



Western Psychological  
ASSOCIATION  
95<sup>TH</sup> ANNUAL CONVENTION

*Program*



April 30 - May 3, 2015  
Red Rock Resort ~ Las Vegas, Nevada  
Hosted by University of Nevada, Las Vegas



Join Us for a Year-Long  
 Celebration of Our *85<sup>th</sup> Anniversary*



building  
 relationships that  
 advance psychology

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Welcome to the  
NINETY-FIFTH ANNUAL CONVENTION  
*OF THE*

Western Psychological  
ASSOCIATION

April 30 – May 3, 2015

*AT THE*

Red Rock Resort

Las Vegas, Nevada

The 95th meeting of the  
Western Psychological Association has:

The WPA Film Festival

Outstanding Invited Speakers

Special Programs for Students and Teachers

A Forum for Your Research

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UNLV



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# WPA Thanks the Following Exhibitors

**FOR THEIR SUPPORT OF OUR CONVENTION**

***Please visit them in the Red Rock ABC rooms  
(with the WPA Posters)***

Association for Advanced Training in the Behavioral Sciences

American Psychological Association

American School of Professional Psychology Argosy University,  
San Francisco Bay Area

Arizona School of Professional Psychology at Argosy University

California School of Professional Psychology at Alliant International University

Claremont Graduate University, School of Social Science, Policy & Evaluation

Globo-Sa Inc.

John F. Kennedy University

Loma Linda University, School of Behavioral Health, Department of Psychology

National Register of Health Service Psychologists

Northwest University, College of Social and Behavioral Sciences

Palo Alto University

Phillips Graduate School

Psi Chi, The International Honor Society in Psychology

Sinauer Associates, Publishers

The Trust

Univeristy of Nevada Las Vegas

University of La Verne

W.W. Norton & Company

Western Positive Psychology Association

Worth Publishers

Young Living Essential Oils



Dear 2015 WPA Conference Attendees:

The Western Psychological Association convention brings together the top minds in psychology each year, and we're pleased the organization has chosen Las Vegas and UNLV to host this 95th annual event.

Psychology is the science of behavior, and there is perhaps no better place to engage in a scientific discussion on this topic than Las Vegas – a city with a rich, unique history, vibrant character and outstanding diversity. I would like to thank WPA president Jodie Ullman, president-elect Howard Friedman, and convention co-chairs Kimberly Barchard and Bradley Donohue of UNLV's psychology department for making this event possible.

Since the first classes were held on our campus less than 60 years ago, UNLV has transformed from a small branch college into a thriving urban research institution with more than 28,000 students and 3,000 faculty and staff.

The UNLV Department of Psychology has been a part of our evolution as a university and maintains a strong connection to the Las Vegas community



through research and related partnerships with local schools, state agencies, mental health centers, and neuroscience institutes like the Cleveland Clinic's Lou Ruvo Center for Brain Health. As home to one of the university's largest undergraduate majors and some of our most outstanding researchers, the psychology department is also vital to our campus' future as a high-performing, community engaged Tier One research university ready to serve one of the country's fastest-growing and most enterprising cities.

Through UNLV's Tier One initiative, we are committed to attracting top students and faculty and to educating the region's diversifying population and workforce. Hosting academic activities in our valley like this week's WPA convention highlights the power of higher education and the impact of research on our communities, and contributes to our collective effort to create a more vibrant and sustainable economy.

While you're here, I encourage you to experience some of what makes Las Vegas one of the world's premier visitor destinations. You already know about the world-famous Las Vegas Strip and perhaps a re-energized Downtown Las Vegas, but our community offers something for every taste. World-class cultural activities like the Springs Preserve, the new Mob Museum and the National Atomic Testing Museum are all within a short drive. Take in a performance at UNLV's Performing Arts Center or a Broadway show at the acclaimed Smith Center for the Performing Arts. Or visit Red Rock Canyon National Conservation Area, which is just a few minutes from the convention site and offers some of the best hiking and most beautiful landscapes in the Mojave Desert.

On behalf of all of us at UNLV, the College of Liberal Arts and the psychology department, welcome to Las Vegas and best wishes for a successful convention.

Cordially,

A handwritten signature in black ink that reads "Len Jessup". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Dr. Len Jessup  
UNLV President

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# TherapyNotes™

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and Behavioral Health Professionals

11:30AM Appt with Kyle

*Called in to say she may be a little late*

12:00PM Appt with Susan

*Remember books he borrowed*

Create a Progress Note for your appointment on 9/29.

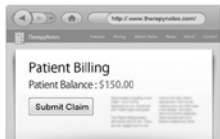
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WPA Distinguished Speaker

# Phil Zimbardo

Ph.D., Psychologist and  
Professor Emeritus at Stanford University  
Founder, Heroic Imagination Project

Saturday 3:30 - 4:30  
Red Rock Ballroom GH

THE SECRET POWER OF TIME TO  
INFLUENCE YOUR DESTINY



Dr. Zimbardo is one of the most distinguished living psychologists, having served as President of the APA, designed and narrated the award winning 26-part PBS series, *Discovering Psychology*, and has published more than 50 books and 400 professional and popular articles and chapters.

# Program Book Activity Descriptions

The WPA convention program book lists and briefly describes every activity at the convention. The convention activities and presentations include Invited Speaker Addresses, Symposia, Poster Sessions, Paper Sessions, Presidential Address, Receptions, Film Festival, and Exhibits.

**WPA SPEAKERS:** Each year distinguished psychologists are invited to give presentations at WPA. This gives everyone an opportunity to hear the latest research findings and theoretical ideas from leading researchers. All convention attendees are welcome at the talks by the speakers. Also, conversation hours with students will be scheduled for some of the speakers.

**POSTER SESSION:** In a poster session, 30 or more presenters display the highlights of their research studies as posters mounted on bulletin boards. Presenters stand by their posters as attendees stroll along the rows, reading the posters and discussing them with the presenters. These sessions give you the chance to meet active research psychologists and ask questions and discuss findings. Each presenter welcomes your interest and questions no matter who you are. This is also a good opportunity to find out about graduate and undergraduate programs at other colleges and universities from the presenting professors and their students. Don't be shy!

**SYMPOSIUM AND PANEL SESSIONS:** Two or more authorities in an area of make brief presentation. After the presentations, there is usually time for commentary and discussion.

**PAPER SESSION:** Each presenter in a paper session delivers a brief talk. Four or five papers are scheduled per session. After each paper is presented, or at the end of a session, the audience is given an opportunity to ask questions.

**FILM FESTIVAL:** The Film Festival showcases new films that span all areas of psychology. The films are organized by content so that related films show consecutively.

**EXHIBITORS:** During the convention, publishers, universities, psychology organizations such as Psi Chi and the American Psychological Association, and companies that have psychology-related merchandise and research tools are located in the same large ballroom where poster presentations occur. Here you can browse through the latest books, see demonstrations of lab equipment, talk with universities about their graduate programs. Be sure to stop in the booths that interest you and chat with the representatives. They appreciate your interest.

**RECEPTIONS:** Everyone is invited to receptions on Thursday and Friday.

# JOIN YOUR COLLEAGUES

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## CLUB WPA *DANCE PARTY*

Friday, 8:30 - 11:00 PM  
Cherry Lounge  
*(Casino Level Adjacent to the Entrance to the Pool Area)*

DJ, Complimentary Refreshments, Cash Bar, Prizes, Photo Ops

*Bring Your WPA Badge for Entrance*



WPA THANKS PALO ALTO UNIVERSITY  
FOR SPONSORING THIS EVENT

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## WPA RECEPTIONS

### *RECEPTION & SOCIAL HOUR*

Thursday, 5:30 - 6:30 PM  
Veranda F & Foyer

### *PRESIDENT'S RECEPTION*

Friday, 6:00 - 7:00 PM  
Veranda F & Foyer

WPA THANKS THERAPY NOTES  
FOR SPONSORING THIS EVENT



# WPA 2015 CONFERENCE APP



WPA 2015 is our new Conference App. This FREE resource will be an online convention program that will place the entire conference at your fingertips and help you to get the most out of your WPA experience. The app will be available before, during, and after the conference.



## Why should I use the app?

- Browse session schedule
- Browse special events and film schedules
- Create your own personal schedule
- Stay up to date with conference announcements
- Learn about exhibitors
- New and updated information added daily!
- Download files provided by speakers
- Search the conference program

## What devices can I use?

- Laptop or desktop computer
- iPhones, iPads or Android phones/tablets
- Any mobile device with a browser

## How can I get the app?

- Using your computer or mobile device, simply visit <http://eventmobi.com/wp2015>
- You can also get the app by scanning this QR code with your smart phone.
- There is no need to visit the app store.



How do I save this app in my phone? After opening the wp2015 app on your phone or tablet, you may save the link as an icon on your home screen.

**IMPORTANT:** The menu has a button for Refresh App. You need to use the refresh button when you have a wifi connection in order to update the information on your app. For more information, visit <http://support.eventmobi.com/customer/portal/articles/1092879-how-do-i-use-the-app->

# WPA EXECUTIVE BOARD

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San Bernardino

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California State University,  
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Western Psychological Association

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**Brad Donohue**  
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Department of Psychology  
Humboldt State University

DIRECTOR, FELLOWS & AWARDS PROGRAM:

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School of Behavioral and Organizational Sciences  
Claremont Graduate University

FILM PROGRAM COORDINATOR:

**Carrie M. Margolin, Ph.D.**  
The Evergreen State College

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Applied Research Associates

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Department of Psychology  
Seattle Pacific University

GRADUATE STUDENT REPRESENTATIVE:

**Ryan Stoll**  
Arizona State University

# WESTERN PSYCHOLOGICAL ASSOCIATION

## CHRONOLOGY 1921-2014

| YEAR | WPA PRESIDENT        | PRES. AFFILIATION | SITE  | 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<br>Los Angeles, CA<br>UC Berkeley | Mills College, UCLA &<br>UC Berkeley |
| 1945 | Jean W. Macfarlane   | UC Berkeley       | Seattle, WA<br>Los Angeles, CA                | U Washington & USC                   |



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| YEAR | WPA PRESIDENT        | PRES. AFFILIATION        | SITE              | HOST                                      |
|------|----------------------|--------------------------|-------------------|---|
| 1946 | Jean W. Macfarlane   | UC Berkeley              | Stanford, CA      | Stanford U.                               |
| 1947 | Joy P. Guilford      | USC                      | San Diego, CA     | San Diego State                           |
| 1948 | Robert C. Tryon      | UC Berkeley              | San Francisco, CA | San Francisco State                       |
| 1949 | Ralph H. Gundlach    | U. Oregon                | Eugene, OR        | U Oregon                                  |
| 1950 | Floyd L. Ruch        | USC                      | Santa Barbara, CA | UC Santa Barbara                          |
| 1951 | Maud Merrill James   | Stanford U.              | San José, CA      | San José State                            |
| 1952 | Robert Leeper        | U. Oregon                | Fresno, CA        | Fresno State                              |
| 1953 | Ruth S. Tolman       | VA Mental Hygiene Clinic | Seattle, WA       | U Washington                              |
| 1954 | Nancy Bayley         | UC Berkeley              | Long Beach, CA    | UCLA, USC<br>Long Beach State &<br>the VA |
| 1955 | Neil D. Warren       | USC                      | San Francisco, CA | Held With APA                             |
| 1956 | Allen L. Edwards     | U Washington             | Berkeley, CA      | UC Berkeley                               |
| 1957 | Joseph A. Gengerelli | UCLA                     | Eugene, OR        | U Oregon                                  |
| 1958 | Leona E. Tyler       | U. Oregon                | Monterey, CA      | U.S. Naval<br>Post-grad School            |
| 1959 | Quinn McNemar        | Stanford U.              | San Diego, CA     | San Diego State                           |
| 1960 | Donald B. Lindsley   | UCLA                     | San José, CA      | San José State                            |
| 1961 | David Krech          | UC Berkeley              | Seattle WA        | U Washington                              |
| 1962 | F. Theodore Perkins  | Claremont Grad. School   | San Francisco, CA | San Francisco State                       |
| 1963 | John P. Seward       | UCLA                     | Santa Monica, CA  | Systems Dev. Corp                         |
| 1964 | D.W. MacKinnon       | UC Berkeley              | Portland, OR      | U Oregon Med.<br>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                           |

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## CHRONOLOGY 1921-2014

| YEAR | WPA PRESIDENT             | PRES. AFFILIATION      | SITE              | HOST   |
|------|---------------------------|------------------------|-------------------|--|
| 1969 | Frank Beach               | UC Berkeley            | Vancouver, B.C    | U British Columbia,<br>Simon Fraser U.<br>& U Victoria |
| 1970 | Harold H. Kelley          | UCLA                   | Los Angeles, CA   | UCLA   |
| 1971 | Howard H. Kendler         | UC Santa Barbara       | San Francisco, CA | San José State   |
| 1972 | P. Nevitt Sanford         | Wright Institute       | Portland, OR      | Portland State U                                       |
| 1973 | Fred Attneave             | U. Oregon              | Anaheim, CA       | CSU Long Beach &<br>CSU Fullerton                      |
| 1974 | Paul H. Mussen            | UC Berkeley            | San Francisco, CA | UC Berkeley &<br>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<br>Dominguez Hills                                 |
| 1982 | Patricia<br>Keith-Spiegel | CSU Northridge         | Sacramento, CA    | CSU Sacramento   |
| 1983 | Philip G. Zimbardo        | Stanford U             | San Francisco, CA | San José State   |
| 1984 | Elizabeth Loftus          | U. Washington          | Los Angeles, CA   | UCLA   |
| 1985 | Marilynn B. Brewer        | UCLA                   | San José, CA      | CSU Chico  |
| 1986 | M. Brewster Smith         | UC Santa Cruz          | Seattle, WA       | U. Puget Sound   |
| 1987 | Joseph Matarazzo          | Oregon Health Sciences | U. Long Beach, CA | CSU Long Beach   |
| 1988 | Dorothy Eichorn           | UC Berkeley            | Burlingame, CA    | Santa Clara U  |
| 1989 | Christina Maslach         | UC Berkeley            | Reno, NV          | U. Nevada, Reno  |
| 1990 | Elliot Aronson            | UC Santa Cruz          | Los Angeles, CA   | CSU<br>San Bernardino                                  |

# WESTERN PSYCHOLOGICAL ASSOCIATION

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| YEAR | WPA PRESIDENT        | PRES, AFFILIATION                    | SITE             | HOST                              |
|------|----------------------|--------------------------------------|------------------|-----------------------------------|
| 1991 | Gordon Bower         | Stanford U.                          | Burlingame, CA   | Stanford U. & San José State      |
| 1992 | John Garcia          | UCLA                                 | Portland, OR     | Portland State U.                 |
| 1993 | James L. McGaugh     | UC Irvine                            | Phoenix, AZ      | Arizona State U.                  |
| 1994 | Shelley E. Taylor    | UCLA                                 | Kona, HI         | U. of Hawaii, Hilo                |
| 1995 | Richard F. Thompson  | USC                                  | Los Angeles, CA  | CSU Dominguez Hills               |
| 1996 | Nancy Eisenberg      | Arizona State U                      | San José, CA     | U. of the Pacific                 |
| 1997 | Claude Steele        | Stanford U.                          | Seattle, WA      | U. of Puget Sound                 |
| 1998 | Robert L. Solso      | U. Nevada                            | Albuquerque, NM  | U. Nevada, Reno                   |
| 1999 | Robert A. Bjork      | UCLA                                 | Irvine, CA       | Claremont McKenna                 |
| 2000 | Diane F. Halpern     | CSU San Bernardino                   | Portland, OR     | Portland State U.                 |
| 2001 | Philip G. Zimbardo   | Stanford U.                          | Maui, HI         | U. Hawaii, Hilo                   |
| 2002 | Leona S. Aiken       | Arizona State                        | Irvine, CA       | UC Irvine                         |
| 2003 | Dale E. Berger       | Claremont Grad U.                    | Vancouver, BC    | U. British Columbia               |
| 2004 | Cheryl L. Spinweber  | Scripps Mercy Sleep Disorders Center | Phoenix, AZ      | Arizona State U.                  |
| 2005 | Elizabeth Loftus     | UC Irvine                            | Portland, OR     | Portland State U.                 |
| 2006 | Gordon Bower         | Stanford U.                          | Palm Springs, CA | CSU San Bernardino                |
| 2007 | Robert Pellegrini    | San José State                       | Vancouver, BC    | U. British Columbia               |
| 2008 | Peter Bentler        | UCLA                                 | Irvine, CA       | CSU San Marcos                    |
| 2009 | Ronald E. Riggio     | Claremont McKenna                    | Portland, OR     | Portland State U.                 |
| 2010 | Stanley Sue          | UC Davis                             | Cancun, MX       | U. Southern Cal.                  |
| 2011 | Jeffery S. Mio       | Cal Poly Pomona                      | Los Angeles, CA  | CSU Los Angeles & Cal Poly Pomona |
| 2012 | Delia S. Saenz       | Arizona State U.                     | Burlingame, CA   | Palo Alto U.                      |
| 2013 | Robert V. Levine     | CSU Fresno                           | Reno, NV         | U. Nevada, Reno                   |
| 2014 | Victoria M. Follette | U. Nevada, Reno                      | Portland, OR     | Western Oregon U.                 |
| 2015 | Jodie B. Ullman      | CSU San Bernardino                   | Las Vegas, NV    | U Nevada, Las Vegas               |

# 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, Kim Barchard and Brad Donohue accepted the challenge of serving as the Program Co-Chairs for the convention. Together with WPA President Jodie Ullman, they arranged a splendid program that will provide each of us with an excellent and memorable convention. We thank them for their outstanding contributions to our association.

## **TEACHING AND STUDENT EVENTS**

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

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

*ANNE DURAN*

Terman Teaching Conference

*HEIDI RIGGIO*

Society for the Teaching of Psychology (STP)

*JON GRAHE*

Psi Chi, The Internatinal Honor Society in Psychology

*VIVIAN McCANN*

Psychology Teachers at Community Colleges (PT@CC)

*KIMBERLEY DUFF AND KRIS LEPPHEN-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  
Palo Alto University  
Psi Chi, The International Honor Society in Psychology  
Worth Publishers  
Society for the Teaching of Psychology  
Therapy Notes  
University of Nevada, Las Vegas

**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, CSU Bakersfield for undertaking the organization and execution of this exceptional program. She has gathered together a wonderful array of speakers in a program that will appeal to teaching faculty at all levels. This conference requires a separate registration.

**WPA FELLOWS**

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

|                        |                         |                            |
|------------------------|-------------------------|----------------------------|
| Aiken, Leona S.        | Bjork, Robert           | Cronan, Terry              |
| Allen, Daniel N.       | Bower, Gordon           | Crosby, Faye J.            |
| Allen, Mary            | Bradbury, Thomas        | Dillehay, Ronald           |
| Aronson, Elliot        | Brewer, Marilyn B.      | Donaldson, Stewart         |
| Babladelis, Georgia    | Brown, Laura S.         | Donohue, Bradley           |
| Bandura, Albert        | Castellan, Jr., John N. | Dunkel Schetter, Christine |
| Barker-Hackett, Lori   | Clement, Paul W.        | Eich, Eric                 |
| Beauchamp, Kenneth     | Costanzo, Mark A.       | Eichorn, Dorothy           |
| Bentler, Peter         | Cowan, Gloria           | Eisenberg, Nancy           |
| Berger, Dale E.        | Cozby, P. Chris         | Ellis, Henry               |
| Bikos, Lynette H.      | Cramer, Robert Ervin    | Ewing, Ann                 |
| Bjork, Elizabeth Ligon | Crano, William          | Farrell, Judith            |

|                          |                               |                       |
|--------------------------|-------------------------------|-----------------------|
| Fernando, Gaithri A.     | Koch, Chris                   | Plant, Walter T.      |
| Feshbach, Norma          | Krippner, Stanley             | Posner, Michael       |
| Feshbach, Seymour        | Larsen, Knud                  | Pratkanis, Anthony    |
| Folkman, Susan           | Lazarus, Richard S.           | Raven, Bertram        |
| Follette, Victoria M.    | Leppen-Christensen, Kristofer | Reed, Catherine L.    |
| Foy, Michael             | Levin, Shana                  | Reisberg, Daniel      |
| Fraser, Scott C.         | Levine, Robert V.             | Rienzi, Beth          |
| Friedman, Howard S.      | Lindsley, Donald B.           | Riggio, Heidi R.      |
| Funder, David            | Littman, Richard A.           | Riggio, Ronald        |
| Fung, Helen C.           | Loftus, Elizabeth             | Rogosin, H. Rogie     |
| Gamst, Glenn             | Luce, Duncan R.               | Root, Maria P.        |
| Garcia, John             | Maccoby, Eleanor              | Rorer, Leonard G.     |
| Gardner, Rick            | Mackie, Diane M.              | Rudmann, Jerry L.     |
| Gardner, Robert M.       | Maltzman, Irving              | Saccuzzo, Dennis      |
| Garner, Ann M.           | Margolin, Carrie M.           | Saenz, Delia S.       |
| Ginsburg, Gerald P.      | Martin, Leslie R.             | Sarason, Barbara      |
| Goldberg, Lewis R.       | Maslach, Christina            | Sarason, Irwin        |
| Goodman, Gail S.         | Matarazzo, Joseph             | Sarbin, Theodore      |
| Gorsuch, Richard L.      | Matarazzo, Ruth               | Schroth, Marvin       |
| Gottfried, Adele Eskeles | Matsumoto, David              | Schultz, P. Wesley    |
| Gottfried, Allen         | Mays, Vickie                  | Sechrest, Lee         |
| Gough, Harrison          | McGaugh, James L.             | Segal, Nancy          |
| Gray-Shellberg, Lisa     | McReynolds, Paul              | Shaffer, Jack         |
| Greenfield, Patricia M.  | Meeker, Frederick             | Shaver, Phillip R.    |
| Gross, Bruce             | Mensh, Ivan N.                | Shaw, Jerry           |
| Guerin, Diana Wright     | Meredith, Gerald M.           | Shoeneman, Thomas J.  |
| Gustavson, Carl R.       | Meyers, Lawrence S.           | Silverthorne, Colin   |
| Halpern, Diane F.        | Miller, Norman                | Simonton, Dean Keith  |
| Hayes, Steven C.         | Minium, Edward W.             | Skinner, Ellen        |
| Hester, Maureen          | Mio, Jeffery Scott            | Smith, M. Brewster    |
| Hicks, Robert A.         | Moore, Telford I.             | Solso, Robert         |
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| Hoffman, Charles D.      | Moriarty, Daniel D.           | Sommer, Robert        |
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| Izawa, Chizuko           | Newcomb, Michael D.           | Sue, Stanley          |
| Jarvik, Lissy F.         | O'Neal, Edgar C.              | Sundberg, Norman      |
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| Johnson, Jerry L.        | Paloutzian, Raymond           | Taylor, Steven        |
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| Keith, Kenneth D.        | Parker, Kenneth               | Tinsley, Howard E. A. |
| Keith-Spiegel, Patricia  | Paterson, John G.             | Tondow, Murray        |
| Keltner, Dacher          | Payne, Frank                  | Tucker, Joan S.       |
| Kendler, Howard H.       | Pelham, Brett                 | Ullman, Jodie B.      |
| Kendler, Tracy S.        | Pellegrini, Robert            | Ungerleider, Steven   |
| Kihlstrom, John          | Penn, Nolan E.                | Wade, Carole          |
| Klonoff, Elizabeth A.    | Peterson, Robert              | Wallace, William P.   |

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

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 William Wallace ..... University of Nevada, Reno  
 Wendy Williams ..... Central Washington University  
 Patricia Winter ..... US Forest Service  
 Carolyn Weisz ..... University of Puget Sound  
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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 John Moritsugar, 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.

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Glendale Community College, Ladonna Lewis

Mesa Community College, Ann Ewing

Northern Arizona University, Robert Horn and William Kolodinsky

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# WPA STUDENT AWARDS

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

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

Tara N Augustin ..... University of Nebraska-Omaha  
Lilian Cabrera ..... California State University, Sacramento  
Karyn L Delichte ..... California School of Professional Psychology  
.....- Alliant International University  
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Julia C.Y. Tang ..... Mount Saint Mary's University  
Michelle Tinney ..... California State University, Sacramento  
Brittany Gabrielle Wren ..... California State University San Marcos

## ***Robert L. Solso Research Awards***

Kimberly Osborne, California State University, Long Beach  
Ekarin E. Pongpipat, San Diego State University  
Aiyana Wain Hirschberg, California State University, Sacramento

## ***Christina Maslach-Philip Zimbardo Research Award in Social Psychology***

Katie J. Carlson, Point Loma Nazarene University  
Brian Riches, Claremont Graduate University

## ***Gottfried WPA Student Research Award in Developmental Psychology***

Pauline Goger, California State University, Long Beach

## ***Dr. Steven Ungerleider Graduate Award***

Daniel J. Slyngstad, Claremont Graduate University

*Multivariate Software Award*

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

The Multivariate Software Award recipient is  
Roselyn G. Sandoval, California State University, Sacramento



# WPA AWARDS

## ***WPA Teaching Award***

1993. . . . . Ronald E. Riggio  
1994 . . . . . Harvey Wichman  
1995. . . . . Philip G. Zimbardo  
1996 . . . . . Robert J. Pellegrini  
1997 . . . . . Dale E. Berger  
1998 . . . . . Jeffery Scott Mio  
2000. . . . . Howard Friedman  
2001 . . . . . Kevin Jordan  
2002 . . . . . Diane F. Halpern  
2003 . . . . . Ann Ewing  
2004 . . . . . Lisa Gray-Shellberg  
2005 . . . . . Lori Barker-Hackett  
2006 . . . . . Mary J. Allen  
2007 . . . . . Robert Levine  
2008 . . . . . Christina Maslach  
2009 . . . . . Robert B. Cialdini  
2010 . . . . . Allen Gottfried  
2011. . . . . Mark A. Costanzo  
2012 . . . . . Jodie B. Ullman  
2013. . . . . Melinda Blackman  
2014 . . . . . Eugene Wong  
2015. . . . . Terry A. Cronan

## ***WPA Early Career***

### ***Research Award***

1993. . . . . Diane M. Mackie  
1994 . . . . . Brett M. Pelham  
1995. . . . . Jeansok J. Kim  
1996 . . . . . Ellen Skinner  
1997 . . . . . Thomas Bradbury  
1998 . . . . . Michael A. Webster  
2001 . . . . . Stewart Donaldson  
2002 . . . . . Dacher Keltner  
2003 . . . . . James Gross  
2004 . . . . . Joan S. Tucker  
2005 . . . . . P. Wesley Schultz  
2006 . . . . . Brad Donohue

2007 . . . . . Shana Levin  
2008 . . . . . No Award  
2009 . . . . . James C. Kaufman  
2010 . . . . . Daniel Krauss  
2011. . . . . Jason F. Reimer  
2012 . . . . . George M. Slavich  
2013. . . . . Bettina J. Casad  
2014 . . . . . Jason T. Siegel  
2015. . . . . Jason Holland

## ***Distinguished***

### ***Service Award***

1993. . . . . Joseph D. Matarazzo  
1994 . . . . . Robert A. Hicks  
1995. . . . . Donald E. Pannen  
1996 . . . . . Lisa Gray-Shellberg  
1998 . . . . . Cheryl L. Spinweber  
1999 . . . . . Richard F. Thompson  
2000. . . . . Mary J. Allen  
2003 . . . . . Robert L. Solso  
2004 . . . . . Philip G. Zimbardo  
2005 . . . . . Leona Aiken  
2006 . . . . . Ann Ewing  
2007 . . . . . Gordon Bower  
2008 . . . . . Beth Rienzi  
2009 . . . . . Carrie M. Margolin  
2010 . . . . . Dale E. Berger  
2011. . . . . Diane F. Halpern  
2012 . . . . . Ronald E. Riggio  
2013. . . . . Jeffery Scott Mio  
2014 . . . . . Delia S. Saenz  
2015. . . . . Heidi R. Riggio

## ***Lifetime Achievement Award***

1996 . . . . . M. Brewster Smith  
2001 . . . . . Theodore Sarbin  
2002 . . . . . Harold H. Kelley  
2003 . . . . . Albert Bandura

***Lifetime Achievement Award***

- 2004 . . . . . Eleanor Maccoby
- 2005 . . . . . Joseph Matarazzo
- 2006 . . . . . James McGaugh
- 2007 . . . . . Irwin Sarason
- 2008 . . . . . Richard Thompson
- 2009 . . . . . Robert Rosenthal
- 2010 . . . . . Philip G. Zimbardo
- 2011 . . . . . Gordon Bower
- 2012 . . . . . Barbara Tabachnick
- 2013 . . . . . Elliot Aronson
- 2014 . . . . . Stanley Sue
- 2015 . . . . . Peter Bentler

***Special Awards***

- 1994 . . . . . Jerry L. Johnson

***Social Responsibility Award***

- 2007 . . . . . Vickie Mays
- 2008 . . . . . Nancy Segal
- 2009 . . . . . Stuart Oskamp
- 2010 . . . . . Elizabeth Klonoff
- 2011 . . . . . Adele Eskeles Gottfried
- 2013 . . . . . Anthony Biglan
- 2014 . . . . . Allen M. Omoto
- 2015 . . . . . Dachen Keltner

***Enrico E. Jones Award***

- 2009 . . . . . William Lamb
- 2010 . . . . . Wei-Chin Hwang
- 2011 . . . . . George M. Slavich
- 2012 . . . . . Jeffrey J. Wood
- 2013 . . . . . Shannon Dorsey
- 2014 . . . . . Michael Twohig
- 2015 . . . . . Joyce P. Chu

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

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| Blaine Bart          | Shawn Burn       | Timothy Clark    |
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Nicole Schultz  
Kayla Schwoch  
Dee Shepherd-Look  
Daniel Sherman  
Phillip Shuart  
Jason Siegel  
Colin Silverthorne  
Douglas Smith  
Leah Snow  
Sherry A. Span  
RonJai Staton  
Larry Stevens  
Jack Strellich  
Stanley Sue  
Susan Sy  
Sumner Sydeman  
Barbara Tabachnick  
Julia Tang  
Melody Thiessen  
Melody Thiessen Randolph  
Rebecca Thompson  
John Timberlake  
Karin Trinkler  
Jerric Tuburan

Carolyn Uhl  
Steven Ungerleider  
kendle valcourt  
Mark Van Selst  
Kimberley Vaughan  
Allison Vaughn  
Luis Vega  
Elisa Velasquez-Andrade  
Christopher Warren  
Andrew Wasemiller  
Akiko Watabe  
Phil Watkins  
Graham Watson  
Christine Weinkauff  
Wayne Weiten  
Patricia Winter  
Eugene Wong  
Christopher Wood  
Shannon Yandall  
Maxwell Yost  
Jonathan Zawada  
Philip Zimbardo  
Megan Zuehlsdorf

# CONVENTION INFORMATION

## REGISTRATION

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

### **FULL CONVENTION(USD)**

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

### **ONE DAY ONLY**

|                      |      |
|----------------------|------|
| Non Students         | \$65 |
| Students             | \$50 |
| 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 professionals and student affiliates who wish to support these goals and who would like to become part of the network that we have created to further them. Attendance at our annual meeting has more than doubled over the last ten years, which is tangible evidence that our reputation as being the most innovative and exciting of the major regional associations is valid.

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

If you are interested in becoming part of our group, the appropriate forms and information are at [westernpsych.org](http://westernpsych.org).

## CONVERSATION HOURS

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

## CONVENTION POLICIES

### **IDENTIFICATION BADGES**

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

### **ADDITIONAL PROGRAMS**

Additional copies of the program may be purchased for \$5 until our limited supply of extra copies is exhausted.

### **SMOKING POLICY**

Smoking is not permitted in the hotel

### **MESSAGES**

A message board will be maintained near Convention Registration. Messages left on the WPA phone will be picked up (928-277-4660).

### **EXHIBITORS**

Exhibits are located in the Exhibit Hall and will be open on Thursday, Friday, and Saturday. Our exhibitors provide substantial support for the convention, and the best way to say thank you is visit with them.

### **ADVERTISERS**

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

### **FUTURE WPA CONVENTIONS**

- 2016** Long Beach, California  
April 28 - May 1
- 2017** Sacramento, California  
April 27 - 30

# 2015 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 Veranda D 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 winner 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 WILL FOR THE WOODS (93 mins)

**SUNDAY 10:15 A.M.**

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Musician, folk dancer, and psychiatrist Clark Wang prepares for his own green burial, determined that his final resting place will benefit the earth. Wang's passionate wish for a legacy of green burials inspires a profoundly affecting and optimistic portrait of people finding meaning in death. *A Will for the Woods* draws viewers into a life-affirming and immersive portrait of people embracing their connection to timeless natural cycles.

Bullfrog Films (2013; DVD). Rental Price \$95; Purchase Price \$295

### ACTRESS (86 mins)

**SATURDAY 8:00 A.M.**

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The roles women are expected to play in today's society, and the difficulties in balancing career and family, are the central issues deftly explored in critically-acclaimed documentary *Actress*. Using elements of melodrama and cinema verité, the film follows the travails of a former actress-turned-housewife as she prepares to make a comeback.

The Cinema Guild, (2014; DVD, Blu-Ray). Rental Price \$125; Purchase Price \$350

## ALFREDO'S FIRE (39 mins)

**FRIDAY 12:00 P.M.**

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On January 13, 1998 Alfredo Orlando, a closeted gay writer from Sicily, shocked the world by lighting himself on fire in St. Peter's Square, the only time such a protest had taken place on Vatican soil. Despite the attempt by some in the gay community to frame the event as the spark of the 'Italian Stonewall,' Alfredo's gesture quickly faded into obscurity. ALFREDO'S FIRE chronicles one man's descent into darkness as he struggles to reconcile his faith and sexuality. Looking at fire as a potent but contradictory symbol of liberation, annihilation and communion, this film tells a universal story of human longing, frailty and the dire consequences of living a lie.

Open Eye Pictures (2013; DVD, Blu-Ray).

Rental Price n/a; Purchase Price \$199

## BORN TO BE GOOD (51 mins)

**THURSDAY 8:00 A.M.**

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Psychologists have always wondered if we are born with an innate sense of morality. This documentary presents research that supports the theory that babies are born with a sense of 'right' and 'wrong'.

Filmmaker's Library (2012; DVD, 3-year & perpetual streaming access also available).

Rental Price n/a; Purchase Price \$295

## EL HUASO: THE LAST RODEO (78 mins)

**FRIDAY 8:00 A.M.**

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Mental illness and depression are compellingly explored in the story of Gustavo, a 58-year-old successful businessman with an increasingly urgent impulse toward suicide—just like his father before him. Gustavo is convinced his memory problems and ongoing battle with depression are symptoms of a bigger medical issue: early-onset Alzheimer's, and he sees suicide as his only option. But his family—including Gustavo's filmmaker son, Carlo—are determined to fight their hardest to keep Gustavo with them as long as possible.

Magic Lantern (2012; DVD).

Rental Price \$89; Purchase Price \$199

## EVOLUTION OF A CRIMINAL (83 mins)

**SATURDAY 10:30 A.M.**

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In the new award-winning documentary *Evolution of a Criminal*, Darius Clark Monroe crafts an intricate and emotionally complex narrative of his own trajectory from straight-A student to bank robber, while ultimately reflecting on the racial and economic factors that surround his crime as he searches for answers and seeks forgiveness.

GOOD DOCS (2013; DVD).

Rental Price – Contact distributor; Purchase Price \$349

## EXPERT WITNESS: HEALTH PROFESSIONALS ON THE FRONTLINE AGAINST TORTURE (45 mins)

**SUNDAY 8:00 A.M.**

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The recent report of the Senate Intelligence Committee is the latest in a series of revelations about the complicity of psychologists and physicians in detainee torture. Far less known are the health professionals who heroically resist pressures to provide cover and support for state-sponsored torture. *Expert Witness* is a documentary about the important role of health professionals in fighting torture, beginning with the doctor largely responsible for the Nuremberg Doctors trial and the Nuremberg Code. Produced by the director of *Doctors of the Dark Side*, *Expert Witness* explores four ways that health professionals have helped stop torture: through eyewitness reporting, evaluation and treatment of torture survivors, research on the effects of torture, and bioethics study of medical complicity in torture.

[www.expertwitnessagainsttorture.com](http://www.expertwitnessagainsttorture.com) (2015; DVD). T

his film will be available for free streaming online, and as a free DVD for professional conferences and ethics courses.

## FLORE (93 mins)

**SATURDAY 1:30 P.M.**

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A touching film about hope and dignity that asks how we as a society care for our elderly, *Flore* is an intimate film about the director's relationship with his mother, who is diagnosed with Alzheimer's. Refusing to watch his mother waste away under hospital care, he brings her to a quiet seaside cottage, where despite all the doctors' prognoses, she begins to recover.

The Cinema Guild, (2013; DVD).

Rental Price \$125; Purchase Price \$350

## FORGET ME NOT - LOSING MEMORY - FINDING LOVE

(88 mins)

**SATURDAY 12:00 P.M.**

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Filmmaker David Sieveking weaves an astonishingly candid, loving and revelatory chronicle of the changes his mother's Alzheimer's has on his family. Although dealing with his mother's disease is painful, caring for her does offer Sieveking a chance to reconnect with his family and immerse himself in the secrets and passions of his parents' long and fascinating lives. What emerges is a poignant and rich study of family ties and the unexpected rewards that come from living life to the fullest.

Bullfrog Films (2012; DVD).

Rental Price \$95; Purchase Price \$295

## GENETIC ME (52 mins)

**THURSDAY 1:00 P.M.**

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Genetic Me profiles science journalist Lone Frank, who is on a mission to know how the advent of personal genetics will change our individual view of ourselves and affect our understanding of human nature. In particular, she explores if personality is genetically pre-determined, and takes the viewer on a scientific and philosophical quest into how genetic information shapes the brain and mind.

Filmmaker's Library (2014; DVD, 3-year & perpetual streaming access also available).

Rental Price n/a; Purchase Price \$295

## HEMCOMING: CONVERSATIONS WITH COMBAT PTSD (29 mins)

**THURSDAY 2:00 P.M.**

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Homecoming is a documentary film exploring how United States Marines experience Post Traumatic Stress Disorder. Using interviews with Marine combat veterans of OIF and OEF, the film takes viewers beyond the abstract concept of "PTSD" to reveal what it means to live with the memories of war after coming home. It invites the viewer to rethink the idea of Combat Post Traumatic Stress Disorder and their own responsibility to our men and women in the armed services.

Trespass Productions (2013; DVD, Blu-Ray).

Rental Price n/a; Purchase Price \$200/universities & colleges



## IN THE SHADOW OF THE SUN (85 mins)

\*\*\*WINNER OF THE 2014 WPA FILM FESTIVAL\*\*\*

**THURSDAY 6:45 P.M.**

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A story about human rights, deep-rooted superstition, and incredible strength, In the Shadow of the Sun explores the troubling increase of violence and brutal murders in Tanzania targeting people with albinism. Filmed over six years, In The Shadow Of The Sun tells the incredible story of two albino men as they attempt to follow their dreams in the face of prejudice and fear: Vedastus, a quietly determined 15-year-old, who still hopes of completing his education, and Josephat Torner, a young man who has dedicated his life to campaigning against the discrimination of his people. In these two impassioned individuals, we recognize our most basic human needs: to belong to a community of others, to forge our own sense of personal identity, and the unimaginable lengths to which we must go to preserve our dignity.

The Cinema Guild, (2013; DVD).

Rental Price \$125; Purchase Price \$350

## LAND OF OPPORTUNITY (97 mins)

**THURSDAY 3:45 P.M.**

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Land of Opportunity dives deep into the (re)construction of post-Katrina New Orleans through the eyes of a diverse group of people from different walks of life. This verité style documentary reveals how different communities grappled with the ongoing trauma of one of the most devastating disasters in our nation's recent history. As large-scale disasters become our "new normal" the lessons of loss, healing and resilience offered by this beloved city have only become more urgent.

New Day Films (2011; DVD).

Rental Price \$60; Purchase Price \$250

## LUCKY (75 mins)

**FRIDAY 3:45 P.M.**

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Lucky is a portrait of a young Puerto Rican woman, a single mother, homeless, and struggling to find work, yet still passionately dreaming of true love and success. Filmed over six years, the film powerfully brings to light a myriad of social issues such as the flaws of foster care and social services, systemic poverty, urban blight, homelessness and LGBT discrimination.

The Cinema Guild, (2014; DVD).

Rental Price \$125; Purchase Price \$350

## MADAME PHUNG'S LAST JOURNEY (87 mins)

**FRIDAY 2:15 P.M.**

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Where does theatre begin and real life end? Endearing Madame Phung and her transvestite singers travel around Vietnam, sparking fascination and hostility from the local people. Their fold-up fairground attractions include a lottery, a miniature train ride, an inflatable house, a merry-go-round, and a shotgun aimed treacherously at members while they are performing songs and sketches.

Icarus Films (2014; DVD).

Rental Price tba; Purchase Price \$398

## ON LIFE'S TERMS: MOTHERS IN RECOVERY (57 mins)

**SATURDAY 5:30 P.M.**

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Driven by the desire for custody of their children, five mothers struggle to overcome addiction in a gender responsive residential treatment program. Their intimate story reveals experiences with domestic violence, intergenerational substance use, prostitution and incarceration. The documentary interweaves the women's three year journey to transform their lives through self-sufficiency and new found pride with drug laws that impact mother and child, and will inspire hope for recovery.

Pandora's Box Productions (2014; DVD).

Rental Price \$95; Purchase Price \$265

## RED TO WHITE – A FAMILY MEMBER'S STORY (11 mins)

**FRIDAY 11:45 A.M.**

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Red to White is an autobiographical film short of a young woman in California describing her family's experience unexpectedly entering a psychiatric ward. Told from the family member's perspective, the film shares the emotions parents and other family members may face when a loved one is placed on a psychiatric hold.

The Expression Project (2014; DVD).

Rental Price – free to individuals, \$5 per showing for institutions; Purchase

Price – \$15 for individuals, \$40 for institutions. Proceeds will go towards funding compassion fatigue programs for mental health and nursing facility workers.

## ROMEO ROMEO (80 mins)

**FRIDAY 12:45 P.M.**

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Romeo Romeo is an intimate portrait of a modern marriage, following a young lesbian couple – Lexy and Jessica – on their quest to have a baby. Lexy is a natural

nurturer and children's choir teacher who has dreamed of motherhood since she was a little girl, whereas Jessica would never want to give birth herself but desperately wants to be a parent. As it becomes increasingly clear that getting pregnant will not be simple for them, the film becomes a rigorous documentation of the trials faced privately by over six and a half million American women - gay and straight - who struggle with infertility.

GOOD DOCS (2013; DVD).

Rental Price – Contact distributor; Purchase Price \$250

## SCHOOL'S OUT - LESSONS FROM A FOREST KINDERGARTEN (36 mins)

\*\*\*WINNER OF THE 2014 WPA FILM FESTIVAL\*\*\*

**THURSDAY 8:15 P.M.**

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No classroom for these kindergarteners. In Switzerland's Langnau am Albis, a suburb of Zurich, children 4 to 7 years of age go to kindergarten in the woods every day, no matter what the weatherman says. This eye-opening film follows the forest kindergarten through the seasons of one school year and looks into the important question of what it is that children need at that age. There is laughter, beauty and amazement in the process of finding out.

Bullfrog Films, (2013; DVD).

Rental Price \$75; Purchase Price \$225

## SECRET SURVIVORS (40 mins)

**SATURDAY 6:30 P.M.**

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Secret Survivors is a documentary film adapted from a theater project featuring adult survivors of child sexual abuse as they shared their painful, deeply personal stories on stage. The testimony from these survivors reflects a broad range of experiences and the many paths to healing and justice.

Filmaker's Library (2012; DVD, 3-year & perpetual streaming access also available).

Rental Price n/a; Purchase Price \$199

## SEEKING ASIAN FEMALE (53 mins)

**THURSDAY 9:15 A.M.**

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Seeking Asian Female is a documentary about the unlikely romance of Steven and Jianhua ("Sandy") - an American man obsessed with marrying any Asian woman and the Chinese woman half his age who agrees online to become his fiancée. Chinese American filmmaker Debbie documents everything, with skepticism and humor, from the early stages of Steven's search through the moment Sandy

steps foot in America for the first time, to a year into their precarious union. As these two online pen pals attempt to overcome vast differences in age, language and culture for the sake of a real-life marriage, the filmmaker's role morphs from documentarian to translator to couple's counselor. Steven and Sandy's roller coaster relationship becomes more intimate and more human, ultimately becoming a strangely compelling love story for the ages.

New Day Films (2013; DVD).

Rental Price \$50; Purchase Price \$225/universities & colleges, \$150/  
community groups, \$95/public libraries

## SOMEWHERE BETWEEN (88 mins)

**THURSDAY 10:45 A.M.**

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When China passed its One Child Policy to limit population growth, an unexpected surge of abandoned baby girls started flowing into its orphanages. Since 1991, over 80,000 of those girls have been adopted by American families. While many adoption-focused documentaries give voice to adoptive parents, *Somewhere Between* explores the emotional and cultural impact of adoption from the point of view of four teenage girls, all adopted from China. This award winning film shares their personal journeys as these adoptees convey the experiences of a generation of young people attempting to reconcile their multiple identities while navigating the already perilous waters of American adolescence.

GOOD DOCS (2012; DVD).

Rental Price – Contact distributor; Purchase Price \$349

## SPLIT: DIVORCE THROUGH KIDS' EYES (28 mins)

**THURSDAY 10:15 A.M.**

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*Split* shares children's perspective on divorce - no adults, no experts ... just kids speaking the powerful truth of what is on their minds and in their hearts as their families change. The film's style is captivating and hip—with bold colors, vivid artwork and plainspoken testimony from the heart. The tone is constructive and proactive, reflecting a full range of emotions, *Split* helps neutralize the stigma and shame often associated with divorce and encourages children to express the many complex feelings they are often reluctant to share with parents, friends, and teachers. It provides divorcing parents much-needed insight into what their children are experiencing, and inspires them to address their children's feelings and concerns more directly and thoughtfully. *Split* has been embraced by leaders in the family courts, mental health professions, and K-12 schools as an essential tool to help the huge number of U.S. families weathering divorce do so in a more caring way.

Bruno Films (2013; DVD).

Rental Price n/a; Purchase Price \$89/professional use, \$198/universities & corporate use. Yearly streaming subscriptions available for university & professional use.

## SUITCASE OF LOVE AND SHAME (70 mins)

**SATURDAY 8:15 P.M.**

Suitcase of Love and Shame reconstructs a mesmerizing and erotic narrative from 60 hours of reel-to-reel audiotape discovered in a suitcase purchased on eBay. The film opens a remarkably rich dialogue about confession, exhibitionism, privacy and voyeurism.

The Cinema Guild, (2013; DVD).

Rental Price \$125; Purchase Price \$350

## THE BOY GAME (16 mins)

**THURSDAY 9:00 A.M.**

The Boy Game tackles bullying among boys at its core: The culture of toughness and silence boys live by. Targets need to be protected, absolutely, but rather than vilify bullies, The Boy Game looks to unpack the complex dynamics that lead some boys to bully and the majority to stand watching in silent conflict.

New Day Films (2012; DVD, Blu-Ray).

Rental Price \$95; Purchase Price \$300/universities, \$200 community colleges

## THE DARK SIDE OF A PILL (59 mins)

**FRIDAY 9:30 A.M.**

One in ten adults in the Western world is on antidepressants. But these wonder drugs have a dark side, and this film is a case-driven investigation into the connections between antidepressants and violence and suicide. This is a film about informed consent of medication and openly acknowledging the problems with a 20 billion dollar industry that affects the chemistry of the brain.

Filmmaker's Library (2013; DVD, 3-year & perpetual streaming access also available).

Rental Price n/a; Purchase Price \$295

## THE HOMESTRETCH (53 mins; 89 min version also available)

**SATURDAY 9:30 A.M.**

The Homestretch follows three homeless Detroit teens as they fight to stay in school, graduate, and build a future. Each of these resilient, inspiring teenagers will surprise and challenge audiences to rethink stereotypes of homelessness as

they work to complete their education while facing the trauma of being alone and abandoned at an early age. The Homestretch follows these kids as they move through the milestones of high school while navigating a landscape of couch hopping, emergency shelters, transitional homes, and a school system on the front lines of this crisis.

Bullfrog Films (2014; DVD).

Rental Price \$95; Purchase Price \$295

## THE NAKED ROOM (67 mins)

**FRIDAY 10:30 A.M.**

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The Naked Room takes place entirely within the confines of a pediatric therapist's office in a Mexico City hospital, observing the initial consultations of a succession of deeply troubled kids, and brilliantly transforming this constricted space into a microcosm vast in its metaphorical dimensions. Not content to limit the physical scope of the film to the four walls of the therapist's office, director Nuria Ibáñez focuses entirely on the faces of the children themselves, as they struggle to express their feelings of severe depression and trauma, and describe the situations that have brought them to this pass. Through the children's expressions and gestures, The Naked Room paints a vivid picture of a society that inflicts its resentments and frustrations, its insecurities and sense of powerlessness, on those who are entirely unequipped to defend themselves, who have just begun the delicate process of understanding their world and forming their own identities.

Magic Lantern (2013; DVD, Blu-Ray).

Rental Price \$89; Purchase Price \$199

## TORTURE MADE IN USA (85 mins)

**SUNDAY 8:45 A.M.**

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Exactly how did the world's most powerful democracy construct and implement a dubious legal framework pundits alike? Who exactly was behind this dark and hotly debated chapter in American history? Internationally acclaimed journalist and filmmaker Marie-Monique Robin set out to investigate the historic events and machinations of key policy leaders that led the U.S. to use systematic torture on a massive scale in Afghanistan, Guantanamo and Iraq.

Bullfrog Films (2010; DVD).

Rental Price \$95; Purchase Price \$295

## VULVA 3.0 (52 mins)

**SATURDAY 7:15 P.M.**

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With their comprehensive and unflustered research into the history of this particular aspect of the female anatomy in the 21st century, the directors shed light on every facet of the matter in hand, from sex education to censorship, from the airbrushing of ‘misshapen’ labia in pornographic images to the work of activists against female genital mutilation—and, in doing so, celebrate the diversity of the female body.

Icarus Films (2014; DVD).

Rental Price tba; Purchase Price \$390

## WHEN I CAME HOME (70 mins)

**THURSDAY 2:30 P.M.**

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Winner of the NY Loves Film Best Documentary Award at the Tribeca Film Festival, When I Came Home follows the struggles of Herold Noel, an Iraq war veteran who becomes homeless in New York City after returning from combat with Post Traumatic Stress Disorder. Focusing on Herold’s struggle with the VA and city agencies to find the help he needs, When I Came Home exposes a failing system and reveals the “second war” that many veterans must fight after they return home.

New Day Films (2006; DVD).

Rental Price \$99; Purchase Price \$249

## WHERE AM I? (44 mins)

**THURSDAY 12:15 P.M.**

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Where am I? explores the strategies we use to figure out where we are - and where we are going. Whether you are an Inuit hunter, a foraging insect, or just someone out for a stroll, your brain is performing one of its most fundamental services: navigation. Why are some of us good at finding our way, while others are not? Several experts weigh in, including psychologist Nora Newcombe; neuroscientists Giuseppe Iaria, Sue Becker, Hugo Spiers, and Véronique Bohbot; geographer and behaviorist Dan Montello; roboticist and biologist Michael Mangan; and psychologist Colin Ellard.

Bullfrog Films (2013; DVD).

Rental Price \$85; Purchase Price \$250

# ADDRESSES OF FILM DISTRIBUTORS

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

## **BRUNO FILMS**

3447 25th Street  
San Francisco, CA 94110  
Phone: (415) 990-9932  
Email: sales@brunofilms.com  
Website: www.brunofilms.com

## **BULLFROG FILMS**

P.O. Box 149  
Oley, PA 19547  
Phone: (610) 779-8226  
Fax: (610) 370-1978  
Email: mark@bullfrogfilms.com  
Website: www.bullfrogfilms.com

## **WWW.EXPERTWITNESSAGAINSTTORTURE.COM**

Phone: (212) 362-6790  
Email: madavis95@aol.com  
Website:  
www.expertwitnessagainsttorture.com

## **FILMAKER'S LIBRARY**

124 East 40th St  
New York, NY 10016  
Phone: (212) 808-4980  
Fax: (212) 808-4983  
Email: sales@alexanderstreet.com  
Website: www.academicvideostore.com

## **GOOD DOCS**

Email: info@gooddocs.net  
Website: www.gooddocs.net

## **ICARUS FILMS**

32 Court Street, 21st Floor  
Brooklyn, NY 11201  
Phone: (718) 488-8900  
Fax: (718) 488-8642  
Email: mail@IcarusFilms.com  
Website: www.IcarusFilms.com

## **MAGIC LANTERN**

P.O. Box 8567  
New York, NY 10116  
Phone: (646) 926-6760  
Email: distribution@magic-lantern-films.com  
Website: www.magic-lantern-films.com

## **NEW DAY FILMS**

P.O. Box 165  
Blooming Grove, NY 10914  
Phone: (888) 367-9154  
Fax: (845) 774-2945  
Email: orders@newday.com  
Website: www.newday.com/

## **OPEN EYE PICTURES**

2656 Bridgeway, Suite 202  
Sausalito, CA 94965  
Phone: (415) 332-3266  
Fax: (415) 332-3256  
Email: info@openeyepictures.com  
Website: www.openeyepictures.com



**PANDORA'S BOX PRODUCTIONS**

1546 Great Highway, Suite 44  
San Francisco, CA 94122  
Phone: (415) 564-3691  
Email: sheila.ganz@gmail.com  
Website: www.onlifesterms.org

**THE CINEMA GUILD, INC.**

115 West 30th Street, Suite 800  
New York, NY 10001  
Phone: (800) 723-5522  
Fax: (212) 685-4717  
Email: info@cinemaguild.com  
Website: www.cinemaguild.com

**THE EXPRESSION PROJECT**

P.O. Box 60637  
Irvine, CA 92602  
Email: theexpressionproject@gmail.com  
Website: www.theexpressionproject.blogspot.com

**TRESPASS PRODUCTIONS**

P.O. Box 401  
Santa Monica, CA 90406  
Email: info@trespassproductions.com  
Website: www.homecomingdocumentary.com



# WEDNESDAY, APRIL 29

## THE TWENTY-FIRST LEWIS M. TERMAN TEACHING CONFERENCE

BEST (AND NEW) PRACTICES IN TEACHING  
UNDERGRADUATE STUDENTS  
ENGAGING STUDENTS

- 8:30 am Continental Breakfast, Provided by Worth Publishers
- 9:00 am Welcome -- Chris Cozby, WPA Executive Director
- 9:05 am Active Collaboration during Tests Improves Student Learning  
Deepti Karkhanis, Bellevue College, WA  
Tabitha Turowski, Bellevue College, WA
- 10:05 am Coffee Break, Provided by Worth Publishers
- 10:20 am Belly Flop or Pencil Dive? How to Create a Successful Flipped Course  
Bethany Fleck, Ph. D., Metropolitan State University of Denver  
Heather D. Hussey, Ph.D., Northcentral University  
Lisa Beckman, B.A. University of Nevada, Las Vegas

- 11:20 am Teaching Take-outs  
Bethany Fleck, Ph. D., Metropolitan State University of Denver  
Your Fellow Terman Attendees
- 12:15 pm Lunch Break
- 1:15 pm Online Discussion Boards for Meaningful Interaction (Instead of Superficial Busywork)  
Naomi Jeffery Petersen, Central Washington University
- 2:15 pm What's Normal, Anyway? Autism and the BAP in the Classroom: Teaching to Today's Changing Landscape of College Students  
Diane Simpson Brown, Everett Community College
- 3:15 pm Coffee Break, Provided by Worth Publishers
- 3:30 pm Psychology is about People, Finally  
Daniel Cervone, University of Illinois at Chicago
- 5:00 pm Conference Closing and Evaluation  
Conference Coordinator  
Anne Duran, California State University, Bakersfield

## TEACHING CONFERENCE PRESENTERS AND PRESENTATIONS

### ACTIVE COLLABORATION DURING TESTS IMPROVES STUDENT LEARNING

**DEEPTI KARKHANIS**, Bellevue College, WA

**TABITHA TUROWSKI**, Bellevue College, WA

We present a new approach to assessment in lower-division psychology classes: collaborative exams. Past research has shown many learning benefits for students who work together in discussions and on projects, yet traditionally, instructors evaluate students' accumulated knowledge with an individual exam. We suggest that learning can occur even during an exam. We hypothesized that reciprocal, collaborative testing would result in both enhanced performance and increased active learning. In testing our hypothesis, we found significantly higher performance on a group exam relative to individual exams. Moreover, this improvement was not due solely to high-performing students providing the answers. Qualitative analyses of student comments suggested several ways in which groups aided learning: the process of talking, debating, and reasoning

through ideas together contributed to different ways of understanding course content, and the process of teaching and being taught by one another increased knowledge and boosted confidence. We conclude that group exams are a beneficial way to not only assess but also promote learning.

Deepti Karkhanis is an Instructor of Psychology at Bellevue College, WA. She received her B.A. in Psychology & M.A. in Clinical Psychology from Delhi University, India and her Ph.D. in Applied Developmental Psychology from George Mason University, Fairfax VA. She currently teaches Introduction to Psychology, Lifespan Psychology, and Cross-cultural Psychology at Bellevue College. Her academic research interests include temperament, anxiety, and somatization, cross-cultural differences in parenting and socio-emotional development, as well as immigrant children's school readiness and resilience. Her pedagogical research projects include understanding the struggles of English Language Learners in college classrooms, and role of collaborative exams on learning and retention.

Tabitha Kirkland Turowski is an assistant professor of psychology at Bellevue College. She received her B.A. in psychology from University of California, San Diego and her M.A. in social psychology from The Ohio State University. Her dissertation research is ongoing and focuses on happiness and positive affect, and her more recent pedagogical research focuses on the role of collaboration in learning.

## BELLY FLOP OR PENCIL DIVE? HOW TO CREATE A SUCCESSFUL FLIPPED COURSE

**BETHANY FLECK, PH. D.**, Metropolitan State University of Denver

**HEATHER D. HUSSEY, PH.D.**, Northcentral University

**LISA BECKMAN, B.A.** University of Nevada, Las Vegas

The focus of this presentation is on the flipped classroom, including an original study in which a psychology statistics class was flipped and students' statistical knowledge, attitudes toward statistics, and intercultural sensitivity were assessed. The theoretical underpinnings of the flipped structure will be examined through Blended Learning Theory, Problem-or-Project Based Learning Theory, and Cognitive Taxonomy Theory. Advantages and disadvantages, applications to other courses, and best practices in a flipped course will be discussed.

Bethany Fleck, is currently an Assistant Professor at Metropolitan State College of Denver teaching courses in the human development and psychology majors. In her courses Dr. Fleck is committed to an active, learner-centered

approach to teaching. Dr. Fleck's research centers on cognitive and social development in classroom contexts. Two distinct areas of work focus on issues in early childhood education and university classrooms. Both lines of research draw on developmental theory with the overall goal of enhancing the learning environment for students of all levels. Recently she has been working on growth and fixed mindset in 9th grade urban youth. In the classroom, her research as of late focuses on the effects of service learning, flipped classrooms, and integrating Social Media into teaching.

Dr. Heather Hussey is a Research Director at Northcentral University providing research assistance and programmatic support for initiatives related to doctoral education as well as the maintenance of academic quality of all academic programs. She also assesses course learning objectives and artifacts across the University as they align with academic program learning objectives to ensure proper student learning outcomes. Heather has developed and taught several traditional and online courses including Psychology of Aging, Psychology of Hate, Strategies for Success, Introduction to Psychology, Social Psychology, Statistics in Psychology, and Independent Research in Psychology. Her research interests involve curriculum development and assessment surrounding student-centered learning and diversity infusion.

Lisa Beckman has a degree in Human Development and is currently a PhD student in Clinical Psychology at the University of Nevada, Las Vegas. She is doing research in the effects of stressful life experiences and well-being, as well as bereavement. Her research is focused on older adult populations as well as veterans. She is also continuing her research in teaching pedagogy, learning styles, and memory.

## TEACHING TAKE-OUTS

**BETHANY FLECK**, Metropolitan State University of Denver

Teaching takeout sessions present a series of short demonstrations and exercises within several different areas of psychology. The demonstrations are 10 minutes long and occur rapidly during the hour. The intention of the session is to give conference attendees quick and usable ideas that they can immediately implement in the classroom.

Online Discussion Boards for Meaningful Interaction (Instead of Superficial Busywork)

Naomi Jeffery Petersen, Central Washington University

Although online platforms provide fast and convenient access to information

and are technically able to facilitate interaction, the structure of assignments such as discussion boards can undermine engagement. Many students complain that required participation in discussion boards becomes trite and tedious, resulting in resentment toward the technology, the instructor and even their colleagues. One problem is the misuse of online learning platforms for holding students accountable for reading instead of exploiting its innovative features to develop a social network that enhances the learning environment in class as well as among students outside of class. Presented here are ways to minimize those disadvantages while developing a cohesive and cooperative culture. The success of social networks, e.g. Facebook, informs the practice illustrated here: Graphically displayed are key decisions that will “nudge” students into greater engagement, more thoughtful processing of ideas, and much higher levels of achievement. Specific assignment structures will be shared along with rubrics for assessment of course outcomes.

Naomi Jeffery Petersen, Associate Professor of Educational Foundations & Curriculum at Central Washington University, is a teacher educator with research interests in assessment, professional development, spatial awareness, and informal learning environments. Her background includes clinical and school counseling, and K12 classroom teaching.

## WHAT'S NORMAL, ANYWAY? AUTISM AND THE BAP IN THE CLASSROOM: TEACHING TO TODAY'S CHANGING LANDSCAPE OF COLLEGE STUDENTS

**DIANE SIMPSON BROWN**, Everett Community College

An estimated 50,000 adolescents with Autism Spectrum Disorder (ASD) turned 18 in 2012 in the United States, many of whom are currently attending college (Shattuck et al., 2012). This number is only likely to rise with broadening criteria, more diagnoses, and better services provided to children in the K-12 system. Research is also indicating a higher prevalence of the broad autism phenotype (BAP) among our population. The BAP exhibits personality traits, sensory sensitivity, and language characteristics much like ASD but outside the diagnostic criteria. These traits have become so common; it is probable that almost every class will have at least one person on or bordering the spectrum, if not several. As college instructors, we have noticed a gradual increase in autistic-like behaviors in our classrooms, but do not always know when a student has a diagnosis or not, how to handle the behavior, or whether the student would benefit from additional assistance or not. During this session, research on ASD prevalence in

college settings will first be presented along with potential issues for students on the spectrum. The presenter will then share strategies for working with this population as well as make recommendations for how psychology faculty can inform and train instructors in other departments of their campus who are less familiar with autism.

Diane Simpson Brown is a Professor of Psychology at Everett Community College in Everett, Washington. She received her Ed.D. in Developmental Studies and Counseling from Boston University in 2006. She has a MA in Human Services from the University of Northern Iowa and a BA in art and art history from the University of Washington. She taught psychology at Emerson College in Boston, and Lasell College in Newton, Massachusetts prior to joining the full-time faculty at Everett in 2008. Dr. Brown teaches General Psychology in addition to her specialty areas, Developmental Psychology, Human Sexuality, and Research Methods. She recently completed a graduate certificate in Autism Theory and Practice at the University of Washington in 2014. Her research on ASD has focused on the college population and specifically on faculty perceptions of autism and how to train and mentor faculty to effectively work with this growing population. Dr. Brown is also active with the Honors Council and has mentored undergraduate student honor's capstone projects studying autism and ASD therapies.

## PSYCHOLOGY IS ABOUT PEOPLE, FINALLY

**DANIEL CERVONE**, University of Illinois at Chicago

Forty years ago, Hans Eysenck proclaimed that “Psychology is about People.” It sounded good. But, as a description of the field at the time, the statement was not entirely correct; many branches of psychological science failed to address the fully-functioning, socially embedded person. Fortunately, times have changed. Today, advances throughout psychology – even in its biological subfields – are person-driven; that is, guided by questions about socially-contextualized, culturally-embedded, idiosyncratically-distinctive people. This talk illustrates this point through research examples and explores its implication for undergraduate instruction.

Daniel Cervone is Professor of Psychology at the University of Illinois at Chicago. He earned his B.A. at Oberlin College, majoring in mathematics and psychology, and his PhD from Stanford University, working with Albert Bandura. Dan conducts research primarily on social-cognitive systems in personality, including ongoing work on social-cognitive processes and student progress in STEM education. He has authored an introductory psychology text and both undergraduate and graduate-level texts in personality, and has co-edited



four volumes in personality science. Dan has served three times as Program Chairperson of the annual convention of the Association for Psychological Science, and was the U.S.-based Chairperson of the inaugural International Convention of Psychological Science.

## CONFERENCE COORDINATOR

**ANNE DURAN, PH.D.**, Professor of Psychology  
California State University, Bakersfield  
(661) 654-2298 / [aduran@csub.edu](mailto:aduran@csub.edu)

### **THANK YOU FOR ATTENDING!**

We hope to see you next year at  
The Twenty-Second Lewis M. Terman Western Regional Teaching Conference

Long Beach, California

Wednesday, April 27, 2016





# THURSDAY, APRIL 30

2015 WPA FILM FESTIVAL

**8:00 A.M. - 9:00 P.M. VERANDA D**

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| <b>TIME</b>                                  | <b>NAME OF FILM</b>               | <b>RUNNING TIME (IN MIN.)</b> |
|--|-----------------------------------|-------------------------------|
| <b>MORAL DEVELOPMENT</b>                     |                                   |                               |
| 8:00 a.m.                                    | Born to be Good                   | 51                            |
| <b>BULLYING</b>                              |                                   |                               |
| 9:00   | The Boy Game                      | 16                            |
| <b>COUPLES, RELATIONSHIPS, &amp; DIVORCE</b> |                                   |                               |
| 9:15   | Seeking Asian Female              | 53                            |
| 10:15  | Split: Divorce through Kids' Eyes | 28                            |
| <b>ADOPTION</b>                              |                                   |                               |
| 10:45  | Somewhere Between                 | 88                            |

## NEUROPSYCHOLOGY

|            |             |    |
|------------|-------------|----|
| 12:15 p.m. | Where am I? | 44 |
| 1:00       | Genetic Me  | 52 |

## TRAUMA & POST-TRAUMATIC STRESS DISORDER

|      |  |    |
|------|--|----|
| 2:00 | Homecoming: Conversations with Combat PTSD | 29 |
| 2:30 | When I Came Home                           | 70 |
| 3:45 | Land of Opportunity                        | 97 |

## ENCORE! ENCORE!

\*\*\*WINNERS OF THE 2014 WPA FILM FESTIVAL\*\*\*

|      |   |    |
|------|---|----|
| 6:45 | In the Shadow of the Sun                          | 85 |
| 8:15 | School's Out - Lessons from a Forest Kindergarten | 36 |

## THURSDAY-POSTER SESSION 1

**8:00-9:15 RED ROCK BALLROOM ABC**

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DEVELOPMENTAL PSYCHOLOGY I  
EDUCATION ISSUES

## POSTER SESSION 2

**9:30-10:45 RED ROCK BALLROOM ABC**

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SOCIAL/PERSONALTY I

## APA DISTINGUISHED SCIENTIST LECTURE

**10:00-11:00 RED ROCK BALLROOM GH**

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LANGUAGE FOR READING: LESSONS FROM THE CRIB

Presenter: Roberta Michnick Golinkoff, University of Delaware

Chair: Jennifer Rennels, University of Nevada, Las Vegas

### Synopsis

This talk describes the crucial role played by language development in learning to read. It describes six principles extracted from how language learning occurs in infancy that apply to how language is learned in classrooms.

## Biography

Roberta Michnick Golinkoff holds the Unidel H. Rodney Sharp Chair in the School of Education at the University of Delaware and is also a member of the Departments of Psychology and Linguistics. An author of twelve books and numerous professional articles, she founded and directs the Child's Play, Learning & Development Laboratory. She studies language development, spatial learning, and playful learning. The recipient of a prestigious John Simon Guggenheim Fellowship, a James McKeen Cattell Sabbatical award, the Urie Bronfenbrenner Award, and the James McKeen Cattell Fellow Award, she is frequently quoted in newspapers and magazines and has appeared on Good Morning America and many regional morning shows. Dr. Golinkoff also speaks at conferences and for organizations around the world about children's development.

Sponsored by the APA Science Directorate

## SYMPOSIUM

**10:00-11:00 RED ROCK BALLROOM F**

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### IMPEDIMENTS TO COLLEGE ATTENDANCE

Chair: Anne Duran, California State University, Bakersfield

#### Synopsis

Those who complete college earn an average of \$17,500 per year more than those who do not (Pew Research Center, 2013). However, college is not accessible to some, and not of interest to others. This symposium pulls together research addressing the accessibility of information about college for foster youth, the valuing (and de-valuing) of college by Latino males, and the attitudes about college held by non-attending people. Together, this research highlights some of the impediments of college attendance.

## POSTER SESSION 3

**11:00-12:15 RED ROCK BALLROOM ABC**

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HEALTH PSYCHOLOGY I  
STRESS & ANXIETY I

## SYMPOSIUM

**11:15-12:45 RED ROCK BALLROOM F**

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### NEW RESEARCH AND GROWTH IN CAREER OPPORTUNITIES FOR PSYCHOLOGY MAJORS

Chair: John M LaVelle, Claremont Graduate University

#### Synopsis

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

The main purpose of this symposium is to explore in some depth three areas where psychology majors seem to be in great demand. First, John LaVelle will explore new research and career opportunities in the growing domain of program development and evaluation. Second, Meghana Rao will explore how advances in the field of positive psychology are influencing how the positive psychology movement has focused on enhancing human strengths to achieve positive outcomes such as creativity, flow, and optimal performance and achievement in the workplace. Andrew de Jesus will discuss how he applies his knowledge of social psychology and research methods with the User Experience (UX) team at Blizzard Entertainment to create an immersive and exciting gaming experience for video game players. Stewart Donaldson will discuss some of the major trends and issues that emerge across these three presentations, and engage the audience in a question and answer session with the presenters.

## WPA DISTINGUISHED SPEAKER

**11:30-12:30 RED ROCK BALLROOM GH**

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### ARE YOU A RUBBER BAND OR SQUEEZED LEMON?: MAINTAINING RESILIENCE WHEN CARING FOR OTHERS

Presenter: Lynne Cripe, Director Resilience Services, The KonTerra Group

Chair: Jodie Ullman, California State University, San Bernardino

## Synopsis

Resilience is crucial when caring for others in a professional or personal capacity. The cost of compassionately engaging with others can tax our strength and vitality. Whether we work in a job that brings us face to face with the suffering of others or find ourselves with personal caregiving responsibilities, we benefit from intentional focus on resilience. Drawing on the science of resilience and experience working with international humanitarian aid organizations, this presentation will discuss key factors in maintaining resilience and practical applications of these ideas.

## Biography

Lynne Cripe is the Director of Resilience Services at The KonTerra Group, a consulting firm that specializing in providing support to clients that operate in high-stress environments. She is social psychologist with nearly 20 years experience in international relief and development. She has particular expertise in working with organizations and individuals to foster resilience in the face of challenges and crises and has consulted, facilitated and offered training related to stress, resilience and organizational development for a variety of organizations.

She spent the last 3 years serving as the Director of the USAID Staff Care Center in Washington, DC – a government contract managed by KonTerra and led by ADRVantage. – overseeing the provision of individual and organizational services for USAID employees and their families. She served as Director of Employee Engagement, Support & Communications at CARE USA and in several positions at USAID, including providing technical assistance pertaining to the psychosocial support of children affected by armed conflict, survivors of torture and disaster-affected communities.

Lynne earned a BA in Behavioral Studies from The Master's College and her PhD in Social Ecology from the University of California, Irvine. She was a Fulbright Scholar in the Philippines and has worked in more than 25 countries, primarily in high-risk environments.

## SYMPOSIUM

**11:30-1:00 RED ROCK BALLROOM D**

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STEREOTYPING AND EVALUATING GROUPS: ANTECEDENTS,  
CONSEQUENCES, AND IMPLICATIONS

Chair: Joseph A. Wagoner, Claremont Graduate University

## Synopsis

Groups exist for different reasons and serve various functions. Whether people consciously join groups to accomplish specific goals (e.g., non-profit organizations, academic institutions) or are apart of groups as a consequence of their biology (e.g., sex, race), the groups to which they belong influence how they are perceived. Regardless of the group, members will be stereotyped and evaluated by both in-group and out-group members and these evaluations will have a marked impact on both the individual and their group. Drawing from the stereotype content model (Fiske, Cuddy, Glick, & Xu, 2002), behavior of intergroup affect and stereotypes (BIAS) map (Cuddy, Fiske, & Glick, 2007), intergroup emotions theory (Mackie, Devos, & Smith, 2000), and social identity theory (Tajfel & Turner, 1979), this symposium examines the antecedents, consequences, and implications of stereotyping and evaluating groups. The symposium will begin with a brief background of stereotyping and evaluating groups by chair Joseph Wagoner.

## SYMPOSIUM

**11:30-1:00 RED ROCK BALLROOM I**

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### POSITIVE PSYCHOLOGY: EXAMINING GROWTH IN UNEXPECTED PLACES

Chair: Lynette H Bikos, Seattle Pacific University

## Synopsis

Positive psychology research focuses positive emotions, traits, and institutions. In this symposium, we assemble a series of research projects that examines strengths, virtues, and growth in not-so-positive contexts.

The first context is 25 women escaping “the life” of sex-trafficking. Drawing from the broaden-and-build theory of positive emotion the presenters will report the results of multiple regression analyses that evaluate gratitude and moral elevation (a) as predictors of well-being and (b) as moderating the negative effects of PTSD symptoms on subjective well-being. Results of a corresponding qualitative investigation will provide information about the sources of gratitude and moral elevation in the participants’ lives.

A state prison was the setting for a qualitative program evaluation of the Positive Re-entry in Corrections Program (PRCP). Participants were five incarcerated males, all who participated in PRCP workshops three and four years prior. Results



will be presented in three domains: (a) participants' personal experience with PRCP, (b) contextual factors to consider when implementing interventions in a prison setting, and (c) PRCP program development.

The "worst event of the week" was the context for evaluating the effects of gratitude on mood. Participants, 136 undergraduate students, completed 8 weekly surveys. Trends varied for differing levels of analysis. When an individual's level of state gratitude was higher relative to the sample, higher levels of gratitude were associated with higher levels of positive affect and lower levels of depression. When an individual's level of state gratitude was higher than what was typical of themselves, they also reported higher levels of positive affect, but no change in depression.

Our final investigation occurred in the lives of 100 undergraduate students who (a) experienced a campus shooting and (b) participated in international service learning (ISL). Trauma researchers and scholars of international service learning (ISL) have reported that trauma survivors and ISL returnees experience differing trajectories of stress and growth. In this investigation, calling/vocation was the longitudinal, dependent variable upon which a predictive model was developed. Researchers will report (a) pre and post-shooting trajectories, (b) the effects of trauma exposure during the ISL, and (c) the effects of person-level predictors.

## WPA PANEL SESSION

**11:30-12:30 VERANDA AB**

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### PAYING IT FORWARD: CREATING THE NEXT GENERATION OF SCHOLARS AND MENTORS

Chair: Kimberley J. Duff, Cerritos College

#### Synopsis

While it is recognized that mentoring is essential for academic and professional success, there are very few guidelines about how to foster and maintain a successful mentor-mentee relationship. At the undergraduate stage, mentorship is critical, as students often enter their first foray into careers in research, clinical and teaching. This panel will consist of three faculty members and three students, at various stages of their careers, who all have a mentor in common. The discussion will address how to develop and maintain a mentor relationship, the benefits of mentorship and the value of this relationship to the mentor. This panel is relevant to both faculty and students, and will provide practical tools to implement at your own institution. What is particularly unique about this panel is

that every member of the panel began their education at a community college and have benefitted from mentors, and in turn have become mentors themselves to students and junior faculty.

## POSTER SESSION 4

**12:30-1:45 RED ROCK BALLROOM ABC**

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COGNITIVE PSYCHOLOGY I  
HUMAN LEARNING I

## STATISTICS WORKSHOP 1

**12:30-2:30 RED ROCK BALLROOM E**

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### NOT YOUR GRANDMA'S TIME-SERIES ANALYSIS

Presenter: Barbara Tabachnick, California State University, Northridge

Chair: Chris Aberson, Humboldt State University

#### Synopsis

Time-series analysis is used when observations of the same response are made repeatedly, usually over 50 or more time periods. One goal in many research applications is to test the impact on the response to one or more interventions or naturally occurring events over the time span. This presentation will be a review and demonstration of ARIMA time-series modeling the easy way. Recent upgrades to IBM SPSS and SAS permit automatic identification of ARIMA models, circumventing the need for reading ACF and PACF plots (aka tea leaves) to figure out the appropriate model. After a review of the basics of ARIMA interrupted time-series analysis, some examples will be demonstrated, including a full-scale example using implementation of a dashboard into an educational computer game.

#### Biography

Barbara Tabachnick is Professor Emerita of Psychology at California State University, Northridge, and co-author with Linda Fidell of *Using Multivariate Statistics*, now in 6th edition, as well as *Experimental Designs Using ANOVA*. She is a graduate of UCLA, where her doctoral research in the psychophysics of value judgments was supported by a National Science Foundation Fellowship. She has published over 75 articles, chapters and technical reports and participated in over 50 presentations, many invited. During her 25 years at CSUN, she was

the “stat person” on over 100 thesis committees and chaired the General-Experimental Graduate Committee. She is a Fellow of WPA has attended most of the WPA conventions since 1971; in 2012 she received the WPA Lifetime Achievement Award. Between 1980 and 2000, she and Linda Fidell presented eight statistical workshops as WPA symposia and since that time she has been an active participant in the Statistics Workshop series. She currently consults in a variety of research areas and spends as much time as possible in her art studio.

Supported by the Science Directorate of the American Psychological Association

## WPA DISTINGUISHED SPEAKER

**1:00-2:00 RED ROCK BALLROOM GH**

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### RACIAL TRUST AND MENTORING

Presenter: Felicia Friendly Thomas, California State Polytechnic University, Pomona

Chair: Jennifer Rennels, University of Nevada, Las Vegas

#### Synopsis

Very few people argue against the essential role mentoring plays in facilitating academic success, especially among first-generation college students. As these learners become more diverse and campuses embrace their cultural differences, there is also little disputing that diversity among faculty and college administrators has not kept pace. As a consequence, cross-difference mentoring is inevitable, e.g., pairing mentors with mentees from a different ethnic or cultural background. Nevertheless, there is disagreement regarding the efficacy of cross-difference mentoring as compared to ethnically or culturally matched mentor-mentee pairings.

This presentation will discuss the debate regarding benefits and challenges of cross-difference mentoring for both faculty-student and faculty-faculty mentoring pairs. The role of trust in developing nurturing and meaningful mentor-mentee relationships will be highlighted. While no ideal model will be proposed for cross-difference mentoring, suggestions for establishing strong cross-difference alliances will be offered.

#### Biography

Felicia Friendly Thomas has been a Professor of Clinical Psychology at California State Polytechnic University – Pomona since 1982. She received her undergraduate degree from the University of South Carolina in 1974 and her Ph.D. from the

University of Southern California in 1978. Prior to Cal Poly, she worked at the Fernald Center at UCLA and taught at the University of Houston – Clear Lake City campus, California State University – Dominguez Hills, and Alvin Community College in Texas. Having experienced school desegregation in the South firsthand as a young child in the 1960's, her specialties have included child and multicultural psychology. Dr. Friendly Thomas also co-founded and served for 25 years as Clinical Director of the Cal Poly – Ennis W. Cosby Child and Family Services Friendmobile Program, a counseling center “on wheels” alternatively funded by the U.S. Department of Education, the Los Angeles County Department of Education, the Mark Taper Foundation, and the Ronald McDonald's Children's Charities. She has worked consistently with the McNair Scholars Mentoring Program since its inception at Cal Poly in 1999, and her undergraduate mentee from Cohort 1 was the first Cal Poly Scholar to receive a Ph.D. Dr. Friendly Thomas is a past Malone Fellow with the National Council on U.S. – Arab Relations.

## STP SESSION ON UNDERGRADUATE EDUCATION

**1:00-2:30 RED ROCK BALLROOM F**

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### ADVOCATING FOR UNDERGRADUATES: A REPORT FROM THE STP PRESIDENTIAL TASK FORCE

Presenters: Paul Hettich, DePaul University & Steve T Barney, Southern Utah University

Chair: Heidi Riggio, California State University, Los Angeles

#### Synopsis

Approximately 109,000 psychology majors received a baccalaureate degree in 2011-2012 (NCES, 2013), but only 20-24% of psychology graduates attend graduate school in psychology (APA, 2014). Presumably, most of the remaining graduates enter the workforce. STP President Landrum established the National Advocacy for Psychology Undergraduates Task Force and encouraged its members to explore the needs of the vast population of psychology majors and identify ways to better serve all psychology undergraduates and baccalaureates.

During 2014, the task force met monthly via conference call and focused efforts on the development, administration, and analysis of separate surveys to students and faculty regarding the needs of and resources for psychology majors. After reviewing the extant literature we constructed two surveys, one

designed for psychology department chairs asking about available resources for undergraduates, and the other for the students asking about their knowledge of available resources and the types of resources that would be helpful to them. We recruited participants via the STP list-serve and through snowball and convenience sampling. Our results revealed a disconnect between the support and advocacy services available and students' expressed needs expressed in several areas. We plan to discuss our findings, and review a set of recommendations the Task Force has made to President Landrum. The recommendations of the task force address a variety of remedies and will be discussed interactively.

## PAPER SESSION

**1:15-2:15 RED ROCK BALLROOM I**

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SOCIAL/PERSONALITY 1

## WPA DISTINGUISHED SPEAKER

**1:30-2:30 RED ROCK BALLROOM D**

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INTERVENTION DEVELOPMENT AND EVALUATION WITH  
SUBSTANCE USING HOMELESS YOUTH: PROMISING BUT  
UNFINISHED

Presenter: Natasha Slesnick, The Ohio State University

Chair: Brad Donohue, University of Nevada, Las Vegas

### Synopsis

Runaway and homeless youth, between the ages of 12 to 24 years, are considered one of society's most vulnerable populations. These youth have especially high rates of problem alcohol and drug use, ranging from 70-95% among samples, as well as high rates of physical and mental health problems and HIV risk. Because many substance using homeless youth are alienated from institutional supports and receive limited, episodic and fragmented access to health care and prevention/intervention services (Woods et al., 2002), identifying effective interventions and strategies to end homelessness and its associated problems is of paramount importance. However, little such work has been completed. The lack of research to guide practice and policy contributes to the continued marginalization of this population. Efforts to identify efficacious treatment approaches for runaway and homeless youth will be discussed, along with the unfolding of answers leading to new questions. While the research to date is promising, and provides some guidance to providers and researchers, much remains unknown.

## Biography

Natasha Slesnick, Ph.D. is a licensed clinical psychologist and professor of Human Development and Family Science in the Department of Human Sciences at The Ohio State University. She has focused her research attention on homeless populations, especially in the realm of intervention development and evaluation for youths and families. Several of her randomized clinical trials have evaluated the impact of substance abuse treatments and HIV prevention on client outcomes over time. In particular, she has evaluated and refined an ecologically-based family systems intervention for shelter-recruited runaway adolescents and their families. Also, individual-focused interventions such as Motivational Interviewing, the Community Reinforcement Approach and Strengths-Based Case Management, were tested for street-recruited homeless adolescents and young adult substance users. Dr. Slesnick has opened two homeless youth drop-in centers, one in Albuquerque, New Mexico and one in Columbus, Ohio, and seeks to improve community level programming to better serve the needs of homeless youth.

## POSTER SESSION 5

**2:00-3:15 RED ROCK BALLROOM ABC**

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SENSATION & PERCEPTION, BRAIN, NEUROPSYCHOLOGY, ANIMAL BEHAVIOR

## SYMPOSIUM

**2:30-3:45 RED ROCK BALLROOM I**

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FOR THE THRILL OF IT: RISK TAKING AND PSYCHOPATHOLOGY

Chair: Meghan E Pierce, University of Nevada, Las Vegas

## Synopsis

This symposium will focus on risk taking and its relationship to different types of psychopathology. During the first presentation, Bradley Conner will discuss personality and temperament factors as predictors of engagement in risky behavior. The second presenter, Stephen Benning will present data from two studies that suggest that individuals with psychopathic traits are more sympathetically aroused by risky scenarios and the judgments they make about them. In addition, he will discuss the findings that they are less reactive to the negative consequences in taking behavioral risks. The third presentation by Laurel Pritchard will discuss sensation seeking in animal models of vulnerability

to substance abuse. Lastly, Meghan Pierce will discuss how preference for high-risk professions (e.g., military involvement) may contribute to development of posttraumatic stress disorder and how these military experiences lead to dysregulation in the hypothalamic-pituitary-adrenal axis.

## WPA DISTINGUISHED SPEAKER

**2:45-3:45 RED ROCK BALLROOM GH**

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### THE FUTURE OF HIGHER EDUCATION: PLAYING SOON AT A CLASSROOM NEAR YOU

Presenter: Diane F. Halpern, Minerva Schools at KGI

Chair: Jodie Ullman, California State University, San Bernardino

#### Synopsis

The future of higher education has been hyped as redefined, reinvented, re-imagined and revolutionary. In this case, the hype may be justified. Increasing demand for high quality education, new understanding about how people learn, and galloping advances in technology that exceed what most of us could have imaged only a few years ago have led to the creation of new ways of teaching and learning. Knowledge is now distributed in multiple places that are accessible in a few mouse clicks, a fact that raises many questions: Do our old models of higher education still make sense? How can we maintain the interpersonal connectiveness that occurs when people come together in a common space when class is held in multiple places around the world? What would higher education look like if WE could design a new system that takes advantage of new technology and realities of life in the 21st century?

#### Biography

Diane F. Halpern is Dean of Social Sciences at the Minerva Schools at KGI. She is a past-president of WPA and APA. Diane's recent books include *Thought and Knowledge: An Introduction to Critical Thinking* (5th ed.), *Sex Differences in Cognitive Abilities* (4th ed), and *Women at the Top: Powerful Women Tell Us How to Combine Work and Family* (with Fanny Cheung).

## PAPER SESSION

**2:45-3:45 RED ROCK BALLROOM D**

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### CLINICAL PSYCHOLOGY I

## PAPER SESSION

**3:00-3:45 RED ROCK BALLROOM E**

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CHILD AND ADOLESCENT RESEARCH

## POSTER SESSION 6

**3:30-4:45 RED ROCK BALLROOM ABC**

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CLINICAL PSYCHOLOGY 1

## WPA DISTINGUISHED SPEAKER

**4:00-5:00 RED ROCK BALLROOM GH**

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THE NEW STATISTICS AND OPEN SCIENCE: ESTIMATION FOR BETTER RESEARCH

Presenter: Geoff Cumming, Emeritus Professor, School of Psychological Science, La Trobe University, Melbourne, Australia

Chair: Mark Ashcraft, University of Nevada, Las Vegas

### Synopsis

The replicability crisis and increasing dissatisfaction with current statistical practices mean that, after decades of debate, change is now happening: The APA Publication Manual recommends basing interpretation of results on point and interval estimates, and Psychological Science from January 2014 has embraced the new statistics and is promoting open-science practices. The first step is to move, whenever possible, beyond null hypothesis significance testing (NHST). I will explain why NHST is so poor and the new statistics so much more informative. I will describe strategies for using confidence intervals and meta-analysis, and will discuss, from an estimation perspective, the current hot topic of ‘false positive psychology’—why so many published findings do not replicate, and what psychology should do about the problem. I will use ESCI simulation software to illustrate concepts. There is more information at [www.thenewstatistics.com](http://www.thenewstatistics.com) and in my Psychological Science article on open access at <http://tiny.cc/tnswhyhow>

### Biography

After a first degree at Monash University, Melbourne, in statistics, Geoff



Cumming completed his DPhil in experimental psychology at Oxford on a Rhodes Scholarship. He worked at La Trobe University until retirement in 2008, as emeritus professor. His research ranged from beginning reading to bushfire decision making, and intelligent tutoring to statistics education. He served on the Statistics Working Party that advised on revised statistical guidelines in the APA Publication Manual. His book *Understanding the New Statistics: Effect Sizes, Confidence Intervals, and Meta-Analysis* was published by Routledge in 2012. Routledge will shortly publish his introductory new-statistics textbook. He enjoys cycling, word games, house renovation, and spending time with his six grandchildren.

## STP SYMPOSIUM

**4:00-5:30 RED ROCK BALLROOM D**

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### THE LAST LECTURE

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

#### Synopsis

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

#### Presenters

THERE ARE NOT TWO SIDES TO EVERY ISSUE, Howard S. Friedman (University of California, Riverside)

HOW TO MAKE A DIFFERENCE, Terry Cronan (San Diego State University)

IT'S GOOD TO KEEP AN OPEN MIND, BUT NOT SO OPEN THAT YOUR BRAIN FALLS OUT, Robert Levine (California State University, Fresno)

#### Biographies

Howard S. Friedman is Distinguished Professor of Psychology at the University of California, Riverside, and the incoming President of the WPA. For his work on “changing how we think about the nature of health,” and on disease-prone and self-healing personalities (terms he coined), he received the career James McKeen Cattell Award from the APS, and the Outstanding Contributions

to Health Psychology award from the APA. Devoted also to teaching, he has received most recently, the Elizabeth Hurlock Beckman prize, for “inspiring students to make a difference in the community.” The author of a leading textbook on Personality, he has also received UCR’s Distinguished Teaching Award, the UCR Award for Excellence in Undergraduate Mentoring, and the WPA Outstanding Teaching award. His newest book is *The Longevity Project: Surprising Discoveries for Health and Long Life from the Landmark Eight-Decade Study*. Co-authored by his former PhD student Leslie Martin, this book is used as supplementary reading in many psychology courses and has won worldwide recognition, including first place in the “Wellness” category in the Books for A Better Life awards and was one of ten books on J. P. Morgan’s Annual Summer Recommended Reading List, and an Editor’s Pick by the journal *Nature*.

Terry Cronan is Professor of Psychology at San Diego State University. Dr. Cronan earned her B.A. and M.A. degrees in psychology at San Diego State University, and completed her doctoral studies at Michigan State University. Professor Cronan has received over twelve million dollars in grant funding over the years, published 80 articles in peer-reviewed journals, and authored over 300 conference presentations, almost all of them with student co-authors. She has taken hundreds of students to WPA, where several have won awards. Professor Cronan has been recognized for her outstanding teaching and mentoring with multiple awards: the National Institute of Mental Health Wayne S. Fenton Undergraduate Research Educator Award, outstanding faculty member in the Psychology Department (seven times), the Mortar Board Award for outstanding scholarship, leadership, and service (seven times), and the SDSU Alumni Distinguished Faculty Award.

Robert Levine is a Professor of Psychology and former Associate Dean of the College of Science and Mathematics at California State University, Fresno. He has served Visiting Professorships at Universidade Federal Fluminense in Brazil, Sapporo Medical University in Japan, Stockholm University in Sweden and, most recently, as a Fellow in the Institute of Advanced Study at Durham University in the UK. He is a former President of the Western Psychological Association, an awardee of its Outstanding Teacher award and a Fellow in the American Psychological Association. His books include *A Geography of Time* and *The Power of Persuasion: How We’re Bought and Sold*. His latest book, *Possible Selves*, will be published next year by Princeton University Press.

WPA RECEPTION AND SOCIAL HOUR  
**5:30-6:30 VERANDA F & FOYER**

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# WPA DISTINGUISHED SPEAKER

**7:00-8:00 RED ROCK BALLROOM GH**

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## EMPATHY: COMPONENTS, CAUSES, AND CONSEQUENCES

Presenter: Jamil Zaki, Stanford University

Chair: Stephen Benning, University of Nevada, Las Vegas

### Synopsis

Empathy—people’s sharing and understanding of each others’ emotions—is a powerful psychological force that can support positive social behaviors such as prosociality and social bonding. However, the idea that empathy always helps people help each other is simplified and outdated. Here I add nuance to the discussion of empathy and prosociality, by exploring three emerging points in the science of this phenomenon. First, empathy comprises multiple related but distinct components, including sharing, understanding, and caring about others’ emotions, and these components might predict prosocial behavior in different contexts. Second, people do not always experience empathy in the face of others’ emotions. Instead, they respond to motives that cause them to approach or avoid empathizing with others’ emotions. Third, empathy often produces positive consequences not only for the recipients of help, but also for empathizers themselves.

### Biography

Jamil Zaki is an assistant professor of psychology at Stanford University. His research examines the neural bases of social cognition and behavior: and especially how people understand and respond to each other’s emotions. This work spans a number of domains, including empathy, social influence, and prosocial behavior (see [ssnl.stanford.edu](http://ssnl.stanford.edu) for details).

Dr. Zaki received his BA in cognitive neuroscience from Boston University and his PhD in psychology from Columbia University, and conducted postdoctoral research on altruism and prosocial behavior at the Harvard Center for Brain Science. He has received research and teaching awards from the Society for Personality and Social Psychology, the Cognitive Neuroscience Society, the Society for Neuroscience, the American Psychological Association, the Association for Psychological Science, Autism Speaks, Harvard University, and Stanford University, and has received funding from NIMH, NSF, DARPA, The Robert Wood Johnson Foundation, Google, and the Templeton Foundation. In addition to his academic work, Dr. Zaki is active in outreach and public communication of science, and founded the science communication platform The People’s Science ([www.thepeoplescience.org](http://www.thepeoplescience.org)).



# FRIDAY, MAY 1

## 2015 WPA FILM FESTIVAL

**8:00 A.M. – 5:00 P.M. VERANDA D**

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| <b>TIME</b>   | <b>NAME OF FILM</b>                    | <b>RUNNING TIME (IN MIN.)</b> |
|---|--|-------------------------------|
| <b>DEPRESSION &amp; SUICIDE</b>                         |  |                               |
| 8:00 a.m.   | El Huaso: The Last Rodeo               | 78                            |
| 9:30  | The Dark Side of a Pill                | 59                            |
| <b>PSYCHOPATHOLOGY &amp; THERAPY</b>                    |  |                               |
| 10:30   | The Naked Room                         | 67                            |
| 11:45   | Red to White – A Family Member’s Story | 11                            |
| <b>GAY, LESBIAN, BISEXUAL, &amp; TRANSGENDER ISSUES</b> |  |                               |
| 12:00 p.m.  | Alfredo’s Fire                         | 39                            |
| 12:45   | Romeo Romeo                            | 80                            |
| 2:15  | Madame Phung’s Last Journey            | 87                            |
| 3:45  | Lucky                                  | 7                             |

## FRIDAY-POSTER SESSION 7

**8:00-9:30 RED ROCK BALLROOM ABC**

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PSI CHI AND PSI BETA POSTER AND FEEDBACK SESSION

## SYMPOSIUM

**8:00-9:30 RED ROCK BALLROOM I**

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### MANDATORY SEXUAL ASSAULT TUTORIALS: LEARNING FROM STUDENT VOICES

Chair: Christine Fiore, University of Montana

#### Synopsis

Sexual Violence on College Campus's is an ongoing and significant concern illustrated most recently in repeated media coverage, and the White House call for action twice in the past year. Research of college student risk for victimization has identified that one in five women will experience a attempted or completed rape while in school and that women are three to four times more likely than their non-college peers to experience sexual assault while attend college. Studies have also identified that approximately 10% of men are at risk for sexual assault. Mandatory sexual assault tutorials have been recommended by the Department of Justice and the Office of Civil Rights as one mechanism for education on sexual violence for college students. The University of Montana developed and implemented Personal Empowerment Through Self Awareness (PETSAs) in August 2012 as a requirement for all students in attendance at the University. One component of the tutorial is a voluntary survey for student feedback. This symposium qualitatively examines the student feedback responses to this tutorial and it's implementation in several different ways: 1) PETSAs Version 1: Learning from Commentary of over 2000 students; 2) Comparison of PETSAs-1 and PETSAs-2: Did Modification Produce Different feedback? ; 3) Gendered Responses to PETSAs: What Do They Tell Us? ; and 4) Gendered Defensiveness of Women: How do we Enhance Prevention Programming? All studies examine the voluntary feedback for qualitative themes using NVIVO-10 to provide insight into the experiences of college students who are required to take a tutorial. Each presentation makes an effort to examine the feedback for what it tells us about mandatory sexual assault training efforts, as well as what we can learn from student viewpoints on this issue, and how we can utilize this information to guide future education and prevention efforts.

## SYMPOSIUM

**8:00-9:00 RED ROCK BALLROOM F**

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### YOUTH PURPOSE: NEW METHODS FOR ASSESSMENT

Chair: Kendall Cotton Bronk, Claremont Graduate University

#### Synopsis

A growing body of theoretical and empirical research confirms that individuals with a purpose in life are poised to thrive; however research on the construct has been held up by the lack of appropriate assessment tools. Existing survey and interview methods are few and far between, and many only assess some aspects of the multifaceted construct. This symposium will feature new measures of purpose that assess the construct in more varied and complete ways.

## SYMPOSIUM

**8:00-9:30 VERANDA AB**

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### SCIENTIFIC ADVANCES IN POSITIVE PSYCHOLOGY

Chair: Stewart I. Donaldson, Claremont Graduate University

#### Synopsis

Since the original call by Seligman and Csikszentmihalyi (2000) for a new science of happiness, excellence, and optimal human functioning, there has been an explosion of activity in, acclaim for, and criticism of positive psychology. Positive psychology was founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play. Recent systematic reviews of the scientific literature have demonstrated that over 18,000 PsycINFO® documents are linked to topics in positive psychology showing its growth and impact (Rusk & Waters, 2013), and that positive psychology is a vibrant sub-area within the broader discipline of psychology, committed to using the same rigorous scientific methods as other sub-areas (Donaldson, Dollwet, & Rao, 2014). The purpose of this symposium is to summarize some of the major theoretical advances, to discuss methodological and measurement advances and challenges, to illustrate some of the most promising applications, and to explore career opportunities in this growing area of psychology.

The session will be opened by the chair, Stewart Donaldson, who will provide a brief overview of the major achievements and criticisms of positive psychology.

Next, Meghana Rao and Kathryn Doiron will analyze the strengths and weaknesses of the theoretical and conceptual models that have emerged from the positive psychology movement over the past decade. Matthew Galen and Courtney Ackerman will then discuss the major methodological and measurement advances and challenges to the scientific work in positive psychology. Stewart Donaldson will present the final paper which will focus on the most promising evidence-based applications with a special emphasis on optimal organizational functioning, and explore potential career opportunities in the emerging area of positive psychology. Donaldson will also serve as discussant and highlight the major trends and issues that emerge across these three presentations, and engage the audience in a question and answer session with the presenters.

## PAPER SESSION

**8:15 - 8:45 VERANDA C**

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PSYCHOPHARMACOLOGY RESEARCH

## PAPER SESSION

**8:15 - 9:15 VERANDA E**

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COGNITION AND PERCEPTION

## STATISTICS WORKSHOP 2

**8:30-10:30 RED ROCK BALLROOM E**

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THE NEW STATISTICS AND OPEN SCIENCE IN PRACTICE:  
ESTIMATION, META-ANALYSIS, AND RESEARCH INTEGRITY

Presenter: Geoff Cumming, La Trobe University Australia

Chair: Dale E. Berger, Claremont Graduate University

### Synopsis

In my main talk on Thursday I introduced the new statistics and explained why a shift from null hypothesis significance testing (NHST) to the new statistics is highly desirable. I also described the need for open-science practices and improved research integrity. In this workshop I will discuss and demonstrate a range of practical strategies for using the new statistics in a range of situations with a range of measures. I will also discuss how open-science practices can be



used to achieve improved research integrity. I will make extensive use of ESCI software, which is on open access from [www.thenewstatistics.com](http://www.thenewstatistics.com)

### Biography

After a first degree at Monash University, Melbourne, in statistics, Geoff Cumming completed his DPhil in experimental psychology at Oxford on a Rhodes Scholarship. He worked at La Trobe University until retirement in 2008 as emeritus professor. His research ranged from beginning reading to bushfire decision making, and intelligent tutoring to statistics education. He served on the Statistics Working Party that advised on revised statistical guidelines in the APA Publication Manual. His book *Understanding the New Statistics: Effect Sizes, Confidence Intervals, and Meta-Analysis* was published by Routledge in 2012. Routledge will shortly publish his introductory new-statistics textbook. He enjoys cycling, word games, house renovation, and spending time with his six grandchildren.

Supported by the Science Directorate of the American Psychological Association

## SYMPOSIUM

**8:30-9:45 RED ROCK BALLROOM GH**

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### STIGMA ATTRIBUTIONS—REPLICATION AND EXPANSION 27 YEARS LATER

Chair: Allison A Vaughn, San Diego State University

#### Synopsis

Weiner, Perry, and Magnusson's seminal study on attributions of stigma has been cited almost 500 times since its publication in 1988. Even though our knowledge of the cause of disease and disability has grown, stigma still exists. In this symposium, we replicated and expanded this literature. We used the 10 stigmas (mental-behavioral and physical) from the original study and we added six more (representing common mental-behavioral and physical stigmas). In the first paper, we examine the combination of stigmas using cluster analysis. We found that instead of dichotomizing stigmas into either mental-behavioral or physical, attributions of controllability and stability together resulted in four distinct clusters. In the second paper, we examine how information about responsibility (i.e., whether the person was responsible or not for stigma onset) plays a role in causal attributions, emotional responses, and helping behaviors. Responsibility information led to greater attributions of controllability, less positive emotions, and less help compared to non responsibility information. More interestingly, the no-information control condition was similar to the responsibility information

condition in stigmas that fell into the controllable clusters whereas the control condition was similar to the not responsible information condition in stigmas that fell into the uncontrollable stigmas. In the third paper, we examined familiarity with stigmas by asking participants if they personally had or knew someone with each of the stigmas. Contrary to hypotheses and an extensive literature, we found that familiarity did not predict attributions of controllability, stability, emotional responses, or helping behaviors. In the fourth paper, we tested the generalizability of these effects. We recruited two samples: one was a college sample from a psychology participant pool while the other was an online adult sample from Amazon's Mechanical Turk (MTurk). We found some main effects of sample as well as some Information X Sample interactions. Simple effects tests revealed that counter-intuitive information about responsibility was more salient for one group than another, but that this differed by stigma. Discussion will focus on the relative stability of these findings over time, directions for future research, and implications of these findings for stigma reduction campaigns.

## COUNCIL OF UNDERGRADUATE PSYCHOLOGY PROGRAMS (CUPP) SYMPOSIUM

**8:30-9:30 RED ROCK BALLROOM D**

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INVOLVING UNDERGRADUATE STUDENTS IN DEPARTMENTAL ASSESSMENT, TEACHING, MENTORING, RESEARCH, AND SERVICE

Chair: Ayesha Shaikh, Whittier College & Khanh Bui, Pepperdine University

### Synopsis

Undergraduate students are eager for experiences that will translate into practical skills that they can develop to make themselves marketable for an increasingly competitive job market or graduate admissions process. Faculty members in undergraduate psychology programs are often pulled in many different directions to accomplish their responsibilities of teaching, advising/mentoring, research, and service. This symposium will examine how faculty are able to meet the demands of their varied roles while also providing opportunities for the involvement of undergraduate students as collaborators.

The symposium will begin with a presentation from Khanh Bui of Pepperdine University with a focus on using undergraduates as collaborators in the assessment process. The next presentation by Christina Scott, Kayoko Okada, Eesha Jagtap, and Janet Sojka from Whittier College will focus on how undergraduates can be utilized as collaborators in the teaching and mentoring process. Finally, Ayesha Shaikh, Lorinda Camparo, Joanne Hash, and Ameena Ahmed from Whittier

College will discuss how involving undergraduate collaborators in research and service experiences can benefit the students, faculty, and others.

## PAPER SESSION 9:00-9:45 VERANDA C

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EDUCATION ISSUES I

## SYMPOSIUM

9:15 -10:45 RED ROCK BALLROOM F

NEWLY FOUND RELATIONSHIPS: THE IMPACT OF  
COMMUNICATION TECHNOLOGIES ON HUMAN BEHAVIOR,  
THOUGHTS AND MOODS

Chair: Nancy A. Cheever, California State University, Dominguez Hills

### Synopsis

The relationship between modern technology use and the human condition is an exciting new field of psychological inquiry. The manner in which people interact with computers, the Internet, smartphones, social media and other new communication technologies and the psychological consequences of these interactions has revealed adverse effects that require comprehensive, ongoing research to completely understand. This symposium, presented by members of the George Marsh Applied Cognition Laboratory at California State University, Dominguez Hills, contains research on new communication technology use and people's thoughts, behaviors, and moods, and presents follow-up studies on multitasking preferences, and uses and attitudes of text messaging in the classroom.

Our first presenter, Kristin Peviani, discusses her research on Facebook use. The study examines self-evaluative qualities, sleep patterns and social media consumption that may increase or decrease an individual's likelihood of becoming depressed. The next study, by Abraham Ruiz, examines the relationship between text messaging and test scores among students in a classroom. Next, Aimee Miller presents her study on how executive dysfunction and media consumption relates to Internet addiction. Our fourth presenter, Claudia Aguilar, will discuss her research on narcissism and the posting of criminal and other illicit activities on Facebook. Finally, Jeff Rokkum will discuss multitasking behavior and preferences among different generations.

## POSTER SESSION 8

**9:45-11:00 RED ROCK BALLROOM ABC**

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POSITIVE PSYCHOLOGY  
SOCIAL/PERSONALTY 2

## PT@CC TEACHING ADDRESS

**9:45-10:45 RED ROCK BALLROOM D**

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TEACHING ONLINE: TOOLS FOR CREATING COMMUNITY &  
BUILDING STUDENT SUCCESS

Presenter: April Kindrick, South Puget Sound Community College

Chair: Vivian McCann, Portland Community College

### Synopsis

Many students have difficulty navigating the world of online learning and often feel detached from their classmates and instructors. Class structure, discussion forums, announcements and individual feedback are excellent sources for guiding students towards a successful learning experience and building a learning community. I will share how I have used these resources in my online courses and invite you to bring some of your own ideas to share.

### Biography

April Kindrick has been teaching Psychology courses since the fall of 1999 and is the author of the site [sunshineinapril.com](http://sunshineinapril.com). She graduated from the University of Florida with a B.S. degree in Health Science Education and from Chapman University with a M.A. in Psychology: Marriage, Family and Child Counseling. She started teaching online in the fall of 2009 and discovered she loved teaching in this format. April's goal is to offer coursework that allows her students to explore the field of psychology while holding them accountable for high standards towards achievement.

## SYMPOSIUM

**9:45-11:15 VERANDA AB**

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SUBSTANCE MISUSE: MEASUREMENT AND PREDICTION

Chair: Candice D Donaldson, Claremont Graduate University

## Synopsis

Considering the personal, social, and financial costs of licit and illicit substance misuse, the symposium seeks to isolate risk factors and enhance the efficacy of prevention efforts through measurement and prediction. The presentations cover a variety of psychoactive substances ranging from alcohol to prescription stimulants to drug injection. The first presentation details a study designed to identify the factorial representation of days that constitute weekday versus weekend drinking. Applying confirmatory factor analysis and item response theory, results underscore that certain days tend to have similar patterns of consumption and that Sunday drinking captures item characteristics of both weekday and weekend drinking. Presentation 2 uses discriminant function analysis to test the standard operational definition of “binge drinking” (consuming at least 5 drinks for males or 4 drinks for females in a single occasion). Results provide theoretical and practical insights concerning the construct validity of this 5/4 definition in successfully classifying nondrinkers, moderate drinkers, and binge drinkers. Presentation 3 applies the framework of alcohol myopia theory to develop and validate the Alcohol Myopia Scale containing the three dimensions of relief, self-inflation, and excess. Estimated with exploratory and confirmatory factor analysis, its psychometric properties and utility in measuring the cognitive distorting effects of intoxication are emphasized. Presentation 4 centers on prescription stimulant misuse among college students and shows that vested interest moderates the relationship from both attitudes and expectancies on intentions. Findings add to the expectancy literature and indicate that measuring subjective vested interest in addition to expectations can vastly increase predictive strength. Presentation 5 focuses on the prediction of risky drug injection by examining relationships among perceptions of injection drugs, contracting HIV, unsafe injection practices, and the potential moderating effects of demographic factors. Findings demonstrate the importance of understanding a target population for prevention efforts. Through this panel, the presenters demonstrate how advanced statistical techniques, multiple methods of assessment, and theory-driven approaches may enhance our overall understanding of substance misuse.

## WPA DISTINGUISHED SPEAKER

**9:45-10:45 RED ROCK BALLROOM I**

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### PARENT-CHILD INTERACTION THERAPY: TREATMENT OUTCOMES AND IMPLEMENTATION TO COMMUNITY MENTAL HEALTH SETTINGS

Presenter: Anthony J. Urquiza, CAARE Center/PCIT Training Center; UC Davis Children's Hospital

Chair: Brad Donohue, University of Nevada, Las Vegas

### Synopsis

This presentation will discuss Parent-Child Interaction Therapy (PCIT) as a mechanism for the development of practices to effectively implement mental health services. This will include a brief overview of the essential components of PCIT, how these components lead to positive dyadic client outcomes, and how these same components can frame effective implementation strategies for other empirically supported treatments. Demonstration of these strategies will be provided through videotapes, internet resources, and access to all PCIT training materials. Finally, information will be provided about policy changes related to implementation of mental health treatments.

### Biography

Dr. Anthony Urquiza is a clinical psychologist, Professor in Pediatrics at UC Davis Children's Hospital, and Director of both the CAARE Center and the UC Davis PCIT Training Center. He earned undergraduate and graduate degrees at the University of Washington; and completed an internship at Primary Children's Medical Center in Salt Lake City, Utah. The CAARE Center provides medical evaluations, psychological assessments, and a range of mental health treatment services primarily for abused and neglected children. He is a nationally recognized expert in the areas of trauma, child maltreatment, mental health treatment for victims of interpersonal violence, and the implementation of mental health interventions.

## SYMPOSIUM

**9:45-10:45 VERANDA E**

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### MENTAL-HEALTH ISSUES AMONG LATINO/A COLLEGE STUDENTS

Chair: Elizabeth D Cordero, San Diego State University - Imperial Valley

### Synopsis

Substance use, unhealthy eating patterns, body dissatisfaction, and trauma exposure are phenomena frequently experienced by college students. These problems jeopardize college students' academic success, endanger physical and mental health, and detract from overall quality of life. Although recent years have seen a rise in research about these topics among college students who identify as Latino/a, much is still unknown related to the prevalence of these issues or how these issues relate to one another in the Latino/a college population. Moreover, there remains a paucity of knowledge about the roles both acculturation and enculturation play in the impact of these issues on Latino/a

college students' health and wellbeing. Acculturation refers to how oriented a person from a minority group is toward a majority group's culture, whereas enculturation refers to how oriented a person from a minority group is toward the minority group's culture. Acculturation and enculturation are conceptualized to be orthogonal constructs and it is unclear how either process might serve as a risk or protective factor for Latino/a college students with respect to substance use, unhealthy eating patterns, body dissatisfaction, and trauma exposure. The purpose of this symposium is to examine the prevalence of and relationships between substance use, unhealthy eating patterns, body dissatisfaction, trauma exposure, acculturation, and enculturation among Latino/a college students. The first paper investigates trauma exposure and rates of alcohol and marijuana use among male Latino college students. The second paper focuses on self-perceived weight problems, depression, and emotional eating among female Latina college students. The third paper is a study of sexual assault, body dissatisfaction, and emotional eating among male Latino college students. All three papers integrate discussion and analysis of acculturation and enculturation processes, as well.

## WPA DISTINGUISHED SPEAKER

**10:00-11:00 RED ROCK BALLROOM GH**

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### ADAPTATION AND THE PHENOMENOLOGY OF PERCEPTION

Presenter: Michael A. Webster, University of Nevada, Reno

Chair: Russell T Hurlburt, University of Nevada, Las Vegas

#### Synopsis

To what extent do individuals have shared or unique perceptual experiences? The answer partly depends on whether they have been exposed and thus adapted to similar environments. This talk will explore how vision is adapted to natural and social environments and how this profoundly influences many important perceptual judgments, from color to face recognition.

#### Biography

Michael Webster is a Foundation Professor of Psychology at the University of Nevada, Reno and Director of the Center for Integrative Neuroscience (an NIH COBRE award). He received his PhD at UC Berkeley and was a postdoctoral fellow at the University of Cambridge before coming to Reno in 1994, where his research on visual perception has been continuously funded by the National Eye Institute.

## PAPER SESSION

**10:00-10:45 VERANDA C**

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EDUCATION ISSUES 2

## WPA DISTINGUISHED SPEAKER

**11:00-12:00 RED ROCK BALLROOM D**

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TECHNOLOGICAL CHANGE: EVERYTHING THAT IS OLD IS NEW AGAIN

Presenter: Sue Frantz, Highline College

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

### Synopsis

Do you sometimes find yourself missing the days when it was just you and your chalkboard? Are you feeling like just when you've caught up on the latest technology you're already behind? Social media, mobile technology, blogs, MOOCs, the 'flipped' classroom. With the deluge of information poured upon us daily, information literacy is more important now than ever before, we are told. It is easy to get caught up in the whirlwind of it all (to mix my nature metaphors) and feel buffeted about. Sit back, relax, and let's look at all of this technological change through a different lens, a lens that will make even the most die-hard Luddites feel much more technologically savvy.

### Biography

At Highline College near Seattle, Sue Frantz is working on her third decade in the college classroom. Throughout her career, she has been an early adopter of new technologies in which she saw pedagogical potential. She created the first web page for her students in 1995. By the mid '90s, she was presenting on (then) cutting edge technologies such as using email discussion groups to foster student engagement and interaction. In 2009, she founded her blog, Technology for Academics, which drew 55,000 unique visitors in 2013. The blog features both new tech tools and tips for using not-so-new tools effectively. She currently serves as Vice President for Resources for APA Division 2: Society for the Teaching of Psychology. In 2013, she was the inaugural recipient of the APA award for Excellence in the Scholarship of Teaching and Learning at a Two-Year College or Campus.



## WPA LIFETIME ACHIEVEMENT AWARD ADDRESS

**11:00-12:00 RED ROCK BALLROOM E**

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### NEW METHODS FOR TEST RELIABILITY BASED ON STRUCTURAL EQUATION MODELING

Presenter: Peter M. Bentler, UCLA

Chair: Jodie Ullman, California State University, San Bernardino

#### Synopsis

Structural models with auxiliary variables are used to yield improved reliability coefficients. Better lower-bound reliability is achieved by a methodology that moves specific variance into the true score space. More meaningful internal consistency is achieved by a methodology that frees a coefficient from the influence of irrelevant or confounding covariates.

#### Biography

Peter M. Bentler received his Ph.D. in Clinical Psychology from Stanford University, spent a postdoctoral year at the Educational Testing Service, and has been at UCLA ever since. He is now Distinguished Professor of Psychology and Statistics. He has been an elected president of WPA, SMEP, Division 5 of APA, and the Psychometric Society, and is the recipient of numerous awards including the 2014 Lifetime Achievement (Career) award from the Psychometric Society.

## WPA DISTINGUISHED SPEAKER

**11:00-12:00 RED ROCK BALLROOM F**

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### TREATING YOUTH AND EMERGING ADULTS WHO HAVE COMPLEX PRESENTING PROBLEMS

Presenter: Ashli J. Sheidow, Oregon Social Learning Center (OSLC)

Chair: Brad Donohue, University of Nevada, Las Vegas

#### Synopsis

Most mental health and substance use disorders have onset by late adolescence and young adulthood. This also represents the age period of peak offending, especially for violent offenses. Rates of comorbidity among these presenting problems are high, often with multiple comorbidities being present. For example, over half of adolescents presenting for outpatient treatment of substance abuse

or dependence have a co-occurring internalizing disorder. Outcomes are far more severe for adolescents and emerging adults with these comorbidities and the personal, familial, and societal stakes are high: risky behaviors, school failure, housing disruptions, incarceration, victimization, homicidality, and suicidality. Yet, there is little empirical research establishing an evidence base for treatment of these youth and young adults presenting with complex problems. This presentation will review the empirical literature for treating youth and young adults who have complex presenting problems, including the research endeavors by the presenter and her colleagues. The presentation also will identify common themes in the empirical research that can inform current clinical practice, as well as critical next steps of research that need to be undertaken.

### Biography

Ashli J. Sheidow, Ph.D., is a Senior Research Scientist at the Oregon Social Learning Center. She recently was Professor in the Department of Psychiatry and Behavioral Sciences (Family Services Research Center) and the Department of Pediatrics, Medical University of South Carolina. Dr. Sheidow researches treatments for mental health and substance abuse problems in adolescents and emerging adults, particularly those who have co-occurring problems. She's also focused on effective dissemination of evidence-based practices, in particular training practices for community-based counselors.

Dr. Sheidow's research interests have focused broadly on the development, prevention, and treatment of adolescent and young adult psychopathology and delinquency from an ecological perspective, with concentrations in co-occurring disorders, effective dissemination of evidence-based practices, and advanced quantitative methods. Her work, funded primarily by NIDA and NIMH, has included intervention development and evaluation projects, as well as dissemination and implementation research. She is on the editorial boards of the *Journal of Child and Adolescent Substance Abuse* and the *Journal of Behavioral Health Services Research*, and has led programming for national conferences on adolescent substance abuse research.

## SYMPOSIUM

**11:00-12:00 VERANDA C**

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APA MINORITY FELLOWSHIP PROGRAM: 40 YEARS OF SUPPORT AND FELLOWSHIP

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

## Synopsis

This presentation will discuss early years as a Minority Fellowship Recipient, how this award has influenced careers, doors it has opened, and Fallows' attempts to give back. Early years will include personal transitions, people met through this program, and growing understanding of multicultural issues. The doors it has opened have been things such as being perceived as experts in ethnic minority issues, selection to various committees on Ethnic Minority Affairs, and a lifetime of connection with important people in the field. Because of professional experiences with the Minority Fellowship Program, recipients developed a need to "give back" to the community by helping to support programs related to ethnic minority issues and also serving as mentors.

## PAPER SESSION

**11:00-12:00 VERANDA E**

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### LEARNING AND MEMORY

## POSTER SESSION 9

**11:15-12:30 RED ROCK BALLROOM ABC**

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### INTERNATIONAL PSYCHOLOGY SOCIAL ISSUES 1

## PSI CHI DISTINGUISHED SPEAKER

**11:15-12:15 RED ROCK BALLROOM GH**

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### TAKING SITUATIONS SERIOUSLY

Presenter: David Funder, University of California, Riverside

Chair: Jon Grahe, Pacific Lutheran University

## Synopsis

Behavior is a function of the person and the situation, and understanding the "personality triad" of persons, situations and behaviors requires assessment of all three. However, until recently tools for assessing situations were not available. The Riverside Situational Q-sort (RSQ) was developed to help to fill this gap, and has been applied in the study of cross-situational consistency in behavior, and also used to operationalize and test implications of situational types posited

by evolutionary theory. Most recently, The International Situations Project was begun as the first attempt to quantitatively compare everyday situational experience across cultures. Collaborators from 19 countries directed college-affiliated participants (total  $N = 3,287$ ) to a website where they used the RSQ to describe the situation they experienced the previous day at 7 pm, and their behavior in it. The most similar situational experience was between the USA and Canada; the least similar were South Korea and Denmark. In general, the items that varied the most across cultures described negative aspects of situational experience; the least varying items were more positive. The RSQ is shown to be a versatile tool for examining the sources of behavioral consistency, for specifying situations described by theories, and for cross-cultural comparison.

### Biography

David C. Funder received his Ph.D. from Stanford University, and served on the faculty at Harvey Mudd College, Harvard University, and the University of Illinois at Urbana-Champaign before his present position as Distinguished Professor of psychology at the University of California, Riverside. He served as editor of the *Journal of Research and Personality* and as associate editor of the *Journal of Personality and Social Psychology*, and is a former president of the President of the Society for Personality and Social Psychology. He is best known for his research on personality judgment and has also published on the delay of gratification, attribution theory, and the longitudinal course of personality development.

Sponsored by Psi Chi, the International Honor Society in Psychology

## SYMPOSIUM

**11:15-12:45 RED ROCK BALLROOM I**

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THE INNER EXPERIENCE OF INNER SPEAKING, READING FICTION, AND READING EROTICA: WHAT'S REALLY GOING ON?

Chair: Russell T Hurlburt, University of Nevada, Las Vegas

### Synopsis

Inner experiences (thoughts, feelings, sensations, etc.) are central features of the human condition, but for a variety of historical reasons, inner experience has not been explored carefully by psychology. Experience is sometimes probed in interviews or by questionnaires; responses are typically either (a) unhesitatingly accepted as valid self report; (b) summarily rejected as “introspective” and therefore inadequate; or (c) treated as verbal behavior with perhaps no connection to actual experience. Descriptive Experience Sampling (DES) rejects all three extremes and tries to explore inner experience in a scientifically

adequate manner. In so doing, it discovers fascinating individual differences and group characteristics. This symposium will describe the methodological issues surrounding DES and questionnaires about inner experience, and then present some DES results, including descriptions of inner speaking and of inner experience while reading classic fiction and erotic fiction.

## SYMPOSIUM

**11:30-1:00 VERANDA AB**

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### EXPERIENCES OF BEING ON THE DREAM TEAM: A COLLABORATIVE SOCIAL JUSTICE GROUP

Chair: Manijeh Badiee, California State University, San Bernardino

#### Synopsis

There is increasingly a need for research to improve societal problems (e.g., Floyd, 2013; Rogers & Kelly, 2011). In particular, social justice research can address societal inequalities (Baumann, Rodriguez, & Parra-Cardona 2011). There are challenges and rewards to embarking on this type of research. Lorenzetti noted that people can discover new lenses for viewing the world around them, create tools, and develop a critical perspective that is grounded in antioppressive practices (2013). Quality of collaboration has been deemed crucial to social justice organizations (Gouin, Cocq, & McGavin, 2011).

In this symposium, we will be discussing the process of developing a research team focused on social justice issues. The name of our team is DREAM Team, which stands for Dare to Research, Empower, And Make the world better. The team engages in projects that are targeted towards social justice issues. Mixed methods research designs have been suggested as an effective approach for studying social justice concerns (Badiee, Wang, & Creswell, 2012). Mixed methods can be defined as project in which researchers a) collect and analyze qualitative and quantitative data; b) integrate (i.e., mix) forms of data; c) give priority to one or both forms of data, d) conduct single study or multiple phases; e) frame within philosophical worldviews; and f) make use of specific research designs (Creswell & Plano Clark, 2010). The three projects undertaken by the DREAM Team involve mixed methods research designs. The first project that will be discussed is a community-based project on Latina/Hispanic women's empowerment. The second project in the symposium involves understanding the impact of microaggressions on mental health. The final project reflects a sexual assault prevention effort that targets the culture of consent. For each project, an overview will be provided, followed by challenges, rewards, and advice for others engaging in similar projects.

## PAPER SESSION

**12:15-1:15 RED ROCK BALLROOM F**

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MEASUREMENT ISSUES I

## WPA DISTINGUISHED SPEAKER

**12:30-1:30 RED ROCK BALLROOM E**

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THE PSYCHOLOGY OF GOOD AND BAD LEADERSHIP

Presenter: Ronald E. Riggio, Claremont McKenna College

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

### Synopsis

The Psychology of Good and Bad Leadership will explore research on toxic leaders versus exemplary leaders, and how leaders, good and bad, both use basic psychological principles to build devoted followers, but for very different reasons and ends. In addition to the psychological dynamics of leadership and power, we will also explore cutting edge research on ethical/virtuous leadership and its measurement.

### Biography

Ronald E. Riggio, Ph.D. is the Henry R. Kravis Professor of Leadership and Organizational Psychology at Claremont McKenna College. Dr. Riggio's research interests center on charismatic and transformational leadership, the role of communication skills in leader effectiveness, and the development of leadership potential across the lifespan. He has published nearly two-dozen authored or edited books and more than 150 articles and book chapters. He has also served as a consultant to dozens of organizations, large and small, across the business, education, and non-profit sectors. He is the co-editor, along with Georgia Sorenson, of the Routledge/Taylor & Francis book series: Leadership: Research and Practice.

## WPA TEACHING AWARD ADDRESS

**12:30-1:30 RED ROCK BALLROOM GH**

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BUILDING EFFECTIVE CLASSROOMS: INTEGRATING STUDENT PERCEPTIONS AND WHAT PROFS BRING TO THE CLASSROOM

Presenter: Eugene H. Wong, California State University, San Bernardino

Chair: David Copeland, University of Nevada, Las Vegas

### Synopsis

This presentation will summarize some of our work that focuses on student achievement in the classroom. An underlying assumption for building effective learning environments (where student achievement is supported) is that both student perceptions and instructor qualities matter! In this presentation, we will have an opportunity to look at what students consider important in highly effective instructors, to consider what professors and instructors bring to classroom, and how these may be integrated to create positive learning settings. We will have an opportunity to pull together research on educational psychology, motivational orientation, perceived competence.

### Biography

Eugene is a developmental psychologist whose research focuses primarily on the academic experience of school-age through college-age students. Specifically, his interests are in understanding how students' performance can be supported in the classroom. Additionally, Eugene conducts research that examines the efficacy of computer-assisted training programs in remediating working memory and attention weaknesses which directly impact academic performance in the K-12 and university settings. Eugene has been recognized for his teaching at the University of Maine at Farmington and at CSU San Bernardino. Most recently he received the WPA Teaching Award.

## ACADEMIC CAREER WORKSHOP

**12:30-1:45 VERANDA C**

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### ENTERING THE ACADEMIC MARKETPLACE: ADVICE FROM EXPERTS

Chair: Stewart Donaldson, Claremont Graduate University

### Synopsis

What is the "right" academic job, and what does it take to land it? This workshop is designed for aspiring academics who are currently graduate students and postdocs. Five questions and others regarding the professoriate will be discussed. Expert panelists will share their insights, with plenty of opportunity for discussion.

Panelists

Sharon Hamill, California State University San Marcos

Betsy Morgan, University of Wisconsin - La Crosse

Michael Twohig, Utah State University

Sponsored by the Science Directorate of the American Psychological Association

PAPER SESSION

**12:30-1:30 RED ROCK BALLROOM D**

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CLINICAL PSYCHOLOGY 2

PAPER SESSION

**12:30-1:45 VERANDA E**

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HEALTH, STRESS & ANXIETY 1

POSTER SESSION 10

**12:45-2:00 RED ROCK BALLROOM ABC**

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SUBSTANCE ABUSE

SOCIAL ISSUES 2

WPA DISTINGUISHED SPEAKER

**1:00-2:00 RED ROCK BALLROOM I**

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SOCIAL COGNITION IN PSYCHOLOGICAL ASSESSMENT

Presenter: Daniel N. Allen, University of Nevada, Las Vegas

Chair: Kimberly A. Barchard, University of Nevada, Las Vegas

Synopsis

Social cognitive processes are often a main consideration that guides thinking during clinical assessment and evaluation, but clinical psychologists have few standardized tests that can be applied for this purpose. In this presentation, I will provide some basic definitions of common terms used in the social cognitive



literature, and discuss why social cognition is an important area of consideration for clinical psychologists. I will give a brief and selective historical overview on this topic, discuss research findings related to various aspects of social cognition, present an overview of some methods used to assess social cognition, primarily in laboratory settings, and then give an example of one test developed for research purposes that may eventually have clinical applications. And finally I will offer some reflections on future directions. My hope is that I will convince those who attend this talk of the importance of considering social cognition during clinical evaluations, and encourage thoughtful consideration about how we might, as a psychological community, begin to integrate assessment of social cognition as part of our routine practice.

### Biography

Daniel N. Allen is the Lincy Professor of Psychology and Director of Clinical Training at the University of Nevada, Las Vegas. His primary research interests involve neuropsychological approaches to understanding neurocognition in serious mental illnesses such as schizophrenia, bipolar, and substance use disorders. He has published more than 170 scholarly papers on these and other topics. He is a fellow of the Western Psychological Association, National Academy of Neuropsychology, and American Psychological Association, and recently finished his term as President of the National Academy of Neuropsychology. Dr. Allen has received numerous awards for his research and other activities, including the Mikawa Award for Outstanding Contributions to the Field of Psychology from the Nevada Psychological Association, the Barrick Distinguished Scholar Award and Outstanding Graduate Faculty Award from UNLV, and the Early Career Award from the National Academy of Neuropsychology. He is actively involved in teaching, advising and supervising students in the UNLV psychology graduate and undergraduate programs.

## PAPER SESSION

**1:15-2:30 VERANDA AB**

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CLINICAL PSYCHOLOGY 3

## PAPER SESSION

**1:30-2:30 RED ROCK BALLROOM F**

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SOCIAL/PERSONALITY 2

## WPA DISTINGUISHED SPEAKER

**1:45-2:45 RED ROCK BALLROOM GH**

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### BRINGING SAFECARE®, AN EVIDENCE-BASED INTERNATIONAL CHILD MALTREATMENT PREVENTION PROGRAM, TO WIDE-SCALE IMPLEMENTATION

Presenter: John R. Lutzker, Georgia State University

Chair: Brad Donohue, University of Nevada, Las Vegas

#### Synopsis

SafeCare® is an evidence-based parenting program that has been demonstrably effective in the prevention of child maltreatment. Presented here will be a brief history of the development of the model along with effectiveness data on individual behavior changes in families, large outcome studies, and organizational and adaptation outcomes, all of which has contributed to the ability to implement SafeCare nationally and internationally. The essential components of the model will be described in addition to the train-the-trainer model for implementation. Factors that promote successful implementation will be reviewed. The model has solid roots in applied behavior analysis and social learning theory which will become apparent as it is presented. Nationally, neglect is the most commonly substantiated kind of maltreatment. The presentation will also focus on SafeCare's particular applicability to the prevention of neglect. Finally, the importance of collaboration among evidence-based programs will be discussed along with our current efforts to explore this.

#### Biography

John R. Lutzker, Ph. D. is a Distinguished University Professor, Associate Dean of Public Health, and Director of the Center for Healthy Development at Georgia State University. He has published 165 articles and chapters, seven books, has delivered 450 professional presentations, and is a Past-President of Division 33 of the APA in which he is a Fellow in five Divisions. Among his awards are the Alumni Distinguished Achievement Award from the University of Kansas, Outstanding Research Career Award from the American Professional Society on the Abuse of Children, and Visiting Scholar in Practice, Emory University School of Law, Georgia Child Welfare Legal Academy. He is on the editorial boards of seven professional journals. Among his media appearances he has been interviewed on NPR's Morning Edition, ABC's Good Morning America, and served as a consultant for 60 Minutes on CBS. His research involves the prevention of child maltreatment, and parents with intellectual disabilities.

## SYMPOSIUM

**1:45-3:00 RED ROCK BALLROOM D**

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### THE INTERSECTION OF FAMILIAL AND EXTRAFAMILIAL CONTEXTS AMONG LATINO YOUNG ADULTS

Chair: Jessica M. Dennis, California State University, Los Angeles

#### Synopsis

The purpose of this symposium is to examine the ways in which the family context intersects with other key contexts for Latino young adults. In particular, we examine how bicultural Latino youth may be socialized and guided by their family, yet at other times they may be called upon to play the role of cultural broker for family members. Furthermore, these processes have implications for the adjustment and well-being of young adults and their adaptation outside of the family. The first paper examines intragroup marginalization from both parents and peers among Latinos. Although familial ethnic socialization is related to increased bicultural competence, those who lack competence may be at risk for increased pressures from both parents and peers to engage in traditions and cultural practices. Thus, those who struggle to maintain a bicultural orientation may be at risk of marginalization in multiple contexts. The second paper focuses on the ways in which family communication can moderate the disruptions in intergenerational relationships sometimes associated with pressure from serving as a language broker. Finally, the last paper examines the use of parental coaching of strategies for maintaining peer relationships among Latinos. Theoretical and practical implications of findings for the cultural and social adaptation of Latino families will be discussed.

## WPA INVITED SYMPOSIUM

**2:00-3:30 RED ROCK BALLROOM E**

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### FINDINGS FROM CROWDSOURCING SCIENCE RESEARCH PROJECTS

Chair: Jon Grahe, Pacific Lutheran University

#### Synopsis

Crowdsourcing science projects represent a paradigm shift in psychology. This symposium will present a variety of recent crowdsourcing projects that are approaching distinct methodological and theoretical questions. Speakers will present findings from the Many Labs 1 and 2 projects, the Reproducibility Project,

the International Situation/Personality Project, the Collaborative Replications and Education Project, and the Archival Project. These projects all included an open invitation to qualified researchers, but they differ in how they selected their research question and how they administer their projects. After hearing each speaker present findings and consider the potential benefits and challenges related to large scale administration, the potential value of sharing the research project with fellow psychologist becomes clear. Audience members will be invited to consider how they can adapt crowdsourcing research for their own theoretical questions and local circumstances.

## PAPER SESSION

**2:00-2:45 VERANDA C**

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SOCIAL ISSUES 1

## PAPER SESSION

**2:00-3:00 VERANDA E**

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GENDER-RELATED ISSUES

## POSTER SESSION 11

**2:15-3:45 RED ROCK BALLROOM ABC**

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HUMAN LEARNING 2  
EDUCATION ISSUES 2

## WPA DISTINGUISHED SPEAKER

**2:30-3:30 RED ROCK BALLROOM I**

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BRINGING EVIDENCE-BASED INTERVENTIONS TO SCALE:  
EXAMPLES FROM THE U.S.AND ENGLAND

Presenters: Patricia Chamberlain & Lisa Saldana, Oregon Social Learning Center

Chair: Brad Donohue, University of Nevada, Las Vegas

## Synopsis

There is much to learn about bringing evidence-based practices (EBPs) to scale in public service system contexts. Two at-scale efforts will be described and lessons learned will be discussed. The first is an observational study of a child welfare system foster care reform in New York City that involved policy, fiscal, and practice initiatives. The natural experiment included linked interventions combining system structural changes (e.g., lowered caseloads), management of fiscal incentives, implementation of theoretically and logistically linked EBPs, and installation of a casework practice model to achieve agency culture change. The EBPs were KEEP and Parenting Through Change (a version of PMTO). Outcomes of interest included increased child permanency, stability and improved child and parenting behavior. The interventions were implemented in 5 private agencies with over 300 child welfare caseworkers and supervisors serving 2000 foster children and their foster, kinship, and biological families. The second example is occurring in England where a national effort is underway to implement Multidimensional Treatment Foster Care and KEEP.

## SYMPOSIUM

**2:45-4:15 RED ROCK BALLROOM F**

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### POSITIVE FAMILY RELATIONSHIPS: WHAT'S IT ALL ABOUT?

Chair: Allen W. Gottfried, Fullerton Longitudinal Study, CSU Fullerton

#### Synopsis

The role of the family has long been central to the study of human development and psychological functioning. The family is the earliest socialization context and as such relates to wide ranging outcomes in the course of development. Psychologists from various disciplines have identified the family as a key factor in multiple domains of adjustment across the life span. Historically, the overwhelming body of research has concentrated on the negative behavioral aspects of the family pertaining to adverse psychological outcomes. However, in recent years researchers and practitioners have begun to address the beneficial family factors related to healthy adjustment and well-being. In contrast to the perspective of examining negative aspects of family functioning, the contemporary approach espoused by the present researchers focuses on how well family members get along and support each other as it pertains to psychological developmental outcomes across an extensive time span.

The Positive Family Relationships Scale, a newly developed instrument, was constructed utilizing the nominal response model of Item Response Theory within the long-term longitudinal framework of the Fullerton Longitudinal

study. This innovative method resulted in a unique scale customized to measure positive family relationships for each specific age from childhood through adolescence. The validity of the scale was supported with conceptually derived hypotheses across a broad array of psychological domains including family psychosocial atmosphere and interactions, self-concept, life-satisfaction, and educational achievement. Developmental change and predictors of positive family relationships, as well as pathways from positive family relationships to psychological outcomes are presented. Conclusions of this research program, applications of the Positive Family Relationships Scale, and future directions for research and practice will be discussed. This symposium should be of great interest and usefulness to researchers and practitioners in various areas of psychology, including developmental, clinical, positive, educational, personality, family processes, as well as psychometrics.

## SYMPOSIUM

**2:45-4:15 VERANDA AB**

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### EXPLORING RACIAL DISCRIMINATION: THE INTERSECTIONS BETWEEN RESEARCH AND EXPERIENCE

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

#### Synopsis

Racial discrimination is defined as the exercise of power against a racial group that has been defined as inferior, by individuals and institutions, with the intentional or unintentional support of the entire culture (Jones, 1972). Discrimination is a pervasive occurrence in U.S. society that manifests itself in various contexts (Utsey, 2008). Further, it has detrimental effects on the physical and psychological well-being of People of Color (Brodolo et al., 2011). Moreover, internalized racism has been proposed to emerge as a result of experiences of discrimination (Hipolito-Delgado 2010). While researchers have pinpointed important factors on the adverse effects of racial discrimination, there has been little attention paid to Latinos and Asian Americans. Much of the research on racial discrimination have highlighted the experiences of African Americans (e.g., Boynton, O'Hara, Covault, Scott, & Tennen, 2014; Chae, Nuru-Jeter, Adler, Brody, Lin, Blackburn, Epel, 2014; Jolleve, 2008). Hence, one purpose of this symposium is to provide an analysis of past and current racial discrimination research in order to provide evidence on what is known about Latinos and Asian Americans.

The symposium will consist of three papers: 1) an overview of trends in the last ten years of racial discrimination research (2004-2014); 2) highlights of findings from an ongoing study examining coping with racial discrimination and

own-group dislike among Asian Americans and Latinos; and 3) an exploration of the impact of racial discrimination on three research assistants regarding their professional development. This symposium will provide insights in the ways in which research and real life experiences intersect, raise awareness of the dynamics of racial discrimination, and help increase research focusing on Latinos and Asian Americans.

## ENRICO E. JONES CLINICAL PSYCHOLOGY AWARD PRESENTATION **3:00-4:00 RED ROCK BALLROOM GH**

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### ACCEPTANCE AND COMMITMENT THERAPY FOR OBSESSIVE COMPULSIVE AND RELATED DISORDERS

Presenter: Michael P Twohig, Utah State University

Chair: Michelle Paul, University of Nevada, Las Vegas

#### Synopsis

Effective treatments exist for obsessive compulsive and related disorders. Still, these interventions are not effective for all. A team of researchers has been looking at the effectiveness of acceptance and commitment therapy (ACT), alone or in conjunction with other traditional behavioral procedures, as a unified treatment for obsessive compulsive and related disorders. To date there have been multiple smaller studies and randomized clinical trials of ACT for obsessive compulsive disorder as well as excoriation disorder (skin picking), trichotillomania (hair pulling), and compulsive pornography viewing. This presentation will offer a specific conceptualization of obsessive compulsive and related disorders that focuses on their relationships to experiential avoidance and psychological inflexibility. The outcomes of pertinent studies will be covered. Finally, a few clinical examples of its use will be offered.

#### Biography

Michael P. Twohig, Ph.D. is a licensed psychologist in the state of Utah and an Associate Professor of Psychology at Utah State University. He received his B.A. and M.S. from the University of Wisconsin-Milwaukee, his Ph.D. from the University of Nevada, Reno, and completed his clinical internship at the University of British Columbia Hospital. His research primarily focuses on the use of Acceptance and Commitment Therapy for Anxiety, Obsessive Compulsive Disorder, and OC-spectrum disorders such as trichotillomania, compulsive skin picking, and Tourette's Syndrome. He has published over 90 scholarly works

including two books: *An ACT-Enhanced Behavior Therapy approach to the Treatment of Trichotillomania* (with Woods) and *ACT Verbatim for Depression and Anxiety* (with Hayes). His research is funded through multiple sources including the National Institute of Mental Health.

## WPA DISTINGUISHED SPEAKER

**3:15-4:15 RED ROCK BALLROOM D**

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### THE NEW THINKING ON SEXUAL ORIENTATION AND ITS EXPRESSION OVER THE LIFE COURSE

Presenter: Lisa M. Diamond, University of Utah

Chair: Rachael Robnett, University of Nevada, Las Vegas

#### Synopsis

The past decade has seen profound changes in the scientific understanding of sexual orientation in men and women and its expression over the life course, but little of this information has “trickled down” into conventional understandings of sexual-minority (i.e., non-heterosexual) populations. This presentation will review the most radical changes in our understanding of the origins and expression of same-sex sexuality, including research on sexual “fluidity” (i.e., the capacity for sexual behaviors, attractions, and identities to change over time), differences and similarities between men’s and women’s experiences of same-sex sexuality, and the implications of this emerging body of work for research, clinical practice, and social policy and advocacy.

#### Biography

Lisa M. Diamond is Professor of Psychology and Gender Studies at the University of Utah. She is best known for her research on female sexual fluidity, which describes the phenomenon of women periodically developing attractions and relationships that run counter to their overall sexual orientation. Dr. Diamond’s 2008 book, *Sexual Fluidity*, published by Harvard University Press, describes the changes and transformations that she observed in the sexual identities and relationships of 100 lesbian, bisexual, heterosexual, and questioning women that she has been longitudinally observing since 1995. *Sexual Fluidity* has been awarded the Distinguished Book award from the American Psychological Association’s Society for the Study of Lesbian/Gay/Bisexual/Transgendered Issues. Dr. Diamond has published over 80 articles and book chapters and has received awards for her research from the American Psychological Association’s Committee on Lesbian, Gay, Bisexual, and Transgender Concerns, the American Association of University Women, the Society for the Scientific Study of Sexuality,



and the Society for the Psychological Study of Social Issues. In 2011 she was granted Fellow status in APA's division for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues.

## PT@CC TEACHING TAKE-OUTS

**3:15-4:15 VERANDA C**

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### PSYCHOLOGY ON TV

Chair: Vivian McCann, Portland Community College

This annual session offers engaging activities, demonstrations, and teaching ideas you can “take out” of the conference for immediate use in your own classrooms. Today’s topic is PSYCHOLOGY ON TV: VIDEO CLIPS FROM CURRENT POPULAR TV SHOWS THAT ILLUSTRATE (OR MUTILATE) PSYCHOLOGICAL CONCEPTS

#### Presenters

“WRONG AGAIN, SHELDON!”, Inna Kanevsky (San Diego Mesa College)  
This demonstration will present several fragments of Big Bang Theory and other television shows, and focus on showing where the writers misidentified concepts relevant to operant conditioning. The participants will also experience a way of utilizing the clips in class that uses the mistakes as a learning opportunity for students, through engaging in a hands-on exercise using Plickers (plickers.com) for feedback.

#### WHY IS THIS RIGHT FOR YOU, BUT WRONG FOR ME?

PSYCHOLOGICAL PRINCIPLES IN GAME OF THRONES, TELEVISION, AND MOVIES, Eric Kim (Lane Community College)

Psychology is everywhere. Often, we are unaware of its presence. Game of Thrones and other popular shows can be educational as well as entertaining. Students enjoy television and movie clips that show psychological concepts. I will show you examples you can pull from the Internet, and discuss how you can integrate them into class sessions or assessment to help students learn, think and apply their knowledge of psychology. Through these clips from popular media, students can better understand social perception, and how psychology can help solve social problems and improve the choices we make.

## PAPER SESSION

**3:15-4:00 VERANDA E**

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MEASUREMENT ISSUES 2

## PAPER SESSION

**3:45-4:30 RED ROCK BALLROOM I**

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SOCIAL MEDIA

## PAPER SESSION

**3:45-4:30 RED ROCK BALLROOM K**

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SOCIAL/PERSONALITY 3

## WPA AWARDS AND PRESIDENTIAL ADDRESS

**4:30-6:00 RED ROCK BALLROOM GH**

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### **2015 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. These scholarships are funded through generous contributions to the Student Scholarship Fund.

|                         |  |
|-------------------------|--|
| Tara N Augustin         | University of Nebraska-Omaha   |
| Lilian Cabrera          | California State University, Sacramento  |
| Karyn L Delichte        | California School of Professional Psychology -<br>Alliant International University |
| Lindsey C Eskow         | University of California, Irvine   |
| Sheina Nilsen           | California State University San Marcos   |
| Claire E. Ramaley       | Pacific University Oregon  |
| Julia C. Y. Tang        | Mount Saint Mary's University  |
| Michelle Tinney         | California State University, Sacramento  |
| Brittany Gabrielle Wren | California State University San Marcos   |

## **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**

Kimberly Osborne, California State University, Long Beach  
Ekarin E. Pongpipat, San Diego State University  
Aiyana Wain Hirschberg, University of Puget Sound

### **CHRISTINA MASLACH-PHILIP ZIMBARDO RESEARCH AWARDS IN SOCIAL PSYCHOLOGY**

Katie J. Carlson, Point Loma Nazarene University  
Brian Riches, Claremont Graduate University

### **GOTTFRIED WPA STUDENT RESEARCH AWARD IN DEVELOPMENTAL PSYCHOLOGY**

Pauline Goger, California State University, Long Beach

### **DR. STEVEN UNGERLEIDER WPA GRADUATE RESEARCH AWARD**

Daniel J. Slyngstad, Claremont Graduate University

### **MULTIVARIATE SOFTWARE AWARD**

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

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

### **2015 WPA LIFETIME ACHIEVEMENT AWARD**

Peter Bentler  
UCLA

### **2015 WPA OUTSTANDING TEACHING AWARD**

Terry A. Cronan  
San Diego State University

### **2015 WPA EARLY CAREER RESEARCH AWARD**

Jason Holland  
University of Nevada, Las Vegas

**2015 WPA OUTSTANDING SERVICE AWARD**

Heidi R. Riggio  
California State University, Los Angeles

**2015 WPA SOCIAL RESPONSIBILITY AWARD**

Dachen Keltner  
University of California, Berkeley

**2015 ENRICO E. JONES AWARD IN CLINICAL PSYCHOLOGY RESEARCH**

Joyce P. Chu  
Palo Alto University

**2015 WPA FELLOWS**

Kristopher Leppien-Christensen  
Saddleback College

**2015 WPA PRESIDENTIAL ADDRESS**

**TEACHING EVALUATIONS: BIASED, IDIOSYNCRATIC, MISUSED**

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

Chair: Peter M. Bentler, UCLA

Student evaluations of university classroom teaching are required in almost all universities and they should be! Student opinions of teaching effectiveness are important. These student evaluations are often a strong component in the evaluation of overall teaching and weighted heavily in retention, promotion, and tenure decisions. But what are these teaching evaluations actually measuring? At the risk of giving away the punch line of my talk, they seem to measure everything but teaching effectiveness. Indeed only a small portion of the variance in these instruments can be attributed to the instructor's teaching ability. This problem is then compounded by how the quantitative data are interpreted. In this talk I will elaborate on these results, discuss the implications, and provide some tentative thoughts for alternatives to our traditional models of measuring teaching ability.

**Biography**

Jodie Ullman is a quantitative psychologist and professor of psychology at California State University, San Bernardino (CSUSB). Currently at CSUSB she is serving in the position of Special Assistant to the Provost for Assessment. Her areas of interest are in applied multivariate statistics; specifically structural

equation modeling and multilevel modeling. Dr. Ullman is a Fellow in WPA and APA Division 2, and President of the Western Psychological Association. Jodie has just completed a term as chair of APA Board of Educational Affairs and is currently chairing an APA Task Force developing guidelines for Master's Education in Psychology.

## WPA PRESIDENT RECEPTION SPONSORED BY THERAPY NOTES **6:00-7:00 VERANDA F & FOYER**

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Join your friends and colleagues for conversation and refreshments.

Club WPA is back. Join us after the special film screening later tonight in the Cherry Room – sponsored by Palo Alto University.

## WPA AND WPPA SPECIAL EVENT **7:00-8:30 RED ROCK BALLROOM GH**

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FILM SCREENING – “NORTH OF NORMAL”

Chair: Stewart I. Donaldson, Claremont Graduate University

### Synopsis

Positive psychology is the scientific study of what enables individuals, communities, and organizations to thrive. In 2013, positive psychology doctoral students Angela Mouton and Monica Montijo embarked on a worldwide adventure to ask diverse people “what do you love,” “what is your greatest passion,” and “what has been a peak experience in your life?” Their trek took them to six continents and 22 countries. They conducted 150 in-depth interviews over the span of seven months, from the cafes of New Orleans to the wild of Southern Africa to the Outback of Australia. Their interviews and observations were compiled into a feature-length movie called North of Normal. We invite you to join us for the WPA screening, and to explore the peak of human experience. The movie will be followed by discussant comments, an interview of Angela Mouton and Monica Montijo, and audience Q&A.

### Discussants

Shari Young Kuchenbecker, Western Positive Psychology Association (WPPA)  
Stewart I. Donaldson, Angela Mouton & Monica Montijo, Claremont Graduate University

## Biographies

Stewart I. Donaldson is Professor of Psychology and Dean of the Schools of Social Science, Policy, & Evaluation and Community & Global Health at Claremont Graduate University. His 10 books and numerous journal articles and chapters span topics on positive psychology, organizational psychology, applied psychological science, health promotion and disease prevention, and program design and evaluation. He is a fellow of WPA, on the Board of the International Positive Psychology Association (IPPA), Co-Founder and Director of the Western Positive Psychology Association (WPPA), and was recently elected President of the American Evaluation Association (AEA). Professor Donaldson received early career achievement awards from WPA and AEA, and was the 2013 recipient of AEA's Paul F. Lazarsfeld Theory Award for sustained lifetime written contributions toward advancing evaluation theory and practice.

Shari Young Kuchenbecker, past Chapman University psychology faculty, received her Ph.D. in Developmental Studies from UCLA and B.A. from Stanford University including research and work at Stanford's Bing Nursery School. Conducting studies with UCLA Lab School, Stanford Cap and Gown, and elsewhere, her colleagues spread across the Western Region including UC Santa Cruz, UC Irvine, and UCLA. She is the Director of R.W. Research, Inc., a private research foundation focused on collaborative research, education, and facilitating flourishing individuals, families and organizations via evidence based practices using pro-active interventions. Primary research and publication areas include developing our understanding of positive psychology principals as applied across the life span, specifically focusing on empathy, cognitive-emotional experiences, mediation and facilitation of prosocial actions, and agentic altruistic behaviors (self-efficacy) contributing toward our shared future. More research is needed on the practice of understanding others, developing empathy, nurturing positive sustainable compassion, and methods supporting agentic prosocial local and global community contributions.

Angela Mouton is a Ph.D candidate in Positive Organizational Psychology at Claremont Graduate University. After 10 years practicing Law, primarily in London, she switched her focus to Psychology. Today she conducts research and consults on peak performance and optimal experience, from the C-suite room to the sports field. In 2013 Angela and Monica Montijo undertook a research project across six continents and 22 countries asking diverse people about what they love, their great passions, and their peak experiences in life. Angela and Monica are founders and managing directors of LiveInFlow Consulting, a Peak Performance coaching and consulting firm using Positive Psychology to improve the quality of life, work and play.

Monica Montijo, M.A. is a Ph.D student in Positive Developmental Psychology at Claremont Graduate University and Managing Director of LiveinFlow Consulting, LLC. She graduated from Harvard University with two Ivy League softball championship rings, and worked as a teacher and coach for six years in the Sunnyside Unified School District in Tucson, AZ. Her primary research focus is optimal experiences, the development of the self and cultural evolution. She started LiveinFlow Consulting in 2010 to provide research and performance management services to athletes, businesses, and creative professionals. In 2013, Monica and Angela Mouton traveled the world to investigate different cultural interpretations of what people love, what they are most passionate about, and what a peak experience is.





# SATURDAY, MAY 2

2015 WPA FILM FESTIVAL

**8:00 A.M. - 10:00 P.M. VERANDA D**

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| <b>TIME</b>                | <b>NAME OF FILM</b>                          | <b>RUNNING TIME (IN MINUTES)</b> |
|----------------------------|--|----------------------------------|
| <b>WOMEN'S ISSUES</b>      |  |                                  |
| 8:00 a.m.                  | Actress                                      | 86                               |
| <b>SOCIAL ISSUES</b>       |  |                                  |
| 9:30                       | The Homestretch                              | 53                               |
| 10:30                      | Evolution of a Criminal                      | 83                               |
| <b>ALZHEIMER'S DISEASE</b> |  |                                  |
| 12:00 p.m.                 | Forget Me Not - Losing Memory - Finding Love | 88                               |
| 1:30                       | Flore  | 93                               |

## AT RISK: ADDICTIONS & SEXUAL ABUSE

|      |                                      |    |
|------|--------------------------------------|----|
| 5:30 | On Life's Terms: Mothers in Recovery | 57 |
| 6:30 | Secret Survivors                     | 40 |

## HUMAN SEXUALITY

|      |                            |    |
|------|----------------------------|----|
| 7:15 | Vulva 3.0                  | 52 |
| 8:15 | Suitcase of Love and Shame | 70 |

## SATURDAY-POSTER SESSION 12

**8:00-9:15 RED ROCK BALLROOM ABC**

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DEVELOPMENTAL PSYCHOLOGY 2  
LIFE-SPAN DEVELOPMENT

## SYMPOSIUM

**8:00-9:30 VERANDA AB**

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NON-PHARMACOLOGICAL STRATEGIES FOR SLOWING THE  
COGNITIVE AND FUNCTIONAL DECLINE ASSOCIATED WITH  
CHRONIC DEMENTIA

Chair: Samuel T. Gontkovsky, John F. Kennedy University

### Synopsis

Population-based studies estimate that nearly 14% of people in the United States over the age of 70 years have dementia, with Alzheimer's disease being the most commonly underlying cause. Although first-line medical treatment of chronic dementia involves medications targeted to slow the cognitive decline and/or manage the behavioral manifestations associated with this disorder, the beneficial effects of pharmacological agents generally are modest and temporary in nature. More recent research in the area of neuroplasticity has demonstrated the potential role of non-pharmacological approaches in slowing the cognitive and functional decline in chronic dementia. This symposium will provide an overview of some of the key non-pharmacological intervention strategies demonstrated within the empirical literature to have positive effects for individuals with dementia, with separate presentations discussing the roles of physical activity and exercise, dietary factors, social and recreational activities, and stress management. An emphasis will be placed on describing the basis for each of these approaches as well as highlighting the findings of the central studies in these domains.

PAPER SESSION  
**8:00-9:00 VERANDA E**

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INDUSTRIAL/ORGANIZATIONAL I

WPA DISTINGUISHED SPEAKER  
**8:30-9:30 RED ROCK BALLROOM GH**

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SCIENTIFIC UTOPIA: CROWDSOURCING SCIENCE

Presenter: Brian Nosek, University of Virginia, Center for Open Science

Chair: David C. Funder, University of California, Riverside

Synopsis

The standard contributor model in science is vertically integrated. Resources are centralized to an individual or small team that conducts the entire research process: idea, design, collection, analysis, and report. This approach makes it easy to assign credit, but is inefficient in capitalizing on specialized expertise, produces a lot of small science, and is exclusive. A complementary model for science is horizontally distributed. Crowdsourcing modularizes and distributes the research process across many contributors. This approach leverages expertise, enables big science, and is inclusive. I will illustrate how adoption of crowdsourcing strategies can improve research efficiency in scientific research.

Biography

Brian Nosek received a Ph.D. from Yale University in 2002 and is a professor in the Department of Psychology at the University of Virginia. He received early career awards from the International Social Cognition Network (ISCON) and the Society for the Psychological Study of Social Issues (SPSSI). He co-founded Project Implicit (<http://projectimplicit.net/>) an Internet-based multi-university collaboration of research and education about thoughts and feelings that exist outside of awareness or control. Nosek also co-founded and directs the Center for Open Science (COS; <http://cos.io/>) that aims to increase openness, integrity, and reproducibility of scientific research. COS is a non-profit, technology start-up with three primary activities: (1) building and maintaining the Open Science Framework (<http://osf.io/>) that supports the research workflow and enables transparency, archiving, and pre-registration; (2) building community and shifting incentives such as badges for articles to acknowledge open practices; and, (3) conducting metascience such as estimating the reproducibility of scientific research by conducting large-scale, crowdsourced replication projects.

## WPA PRESIDENT'S PANEL ON LEADERSHIP

**8:30-9:45 RED ROCK BALLROOM I**

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### WOMEN PSYCHOLOGISTS: PERSPECTIVES ON LEADERSHIP

Chair: Betsy Morgan, University of Wisconsin – La Crosse

#### Synopsis

Opportunities for leadership for academic psychologists include traditional paths such as department chair or dean as well as a multitude of additional pathways such as governance, research foundations, and professional organizations. The participants will discuss the pros/cons of leadership positions at multiple levels within and outside academia with a focus on leadership opportunities for early, mid and late career professionals. Focus will be paid to the role of gender in leadership positions as well as to the benefits of the disciplinary training of psychologists in leadership roles. Panelists will also discuss the costs and benefits of traditional leadership programs such as ACE, HERS, and Harvard's Leadership Institute. The session is designed for a free exchange of ideas among participants and attendees.

#### Panelists

Betsy Morgan, University of Wisconsin - La Crosse

Jennifer M. Bonds-Raacke, Fort Hays State University

Diana Wright Guerin, California State University, Fullerton

Jodie Ullman, California State University, San Bernardino

## PAPER SESSION

**8:30 -9:15 VERANDA C**

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### PERSONAL RELATIONSHIPS

## WPA DISTINGUISHED SPEAKER

**8:45-9:45 RED ROCK BALLROOM D**

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### MST-CAN: DISSEMINATING A RESEARCH-SUPPORTED MODEL FOR FAMILIES EXPERIENCING CHILD MALTREATMENT AND SERIOUS CLINICAL NEEDS

Presenter: Cynthia Cupit Swenson, Family Services Research Center, Medical University of South Carolina

Chair: Brad Donohue, University of Nevada, Las Vegas

### Synopsis

Multisystemic Therapy for Child Abuse and Neglect (MST-CAN) is a comprehensive treatment model for families who come under the care of Child Protective Services (CPS) due to physical abuse and/or neglect and who are experiencing serious, complex clinical needs. The treatment model has been found effective through a randomized controlled trial. Over the last 8 years, dissemination pilots have been conducted in multiple countries to examine cultural and systems differences that need attention to allow the model to be transported with integrity. The treatment model itself provides home and community-based services for the entire family and draws from a number of evidence-based treatments to address family conflict, harsh parenting, parent and child mental health difficulties, parental substance abuse, and the impact of child and adult trauma experiences while maintaining the children safely within the home. Client engagement and fostering a positive relationship between the family and CPS are critical. This presentation includes an overview of the model, treatment outcomes, and what it takes to implement a complex model with fidelity.

### Biography

Cynthia Cupit Swenson, a clinical research Psychologist, is Professor of Psychiatry and Behavioral Sciences at the Medical University of South Carolina. She is the model developer of Multisystemic Therapy for Child Abuse and Neglect (MST-CAN) that was found effective through a NIMH-funded 5-year randomized controlled trial. Presently, she is Principal Investigator on a NIDA-funded randomized controlled trial evaluating the Multisystemic Therapy -Building Stronger Families model for co-occurring child maltreatment and parental substance abuse. Dr. Swenson is currently studying the dissemination of MST-CAN in three European countries and the U.S. She is co-founder of Project Okurase, a community development and health project in a rural village in Ghana, West Africa. Dr. Swenson has published many journal articles, book chapters, and three books.

## STATISTICS WORKSHOP 3

**8:45-10:45 RED ROCK BALLROOM E**

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EXPANDING YOUR GROUP-BASED HYPOTHESES: MULTI-GROUP REGRESSION AND LATENT VARIABLE MODELS

Presenter: Andrew T. Ainsworth, California State University, Northridge

Chair: Kathleen S. J. Preston, California State University, Fullerton

### Synopsis

The focus of this workshop will be utilizing a multi-group approach to testing regression and latent variable models. The workshop will begin with a discussion of basic regression and path analysis models with an emphasis on group-based moderation (aka, interaction) effects. The topics will then move to a discussion of model generalizability in the context of construct measurement and latent variable models. Applied multi-group modeling techniques will be illustrated using regression and latent variable software and data sets will be utilized throughout the workshop as examples. Workshop attendees will learn 1) new ways to think about hypotheses concerning comparisons between groups, 2) the basics of multi-group regression and latent variable models, and 3) methods for testing measurement generalizability across groups.

### Biography

Andrew Ainsworth is an Associate Professor in the Department of Psychology at California State University, Northridge where he teaches many advanced statistics courses including Applied Multivariate Analysis and Latent Variable Analysis. He earned his Ph.D. in 2007 in measurement and psychometrics from UCLA. His primary area of interest is applied multivariate statistics with a particular emphasis in structural equation modeling and item response theory. He is the co-director of the General Experimental psychology graduate program at CSU Northridge, he is currently the statistical consultant for the NIH funded Research Infrastructure for Minority Institutions (RIMI) grant and the associate director of the new Center for Assessment, Research and Evaluation at CSU Northridge.

Supported by the Science Directorate of the American Psychological Association

## SYMPOSIUM

**9:00 -10:30 RED ROCK BALLROOM F**

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YOUR “FRESHMAN” YEAR IN THE WORKPLACE: GETTING IN.  
GETTING ON. MOVING ON?

Chair: Jon E. Grahe, Pacific Lutheran University

### Synopsis

Psychology graduates enter the workforce with high expectations, debt, facing a competitive job market where underemployment is common, and encounter employers who complain about graduates' lack of preparedness. Most teachers are not trained to advise baccalaureate graduates about career and workplace issues.

Through five modules interactively presented, participants are introduced to job search techniques (60 second elevator speech and informational interviewing procedures), workplace readiness issues (knowledge of organizational culture differences, skills employers seek, and behaviors leading to termination and promotion), and workplace challenges (economic, “upcredentialing,” and jobs for liberal arts grads).

Presenters

Steven Del Chiaro, John F. Kennedy University

Paul Hettich, DePaul University

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## PAPER SESSION

**9:15 -10:15 VERANDA E**

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SOCIAL ISSUES 2

## POSTER SESSION 13

**9:30-10:45 RED ROCK BALLROOM ABC**

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HEALTH PSYCHOLOGY 2

STRESS & ANXIETY 2

## SYMPOSIUM

**9:30 -11:00 VERANDA C**

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A TOUCH OF GREY: I WILL GET BY - I WILL SURVIVE!

Chair: Mary Russell-Miller, Southern Oregon University

### Synopsis

Developmental theories provide frameworks that allow us to better understand aging. The stages and phases supplied by theories help us gain perspective by fitting people into models. The process of aging is then described and explained in broader biological and psychological terms. Aging theories, in general, are supported by large scale research studies, giving us information that is meaningful and informative yet still distant from our individual experience. As individuals we

all have questions and fears about growing older. How will we look or feel when we earn elderly designation? What does it really mean to be old? What does it mean to have survived and thrived to an old age? While theory can inform us and give us needed frameworks, theory does not give us personal perspective.

A touch of grey: I will get by – I will survive! provides personal perspectives and experiences to enhance and inform developmental theory. Through an on-going research study; Being There: Perspectives on Aging from the Elderly, which began summer 2014, one-on-one interviews have been conducted providing rich qualitative data. Interviews focus not only on the realities of aging but on the subjective experience of aging. The areas addressed in interviews include relationships/social support, well-being, cognition, work/retirement, generativity & integrity, aging in general, and life satisfaction. The elderly interviewed thus far have insights which are poignant, funny, sad, uplifting, and, in general, enlightening. Our goal in this symposium is to provide you with these personal insights and apply them to our understanding of aging as it relates to developmental theory and personal process. In closing, replies to the last question in our interview will be shared; If you could give any single bit of advice regarding aging or life in general, what would it be?

## WPA DISTINGUISHED SPEAKER

**10:00-11:00 RED ROCK BALLROOM D**

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### THE RATIONAL ANIMAL: EVOLUTIONARY PSYCHOLOGY MEETS BEHAVIORAL ECONOMICS

Presenter: Douglas Kenrick, Arizona State University

Chair: Wesley Schultz, California State University San Marcos

#### Synopsis

On the classic view, human beings are eminently rational, processing immense amounts of relevant information to make carefully honed self-serving decisions, and to do so in consistent ways. During the late 20th century, that view was challenged by evidence from behavioral economists, who uncovered abundant evidence of irrational, inconsistent, short-sighted, and self-defeating decision-making. I'll present research evidence supporting a third view -- that our decisions manifest what my colleagues and I call Deep Rationality. On this view, human decisions are biased, but those biases are not random and self-defeating. Instead, they are calibrated to evolutionarily relevant contexts. Biases such as loss aversion, which behavioral economists have taken as iconic examples of irrationality, actually wax and wane in functionally sensible ways, depending on



currently active fundamental motives and other relevant life history variables.

### Biography

Douglas T. Kenrick is author of over 200 scientific articles, books, and book chapters, the majority applying evolutionary ideas to human behavior and thought processes. At a theoretical level his work integrates three great syntheses of the last few decades: evolutionary psychology, cognitive science, and dynamical systems theory. Much of that work has been funded by NIMH and NSF and has been reported in journals including Behavioral & Brain Sciences, Psychological Review, Journal of Personality & Social Psychology, Perspectives on Psychological Science, and Evolution & Human Behavior. He is author of Social Psychology: Goals in Interaction 6e (2015; with Steve Neuberg and Bob Cialdini). He has published articles in the New York Times and Psychology Today, and is author of Sex, Murder, and the Meaning of Life (2011) and The Rational Animal: How evolution made us smarter than we think (2013).

## WPA DISTINGUISHED SPEAKER

**10:00-11:00 RED ROCK BALLROOM GH**

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### FAMILY BEHAVIOR THERAPY

Presenter: Brad Donohue, University of Nevada, Las Vegas

Chair: Daniel Allen, University of Nevada, Las Vegas

### Synopsis

FBT is a scientifically supported behavioral treatment available to assist infants, children, adolescents and adults. Positive outcomes have been achieved in alcohol and illicit drug use, depression, anxiety, child misconduct, family discord, child maltreatment, sport performance, HIV risk behaviors, and school and work attendance. FBT is listed in various national clearinghouses, including NIDA's Principles of Drug Addiction Treatment and SAMHSA's National Registry of Evidence-based Programs and Practices. In a review by NIH more than a decade ago, FBT was one referenced as one of only several evidence-based, developmentally sensitive approaches emerging for addressing alcohol and other drug use problems among adolescents, and results of a meta-analysis indicated that FBT was one of only two intervention approaches found to demonstrate large effect sizes across substance abuse and internalizing and externalizing problem behaviors in dually diagnosed youth. More recent clinical trials have indicated that FBT may be used to assist goal achievement in a wide array of problem areas. The purpose of this presentation is to briefly report FBT's research support in controlled and uncontrolled clinical trials and review its application to a wide

array of clinical populations, including child welfare, juvenile and adult justice services, and most recently, inter-collegiate sports. Innovative features of FBT will be demonstrated, including intervention techniques, methods of training, clinical case management, and quality assurance. Step by step intervention protocols and worksheets will be distributed to attendees.

### Biography

Dr. Donohue graduated from Nova Southeastern University's Ph.D. clinical psychology program under the mentorship of Dr. Nathan Azrin, who was one of the pioneers of behavioral analysis/therapy. He is currently Director of Family Research & Services (FRS), and Professor in the Psychology Department, at the University of Nevada, Las Vegas. He is currently interested in the development, evaluation and dissemination of significant other supported life performance programs, including the development of innovative assessment and intervention approaches. He has directed projects that have been funded by NIDA, NIMH, and SAMHSA, and he was recipient of the Western Psychological Association's Early Career Research Award and Harry Reid's Silver State Research Award. He has also received several awards from UNLV, including the Barrick Scholar Awards for Distinguished Research, Outstanding Faculty Award, and Student-Focused Award.

## WPA DISTINGUISHED SPEAKER

**10:00-11:00 RED ROCK BALLROOM I**

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### GETTING CONTROL OF AMERICA'S GAMBLING ADDICTION

Presenter: Mark R. Dixon, Southern Illinois University

Chair: Bo Bernhard, International Gaming Institute

### Synopsis

Over the past 30 years our country has undergone a financial transformation that has resulted in a reliance on gambling revenues to fund everything from autism treatment to mental health services. Although the funds are welcomed by those constituencies, they are generated at great personal expense by millions of addicted gamblers. This presentation will explore the social economics of the USA's gambling boom, and what attempts have been made to understand our financial dependence on persons with gambling addiction. Behavioral scientists have made great strides towards understanding why people keep gambling when the chances of winning are against them. Behavioral and neurological data will be presented, and a rationale for a functional analytic account of gambling disorders will be discussed.

## Biography

Dr. Mark R. Dixon is Professor and Coordinator of Behavior Analysis and Therapy at Southern Illinois University. He has published over 150 peer-reviewed journal articles and 6 books, and has delivered over 500 presentations worldwide. Dr. Dixon has been the editor of *Analysis of Gambling Behavior* and *Behavior Analysis in Practice*, and Associate Editor of the *Journal of Applied Behavior Analysis* and *Journal of Organizational Behavior Management*. At Southern Illinois, Dr. Dixon directs Project HEALTH, a clinical research and treatment program that utilizes behavioral principles to treat a variety of psychological and physical conditions, most commonly pathological gambling. His casino research laboratory and customized gambling software are known across the globe. Mark's research and expert opinions on gambling have been featured in *Time*, *Newsweek*, the *New York Times*, National Public Radio's *This American Life*, and many affiliates of NBC, CBS, and ABC television.

## SYMPOSIUM

**10:00 - 11:00 VERANDA AB**

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### INTERSECTIONS BETWEEN ENVIRONMENTAL ENGAGEMENT, TECHNOLOGIES, AND CONNECTIONS TO NATURE

Chair: Patricia L. Winter, USDA Forest Service, Pacific Southwest Research Station

#### Synopsis

Different forms of media and personal technologies permeate everyday life, especially in industrialized nations, and new technologies and modes of use continue to be developed at a fast rate. At the same time, key issues about environmental degradation, sustainability, and stewardship are attracting global attention. This symposium focuses on the current and potential roles of technologies in the relationship between individuals and the natural environment. The first presentation is based on an extensive literature review and describes how Web 2.0 and social media may be leveraged to foster proenvironmental action. In particular, the Technologies for Proenvironmental Action Model (or TPAM) is described; this model articulates how personal, social, and contextual factors that have been shown to influence environmental engagement may be matched to informational, relational, and experiential functions of technology use so as to increase their impact. A technological innovation in the form of an iPad-based game is the focus of the second presentation. The game, *FlexiTwins*, assesses implicit connectedness with nature and has been used to evaluate the effectiveness of a number of environmentally focused experiences among youth. Recent applications and advancements in

the FlexiTwins game, including translation into Spanish, will be presented. We will also discuss how the game is helping us refine an understanding of the various facets and forms of connectedness with nature. Lastly, findings from evaluation of a mobile application, The Agents of Nature, are offered. The evaluation contrasted children's experiences visiting a park site while using the mobile application, taking a guided tour, or exploring on their own. Findings suggest the mobile application had positive outcomes across a number of domains, and may represent a valuable tool for onsite environmental education. Together, these presentations and the resulting discussion will consider different roles of technology in engaging individuals, especially youth, in the outdoors and as tools in fostering and documenting facets of proenvironmental behaviors. From a broader perspective, this symposium will provide evidence of how psychologists can increase understanding of technologies and their uses in enhancing the natural environment and people's lives.

## SYMPOSIUM

**10:30 -11:30 RED ROCK BALLROOM F**

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### PSI CHI SESSION: DARING TO BE CULTURALLY COMPETENT

Presenter: Thomas A. Parham, University of California, Irvine

Chair: Jon E. Grahe, Pacific Lutheran University

#### Synopsis

The challenge of operationalizing the concept of diversity is not simply related to demographic representation. Rather it includes developing new theory and constructs, alternative ways of helping and healing, and or asking and interrogating different research questions. This session will focus on helping attendees become better risk takers where diversity is concerned.

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## PAPER SESSION

**10:30 -11:30 VERANDA E**

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SOCIAL ISSUES 3

## POSTER SESSION 14

**11:00-12:15 RED ROCK BALLROOM ABC**

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SOCIAL/PERSONALITY 3

GENDER ISSUES

## SYMPOSIUM

**11:00 -12:30 RED ROCK BALLROOM E**

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### A SURVEY COURSE IN QUANTITATIVE RESEARCH AND ITS APPLICATIONS IN PSYCHOLOGY

Chair: Joseph E. Gonzales, University of California, Davis

#### Synopsis

There are approximately 1,176 programs offering graduate training in Psychology and Behavioral sciences in America, but only 46 programs offering an emphasis or concentration in quantitative methodology. One result of the dearth of quantitative exposure is that while quantitative research is applicable to psychological research generally, its dissemination beyond its own area is slow. Consequently, many psychologists are unfamiliar with the breadth of quantitative research and its implications for their own research. To promote the application of quantitative innovations in psychological research, we have put together a series of presentations that reflect the breadth of questions explored in quantitative research and their implications. Specifically, our first presentation evaluates the efficacy of estimating procedure options using PROC NL MIXED in SAS. Results are discussed in terms of option efficacy under different conditions of integral approximations, and the use and number of adaptive and non-adaptive quadrature points. Our second presentation investigates the problem of sampling-time variability in longitudinal studies -- when the timing of observations (e.g., age) varies across participants but is treated as identical. Results are discussed in terms of sample timing variability's effects on fit indices and model comparisons of growth-curve models. Our third presentation contrasts the use Cronbach's alpha and factorial invariance for justifying the use of first-order growth modeling using composite scores compared to second-order growth models. Results are discussed in terms of inconsistencies between first- and second-order growth models when factorial invariance is not achieved. Our fourth presentation explores the utility of strong partial invariance as an alternative to strong factorial invariance when evaluating mean differences of latent variables. Results focus on conditions when the more attainable strong partial factorial invariance may be sufficient to study mean differences of latent variables in lieu of strong factorial

invariance. Our final presentation deals with modeling single-case studies in aggregate using Generalized Additive Models. Contrary to typical single-case modeling approaches, results indicate that non-linear, differential trends may be quite common in data, that the assumption of normally distributed data may be untenable, and that consideration of these data characteristics results in different treatment effect estimates.

## WPA DISTINGUISHED SPEAKER

**11:15-12:15 RED ROCK BALLROOM GH**

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### NORMATIVE SEXUALITY DEVELOPMENT IN CHILDHOOD: IMPLICATIONS FOR DEVELOPMENTAL GUIDANCE & PREVENTION OF CHILDHOOD SEXUAL ABUSE

Presenter: Maureen C. Kenny, Florida International University

Chair: Brad Donohue, University of Nevada, Las Vegas

#### Synopsis

This presentation will review what is known about normative and non-normative sexual behavior and knowledge among children 12 years and younger. We will review what is known about contextual influences on children's sexual behaviors as what is deemed "normal" sexual behavior is determined by social, cultural, and familial contexts. We use these findings to offer suggestions for how parents and other adults can provide sexual abuse prevention education while simultaneously promoting children's healthy sexual development. Finally, we will offer guidelines for adults on how to respond to normal and problematic sexual behaviors. Parents and professionals working with children frequently ask questions about the normality of children's sexual behaviors and how to address children's sexual behaviors. We will provide guidance on responding to sexual behaviors and suggest ways adults can help children grow into happy, healthy sexual adults.

## SYMPOSIUM

**11:15 -12:45 RED ROCK BALLROOM I**

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### SOCIAL AND EMOTIONAL LEARNING IN SCHOOL SETTINGS: DEVELOPING COMPETENCIES AND IMPROVING ACADEMIC PERFORMANCE

Chair: Greg M. Kim-Ju, California State University, Sacramento

## Synopsis

As K-12 public schools address racial disparities in student academic performance and educational attainment, a growing number of community-based researchers have adopted social and emotional learning (SEL) tools in partnership with schools to tackle these disparities. SEL refers to the knowledge, attitudes, and skills that are necessary for individuals to navigate social settings and has been linked to improvements in student environment and individual-level skills such as perspective-taking and academic performance. Our presenters discuss a Social and Emotional Learning (SEL) Program being implemented at public schools in an urban district in Northern California.

Our first presenter discusses SEL and its importance, the implementation and structure of the SEL workshops at a diverse middle school, and its strengths and limitations. Highlighted are the development of creative and interactive lesson plans based on SEL competencies of self-awareness (“I reflect”), social-awareness (“I appreciate”), self-management (“I determine”), relationship skills (“I recognize”), and responsible decision-making (“I choose”), CASEL guidelines, and the age group under consideration.

Our second presenters discuss self-awareness as a prevention program, and how it may serve to benefit adolescents by facilitating a greater understanding of self. Their presentation describes self-awareness workshops that serve a diverse group of after school students (in 7th and 8th grades) in a Northern California middle school. They discuss some of the challenges students may face in identifying feelings, showing empathy, understanding situations, and solving problems creatively. Furthermore, they examine how self-awareness workshops can be embedded in an after school curriculum that focuses on social and emotional learning over the course of a four-month period.

Our third presenters review their experience working with middle school students to increase their social awareness through targeted activities that foster understanding and growth of interpersonal skills. In particular, they focus on their work on a) developing awareness and strengths in self and others, b) developing empathy and perspective-taking/stereotypes, and c) appreciating diversity, all of which can be used to help communication for students. They will also discuss some of the challenges working with middle school student and facilitating social awareness as well as the positive student outcomes that are related to greater social awareness.

Our fourth presenters share the use of photovoice in SEL programs and the role that students play, e.g., being fully engaged throughout the research process and presenting their thoughts and opinions based on the SEL lessons and competencies. They review the use of photovoice as a method in SEL

programs that allow youth to record and vivify their strengths and concerns while promoting critical dialogue and knowledge through group discussion will be addressed. They will further discuss some of the ethical concerns using photovoice with middle school students.

Our Discussant, Casey Knifsend, a developmental and applied psychologist who has done extensive work in school settings, will summarize themes, lessons learned, and challenges and rewards of SEL work in school settings. She will also moderate a short discussion with those in the audience.

## PAPER SESSION

**11:15 -12:15 VERANDA C**

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### SEXUALITY ISSUES

## WPA PRESIDENT'S SYMPOSIUM

**11:30 -1:00 VERANDA AB**

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### NO MORE GLASSY-EYED STUDENTS: INNOVATIVE WAYS TO ENGAGE YOUR CLASSES

Chair: Laura Freberg, California Polytechnic State University, San Luis Obispo

#### Synopsis

It has been said that 12th century students in Europe threw pebbles at professors who could not hold the students' attention. A 13th century bishop once said of students, "They attend classes but make no effort to learn." How do you keep students engaged in lectures and assignments given their ever-changing lives in today's digital world? This presentation will give you practical techniques to connect psychology content to everyday life - deepening and building on students' experience and understanding. We will discuss ways you can help students connect to material and take what they learn and put it into action, both inside and outside of the classroom. Come hear ideas about theme-based teaching and learning, incorporating media and technology (social media, Google Glass, WebEx, etc.) into your teaching in order to engage students, and helping your students become creative, entrepreneurial thinkers and effective collaborators. By pushing your students to the next level, you will challenge them in new ways, affirm their skills, and provide them with novel opportunities to learn.



Presenters

WHAT ENTREPRENEURIAL THINKING AND ACTION TELLS US ABOUT TEACHING AND MENTORING, Brian Detweiler-Bedell (Lewis & Clark College)

A THEME-BASED APPROACH TO TEACHING, Vivian McCann (Portland Community College)

USING GOOGLE GLASS FOR TEACHING IN PSYCHOLOGY, Laura Freberg (California Polytechnic State University)

INTEGRATING MEDIA INTO PSYCHOLOGY, Deborah Licht & Misty Hull (Pikes Peak Community College, Colorado Springs)

## WPA PANEL

**11:30 - 1:00 RED ROCK BALLROOM F**

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PSI CHI SESSION: GRADUATE SCHOOL IS DAUNTING. LET US HELP WITH THAT.

Chair: Jon E. Grahe, Pacific Lutheran University

### Synopsis

The panel of speakers with distinct graduate experiences will provide insight about getting into and succeeding in graduate school. Talks will include a range of topics including suggestions for finding the right program, making the best application, and finding ways to help pay for graduate school. Finally, we will discuss what is expected from students in order to best succeed and flourish in a program.

### Presenters

Betsy Morgan, Psi Chi President, University of Wisconsin - LaCrosse

Elizabeth Campbell, Whitworth University

Michael Souza, University of British Columbia

Roberto Corona, University of California, Merced

SPONSORED BY PSI CHI, THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY

## PAPER SESSION

**11:30 -12:15 RED ROCK BALLROOM D**

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POSITIVE PSYCHOLOGY

## PAPER SESSION

**11:45 -12:45 VERANDA E**

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EDUCATION ISSUES

## POSTER SESSION 15

**12:30-1:45 RED ROCK BALLROOM ABC**

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CLINICAL PSYCHOLOGY 2

## WPA DISTINGUISHED SPEAKER

**12:30-1:30 RED ROCK BALLROOM D**

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RISK FACTORS, OUTCOMES, AND EFFECTIVE INTERVENTIONS  
FOR GIRLS IN THE JUVENILE JUSTICE SYSTEM

Presenter: Leslie Leve, University of Oregon

Chair: Brad Donohue, University of Nevada, Las Vegas

### Synopsis

Female delinquency is increasing, yet few evidence-based models have been evaluated and implemented with girls in the juvenile justice system. Although much is known about the risk and protective factors for girls who participate in serious delinquency, significant gaps in the research base hamper the development and implementation of theoretically-based intervention approaches for this population. This presentation includes a summary of empirical work about the causes and consequences of juvenile justice involvement for girls. Identified risk and protective factors that correspond to girls' involvement in the juvenile justice system largely parallel those of boys, although exposure rates and magnitudes of association sometimes differ by gender. Next, previous work on empirically validated, evidence-based interventions for juvenile justice-involved youths will be presented. Few studies permit conclusions to be made about whether gender-specific interventions would yield any better outcomes for girls than would interventions that already exist for both genders

and that have a strong base of evidence to support them. Intervention outcomes of Multidimensional Treatment Foster Care for girls will be highlighted. The presentation will conclude with identification of feasible, cost-efficient next steps to advance the research and intervention agendas for juvenile justice girls.

## SYMPOSIUM

**12:30 - 2:00 VERANDA C**

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### JOY AND GRATITUDE: EXPLORATION OF A RELATIONSHIP IMPORTANT TO WELL-BEING

Chair: Philip C. Watkins, Eastern Washington University

#### Synopsis

In this symposium we explore the nature of joy and its relationship with gratitude. Currently, research on the specific nature of joy is quite limited, but if joy is important to well-being, this could be a crucial research endeavor. Joy has the following structural components: it is a positive hedonic response, joy has an intentional object that is perceived as good, and the object is not viewed as an entitlement. Given this formulation, it is likely that grateful processes are critical to the experience of joy. Gratitude's relationship to joy has been unexplored, primarily because positive psychology rarely differentiates joy from happiness and other overlapping pleasant emotional states. This lack of differentiation has hampered progress in understanding the factors that enable the capacity for joy to emerge. We propose that one such critical factor is gratitude.

This symposium presents five papers that explore the relationship between joy and gratitude, followed by a discussion by leading gratitude scholar Bob Emmons. First, Duncan McCurrach will explore the "Phenomenology of Joy and Gratitude." This paper will draw from nine studies that included assessments of both joy and gratitude, and will provide recommendations for the development of effective assessments of joy. In the second paper Daniel Scheibe presents data from a scenario study showing that grateful responses are strongly correlated with joy, and joy is more likely to be experienced in the context of a gift than a mere good. If grateful processes lead to joy, then trait gratitude should predict increases in joy over time. In the third paper Joshua Bell presents evidence from two prospective studies that support this hypothesis. Theories of joy have proposed that joy results in a longing for the eternal, and in our fourth paper Blaine Bart presents evidence from several studies showing that joy is correlated with spirituality and religiosity measures. In our final paper Philip Watkins will present an experiment showing that joy can be experienced in the presence of painful circumstances, and grateful processing of a painful memory enhances

one's experience of joy. Taken together, these studies support the theory that there is an important relationship between joy and gratitude, and this symposium should help map the way forward for research on joy.

## WPA SOCIAL RESPONSIBILITY AWARD

### ADDRESS

**12:45-1:45 RED ROCK BALLROOM GH**

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### PSYCHOLOGY AND SOCIAL POLICY: ONE PATH TO MAKING A DIFFERENCE

Presenter: Allen M. Omoto, Claremont Graduate University

Chair: Dale E. Berger, Claremont Graduate University

#### Synopsis

This talk will explore the roles of psychological science and psychologists in the public interest, and particularly in connections between psychology and social policies. It starts from the somewhat contradictory observation that many people who self-select into psychology seek to “make a difference,” yet psychology as a discipline remains a relatively minor player in policy discussions and decisions. Several different motivations for engaging in policy work and ways of enacting socially responsible activities that are psychologically informed will be described. Using my career as a case example, I will trace my own circuitous development and one version of being a socially responsible psychologist. At the bottom line, it is crucial that psychologists at all stages of career become and remain cognizant of how their science and practice are connected to social policies and can impact the general public. Based on the assumption that the public would benefit from greater involvement of psychologists in social policy contexts, several suggestions will be made for ways to increase the policy-relevant capacity of psychologists.

#### Biography

Allen M. Omoto is a Professor of Psychology and Director of the Institute for Research on Social Issues at the Claremont Graduate University in Claremont, CA. He is a social psychologist whose research interests generally focus on interpersonal processes, but specifically on the social and psychological aspects of prosocial behavior and civic and political engagement. He also conducts research on issues related to the environment, HIV disease, and lesbian, gay, and bisexual concerns. Earlier in his career, Dr. Omoto worked at the grassroots level in founding and administering an AIDS service organization, and he also served

as a legislative aide in the U.S. House of Representatives. These experiences broadened his perspective on the roles of psychology in public life and expanded his research and training interests. In addition to his research and teaching, Dr. Omoto has engaged in social responsibility activities by serving in leadership roles in several professional associations and societies, including the American Psychological Association, the Society for the Psychological Study of Social Issues, and the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues.

## WPA DISTINGUISHED SPEAKER

**1:00-2:00 RED ROCK BALLROOM I**

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### A SOCIAL PSYCHOLOGICAL APPROACH TO CONSERVATION

Presenter: Wesley Schultz, California State University, San Marcos

Chair: Beth Karlin, University of California, Irvine

#### Synopsis

Achieving a sustainable future will require changes in human behavior. But how can we best motivate individuals to act? While there are some widely accepted truths about what works, psychological science offers some new and surprisingly powerful alternatives. Examples are drawn from my work on recycling, water, and energy conservation.

## WPA DISTINGUISHED SPEAKER

**1:00-2:00 RED ROCK BALLROOM E**

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### UTILIZING TARGETED COGNITIVE TRAINING TO ENHANCE LOW WORKING MEMORY CAPACITY IN COLLEGE STUDENTS

Presenter: Jason F. Reimer, California State University, San Bernardino

Chair: David Copeland, University of Nevada, Las Vegas

#### Synopsis

Recently, there has been considerable interest in the efficacy of targeted cognitive training in young adults. However, the results of studies designed to examine cognitive training in young adults are mixed. Although some studies have found evidence of effective cognitive training (Chein & Morrison, 2010),

other studies have not (e.g. Redick et al., 2013). This talk presents the results of a study designed to examine the effectiveness of targeted cognitive training in young adults who possess relatively low working memory capacity (WMC). In this study, college students who received 21 hours of training on a set of adaptive, WM-based cognitive exercises were compared to students who received a comparable amount of training on a set of adaptive, non-WM-based cognitive exercises. All participants were pre- and post-tested on multiple measures of fluid intelligence, memory span, and WMC. The results indicated that there was positive transfer of training to measures of WMC. Additionally, there was some evidence of far transfer to measures of fluid intelligence. These results provide evidence that WM training may be beneficial for individuals who possess deficits in WMC. Implications of these results on student learning will be discussed.

## SYMPOSIUM

**1:00-2:00 VERANDA E**

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### NEW RESEARCH TOOLS FOR PERSONALITY AND AFFECTIVE PSYCHOLOGISTS

Chair: Michael Ennis, California State University, Chico

#### Synopsis

This symposium will discuss four new tools developed for research in psychology. Within personality psychology, the first speakers will describe a website that automatically codes personality trait words into the Big Five factors. Eleven raters coded over 2,500 words into the Big Five factors. These data were used to create a free website ([5factor.nfshost.com](http://5factor.nfshost.com)) that allows researchers to enter a trait word to see how raters categorized it. This website will allow researchers to take qualitative data (trait words) and easily convert them into quantitative data (Big Five factors).

The next speaker will present the Theories of Sexism Measure. This scale was created to measure the degree to which people endorse two perceptions of sexism: a fixed perspective (i.e., peoples' sexist attitudes are relatively unchangeable) versus an malleable perspective (i.e., peoples' sexist attitudes can be changed with effort). Our data suggest there are significant individual differences in these attitudes and that this new scale is a valid measure of these two perspectives.

Within affective psychology, the first speaker will describe a new method using Pandora to generate nostalgia. In this method, participants identify songs that make them feel nostalgic. Pandora uses those songs to generate different songs that produce nostalgia at much higher rates than previous methods. Furthermore,

the nostalgia generated is “high-quality” because it has all the expected characteristics previous researchers have identified.

The final speakers will present data to suggest that new software called FaceReader is valid in measuring emotional facial expressions. They tested the claim that FaceReader is capable of measuring “happy,” and “angry” expressions. Using facial electromyography (EMG), they confirmed that when FaceReader is assessing an expression as “happy,” the muscle critical for smiling (zygomaticus major) is reliably active. Conversely, when FaceReader is assessing an expression as “angry,” the muscle critical for frowning (corrugator supercillii) is reliably active. These data provide initial evidence that FaceReader is a valid measure of these emotional facial expressions.

## PSI CHI CHAPTER EXCHANGE AND AWARDS

**1:30-3:30 RED ROCK BALLROOM F**

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Chair: Jon E. Grahe, Pacific Lutheran University

### Synopsis

Psi Chi annually hosts a chapter exchange for chapters in the Western Region to build connections and share their experiences with other chapters. Each chapter at the exchange will be encouraged to speak for about 3 minutes about their goals and activities for the year.

## PSI BETA CHAPTER EXCHANGE AND SPEED RESEARCH COMPETITION

**1:30-3:30 VERANDAAB**

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Chair: Kimberley J. Duff, Cerritos College

### Synopsis

The chapter exchange serves as an opportunity for active and inactive chapters to share information on successful fundraising, recruiting, and club activities. Information regarding Psi Beta national awards and activities is also disseminated, as well as information on how to start or reactivate a chapter. This is a great opportunity for students and advisors to connect and to share their chapter activities for the past year. Students will also have the opportunity to participate in a speed research competition where they will present their research in three minutes using a single PowerPoint slide.

# POSTER SESSION 16

**2:00-3:15 RED ROCK BALLROOM ABC**

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SEXUALITY

SOCIAL/PERSONALITY 4

## WPA DISTINGUISHED SPEAKER

2:00-3:00 RED ROCK BALLROOM GH

### THE PSYCHOLOGY OF SUSTAINABILITY

Presenter: Beth Karlin, University of California, Irvine

Chair: ~~Thomas Piechota, University of Nevada, Las Vegas~~

Patricia L. Winter, USDA  
Forest Service, Pacific  
Southwest Research  
Station

#### Synopsis

There is growing consensus that environmental, social, and economic sustainability are not possible given current trends and that understanding human interactions with the environment is vital for addressing them. Psychology, as the scientific study of the human mind and behavior, is in a prime position to assist with this task. The psychological study of sustainability includes understanding behavioral contributions to climate change, perceptions of environmental conditions, psychosocial impacts of climate-related disasters, and the design and testing of potential interventions to change behavior. This talk will discuss current and pressing issues in the psychology of sustainability and share recent insights in areas such as social norms, risk perception, message framing, and positive psychology that highlight some of the ways that psychology is contributing to these issues.

## WPA EARLY CAREER RESEARCH AWARD

### ADDRESS

**2:00-3:00 RED ROCK BALLROOM D**

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### INCREASING HELP SEEKING AMONG PEOPLE WITH ELEVATED LEVELS OF DEPRESSIVE SYMPTOMATOLOGY: ONE GOAL, MULTIPLE APPROACHES

Presenter: Jason T. Siegel, Claremont Graduate University



Chair: Dale E. Berger, Claremont Graduate University

### Synopsis

Unlike many other medical ailments, where help seeking increases with illness severity, as people become more depressed, they are less likely to seek help. Further, even though some outreach campaigns seeking to increase help seeking among people with depression have been successful, others have backfired—causing a reduction in help seeking among the very population the intervention sought to influence. This presentation will put forth a program of research that seeks to increase help seeking among people with elevated levels of depression by tapping a classic social psychological framework (i.e., attribution theory), an overlooked persuasive strategy (i.e., overheard communication technique), a newly elucidated positive emotion (i.e., elevation), and a new application of attitude strength scholarship (i.e., an attitude-strength diagnostic). Numerous experimental studies will be presented. Implications for mental illness outreach will be described and potential avenues for future research will be offered.

### Biography

Jason T. Siegel is an Associate Professor at Claremont Graduate University. His research primarily focuses on the application of social psychological theorizing to the health domain. Dr. Siegel's most common topics of focus include depression, organ donation, and adolescent substance abuse. Further, in collaboration with his graduate students, Dr. Siegel has recently developed goal disruption theory. This motivational framework seeks to explain when goal-relevant expectation violations are most likely to cause psychological disequilibrium and the breadth of outcomes that occur as a result. Dr. Siegel has received funding through organizations such as the National Institutes on Drug Abuse, the Center for Disease Control, and the U.S. Department of Labor. He is currently the Principle Investigator of a \$1.3 million grant from the U.S. Health Resources and Services Administration that seeks to increase organ donation among Spanish-dominant Hispanics through the application of research on positive emotions (e.g., elevation).

## SYMPOSIUM

**2:15 -3:15 VERANDA E**

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### METAPHORS IN POVERTY AND POLITICS

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

## Synopsis

Metaphors have been applied to numerous topic domains, such as science (Kuhn, 1993), education (Mayer, 1993), politics (Mio, Riggio, Levin, & Reese, 2005), and humor (Mio, 2009). The present symposium will continue in the tradition of applying metaphor to various situations by applying it to one of the above areas and also adding a new area. The continuance is examining metaphor in politics. Metaphorical expressions were collected from Time magazine during the first year of President Obama's second term of office. Right after Obama's re-election in November 2012, many had predicted that "the fever will break" during Obama's second term, meaning that because the Republicans could no longer deny him of a second term in office, they will decide to cooperate with him on some issues of national concern. Our examination of the metaphors that arose during this first year of Obama's second term did not support the breaking of the fever. Rather than cooperating with him on important legislation, the American political universe mainly focused on if the Republicans could take control of the Senate and which Republican would emerge as the next presidential nominee of the party.

The new area of metaphor research in which we have engaged is applying metaphor to issues of poverty. Willer and his colleagues (Cote, Piff, & Willer (2014; Feinberg & Willer, 2012) identified framing metaphors that resonated with those who were politically liberal and with those who were politically conservative. If these framing metaphors are correct, they should be effective in influencing how liberal individuals would react to conservative issues and how conservative individuals would react to liberal issues. An issue of concern to liberals is that of poverty. We examined the degree to which framing this issue in a conservative framing metaphor influenced their willingness to support government poverty programs. Our results have implications for social justice issues.

## PT@CC TEACHING SESSION

**2:15-3:15 VERANDA C**

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### INTERACTIVE CLASSROOM STRATEGIES TO LIVEN UP YOUR CLASSES

Chair: April Kindrick, South Puget Sound Community College

#### Presenters

TO FLIP OR NOT TO FLIP: THAT IS THE QUESTION, Michelle Oja & Jennifer Altenhofel (Taft Community College)

The presentation and discussion will answer the following questions about flipped classes in relation to college courses, particularly for community college courses.

1. What are flipped classrooms, and how do they apply to (community) college classes?
2. How do you “do” a flipped classroom? (various ways, models, etc.)
3. What are the advantages and disadvantages of this model, both for students and for faculty?
4. Do we have any evidence flipped classrooms are effective?

Personal examples and research will be provided

**BAMBOOZLED - POTENTIATING YOUR MEMORY WITH GAMES,**  
Amy Cunningham (San Diego Mesa College)

Do you want to hear more of “What? Class is over already?” Come join me as I demonstrate the game I invite my students to play to help them review for exams. The game typically lasts about 45 minutes but can easily be modified to last more or less time. This small group activity gets the whole class involved in the learning process.

## APA PANEL PRESENTATION

**2:15-3:30 RED ROCK BALLROOM E**

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### HOW TO PUBLISH

Chair: Sharon Ramos, APA Journals ‘ Editorial Manuscript Coordinator

#### Panelists

Editor Speaker: Gregory Schraw, University of Nevada, Las Vegas

Author Speaker: David Copeland, University of Nevada, Las Vegas

#### 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.

## PAPER SESSION

**2:15 -3:15 RED ROCK BALLROOM I**

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HEALTH, STRESS & ANXIETY 2

## POSTER SESSION 17

**3:30-4:45 RED ROCK BALLROOM ABC**

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APPLIED PSYCHOLOGY

RESEARCH METHODS, EVALUATION, MEASUREMENT

## WPA DISTINGUISHED SPEAKER

**3:30-4:30 RED ROCK BALLROOM GH**

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THE SECRET POWER OF TIME TO INFLUENCE YOUR DESTINY

Presenter: Philip Zimbardo, Heroic Imagination Project

Chair: Vivian McCann, Portland Community College

### Synopsis

Phil Zimbardo will challenge your beliefs about what you base your decisions on that is in your head but not mindfully so. We will explore the nature of time perspective as the most central process underlying most of your decisions and actions-- without your conscious awareness. We will discover a new way to identify you time zones that are likely to be biased but can be balanced in an ideal fashion. A range of research will be described from many domains of psychology in which time perspective is the trigger, mediator, or response. Then we take these general ideas into the clinic where we use them to help cure PTSD in vets. Finally, when you determine how financially healthy or sick you are, what makes the most difference, what is the best predictor of that positive or negative state: Your financial literacy or your dominant time perspective factor? Hint: Put your chips on TP not FL.

### 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. 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. A new film based on his research - *The Stanford Prison Experiment* - premiered at the Sundance Film Festival where it won the Waldo Salt Screenwriting Award and the Alfred P. Sloan Feature Film prize. Noted for his personal and professional efforts to actually 'give psychology away' to the public, Zimbardo has also been a social-political activist, challenging the U.S. Government's wars in Vietnam and Iraq, as well as the American Correctional System.

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



# SUNDAY, MAY 3

A.M.

2015 WPA FILM FESTIVAL

8:00 A.M. – 11:55 P.M. VERANDA D

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| <b>TIME</b>     | <b>NAME OF FILM</b>                                   | <b>RUNNING TIME (IN MINUTES)</b> |
|-----------------|---|----------------------------------|
| TORTURE         |   |                                  |
| 8:00 a.m.       | Expert Witness: Health Professionals on the Frontline | 45                               |
| Against Torture |   |                                  |
| 8:45            | Torture Made in USA                                   | 85                               |
| DEATH & DYING   |   |                                  |
| 10:15           | A Will for the Woods                                  | 93                               |

## SUNDAY-POSTER SESSION 18

**8:30-9:45 RED ROCK BALLROOM ABC**

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INDUSTRIAL/ORGANIZATION PSYCHOLOGY  
SOCIAL/PERSONALITY 5

## STATISTICS WORKSHOP 4

**8:30-10:30 RED ROCK BALLROOM E**

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### BEST PRACTICES FOR RUNNING AND PRESENTING SEM

Presenter: Kathleen Suzanne Johnson Preston, California State University, Fullerton

Chair: Andrew Ainsworth, California State University, Northridge

Increasingly prevalent among psychological research manuscripts is the utilization of structural equation modeling (SEM) as the main analytic technique. Although theoretically equivalent, software programs developed for SEM analyses vary in the model formulation, thus making it seemingly difficult to develop a properly specified SEM without specific expertise. Furthermore, there is great variation in the quality and depth of the presentation of the SEM analysis, as well as the visual representation of the model.

This session will focus on running and reporting basic structural equation models (SEM). We will begin with a conceptual overview of SEM focusing on the Bentler-Weeks formulation. Presuming the data have met the necessary assumptions (reviewed briefly), we will cover how to specify a basic SEM for analysis using the Diagrammer in EQS to write nearly all the necessary EQS syntax to run an SEM model. We will examine the output and discuss “what to report” (e.g., adequacy of the measurement model, recommended fit indices, etc.), examine model modification indices, and present effect decomposition. Finally, we will translate the model developed in the EQS Diagrammer, along with the EQS output, into a manuscript-ready model.

## SYMPOSIUM

**8:30 -9:45 RED ROCK BALLROOM D**

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COLLEGE ENGAGEMENT AND SUCCESS: WHAT CAN WE DO IN OUR PSYCHOLOGY CLASSROOMS?



Chair: Alisa A Beyer, Northern Arizona University - Extended Campus

### Synopsis

In college, student engagement is a critical contributor to academic achievement and retention (Tinto, 1993). Active and collaborative learning techniques in the classroom are associated with greater classroom engagement and student perceptions of support and belonging (Chickering & Gamson, 1987; Pascarella & Terenzini, 2005; Zepke, 2012). Sense of community and perceived cognitive learning are related to greater course satisfaction and retention for online and blended courses (Garrison, Cleveland-Innes & Fung, 2010; Rovai, 2002). We will first connect best practices in student engagement and pedagogy for teaching psychology courses. We will then discuss ways of integrating cultural and diversity-related components in an introduction to psychology course. These student engagement activities help students increase their understanding of human behavior, while also fostering an appreciation of how people are similar and different across cultures (and within a classroom). Finally, we will initiate a discussion of different strategies aimed at helping developmental students with self-efficacy, time and effort regulation in their study of psychology (Komarraju & Nadler, 2013; Langley, Wambach, Brothen & Madyum, 2004; Ley & Young, 1998). Our symposium shares topics relating to student engagement and success in how we teach psychology courses. The goal of the session is to share and discuss high impact and “low cost” ways to increase student engagement and success for a variety of classroom settings and diverse populations. This symposium is particularly relevant to early career individuals, or those in a part-time faculty role. We will create a shared digital/electronic resource based from the presentation and symposium discussion to share with attendees. Takeaways from this symposium will be tips that are relevant and practical for students and instructors leading to increased engagement, achievement, and retention.

## SYMPOSIUM

**8:30 -10:00 RED ROCK BALLROOM I**

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THE FULL CIRCLE PROJECT AND THE 65TH STREET CORRIDOR  
COMMUNITY COLLABORATIVE: ADDRESSING SOCIAL AND  
COMMUNITY ISSUES THROUGH SERVICE-LEARNING

Chair: Greg M. Kim-Ju, California State University, Sacramento

### Synopsis

A growing number of higher education institutions and programs are recognizing the value and critical role that community-based learning and research can have in addressing a range of community and social issues while simultaneously offering

positive experiences for their own students as they “go out into field.” More recently, community-based opportunities have been offered through service-learning, which can be defined as structured educational experiences that address specific community needs and allow students to reflect on their discipline and civic responsibility. Our presenters will discuss models of service-learning programs designed to provide community service opportunities to undergraduate students while addressing emerging issues in communities. They also share methods and data that are used to both empower the service-learners and participants and inform the programs and their effectiveness.

Our first presenters will review the assumptions and objectives of service-learning and the role that community and applied psychologists have played in service-learning. They will furthermore discuss how these assumptions have influenced the framework of two service-learning programs, the 65th Street Corridor Community Collaborative Project and the Full Circle Project, at a public university in Northern California, and provide an overview of these service-learning programs that were designed to enhance the college experience for undergraduate students.

Our second presenter will discuss the Full Circle Project (FCP), a cohort program designed to improve the college experience and retention and graduate rates for Asian American and Pacific Islander (AAPI) undergraduate students. He will discuss the activities that provide AAPI students with academic support, leadership opportunities, and service-learning experiences and share data on the social and psychological experiences of those students who are involved in FCP. He will also discuss the implications for prevention/interventions programs and the role that service-learners can play in such programs.

Our third presenter will focus on a community-based project that partnered with a community organization and two schools to address bullying and leadership skills. She will provide an overview of Teen-S-Team-Plus, a non-profit organization that aims to create an environment in which students learn the value of teamwork, leadership skills, and project management skills with the hopes of promoting self-confidence, acceptance and overall mental and emotional health. Further discussion will focus on the projects and activities that were designed through this partnership and the role of action researchers balancing projects and partnerships.

Our fourth presenters will share their work on the application of photovoice, a qualitative methodology used to capture the experiences of service-learners and beneficiaries to empower them. This presentation will focus on a) the technical and ethical aspects of photovoice, b) the benefits that participants may receive in being involved in programs that use photovoice, and c) the

benefits that service-learners derive from photovoice, e.g., exploring aspects of their community that they believe may hinder or improve their educational experience.

Our fifth presenters will focus on the efficacy of the Full Circle Project (FCP), a program which fosters Asian American and Pacific Islander (AAPI) graduation rates and university participation by offering service-learning opportunities and academic support for students, and the 65th Corridor Project (65th), a tutoring and mentoring program designed to encourage civic engagement through mentorship at 7th-12th grade schools. They will share findings on GPA, ethnic identity, cultural competence, and civic responsibility.

Our Discussants, Marya Endriga, a clinical-child psychologist, and Phillip Akutsu, a clinical and cultural psychologist, both have substantial experience in applied research and applied settings, will summarize themes, lessons learned, and challenges and rewards of service-learning and applied work. They will also moderate a short discussion with those in the audience.

## PAPER SESSION

**8:30 -9:15 RED ROCK BALLROOM F**

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MEASUREMENT ISSUES 3

## SYMPOSIUM

**9:00 -10:00 VERANDA E**

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APPLICATIONS OF ELEVATION: THE IMPACT OF A UNIQUE MORAL EMOTION ON DECISION MAKING

Chair: Sara M Hollar, Claremont Graduate University

### Synopsis

Recently, positive psychologists have begun to differentiate the boundaries of discrete positive emotions. One specific emotion that has begun to receive considerable attention is elevation. Although elevation shares the same positive valence as other positive emotions, such as happiness, joy, awe, gratitude, and admiration, it is distinct from these emotions, as it is a fundamentally moral emotion that triggers pro-social goals and feelings of warmth, compassion, and expansion in response to witnessing an act of moral excellence. More specifically, experiencing elevation motivates individuals to act morally and inspires them

to strive to help others. This symposium will identify how the experience of elevation impacts decision making across domains, ranging from pro-social decisions, to purchasing decisions, to individual health decisions.

To begin, the symposium will summarize three studies that empirically define how elevation is experienced as distinct from another moral and other-focused emotion of gratitude, as well as from a comparison positive emotion of serenity, and a control, negative emotion of boredom. Studies two and three in this series shows that behavioral outcomes of elevation are distinct from those of gratitude in the domain of donating to charity, and that elevation boosts donations only to non-profits that are perceived as moral, highlighting the distinct moral component of this emotion. Next, the symposium will once again explore how elevation differs from another positive emotion, happiness, and will also demonstrate the persuasive power of matching the discrete moral emotion of elevation with amoral advertisement, revealing the unique function of elevation as a persuasive tool. A significant 3-way interaction revealed that when viewing a morally framed coffee advertisement, elevated non-coffee drinkers had significantly greater intentions to purchase the product, showing the applied utility of elevation as a persuasive tool, when paired with moral advertisements, even outside of inherently pro-social domains like charity donation.

Finally, the role of elevation in a challenging domain of health persuasion is tested. Persuading those suffering from depression to seek help is particularly fraught, as boomerang effects have been documented. Inducing feelings of elevation may make help seeking more likely. In totality, the symposium focuses on a range of applied domains that can utilize the unique aspects of elevation to understand or to motivate human behavior.

## SYMPOSIUM

**9:30 -11:00 RED ROCK BALLROOM F**

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RESPONDING TO MISTREATMENT: WHEN DOES IT OCCUR, AND WHEN IS IT BENEFICIAL?

Chair: Carla A Zimmerman, Texas A&M University

### Synopsis

Confronting mistreatment is commonly considered a beneficial course of action; however, there are many factors that affect when such responses occur, and if these responses result in positive outcomes for either targets or non-targets. In this five speaker symposium, we present research exploring responses to mistreatment across a variety of domains, including prejudice targeting lesbian,

gay, bisexual, and transgender people, sexism, social ostracism, and anticipated racial mistreatment. We will begin by examining the effects of priming social support on desire to confront either old-fashioned or modern sexism. This speaker (Chu) presents results indicating that primed support from caregivers increases women's desire to confront sexist attitudes compared to primed support from acquaintances. Our second speaker (Kroeper) considers how non-target confronters of anti-gay prejudice are perceived by others, including evaluation of confronters' agency and communality and perceptions of their sexuality. This study presents results indicating that non-target confronters are actually perceived positively by evaluators and are not subjected to social contagion effects. Third in our program, we examine the confrontation of prejudice towards lesbian, gay, bisexual, and transgender individuals. The researcher (Case) finds that while confrontation is generally perceived as effective, some groups are more likely to confront lesbian, gay, bisexual, and transgender prejudice than others. For our fourth speaker (Villalobos), we discuss how anticipated mistreatment and stereotype threat can affect responses to interrogation. This study evaluates how awareness of race-based criminality stereotypes affects the regulatory and behavioral responses of ethnic minorities under interrogation, where expectation of mistreatment can lead to negative consequences for the target. The fifth speaker (Zimmerman) presents research looking at factors that determine when responses to social ostracism are beneficial for the target. This research indicates that the psychological benefits of responding to being ignored and excluded by others vary depending on the target's ethnicity, with ethnic minority targets showing greater recovery of self-esteem and control following confrontation. Altogether, these presentations intend to extend the topic of confrontation from the familiar realm of racism and sexism to the less well-known sexual orientation and to targets of social ostracism.

## POSTER SESSION 19

**10:00-11:15 RED ROCK BALLROOM ABC**

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LAW & HUMAN BEHAVIOR  
SOCIAL/PERSONALITY 6

## SYMPOSIUM

**10:00 -11:30 RED ROCK BALLROOM D**

---

IS ANYBODY THERE? KEEPING DISTANCE EDUCATION STUDENTS  
PLUGGED-IN

Chair: Andrea Pantoja Garvey, American River College

### Synopsis

Effective pedagogy capitalizes on the importance of distance education (DE) students feeling connected to their instructors, classmates, and course materials. How can instructors establish an online presence in their DE classroom, while fostering student connectedness with one another and to the course content? In this symposium, the presenters will share their strategies used for facilitating student academic engagement within the context of distance education instruction.

## SYMPOSIUM

**10:15 -11:15 VERANDA E**

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### MARS AND VENUS: GENDER-SPECIFIC EXAMINATION OF ADOLESCENT SEXUAL BEHAVIORS

Chair: Kaitlyn Masai, California School of Professional Psychology

### Synopsis

Risky sexual behaviors among adolescents are of great concern for mental and physical health outcomes. There is a clear health disparity among ethnic minority adolescents who show higher rates of teen pregnancy and sexually transmitted infections. In order to gain a deeper understanding of this prevalent issue, it is necessary to examine risk and protective factors. There are both similarities and differences in factors between genders, which significantly effect rates of risky sexual behaviors. Research and clinical work should take into account how gender is uniquely influenced by these factors. This presentation will discuss gender-specific risk factors, protective factors, research and clinical implications of ethnic minority adolescents.

## PAPER SESSION

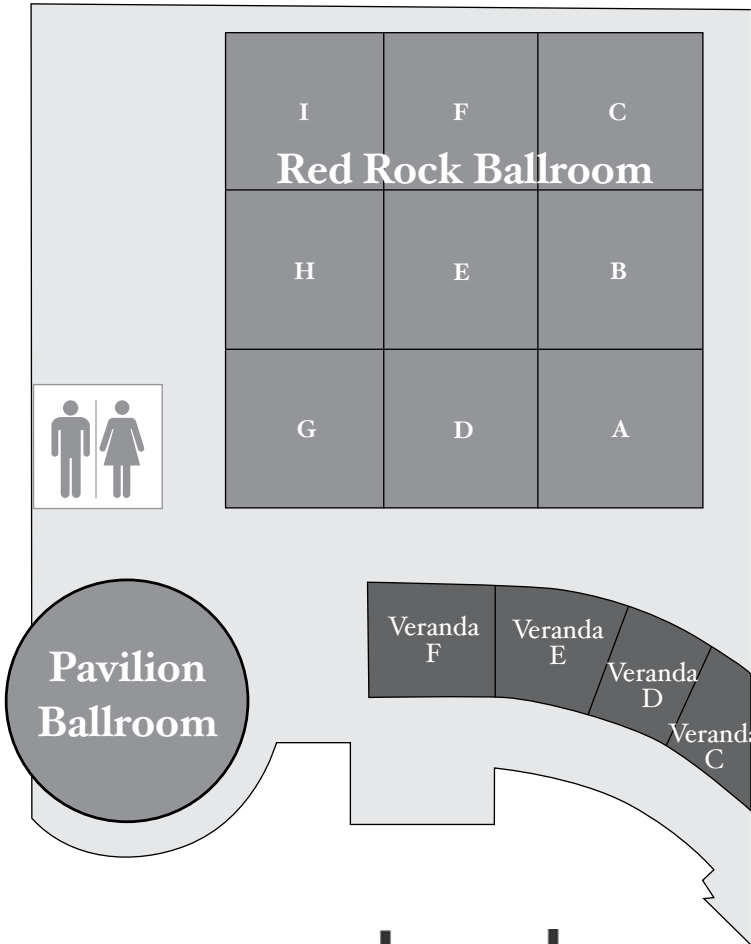
**10:15 -11:00 RED ROCK BALLROOM I**

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### INDUSTRIAL/ORGANIZATIONAL 2



# RED ROCK MEETING SPACE FLOOR PLAN

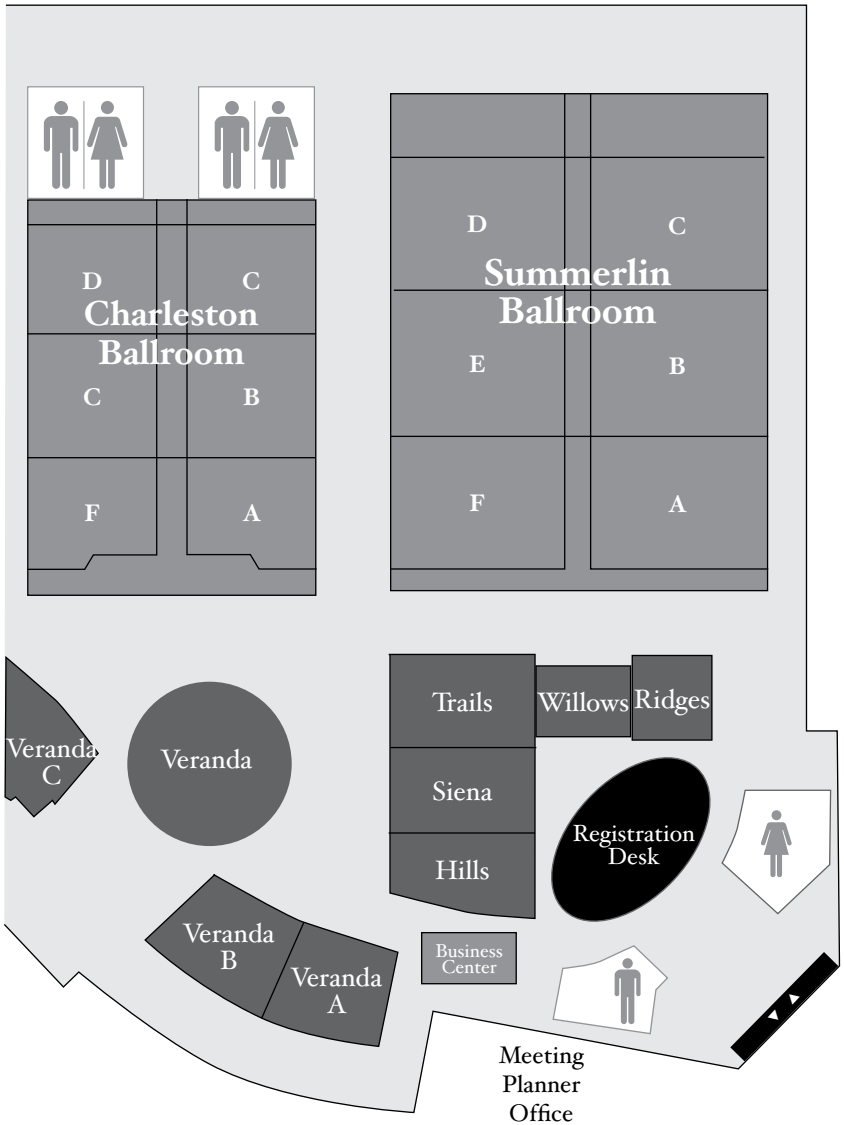


**red rock**

CASINO • RESORT • SPA

Las Vegas





# Thursday Room Matrix

|       | Red Rock ABC   | Red Rock GH                | Red Rock D                         | Red Rock I                       |
|-------|--|----------------------------|------------------------------------|----------------------------------|
| 8.00  | Poster 1<br>Developmental 1<br>Education 1           |                            |                                    |                                  |
| 8.30  |  |                            |                                    |                                  |
| 9.00  |  |                            |                                    |                                  |
| 9.30  | Poster 2<br>Social/Personality 1                     | Roberta Golinkoff          |                                    |                                  |
| 10.00 |  |                            |                                    |                                  |
| 10.30 |  |                            |                                    |                                  |
| 11.00 | Poster 3<br>Health Psych &<br>Stress 1               | Lynne Cripe                | Sterotyping &<br>Evaluating Groups | Positive<br>Psychology<br>Growth |
| 11.30 |  |                            |                                    |                                  |
| 12.00 |  |                            |                                    |                                  |
| 12.30 | Poster 4<br>Cognitive 1<br>Learning 1                | Felicia Friendly<br>Thomas |                                    |                                  |
| 1.00  |  |                            |                                    |                                  |
| 1.30  |  |                            |                                    | Social/Pers<br>Papers 1          |
| 2.00  | Poster 5<br>Brain/Animal<br>Behavior/<br>Psychopharm | Diane Halpern              | Natash Slesnick                    |                                  |
| 2.30  |  |                            |                                    |                                  |
| 3.00  |  |                            | Clinical Papers 1                  | Risk-Taking &<br>Psychopathology |
| 3.30  | Poster 6<br>Clinical Psych 1                         | Geoff Cumming              |                                    |                                  |
| 4.00  |  |                            |                                    |                                  |
| 4.30  |  |                            | Last Lecture                       |                                  |
| 5.00  |  |                            |                                    |                                  |
| 5.30  |  |                            |                                    |                                  |
| 6.00  |  |                            |                                    |                                  |

RECEPTION &  
SOCIAL HOUR  
5:30 PM in Veranda F/Foyer  
JAMIL ZAKI  
7 PM

2015 FILM  
FESTIVAL  
8 AM - 9 PM in Veranda D  
HOSPITALITY  
Veranda F

Red Rock E

Red Rock F

Veranda AB

Veranda C

Veranda E

8.00

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6.00

Impediments  
to College  
Attendance

Growth in  
Career  
Opportunities  
for Majors

Mentoring

Statistics  
Workshop I

Advocating for  
Undergraduates

Child &  
Adolescence  
Papers

# Friday Room Matrix

|       | Red Rock ABC                                       | Red Rock GH        | Red Rock D                   | Red Rock I                            |
|-------|--|--------------------|------------------------------|---------------------------------------|
| 8.00  | Poster 7<br>PSI CHI &<br>PSI BETA                  | Stigma Attribution | CUPP Involving<br>Undergrads | Mandatory Sexual<br>Assault Tutorials |
| 8.30  |  |                    |                              |                                       |
| 9.00  | Poster 8<br>Postive Psych<br>Social 2              | Michael Webster    | PT@CC Creating<br>Community  | Anthony Urquiza                       |
| 9.30  |  |                    |                              |                                       |
| 10.00 | Poster 9<br>International Psych<br>Social Issues 1 | David Funder       | Sue Frantz                   | Reading Fiction<br>and Erotica        |
| 10.30 |  |                    |                              |                                       |
| 11.00 | Poster 10<br>Substance Abuse<br>Social Issues 2    | Eugene Wong        | Clinical Papers 2            | Daniel Allen                          |
| 11.30 |  |                    |                              |                                       |
| 12.00 | Poster 11<br>Education 2<br>Human Learning         | John Lutzker       | Latino Young<br>Adults       | Chamberlain/<br>Saldana               |
| 12.30 |  |                    |                              |                                       |
| 1.00  | Michael Twohig                                     | Lisa Diamond       | Social Media<br>Papers       |                                       |
| 1.30  |  |                    |                              |                                       |
| 2.00  | WPA Awards &<br>President Address                  |                    |                              |                                       |
| 2.30  |  |                    |                              |                                       |
| 3.00  |  |                    |                              |                                       |
| 3.30  |  |                    |                              |                                       |
| 4.00  |  |                    |                              |                                       |
| 4.30  |  |                    |                              |                                       |
| 5.00  |  |                    |                              |                                       |
| 5.30  |  |                    |                              |                                       |
| 6.00  |  |                    |                              |                                       |

RECEPTION  
6-7 PM in Veranda F/Foyer

FILM: NORTH OF  
NORMAL  
7 PM 2015 Film Festival  
Veranda D

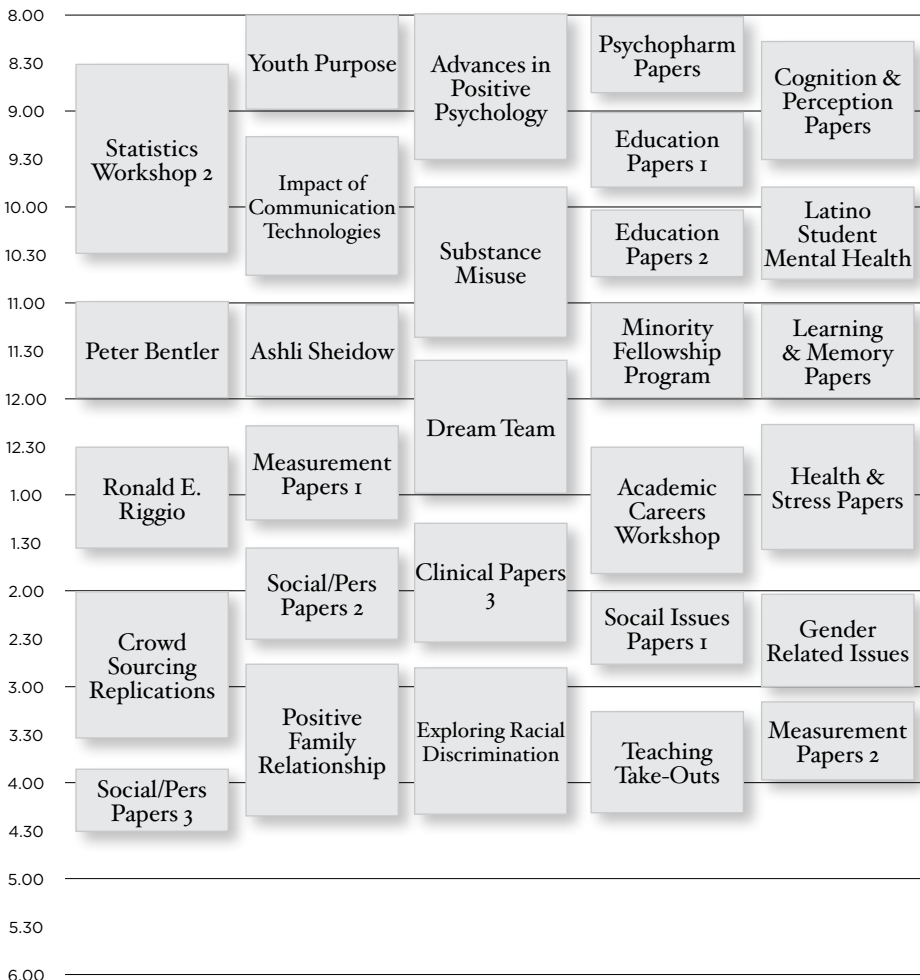
Red Rock E

Red Rock F

Veranda AB

Veranda C

Veranda E



# Saturday Room Matrix

|       | Red Rock ABC  | Red Rock GH     | Red Rock D                    | Red Rock I                           |
|-------|---|-----------------|-------------------------------|--------------------------------------|
| 8.00  | Poster 12<br>Developmental 2<br>Life-span                       | Brian Nosek     | Cynthia Swenson               | Women in<br>Leadership               |
| 8.30  |   |                 |                               |                                      |
| 9.00  | Poster 13<br>Health Psych &<br>Stress 2                         | Brad Donohue    | Douglas Kenrick               | Mark Dixon                           |
| 9.30  |   |                 |                               |                                      |
| 10.00 | Poster 14<br>Gender Issues<br>Social/Personality 3              | Maureen Kenny   | Positive Psychology<br>Papers | Improving<br>Academic<br>Performance |
| 10.30 |   |                 |                               |                                      |
| 11.00 | Poster 15<br>Clinical<br>Psychology 2                           | Allen Omoto     |                               | Wesley Schultz                       |
| 11.30 |   |                 |                               |                                      |
| 12.00 | Poster 16<br>Sexuality<br>Social/Personality 4                  | Beth Karlin     | Jason T. Siegel               | Health Papers 2                      |
| 12.30 |   |                 |                               |                                      |
| 1.00  | Poster 17<br>Applied Psych<br>Research Methods<br>& Measurement | Philip Zimbardo |                               |                                      |
| 1.30  |   |                 |                               |                                      |
| 2.00  |   |                 |                               |                                      |
| 2.30  |   |                 |                               |                                      |
| 3.00  |   |                 |                               |                                      |
| 3.30  |   |                 |                               |                                      |
| 4.00  |   |                 |                               |                                      |
| 4.30  |   |                 |                               |                                      |
| 5.00  |   |                 |                               |                                      |
| 5.30  |   |                 |                               |                                      |
| 6.00  |   |                 |                               |                                      |

FILM FESTIVAL  
in Veranda D  
HOSPITALITY  
Veranda F

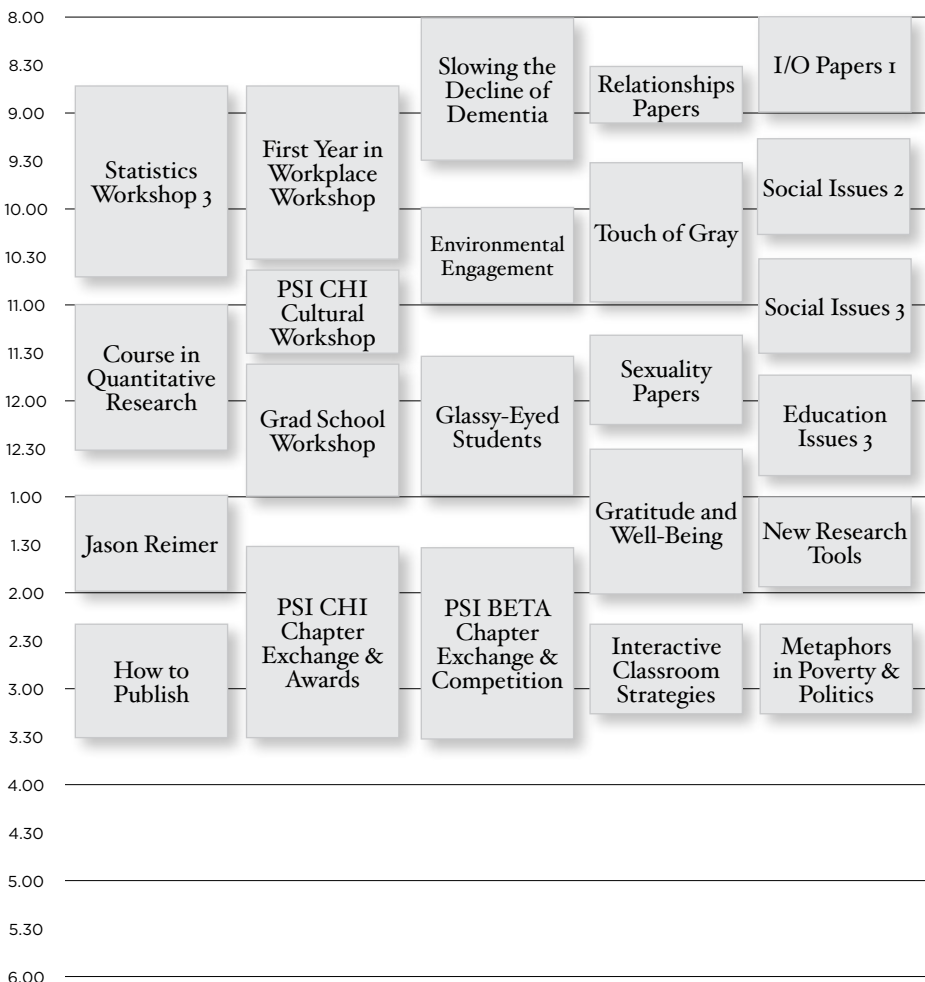
Red Rock E

Red Rock F

Veranda AB

Veranda C

Veranda E



# Sunday Room Matrix

|       | Red Rock ABC                      | Red Rock GH | Red Rock D                                   | Red Rock I                      |
|-------|-----------------------------------|-------------|--|---------------------------------|
| 8.00  |                                   |             |  |                                 |
| 8.30  |                                   |             |  |                                 |
| 9.00  | Poster 18<br>Social/Personality 5 |             | College<br>Engagement &<br>Success           | Full Circle<br>Community Issues |
| 9.30  |                                   |             |  |                                 |
| 10.00 |                                   |             |  |                                 |
| 10.30 | Poster 19<br>Forensic Psych       |             | Keeping Distance<br>Ed Students<br>Connected | I/O Papers 2                    |
| 11.00 | Social/Personality 6              |             |  |                                 |
| 11.30 |                                   |             |  |                                 |
| 12.00 |                                   |             |  |                                 |
| 12.30 |                                   |             |  |                                 |
| 1.00  |                                   |             |  |                                 |





Red Rock E

Red Rock F

Veranda AB

Veranda C

Veranda E

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Statistics  
Workshop 4

Measurement  
Papers 3

Responding to  
Mistreatment

Applications  
of Elevation

Adolescent  
Sexual  
Behaviors

# MUNICH 1972 & BEYOND

A story of trauma, loss, and healing.

Long-time WPA member and Sport Psychologist, Dr. Steven Ungerleider, is co-producing a documentary that will examine the healing processes after the traumatic terrorist attack and murder of 11 Israeli athletes at the 1972 Summer Olympics in Munich.



Dr. Ungerleider on site at the Olympic Village in Munich.

- Focus will be on the new memorial, currently under construction in Munich.
- Film will feature interviews with survivors, Olympians, and government officials.
- Directed by Stephen Crisman, Executive Produced by Michael Cascio, Co-Produced by David Ulich.
- Due for release in autumn of 2015 from Sidewinder Films, a subsidiary of The Foundation for Global Sports Development.

[WWW.MUNICHMEMORIAL.ORG](http://WWW.MUNICHMEMORIAL.ORG)

[www.GlobalSportsDevelopment.org](http://www.GlobalSportsDevelopment.org)



The Foundation for  
**Global  
Sports  
Development**



# My New Editions for 2015!



Laura A. Freberg  
Cal Poly

2e

3e

7e

Cacioppo  
& Freberg  
2E

BARRON'S  
The Leader in Test Preparation

GRE  
PSYCHOLOGY

DISCOVERING  
BEHAVIORAL NEUROSCIENCE

LAURA A. FREBERG



[laurafreberg.com/blog](http://laurafreberg.com/blog)



[laura@laurafreberg.com](mailto:laura@laurafreberg.com)



[laurafreberg](http://laurafreberg)



@lfreberg

@intropsych

@biopsych



Ronnie



## See Me @

**WPA President's Symposium**  
Saturday May 2nd 11:30 am - 1Pm



## My student Posters:

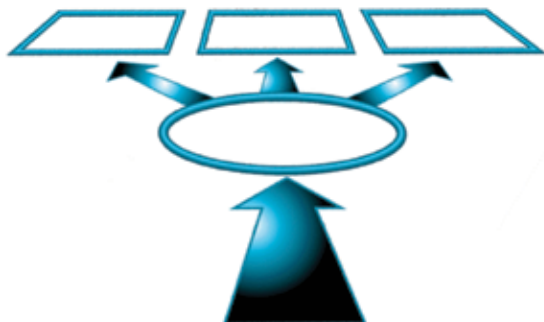
Friday May 1st 9:45am-11am

"Effects of Google Glass use on quality of face-to-face interactions" Glazer, Honeycutt & Freberg

Sunday May 3rd 8:30am - 9:45am

"The effects of witnessing workplace bullying"  
Schlachter & Freberg

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- Satorra-Bentler Mean and Variance Adjusted Test Statistic
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