....	92
Holliday, Cristi N.....	41
Holmes, Marc S.....	98
Holt, Ryan E.....	131
Hong, George K.....	66
Hope, Rowdy J.....	162
Horner, David	14, 16
Horn, Robert.....	14, 15
Horowitz, Karina R.....	47
Hosoda, Megumi.....	61, 70, 121
Hostetler, Darleen.....	141
Ho, Tony.....	54
Howell, Nicole C.....	99
Howell, Ryan.....	99
Howells, Gary.....	17, 19, 98, 123, 167
Hsia, Curtis.....	45, 107, 142
Hsia, Serena	160
Hudson, Jessica.....	45
Hue, Amanda E.....	99
Huey, Stanley J.....	76
Hughes, Rosemary B.....	54
Hummer, Justin	141
Hurtado, Gabriela.....	107
Hwang, Wei-Chin.....	22, 113
Hyde, Kristin	167
Hy, Le Xuan.....	18
Hyman, Ira	18

I

Ichiyama, Michael A.....	14, 19, 141
Inchausti, Nicholas X.....	142
Ingram, Jonathan.....	108
Insunza, Irene G.....	91
Isham, Eve A.....	78
Ishiguro, Yoko.....	91
Isley, David	122
Iwabuchi, Mariko C.....	46
Izawa, Chizuko.....	12
Izquierdo, Alicia	48

J

Jackson, Ashaki M.....	19, 105
Jackson, Kirsten E.....	41
Jackson, Russell E.....	50
Jacob, Teresa.....	34, 37
Jaipal, Rashmi.....	140
Jarvik, Lissy F.....	12
Jauregui, Brian	121, 142
Javid, Samia.....	47, 132
Jeffcoat, Kendra.....	17
Jenkins-Monroe, Valata.....	161
Jennings, Roger D.....	12
Jensen, Jessica.....	143
Jensen, Scott A.....	108
Jentsch, J. David	48, 56
Jeste, Dilip	122
Johnson, Bob.....	12
Johnson, Eugene R.....	19, 80
Johnson, Jerry L.....	12, 22
Johnson, Julianne	168
Johnson, Robert.....	18, 94
Johnson, Suzanne B.....	72
Jones, Chelsey C.....	155
Jones, Harold F.....	7
Jones, James M.....	136
Jones, Kendra.....	25, 163
Jones, Kyle.....	92
Jones, Laura	54
Jordan, Jasmine D.....	82
Jordan, Kevin.....	22
Jordan, Ryan	131
Jorgenson, Dale O.....	14, 16, 19, 133
Joseph, Melinda M.....	160
Juang, Linda	70
Julian, Anne K.....	99
Julka, Deana L.....	11, 14, 18, 52, 155, 169
Jung, John	12, 19
Jwo, Stephanie.....	169

K

Kaas, Peter.....	54
Kahan, Tracey.....	14



Kalat, James.....	19	Kindrick, April.....	54, 144
Kalsey, Sabina.....	141	King, Jeanne.....	14
Kaluza, Jessica L.....	99	Kinon, Marc D.....	99
Kamioka, Izumi.....	46, 151	Kinzie, Kathleen L.....	19, 64
Kamptner, Laura.....	46	Kirtipal, Aruni.....	91
Kanaya, Tomoe.....	45, 91	Kite, Mary E.....	130, 145
Kane, Joanne.....	50	Klein, Jeannine E.....	56, 85
Kane, Linda.....	122	Kloeris, Matthew P.....	131
Kang, Sun-Mee.....	167	Klonoff, Elizabeth.....	22, 113
Kantor, John.....	19, 154	Knowles, Sarah.....	168
Kapitanoff, Susan.....	16	Knutson Miller, Kari A.....	19, 45, 140
Kasow, Zachary M.....	143	Koch, Christopher.....	12, 18, 168, 169
Kassler, Amy.....	54	Kocheleva, Julia.....	140
Katz, Gary.....	109	Koerner, Annastasia.....	153
Kaufman, James C.....	22, 42, 54, 70, 131, 137, 146, 162	Kohatsu, Eric L.....	14, 96
Kautz, Brian W.....	153	Kohout, Jessica L.....	103
Kazemi, Ellie.....	133, 143, 167	Ko, Ia.....	49
Kazen, Miguel.....	81	Kolodinsky, William.....	15
Kearney, Christopher.....	81	Kolts, Russell L.....	14, 19, 46, 55, 131
Keating, Jennifer.....	70	Kong, Stephanie.....	167
Keeler, Amanda R.....	128	Konkright, Resa F.....	54, 98
Keenberg, Dylan A.....	70	Koon, Gregory W.....	41, 142
Keith, Kenneth D.....	12	Koontz, Jennifer.....	93
Keith, Kresenda.....	131	Kopp, Elizabeth N.....	41
Keith-Spiegel, Patricia.....	8, 12	Kornegay, Barry.....	141
Kellerman, Ilana J.....	122	Kottke, Janet.....	128, 155
Kelley, Harold H.....	8, 22	Kowalski, Patricia.....	81
Kellman, P. J.....	135	Kraft, Norbert.....	41
Kelly, Matthew.....	98	Krajcar, Jonathan.....	153
Keltner, Dacher.....	12, 22	Krajewski, Linda.....	98
Kemick, Hannah L.....	42	Krank, Mark H.....	18
Kemmelmeier, Markus.....	96, 131	Krause, Laura E.....	93
Kendler, Howard H.....	8, 12	Krauss, Daniel.....	22, 113
Kendler, Tracy S.....	8, 12	Krebs, Hannah.....	133
Kennison, Shelia M.....	169	Krech, David.....	8
Khalsa, Leon.....	18	Krippner, Stanley.....	12
Kihlstrom, John.....	12	Krishnan, Edward.....	91, 165
Kiken, Rachel.....	141	Krotenko, Miranda.....	121, 142
Kilbourn, Bryant K.....	143	Krowel, April.....	122, 133
Kim, Jean.....	142	Kuchenbecker, Shari.....	19, 71
Kim, Jeansok J.....	22	Kuckertz, Jennie M.....	72
Kim-Ju, Greg M.....	98	Kuhlman, Janie M.....	131, 155, 165
Kim, Young.....	19	Kuhl, Patricia K.....	70
Kindig, Kimberly.....	108	Kumar, Serenita S.....	109
		Kunnavatana, Shanun.....	108



Kurtz, Jaime L.	55, 88, 133	LeHouillier, Monique B.	55
Kutcher, Rebecca	108	Leite, Stefanie	153
Kwok, Kammy K.	80, 119	Lemery-Chalfant, Kathy	46
Kyle, Patricia B.	98, 123	Lemp, Stephanie	131, 165
		Leppien-Christensen, J. Kris	11, 99, 107, 157, 165
L		Lester, Nan	124
Labissiere, Yves	11, 64	Leung, Charlene	99
LaBrie, Joseph W.	141	Leveque, Hayley R.	47
Lac, Andrew	141, 152	Levernier, Jacob G.	131
LaCount, Patrick	54	Levine, Eleanor K.	16
Lacy, Misty	168	Levine, Robert V.	12, 14, 16, 22
Lagana', Luciana	92, 132, 142	Levin, Shana	12, 22
Lagercrantz, Hugo	70	Levy, Anthony	153
Lamb, Christopher S.	19, 158	Lewandowski, Joshua A.	71
Lambdin-Shirley, Natalie	108	Lewin, Michael R.	14, 19, 71, 108, 154
Lambie, Sarah	19	Lewis, Kirsten	168
Lamb, Marvin R.	14, 16	Lewis, Ladonna	14, 15, 19, 168
Lamb, Noelle	98	Liang, June	108
Lamb, William	22	Liddell, Theron	121
Lampert, Martin	16	Lieber, Eli	112
Lampkin, Beatrice	141	Liebing, Trevor	46
Langford, Richard	17, 91, 165	Lienemann, Brianna A. ...	128, 158, 170
Langhans, Kelsey	45	Lietbing, Trevor	98
Lantrip, Kali R.	123	Light, Leah	82
Lara, Duvia	99, 122	Lilja, Tania	133
Laraway, Sean	43, 80, 82, 141, 152	Lim, Alex F.	96, 157
Larco, Andrea	108	Lim, Lissa	45
Larsen, Knud	12	Lin, Angela	143
Larson, Christina	90	Linares, Kevin	46, 111
LaVanway, Nick	46, 131	Linares, Viridiana	153
Lawson, Karen L.	99	Lincoln, Webster	70, 71
Lazarus, Richard S.	12	Lindbloom, Gordon	19
Leaf, Fabienne O.	70	Linder, Jennifer R.	46
LeBlanc, Ginger	16	Lindley, Jennifer A.	160
LeDonne, Richie	41	Lindsley, Donald B.	8, 12
Lee, Christine	141	Linsley, Michelle L.	46
Lee, Jason Y.	43	Lin, Tsui-Ying	57
Lee, Lynda K.	133	Lisk, Timothy C.	71, 97, 162
Leeper, Robert	7	Little, Suzanne	81
Lee, Steve J.	132	Locke, Susan J.	121, 122
Leffel, G. Michael	152, 154	Loepp, Lauren	46
Legaspi, Sonia	55	Loftus, Elizabeth	8, 9, 12
Lehavot, Keren	56	Lohn, Susan	19
Lehman, Barbara J.	85, 122		



Lonborg, Susan D.....	18, 108, 168
Long, Patricia J.....	99
Looper, Cathy L.....	93
Lopez, Libni N.....	62
Lopez, Natalia I.....	41, 53
Lopez, Steven R.....	10, 11, 72, 89, 110
Lopez-Tello, Gisselle.....	132
Lopez, Yesenia.....	133
Lowman, Jennifer L.....	55
Lowry, Lynda M.....	108, 160, 161
Lucas, Joyia M.....	98
Luce, Duncan R.....	12
Lucero-Wagoner, Brennis.....	16, 34, 36
Lui, P. Priscilla.....	45, 79, 109
Lund, Emily M.....	54
Lunt, Rachael A.....	168
Luong, Hoan N.....	42
Lu, Pei-Shan.....	57
Lupez, Steven R.....	147, 149
Lustyk, M. Kathleen B.....	18, 45, 56, 121, 122, 128
Lynde, Amy.....	72
Lyons, Chelsea L.....	41, 142

M

Maccoby, Eleanor.....	8, 12, 22
Macdonell, Jennifer.....	107
MacEachern, Joseph.....	122
Macfarlane, Jean W.....	7
Machon, Ricardo.....	19
Mackay, Kelly.....	46, 131
Mackie, Diane M.....	12, 22
MacKinnon, David P.....	14
MacKinnon, D. W.....	8
Maddi, Salvatore R.....	17
Madrigal, Leilani.....	45
Madsen Clausen, June.....	99, 108, 109
Magid, Aaron J.....	131, 153
Mahajan, Namrata.....	86
Mahamane, Salif.....	70
Mahler, Heike.....	16
Mahmud, Aida.....	104
Maier, William W.....	141
Malcarne, Vanessa L.....	92

Mallery, Paul.....	16
Malmberg, Debra Berry.....	107
Malnove, Adam.....	46
Malsch, Anna.....	167
Maltzman, Irving.....	12
Mangini, Joseph A.....	53
Manson, Spero M.....	147, 149
Marcovitch, Stuart.....	81
Marcus-Newhall, Amy.....	17
Marelich, William D.....	70
Margetta, Sara.....	45
Margolin, Carrie M.....	10, 12, 14, 18, 19, 22, 132
Margolin, Gayla.....	122
Mark, Rachel.....	160
Marks, Liron.....	19, 158
Marlatt, G. Alan.....	19, 45, 128, 129
Marlotte, Lauren.....	109, 122
Márquez Gamiño, Sergio.....	63
Marquez, Joshua D.....	91, 133
Marrs, Heath.....	80
Marsh, Benjamin.....	45
Marsh, Tracy G.....	56
Martin, Callie.....	93
Martin, Courtney.....	56
Martin Del Campo, Miguel A.....	62
Martinez, Kathylee M.....	131
Martinez, Melanie.....	55
Martinez, Nelson.....	96
Martinez, Tomas E.....	81, 119
Martin, Holly.....	70, 121
Martin, Leslie R.....	19, 154
Martorell, Gabriela A.....	10, 14, 15, 18, 51, 85, 115, 118
Mary, Justin C.....	97, 139, 140
Maslach, Christina.....	8, 12, 19, 22
Massey, Taylor.....	91
Mastrapasqua, Sarrah A.....	41
Ma, Tammy.....	121
Matarazzo, Joseph D.....	8, 12, 22
Matarazzo, Ruth.....	12
Matar, Souraya.....	132, 153
Matelski, Monique H.....	170
Matevosyan, Adelina.....	107, 108
Matheson, Deborah.....	160



Matsumoto, David.....	12	Meredith, Gerald M.....	12, 19
Matthews, Gail.....	55, 99, 160	Merlin, Ryan K.	21, 49, 112, 154
Matthies, Brigitte K.....	134	Merlo, Nicholas M.	167
Matus, Tara L.	170	Merrill James, Maud.....	7
Mausbach, Brent T.	41, 108, 122, 160	Merriman, Kelly J.	81
Mayes, Tina	19, 98	Metfessel, Milton.....	7
Mayoral, Leticia.....	123	Meyers, Lawrence S.	54, 122, 132, 160
Mays, Vickie.....	12, 22	Mhatre, Ketan.....	95
Mayton II, Daniel M.....	54, 98	Miao, Daniel C.	121
Mazman, Melissa.....	142	Michaels, Gerald Y.	108
McArdle, John J.....	87, 88, 93	Miles, Christine M.	167
McCabe, Kristen M.	72	Miles, Walter A.....	7
McCann, Vivian.....	11, 18, 69, 124, 144	Miller, Bryon	108
McCarthy, Sherri.....	151	Miller, David I.....	19, 21, 81, 112
McCay, Joshua P.....	112	Miller-Herringer, Terry.....	19
McGaugh, James L.	8, 12, 19, 22	Miller, Kimberlee K.	41, 53
McGee, Shannon.....	152	Miller, Norman.....	12
McGhee, Melissa.....	98	Miller-Perrin, Cindy L.....	71, 81, 154
McGinnis, Gabrielle	42	Miller, Ralph	19
McGrady-Beach, Emily E.....	72	Miller, Stephen	57
McGraw, A. Peter.....	50	Mill, Jennifer	54
McGuire, Shirley	46, 160	Mills, Kayti.....	167
McKean-Peraza, Maya	141	Mills, Paul J.	41
McKirnan, David.....	92, 143	Minium, Edward W.....	12
McMichael, Erin.....	98	Mio, Jeffery Scott.	10, 12, 14, 19, 105, 134, 150, 151
McNemar, Quinn	8	Miranda, Brenda	107
McReynolds, Paul	12	Miranda, Jeanne	148, 149
McWhirter, Ellen Hawley.....	161	Miranda, Jose	131, 153
Mcvey, Mary.....	80	Miranda, Priscilla.....	70
Meadors, Joshua D.....	169	Mireles-Rios, Rebeca	132
Medenwald, Kelly.....	81	Miyakawa, Asako.....	70
Meeker, Frederick.....	12, 19	Miyamoto-Galvan, Michelle.....	107
Meillon, Johanna A.	108	Miyoshi, Dina	19
Mejia, Yuliza	121, 142	Mizukami, Shizue.....	96
Melkonian, Arda J.....	56, 96	Moghim, Glenda.....	80, 91
Melkonian, Doris K.	56, 96	Moll, Jenna C.	45, 107, 142
Mendez, Veronica R.	91	Montazer, Pamela.....	19
Mendiola, Jennifer A.	47, 132	Montgomery, Michelle	46
Mendoza, Breona.....	82	Moon, Christine.....	70
Mendoza, Evelyn.....	161	Moore, Baylee	45
Meng, Paul M.	111	Moore, Raeanne C.	41
Menjivar, Nancy K.	104	Moore, Sarah	18
Mensh, Ivan N.....	12	Moore, Shirlee	45
Merafuentes, Nicole M.....	98		



Moore, Telford I.	12, 20	Nelson, Jeffrey S.	85, 122
Morales, Ileana	45	Nelson, Rebecca J.	91
Morales Mall, Emily.....	70	Nelson, W. Michael	141
Morales, Miriam.....	62	Nemeth, Charlan J.	12
Morden, Christopher.....	20	Nevarez, Joseph C.	131, 160
Moreano, Ginna M.	142	Newberry, Madison L.....	121, 122
Morgan, Robert F.....	12	Newcomb, Michael D.....	12
Moriarty, Daniel D.	12, 17, 20, 42, 83	Newman, Matt.....	121, 142
Morier, Dean	14, 16	Newton, Matthew J.....	71
Mori, Lisa T.....	98, 121	Ng, Eddy S. W.....	95
Morsella, Ezequiel.....	42	Ng, Lauren C.	76
Morton, Kelly	14, 16	Nguyen, Dong T. H.	61
Mosier, Kathleen	20	Nguyen-Hamilton, Mai.....	121
Moulton, Jeffrey J.	20, 160	Nguyen, Hannah-Hanh.....	154
Moulton, Shane R.	131	Nguyen, Quynh.....	167
Mueller, Derek	132	Nicolaus, Lowell K.	42
Mueller, Erin A.	47	Nilsen, Andrew.....	153
Mueller, John H.	12, 20	Nilsen, Erik L.....	41, 71, 153
Murphy, Erin.....	121	Nino, Michael A.	98
Murphy, Susan E.	20, 168	Nitschke, Mary Lee.....	18
Murray, Carolyn B.....	99, 158	Niv, Sharon.....	111
Murray, Greta N.	41	Nokes, Timothy J.....	135
Murray, Paul D.	98	Nolasco, Martin A.....	20, 99, 168
Mussen, Paul H.	8	Nomura, Emi M.	70
Mutschler, Daniel W.....	153	Normand, Matthew.....	108
Musvosvi, Allison T.....	70	Northcross, Jasalynne S.....	64, 93
Myr, Nicole	140	Novak, Cheryl.....	41

N

Nadeau, Sarah E.	55, 64
Naemi, Pegah	98
Najafi, Shahin.....	50
Najmi, Sadia	72
Nakanishi, Ryuichi	20
Nanez, Jose E. Sr.	80
Napoli, Anna Marie.....	14, 17
Navarrete, Carlos D.....	90
Navarro, Elvia Lorena	104
Nayar, Melissa A.	20, 133
Neal, Rhondine Nicole	46
Neeck, Kirsten.....	70, 169
Neff, Kelly S.	107, 152
Negy, Charles.....	160, 168
Nelson, Carolyn.....	160

O

Oakes Mueller, Ross A. ...	132, 152, 154
O'Brien, Erin	128
O'Brien, T. Caitlin.....	46
O'Connor, Meaghan E.....	92
O'Doherty, Kate.....	82
Ofina, Madeline	160
Ogden, Tiffany D.	55
Ogle, Dawn	123
O'Handley, Roderick D.....	55
Oh, Janet S.	42, 46, 99
Ojeda, Imelda	80



Okada, Mitchell	14	Patrick, Christopher	143
Olds, Linda	18	Patterson, Ashlea	80
Oliver, Pamela H.	16, 20, 46	Patterson, Jenna L.	121
Oliver, Sue	41	Patterson, Thomas L.	41, 122, 160
Oliver, Taylor	132, 142	Patterson, Tierra	54, 71
Olkin, Rhoda	20	Paul P. Farnsworth	7
Omoto, Allen	20	Payne, Frank	12
O'Neal, Edgar C.	12	Pearson, Brittnie L.	47
O'Neil, Maya E.	161	Peden, Dylan	41
Oosterkamp, Kristin Marie	70	Pedersen, Cory L.	47
Orme, Denise	20	Pedersen, Eric	141
Oropeza, Carina	108	Pelham, Brett M.	12, 22
Ortiz, Arlene	119	Pellegrini, Robert J.	9, 12, 22
Ortiz, Fernando	20	Pelletier, Kathie L.	20, 154
Oschwald, Mary	54	Penick, Jeff	46
Oskamp, Stuart	12, 16, 22	Pennebaker, James W.	153
O'Sullivan, Maureen	131, 153	Penn, Nolan E.	12
Otten, Mark P.	42, 123, 152	Peplau, Letitia	20
Outten, H. Robert	133	Perkins, David	14
Owen, Annelise	153	Perkins, F. Theodore	8
Ozlati, Shabnam	107	Perkins, Kimberley V.	20, 21, 88,
Oz, Shannon	71		97, 112

P

Pace, Larry A.	161	Perlmutter, Barry F.	14
Pacheco-Santivañez, Nathaly S.	168	Petersen, Laura	122
Packman, Wendy	161	Peterson, Carolyn G.	71, 154
Padilla, Joshua	131	Peterson, Robert	12
Paduano, Mary	98	Petrochenkov, Katherine	153
Paik, Jae H.	42, 80, 119	Pfaeffli, Leila A.	93
Paloutzian, Raymond	12	Phebus, Tara	108
Pan, David	76	Phillips, Bill	142
Pannen, Donald E.	12, 22	Phillips, William L.	20, 50, 55,
Parangan, Sonja-Eunice S.	47		81, 131, 160, 165, 168
Paredez, Stefanie M.	91	Philpot, Lindsey A.	160
Parker, Alexa	122	Pierson, J.	20
Parker, Kenneth	12	Pillsworth, Elizabeth	90
Parker, M. L.	79	Pilotti, Maura	18, 41, 55, 70, 80
Park, Mijin	96	Pimentel, Gabriel	70
Parra, Luis Armando	167	Pimentel, Teresa	81
Parrott, George	16	Pina, Armando A.	107
Parsons, Lauren	20	Piper, Jennifer	155
Paterson, John G.	12	Pipkin, Joseph A.	99
Patihis, Lawrence	42	Pizzie, Rachel G.	133
		Plant, Walter T.	12
		Plunkett, Scott W.	46, 142, 152, 168
		Pogojana, Meline	133



Pole, Nnamdi	141
Ponaman, Gabrielle	107
Ponsford, Ron	20
Porter, Dorothy	72
Portillo, Sheila	80
Posner, Michael	12, 20
Post, Beth	17
Postman, Leo J.	8
Powell, Michelle	46, 131
Powers, Laurie	54
Pratkanis, Anthony	12
Prendez, Jordan L.	41
Prescott, Carol A.	83
Price, Chelsea	71, 154
Price, Joseph M.	47
Price, Rebecca J.	41
Prieto, Carolina	92
Prislin, Radmila	133, 154
Procsal, Amanda D.	20, 160
Prunier-Smith, Michelle	98, 122
Ptaschinski, Erin	93
Puentes, Charmaine	45
Pumacacahua, Tessy T.	131

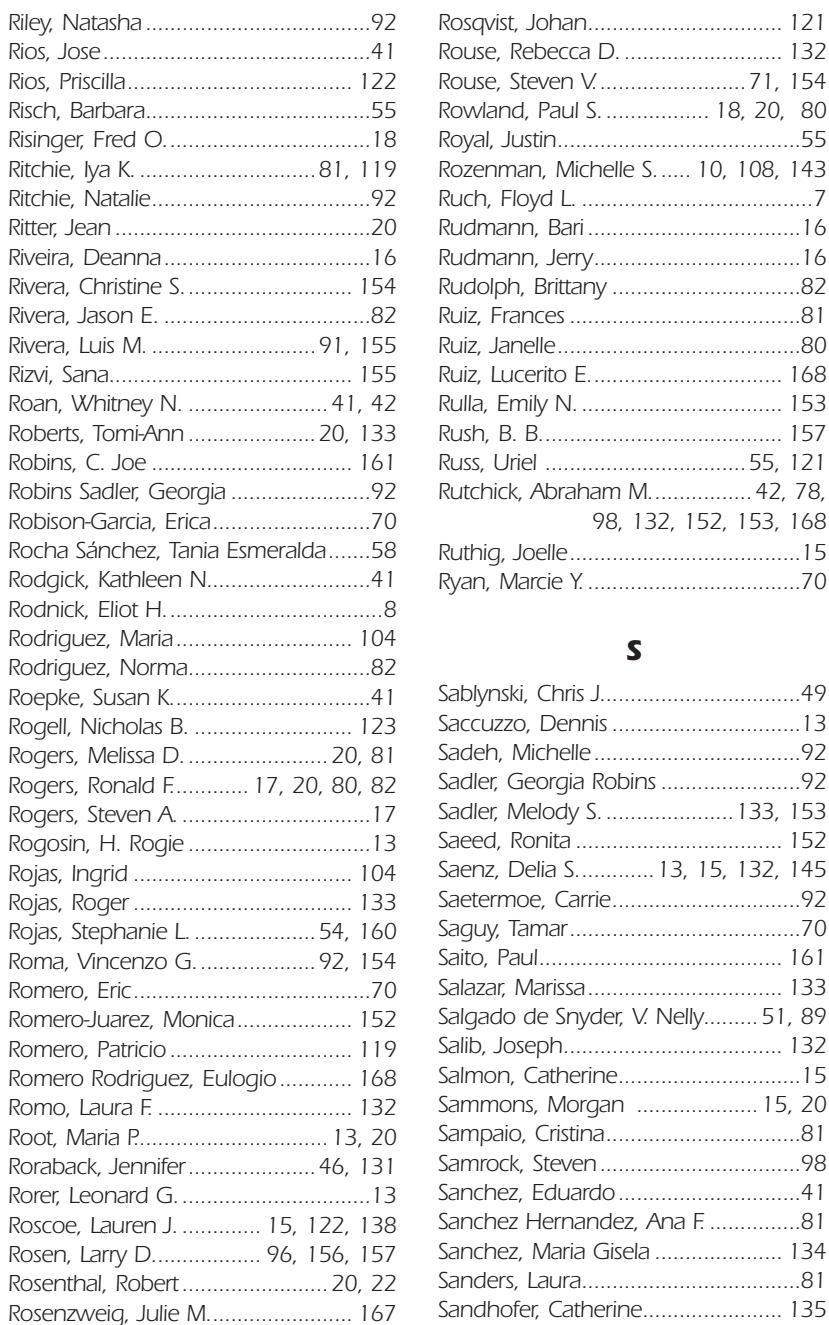
Q

Qin, Yuehui	161
Quan, Michael	108
Quan, Patricia	108
Quilici, Jill L.	20, 42, 92
Quinata, Miranda Monique	161
Quinones, Patricia	161
Quintero, Carlos A.	72
Quiroz, Jose	91

R

Radeke, Mary	108
Radic, Tijana	41
Raine, Adrian	111
Raines, Tara C.	119
Ramirez, Elizabeth	81, 119
Ramirez, Scott W.	45, 140
Ramos, Alissa	20, 93
Ramos, Amy L.	34, 37

Ramos, Corin S.	81
Ramos, Melisa	80
Rampone-Gulder, Holly	54
Ramsburg, Jared T.	53
Rashtian, Andrea	70
Rasmussen, Hannah F.	98
Rasplica, Caitlin	141
Rast III, David E.	86
Ratsch, Laura E.	42, 92
Raven, Bertram	12
Rayo, Ana L.	42, 50, 142
Razani, Jill	91, 107, 108
Read, Caroline E.	54
Reblin, Majja	50
Redding, Emily	132
Redlich, Efrat S.	132
Reece, Jennifer	168
Reed-Fier, Zach	70
Regan, Pamela	15
Reichard, Rebecca J.	95
Reid, Ariel C.	160
Reig-Ferrer, Abilio	160
Reimer, Jason F.	42
Reisberg, Daniel	13
Reisz, Z.	169
Restrepo, Michelle	141
Reyes, Amanda J.	20, 151
Reyes, Carlos	80
Reyes, Isabel	89
Reyes Lagunes, Isabel	74, 102
Rhodes, Ryan E.	93, 160
Rice, Brittany E.	132
Rice, Jessica A.	153
Richard, John	17
Richards, Kayley M.	85, 122
Rich, Grant J.	165
Rich, Jacqueline D.	168
Richter, Ashley	99
Rieckmann, Traci	141
Rienzi, Beth	13, 15, 22
Riggio, Heidi R.	11, 15, 20, 55, 64, 67, 79, 109, 134, 152, 154
Riggio, Ronald E.	9, 10, 13, 15, 16, 20, 22, 64, 65, 94, 114, 151
Riggs, Matt	54





Sands, Tovah	46	Seward, John P.	8
Sanford, P. Nevitt	8	Shaffer, Emily S.	133
Saraceni, Megan	168	Shaffer, Jack	13
Sarason, Barbara	13	Shaffer, Ruth	20
Sarason, Irwin G.	8, 13, 22	Shahbazi, Arezoo	98
Sarbin, Theodore	13, 22	Shah, Ruchi	131, 160
Sarfan, Laurel D.	82	Shah, Tejal	41, 107
Sasaki, Edwin	20	Shapiro, Nicholas	20, 80
Sattler, David N.	15, 122, 141, 153, 155, 165	Shaver, Phillip R.	13
Savage, Gregory C.	42	Shaw, Heidi L.	20, 162
Savicki, Victor	20, 122, 153	Shaw, Jerry	13
Saw, Amanda T.	21, 113, 139, 140	Shaw, Justin	50
Schachtel, Michelle F.	92	Shea, Munyi	134
Schandler, Steven L.	15, 16	Shelton, Rollin	54
Schanzenbach, Brooke	169	Shepherd-Look, Dee L.	107, 123
Schauss, Frances	41	Sherman, Jeffrey W.	130
Scheier, Lawrence M.	77	Sheshko, Dana M.	45
Scheurman, Margot	20	Sheu, Hung-Bin	120, 121
Schmidt, Acacia	70, 71	Shiley, Deanna	168
Schmitt, Michael T.	133	Shimamoto, Amy	96
Schneider, Tracy M.	20, 142	Shin, Joo Yeon	21, 54, 112, 123
Schnell, Eric M.	41	Shipp, Rachel E.	71
Schock, Christine H.	108	Shoeneman, Thomas J.	13
Schoen, Rylan	141	Shook, Brittany C.	142, 152
Schooler, Deborah	55, 131, 160	Shore, Lauren E.	153, 160
Schroth, Marvin	13	Shore, Wendelyn	16, 41, 42
Schultz, Justin	161	Shultz, Ken	70
Schultz, P. Wesley	13, 15, 22	Siegel, Jason T.	47, 126, 128, 152, 162
Schunn, Christian D.	135	Siegmund, Candace	81, 119
Schwartz, Dylan D.	161	Sigillo, Alexandra E.	55
Schwartz, Shari	160	Sill, Elizabeth	133
Schwartz, Terrence	108	Siller, Christina	82
Scott, Meghann	92	Silver, Alan	153
Sears, Robert R.	8	Silver, N. Clayton	56
Sechrest, Lee	13	Silverthorne, Colin	13, 17
Segal, Nancy L.	13, 20, 22, 46, 70, 160	Simcox, Travis L.	41, 55, 70, 80
Seifert, Ben	128	Simmons, Thomas	57
Seitz, Aaron	80	Simon, Angela	20
Self, Eriko	20	Simoni, Jane	56
Senehi, Neda	107	Simonton, Dean Keith	137
Serna, Brenda	50	Simpson, Kevin	34, 37
Seropian, Gabriela	41	Singim, Patricia	96
Severson, Hannah E.	54, 98	Sirotnik, Jana	121, 142
		Skaarvold, Sarah	71





v



Valles, Claudia M.....	107	Wallace, Deanna L.....	70
Valleza, Reyna.....	20	Wallace, William P.....	13, 15
Van Boven, Leaf.....	50	Walsh, David M.....	92
VanderVoort, Debra.....	17	Wampler, Kim.....	20, 47
Van Dyke, Marilyn.....	20, 123	Wang, Chih-Hung.....	57
VanGiffen, Katherine.....	15	Wang, Solomon.....	20
Van Gundy, Rebecca.....	45, 107, 142	Warbington, Daniel.....	153
Van Horn, Norma.....	20	Warnick, Erin.....	108
Van Kirk, Jaye.....	17, 20, 95	Warren, Christopher R.....	153, 154
Van Selst, Mark G.....	20, 41, 42	Warren, Neil D.....	7, 13
Van Tyne, Kathryne.....	141	Watkins, Philip C.....	20, 55, 132, 142
Vargas, Danyel A.....	46	Watson, Ashely.....	91
Vargas, Jose.....	131	Watson, Bryan D.....	153
Varner, Andrea R.....	81	Watts, Vanessa B.....	62
Varni, James W.....	92	Webber, Amy.....	55, 132
Vasquez, Yolanda E.....	104, 109	Webster, Michael A.....	13, 22
Vasserman-Stokes, Elaina A.....	92	Weersing, V. Robin.....	108, 143
Vaughn, Allison.....	20, 50	Weigel, Daniel J.....	79
Vega-Cartwright, Lacey.....	154	Weiner, Michelle B.....	161
Vega, Luis.....	38	Weinkauff, Chris M.....	20, 47
Velasquez, Elizabeth.....	46	Weinstein, Rhona S.....	13
Veprinsky, Anna.....	42, 55, 121, 142, 143	Weiser, Dana A.....	79
Vera, Hugo.....	91	Weiss, Jie Wu.....	91, 141, 143
Vigil, Lisa.....	54	Weisskirch, Robert S.....	143
Villalta, Ian K.....	107	Weiss, Mary Jane.....	107
Villanueva, Josh C.....	153	Weisz, Brad M.....	70, 154
Villanueva, Karina C.....	71	Weisz, Carolyn.....	15, 99
Vinas, Alexander.....	121	Weiten, Wayne.....	20
Vlach, Haley A.....	135	Weldon, Amelia R.....	62
Vong, Shannen.....	96	Wells, Darrell.....	80
von Känel, Roland.....	41	Wells, Kayla.....	133
von Pohle, Christian M. D.....	70, 160	Wells, Mai.....	81
Voss, Steve.....	95	Wenzel, Suzanne.....	20
Výtlačil, Jason.....	70	Werner, Nicole E.....	47
		Werner, Paul.....	13
		Wernimont, Nicole A.....	98, 108
		West, Jessica A.....	98
		West, Julie.....	160
		Westling, Sara.....	133
		White, Debra.....	80
		Whitford, Fred W.....	18
		Wichman, Harvey.....	16, 20, 22
		Wicklander, Megan M.....	54, 98
		Wieand, Lou Ann.....	20
		Wiederkehr, Sarah.....	162

W

Wachs, Faye L.....	133
Wada, Akane.....	153
Wade, Carole.....	13
Wade, Staci.....	121
Wadsworth, Lauren A.....	109
Waite, Jessica E.....	20, 71, 108
Walker, Holly E.....	54



Wiersma, Noelle S..... 18, 143, 154
Wiest, Dudley J.80
Wilcox-Herzog, Amanda 161
Wilder, Natasha 107
Wilkes, Stephanie 109
Wilkins, Kerrie-Ann.....20, 121
Willemsen, Eleanor W.13, 17, 20,
54, 155
Wiley, Chela R.....50
Willhite, Kayla 122
Williams, Antron78
Williams, Sean45
Williams, Wendy A.55, 111
Willis, Jessaca.....41
Wilson, Josie.....98
Wilson, Judy.....38
Wing, Sarah20
Winter, Patricia.....15
Wittig, Michele 132, 161
Wohldmann, Erica L.92
Wolcott, Cheryl.....20
Won, April80, 119
Wong, Eugene H.....46, 80, 81
Wong, Lily 64, 143
Wood, Mark 141
Wood, Travis.....45
Woodward, Melissa.....93
Wootten, Jacob J. 154
Wright, Chris W.49
Wright, Sherry 155
Wu, Eric.....21, 113

Y

Yang, Mei-Jy57
Yant, Mileva.....98, 122
Yeh, Christine J. 109
Yeh, May 108

Yetenekian, Arek A.....20, 123
Yew, Amy.....56
Yimenu, Bethlehem T.80, 81
Yim, Megan.....160
Yi, Rena R.95, 153
Yoo, Hyung Chol.....99
Youmans, Robert J.41, 53
Young, Delisa N. 155

Z

Zaikina-Montgomery, Helen 108
Zaldana, Celestial91
Zamboanga, Byron L. 141
Zambrano-Morales, Erika.. 21, 112, 161
Zamir, Daniel R.44
Zander, Alvin13
Zaragoza, Kara R.82
Zawacki, Lisa 131
Zayac, Ryan M. 111
Zedeck, Sheldon 13, 20
Zelaya, Leticia..... 132
Zeledon, Jonathan X.....80, 91
Zemanek, Alyssa N.70
Zerr, Argero A. 107
Zhang, Jia Wei99
Zhao, Tian.....21, 70, 113
Zheng, Congcong..... 154
Ziehnert, Aryn46, 131
Zielinski, Kaycie 123
Zimbardo, Philip G.8, 9, 10, 13,
17, 20, 22, 98,
108, 113, 115, 154
Zlokovich, Martha S..... 111
Zoccola, Peggy.....98
Zuccherro, Renee..... 141
Zurawski, Megan91, 165



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