



## **Welcome to the 36<sup>th</sup> annual Carolinas Psychology Conference!**

We are delighted to be hosting CPC again this year. CPC has become one of the longest running undergraduate psychology conferences in the nation. Each year we have welcomed students, faculty, and friends from a variety of colleges around the country to present their research and engage in discussions on topics of interest in the field of psychology. Just as psychology has changed over the years, so have the research topics, but what has remained constant is the mission that started this conference back in 1976 – providing students with the opportunity to gain experience by giving oral presentations of their research to others in a professional setting. We thank each of you for your research efforts and we look forward to the presentations that you will share with your peers today. We encourage you to support each other by attending as many paper sessions as you can. We appreciate your interest and participation in the conference this year and we look forward to many more years of showcasing excellent undergraduate research ahead.

Sincerely,

*Gwynn Morris Mark O'Dekirk*

Drs. Gwynn Morris and Mark O'Dekirk  
CPC Faculty Advisors

Mark your calendars now for next year's CPC on

**Saturday, April 14, 2012!**

Check out our website for more information.

**[www.meredith.edu/psych/cpc](http://www.meredith.edu/psych/cpc)**



# 2011 CAROLINAS PSYCHOLOGY CONFERENCE PROCEEDINGS

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# OVERALL SCHEDULE OF EVENTS

All events will take place on Saturday, April 9, 2011 in the **Science and Math Building (SMB)**, **Ledford Hall**, or **Jones Auditorium** on the campus of Meredith College.

7:15 AM - 10:00 AM	<b>Registration</b>	SMB Atrium
7:15 AM - 8:00 AM	<b>Breakfast Social</b> <i>All attendees are invited to join us for breakfast while mingling with fellow students and faculty.</i>	SMB Atrium
8:15 AM - 10:00 AM	<b>Session 1: Student Paper Presentations</b> <i>See pages 12-17.</i>	Various rooms in SMB
10:30 AM - 12:00 NOON	<b>Invited Address</b> by Dr. Jennifer Etnier of UNC-Greensboro. <i>Can Exercise Make You Smarter? See page 9.</i>	Jones Auditorium
12:00 NOON - 1:30 PM	<b>Lunch Break</b>	Belk Dining Hall
1:00 PM - 1:30 PM	<b>Late Registration Available</b>	SMB Atrium
1:30 PM - 3:15 PM	<b>Session 2: Student Paper Presentations</b> <i>See pages 18-23.</i>	Various rooms in SMB
3:30 PM – 4:30 PM	<b>Panel Discussion</b> <i>Psychology Across the Lifespan: Careers Working with Populations of All Ages. See page 10.</i>	SMB 118
3:30 PM - 4:30 PM	<b>APS Psychology Jeopardy</b> hosted by Dr. Jim Kalat. <i>See page 10.</i>	Ledford 101

**\*Water and Lemonade will be available throughout the day in the SMB Atrium. Please use this space to mingle with your peers!**



# ACKNOWLEDGEMENTS

## CONFERENCE EXECUTIVE COMMITTEE

Kelsey Hukee	Student Co-Chair
Joyce McLeod	Student Co-Chair
Dr. Gwynn Morris	Faculty Advisor
Dr. Mark O'Dekirk	Faculty Advisor

## COMMITTEE CHAIRS

Claire Dwyer	AV/Crisis Chair
Dakota Gatehouse	Moderators Chair
Kelsey Hukee	Publicity Co-Chair
Elizabeth Jobe	Hospitality Co-Chair
Kristin Kirby	Registration Co-Chair
Beth Loy	Panel Discussion Chair
Joyce McLeod	Publicity Co-Chair
Anna Williams	Registration Co-Chair
Katie Woolard	Program & Proceedings Chair
Jessica Zottoli	Hospitality Co-Chair

## ADDITIONAL THANKS

- Dr. Jim Kalat for hosting APS Jeopardy
- Dr. Daniel Gruhn, Dr. Carole Peterson, and Hassiem Kambui for serving as panelists
- Dr. Jennifer Etnier for presenting the keynote address
- Meredith College Copy Center for their efficient production of the Proceedings and for duplication of other Conference materials
- Oak Leaf Catering, Krispy Kreme, and Royal Bean Coffee
- Signs by Tomorrow
- Johnson-Lambe Trophies
- Any and all "unsung heroes" whose names may have been inadvertently omitted from these acknowledgements

## PAST INVITED SPEAKERS

Year	Dates	Location	Speaker	Topic
2010	April 17	Meredith	David Sherman	"Health Psychology: The Interface of Basic and Applied Research"
2009	April 18	Meredith	Susan Clayton	"Conservation Psychology: Understanding and Promoting Human Care for Nature"
2008	April 4-5	Meredith	Abigail Baird	"The Teen Species: Anatomy, Physiology and a bit of Zoology"
2007	March 30-31	NCSU	Rachel Herz	"Odor-Associative Learning and Emotion: Perception, Memory and Behavior"
2006	April 21-22	Meredith	James Gallagher	"The Role of Psychology in Public Policy"
2005	April 15-16	NCSU	James P. Motiff	"Reflections and Introspections: A look at life as a Psychologist."
2004	April 11-12	Meredith	Jean M. Twenge	"Individualism and Despair: Birth Cohort Changes in Personality and Live Outlook 1931-2002"
2003	April 11-12	NCSU	Robert R. Provine	"Laughter"
2002	April 12-13	Meredith	G. Reid Lyon	"The Neuropsychology of Learning Disabilities"
2001	April 6-7	NCSU	Judy DeLoache	"Becoming Symbol Minded..."
2000	April 7-8	Meredith	James W. Pennebaker	"Trauma, Language, and Health"
1999	April 9-10	NCSU	Stanley Finger	"Publish or Perish: Two Sad Tales About the Brain and Behavior"
1998	April 3-4	Meredith	Stephen Ceci	"Is the truth in jeopardy? Cognitive and social factors that influence the accuracy of children's testimony."
1997	April 11-12	NCSU	Allen Gardner	"Signs of Language in Cross-Fostered Chimpanzees"
1996	April 12-13	Meredith	Ann Howard	"The Changing Nature of Work"
1995	April 7-8	NCSU	Paul Rozin	"The Cultural Evolution of Disgust"
1994	April 8-9	Meredith	Margaret Matlin	"Bimbos and Rambos: The Cognitive Basis of Stereotypes"
1993	April 2-3	NCSU	Debora Baldwin	"Stress and the Immune System"
1992	April 10-11	Meredith	Alfred Owens	"Psych for Real Life: Reviving the Early Functionalists' Agenda"
1991	April 12-13	NCSU	Sandra Scarr	"Love and Work: Challenge For Families Today"
1990	April 20-21	Meredith	Jane Goodall	"Thirty Years At Gombe Stream"
1989	April 7-8	NCSU	James Butcher	"Revising the MMPI"
1988	April 8-9	Meredith	Elliott Aronson	"Applic. of Social Psychology"
1987	April 3-4	NCSU	Susan Schiffman	"Applied Taste/Smell Res."
1986	April 4-5	Meredith	Julian Rappaport	"Univ. & Sense of Community"
1985	April 12-13	NCSU	Elizabeth Loftus	"Eyewitness Testimony"
1984	April 6-7	Meredith	Wise B. Webb	"Nature of Sleep"
1983	April 15-16	NCSU	Duane Rumbaugh	"Great Apes & Language Debate"
1982	April 2-3	NCSU*	Robert Baron	"Control of Human Aggression"
1981	April 10-11	NCSU	Jerre Levy	"Cerebral Asymmetry"
1980	April 18-19	Meredith	Joseph Wolpe	"Anxiety & Depression"
1979	April 6-7	NCSU	Jerome Singer	"Stress, Control, & Coping"
1978	April 14-15	Meredith	Roger Fouts	"Communic'n - Man & Chimp"
1977	April 22-23	NCSU	Peter Ornstein	"Cognitive Proc. in Children"

# **2011 INVITED ADDRESS**

10:30 am, Jones Auditorium

## **Dr. Jennifer L. Etnier**

Professor of Sport and Exercise Psychology  
Department of Kinesiology, UNC-Greensboro

### ***Can Exercise Make You Smarter?***

Researchers are interested in understanding the effects of physical activity on a person's ability to perform various mental tasks. They have explored this question using paradigms that focus on regular physical activity participation (chronic exercise) and on a single session of physical activity (acute exercise). During my career, I have conducted a number of studies within these paradigms with a focus on answering two questions. First, are there specific groups of people whose cognitive performance might benefit the most from regular physical activity participation? I will present findings from studies with older adults, with people at genetic risk for Alzheimer's disease, and with children with Attention Deficit Hyperactivity Disorder (ADHD) which suggest that in fact the effects are very promising for these groups of people. Second, are there dose response relationships between the intensity of an exercise session and the cognitive benefits? Our recent work has looked at how a single session of exercise can benefit long-term memory and the ability to perform other types of cognitive tasks. In general, results indicate that moderate-to-high intensity exercise results in the greatest benefits for cognitive performance. These findings with regard to chronic and acute exercise have implications for the potential role of physical activity as a means of impacting the academic achievements of children and adults and of protecting against age-related and disease-related cognitive decline in older adults.

## **PANEL DISCUSSION**

3:30 pm, 118 Science & Math Building

### ***Psychology Across the Lifespan: Careers Working with Populations of All Ages***

Whether you are considering a career in research, therapy, or aren't sure yet, come discuss the challenges of working with children, adolescents, adults, and the elderly with our three panelists:

**Carole Peterson**, *Ph.D. Reserach Professor at Memorial University, St. John's, Newfoundland, Canada.* Dr. Peterson's research on language and memory has included numerous studies on children's eyewitness testimony.

**Jack Huber**, *Ph.D. Consulting Psychologist at Triangle Pastoral Counseling and Professor at Meredith College, Raleigh, North Carolina.* Dr. Huber counsels clients ranging in age from 9 – 83. His interest in counseling is informed by a humanistic perspective, which emphasizes the fact that everyone, with help, is capable of solving their own problems. To a large extent Dr. Huber's practice has involved mood disorders (e.g., depression), anxiety disorders, and family issues.

## **APS PSYCHOLOGY JEOPARDY**

3:30 pm, 101 Ledford Hall

**Dr. Jim Kalat**, Professor of Psychology at NCSU, will again host the popular APS Psychology Jeopardy competition. Come cheer on the contestants from three colleges as they compete in a game modeled after the television show, except that all questions pertain to various aspects of psychology. The winning team will receive a trophy to take home to its school, as well as having its school's name engraved on the trophy held at Meredith College, which identifies the winners from every year. The winning team members will also win prizes donated by the Association for Psychological Science. Barton College won the competition for three consecutive years (2005, 2006, 2007) until Campbell University took the trophy in 2008. Old Dominion University won in 2009, however Campbell regained the trophy in 2010. Who will win this year?

## FINDING PAPER PRESENTATIONS

An index of the names of the FIRST authors of the presentations can be found immediately following this schedule (starting on page 24). You can go there first to find the author and the session you are looking for.

Room	Session I (8:15-10:00 am)	Session 2 (1:30-3:15 pm)
<b>SMB 261</b>	Social I ( <i>p.12</i> )	Industrial/Organizational I Cognition/Perception/Learning III ( <i>p.22</i> )
<b>SMB 118</b>	Cognition/Perception/Learning I ( <i>p.13</i> )	Social III Cultural Issues I ( <i>p.19</i> )
<b>SMB 263</b>	Cognition/Perception/Learning II Emotions & Stress I ( <i>p.14</i> )	Social II ( <i>p.18</i> )
<b>SMB 260</b>	Developmental I ( <i>p.15</i> )	Developmental II Health II ( <i>p.20</i> )
<b>SMB 162</b>	Health I ( <i>p.16</i> )	Biological I Clinical & Personality II ( <i>p.21</i> )
<b>SMB 160</b>	Clinical & Personality I ( <i>p.17</i> )	Emotions & Stress II ( <i>p.23</i> )

Abstracts for each paper are listed by the number shown (in parenthesis) to the left of the title. Full abstracts begin on page 26.

## PRESENTATION ETIQUETTE

Please be courteous to the student presenter and do not leave or come in while they are speaking. Each oral presentation will run for 10 minutes with 2-3 minutes for questions. This schedule allows 2 minutes between each presentation for audience members to switch rooms. The moderator in each session will indicate when it is appropriate to move to a different room. Thanks for your support!

## INFORMATION FOR PRESENTERS

Please arrive 15 minutes early for your session (e.g. 8:00am or 1:15pm). The moderator will assist you in loading your PowerPoint onto the room's PC laptop so that it can be easily loaded when it is time for your talk. The moderator will introduce you and let you know when you are out of time. Please direct any questions to your room's moderator. Good luck!

**Social I  
SMB 261**

**Moderator: Tara Queen**

**8:15 – 10:00am**

- 8:15 (10) Potential Relations Between Religious and Political Affiliations and Attitudes About Mosques**  
Jennifer Nicole Weaver & Kimberly Wallace Stewart  
Kennesaw State University
- 8:30 (54) Influence of Dispositional Empathy, Cost and Target on the Willingness to Help**  
Wesly Gagerie  
Hunter College/The City University of New York
- 8:45 (2) Presence of androgyny in residential Coker College students**  
Sydney K. Greenwalt  
Coker College
- 9:00 (13) \*\*\*\*\* WITHDRAWN \*\*\*\*\***  
**Motivating Factors for Cosmetic Surgery**  
Ashely Morris  
Barton College
- 9:15 (26) The Cognitive Aspect of Attitudes Toward Adoption**  
Kelly Brose  
Mary Baldwin College
- 9:30 (32) The Effect of Media on the Opinions of Registered Voters**  
Kyle Waters  
Erskine College
- 9:45 (16) Shape Up: Body Image and External Expectations**  
Kristin Kirby & Jack Huber  
Meredith College

**Cognition/Perception/Learning I**  
**SMB 118 8:15 – 9:30am**

**Moderator: Kaltrina Fana**

- 8:15 (46) The Effect of Collaboration in Relationships on Post-Event Memory Recall**  
Tiffany Raschelle Harness  
Meredith College
- 8:30 (31) Effects of Stimulants on Short Term Memory**  
Christian Ranguelov Borisov  
Erskine College
- 8:45 (15) The Effect of Meredith College's PRISM Program on the Critical Thinking Abilities of First Year Students**  
Dakota Gatehouse  
Meredith College
- 9:00 (53) The Effects of Assessment Types on Test Scores**  
Brittany Frieson  
Meredith College
- 9:15 (14) Stroop Effects and Hemispheric Lateralization: The Role of Response Modality**  
Rebecca Freeman & Serena Vonkchalee  
University of North Carolina at Asheville

**Cognition/Perception/Learning II      Moderator: Sakeya Wilkins**  
**Emotions & Stress I**  
**SMB 263   8:15 – 10:00am**

- 8:15   (55)   Formative and Summative Evaluation of Two Summer Undergraduate Research Programs**  
Tiffany Bridges, Ashley Kemp, & Pamela Martin  
North Carolina State University
- 8:30   (65)   Dancing With Daily Stress: How the Body and Mind Can Step On Each Other's Toes**  
Annie Brooks-Fontaine & Shevaun D. Neupert  
North Carolina State University
- 8:45   (59)   Reconstructive Memory Effects on the Trafimow and Wyer Schema Processing Task as a Function of Set Size, Identifier Placement, and Outcome Expectancy**  
Chelsea Posey, Jodi Morris, Logan Roberts, Victoria Williams,  
& Katharine Snyder  
Methodist University
- 9:00   (68)   Read And Think Before You Write: Level Of Print Exposure And Pre-Response Time Influence Writing Production And Quality**  
Elizabeth Palmer & Traci Weisberg  
Elon University
- 9:15   (22)   Academic Experience and Gender Differences in Self-Regulation, Motivation, and Perceived Stress**  
Eugene Smith, Jovan Custis, & Pamela Scott-Johnson  
Morgan State University
- 9:30   (62)   Mahjong and MatinAces: The Moderating Effect of Age on the Relationship Between Daily Levels of Busyness and Happiness**  
Alexander C. Rodgers & Shevaun D. Neupert  
North Carolina State University
- 9:45   (47)   Motivations to Drive Aggressively**  
Kayla Chambers, Erica Hernandez, & Marie DeVincenzo  
Francis Marion University

**Developmental I**  
**SMB 260 8:15 – 9:30am**

**Moderator: Melissa Martell**

- 8:15 (35) The Effects of Parenting Styles of College Students' Parents and the Beliefs of Those College Students**  
Jasmine Brown  
Erskine College
- 8:30 (6) Design Skills & Self-Esteem in Adolescents**  
Katelyn Richelle Moore  
Meredith College
- 8:45 (39) Children's Dating of Their Earliest Memories: The Effects of Age and Event Type on Accuracy**  
Amanda Mohan, Kimberly Godwin, & E. Rebekah Siceloff  
North Carolina State University
- 9:00 (60) Stress out and Focus! The Relationship Between Age, Episodic Memory, and Distress**  
Danielle M. Batin & Shevaun D. Neupert  
North Carolina State University
- 9:15 (64) Extending Mood Congruency Theory: Examining the Influence of Past and Present Affect on Early Childhood Memories**  
Lindsay Morris & Tiffany Grovenstein  
North Carolina State University

**Health I  
SMB 162**

**8:45 – 9:45am**

**Moderator: Allison Adams**

- 8:45 (40) Knowledge Of Sexual Health Behaviors Among African American College Students**  
Erica Johnson & Jocelyn Turner-Musa  
Morgan State University
- 9:00 (19) Perceptions of Potential Sexual Partners: Does Attractiveness Supersede Risk?**  
Danielle D. Barton  
Morgan State University
- 9:15 (44) The Effects of College Characteristics on the Relationship Between Athletic Identity and Career Maturity**  
Kelsey J. Hukee  
Meredith College
- 9:30 (28) The Effects of the Facial Feedback Response on Pain Tolerance**  
Kaitlin Woolard  
Meredith College

**Clinical & Personality I**  
**SMB 160 8:15 – 9:45am**

**Moderator: Stacey Florence**

- 8:15 (8) Self-Esteem Influences Narcissism and Aggression among African American College-age Participants**  
Brittany N. Smith & Pamela E. Scott-Johnson  
Morgan State University
- 8:30 (23) Likelihood of Seeking Counseling at the University Counseling Center**  
Dalyn C. Allen & Carrol S. Perrino  
Morgan State University
- 8:45 (67) Startle Habituation and Latent Growth Curve Modeling: Moving Away From Means-Based Analyses**  
Stephanie T. Lane, Joseph C. Franklin, & Mitchell J. Prinstein  
University of North Carolina at Chapel Hill
- 9:00 (5) Playing with Personality: Influence of Personality on Training Motivation, Goal-Setting and Performance in a Videogame-Based Training Environment**  
Jessica B. Twyford, Karin A. Orvis, & Robert C. Brusso  
Old Dominion University
- 9:15 (52) The Importance and Effects of Mattering on Anger, Alcohol Use and Levels of Depression in College Students**  
Carlie L. Van Horn  
Charleston Southern University
- 9:30 (73) Interpersonal Personality Perception Related to Familiarity, Length, and Nature of Relationship**  
Destiny Bennett- Meeks, Morgan Brame, Verlyria Hairston,  
Bethany Malpass, Gregory Miller, Sarah Ratley, Kassandra Sheppard,  
& Paige Stuemke  
Campbell University

**Social II  
SMB 263 1:30 – 3:15pm**

**Moderator: Brittany Frieson**

- 1:30 (49) Misbehaving Audience Members: Factors Affecting Use of Electronic Devices During Programs and Performances**  
Tarshai Peterson, Sara Wrenn, & Deborah Denzel  
Bennett College
- 1:45 (24) Assertive People and Aggressive Driving Behaviors**  
Ravin Lilliston, Erica Hernandez, & Marie DeVincenzo  
Francis Marion University
- 2:00 (42) Competitiveness and Its Effects on Fuel Conservation**  
Virginia McCown, Erica Hernandez, & Marie DeVincenzo  
Francis Marion University
- 2:15 (48) The Difference Between Men's and Women's Dangerous Driving Behaviors: Are Women Safer Drivers?**  
Angel Parson, Erica Hernandez, & Marie DeVincenzo  
Francis Marion University
- 2:30 (20) The Relationship Between ROTC Status and Aggression**  
Asya M. Parker  
Morgan State University
- 2:45 (51) Differences in Perceptions of Attractiveness Among African-American Males and Females**  
Porsche M. Boddicker & Pamela Scott-Johnson  
Morgan State University
- 3:00 (18) Students' Perceptions of Types of Bullying**  
Amanda L. Hopkins & Ashley L. King  
Longwood University

**Social III  
Cultural Issues I  
SMB 118 1:45 – 3:15pm**

**Moderator: Shaquanta Gill**

- 1:45 (72) The Effects of Motivation on Recycling Practices**  
Claire Dwyer & Meghan Burke  
Meredith College
- 2:00 (38) Dig It: Benefits and Psychosocial Impacts of School Farming on Kenyan Youth**  
Beth Drouhard  
Warren Wilson College
- 2:15 (1) The Effects of Gender, School, and Residence on Achievement in the Argentine University**  
Anne C. Griffin  
Meredith College
- 2:30 (37) Pupil Dilation Responses to Suggestive Pictures as a Function of Relationship Status**  
Grant Michael Ostrander  
University of North Carolina at Asheville
- 2:45 (57) Complexities and Convergences: Parents' and Adolescents' Perceptions of Secular Rap Music**  
Vanessa Greene, Franchesca Jones, & Martha Kome  
North Carolina State University
- 3:00 (56) Black Mega-Churches and Social Outreach: A Preliminary Study**  
Marlena Wilson, NyShonda Jones, & Pamela Martin  
North Carolina State University

**Developmental II  
Health II**

**Moderator: Lindsay Morris**

**SMB 260 1:30 – 3:15pm**

- 1:30 (45) Psychological Well-Being and Connection with One's Food: A Comparison of Explicit and Implicit Attitudes Towards Food**  
Kelsey Chandler  
Warren Wilson College
- 1:45 (69) Impact of Mental Health on Physical Health**  
Nazla Tonni & Shevaun Neupert  
North Carolina State University
- 2:00 (9) Examining Social Support, and Physical Health on a Swedish Sample**  
Jaleesa McMillian, Kelsey Ruffing, Martha Baker, & Lisa E. Baranik  
East Carolina University
- 2:15 (21) Neurotic? Alienated? How's Your Health? The Relationship of Alienation and Neuroticism on Health**  
Alexandria Hunt Caple, Daniel Mark Fischer, Darryl Charles Wright,  
& Catherine Buria  
East Carolina University
- 2:30 (70) More than Words: Exploring Gratitude in Young Children**  
Taylor Gwyn, Ashley Morton, Scott Ferris, Helana Girgis,  
Simone P. Nguyen & Cameron L. Gordon  
University of North Carolina at Wilmington
- 2:45 (71) Construct Clarification for The Meaning of Gratitude in 3-, 4-, and 5-Year-Old Children**  
Ashley Morton, Scott Ferris, Taylor Gwyn, Helana Girgis,  
Simone P. Nguyen & Cameron L. Gordon  
University of North Carolina at Wilmington
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Scott Ferris, Taylor Gwyn, Ashley Morton, Helana Girgis,  
Simone P. Nguyen & Cameron L. Gordon  
University of North Carolina at Wilmington

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**Moderator: Jacob Knight**

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Beth Howard  
Meredith College
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Arras D. Khaledi & Shevaun D. Neupert  
North Carolina State University
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Sarah Maggio  
University of North Carolina at Wilmington
- 2:30 (43) Practice of Reporting Heritability Research in Psychology**  
Kevin Martell, Joeseeph O' Brien, & Daniel Gruhn  
North Carolina State University
- 2:45 (50) The Effect of Early Androgen Exposure on Female Shrew Copulatory Behavior**  
liesha Ricks  
Mary Baldwin College
- 3:00 (27) Odor Preference in Asian Musk Shrews**  
Rebecca Frost  
Mary Baldwin College

**Industrial/Organizational I  
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**Moderator: Carla Strickland**

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Sehra Polad, Sarah Samascott, & Tiffany Grovenstein  
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Armstrong Atlantic State University
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Mia Garboski, Rhiannon Pegan, & Ryan Mullins  
Armstrong Atlantic State University
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Faith S. Colvin  
Bennett College
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Desiree Dorsey  
Bennett College
- 2:45 (36) The Effects of Anxiety on Working Memory**  
Lane Bradley  
Erskine College
- 3:00 (17) Examining the Relationship Between Emotional Labor and Job-Related Burnout: The Differential Impact of Deep and Surface Acting**  
Sarah J. Horgan & Valerie J. Morganson  
Old Dominion University

**Emotions & Stress II**  
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**Moderator: Elisabeth Gnida**

- 1:30 (29) Relationship of Sleep, Work Status, and Study Habits to Stress and Academic Performance**  
Kevin J. Smith & Carrol S. Perrino  
Morgan State University
- 1:45 (58) Project Emo: Influences of Writing About Personal Experiences on Content and Production**  
Sarah K. Borowski, C. Brittany Bowers, & L. Kimberly Epting  
Elon University
- 2:00 (25) Prayer and Perceived Stress in Early Adulthood**  
Rebekah Reid  
Erskine College
- 2:15 (30) Stress Levels and Depressive Symptoms Among College Males and Females, and Depressive Symptoms Due to Stress**  
LeeAnne Hill  
Erskine College
- 2:30 (34) The Effects of Music Consumption on Perceived Stress Levels Among College Students**  
Stephanie Vaughn  
Erskine College

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Griffin	Anne	1	Cultural Issues I
Gwyn	Taylor	70	Developmental II
Harbin	Elise	33	Clinical & Personality II
Harness	Tiffany Raschelle	46	Cognition/Perception/Learning I
Hill	LeeAnne	30	Emotions & Stress II
Hopkins	Amanda L.	18	Social II
Horgan	Sarah J.	17	Industrial/Organizational I
Howard	Beth	7	Clinical & Personality II
Hukee	Kelsey J.	44	Health I
Johnson	Erica	40	Health I
Khaledi	Arras D.	4	Clinical & Personality II

<b>Last Name</b>	<b>First Name</b>	<b>Paper</b>	<b>Session</b>
Kirby	Kristin	16	Social I
Lane	Stephanie T.	67	Clinical & Personality I
Lilliston	Ravin	24	Social II
Maggio	Sarah	66	Clinical & Personality II
Martell	Kevin	43	Biological I
McCown	Virginia	42	Social II
McMillian	Jaleesa	9	Health II
Mohan	Amanda	39	Developmental I
Moore	Katelyn Richelle	6	Developmental I
Morris	Ashely	13	Social I
Morris	Lindsay	64	Developmental I
Morton	Ashley	71	Developmental II
Ostrander	Grant Michael	37	Social III
Palmer	Elizabeth	68	Cognition/Perception/Learning II
Parker	Asya M.	20	Social II
Parson	Angel	48	Social II
Pegan	Rhiannon	61	Cognition/Perception/Learning III
Peterson	Tarshai	49	Social II
Polad	Sehra	11	Cognition/Perception/Learning III
Posey	Chelsea	59	Cognition/Perception/Learning II
Reid	Rebekah	25	Emotions & Stress II
Ricks	liesha	50	Biological I
Rodgers	Alexander C.	62	Emotions & Stress I
Smith	Brittany N.	8	Clinical & Personality I
Smith	Eugene	22	Emotions & Stress I
Smith	Kevin J.	29	Emotions & Stress II
Tonni	Nazla	69	Health II
Twyford	Jessica B.	5	Clinical & Personality I
Van Horn	Carlie L.	52	Clinical & Personality I
Vaughn	Stephanie	34	Emotions & Stress II
Waters	Kyle	32	Social I
Weaver	Jennifer Nicole	10	Social I
Wilson	Marlena	56	Cultural Issues I
Woolard	Kaitlin	28	Health I

# ABSTRACTS

**(1) The Effects of Gender, School, and Residence on Achievement in the Argentine University**

Anne C. Griffin  
Meredith College

The present study examined the effects of gender, school, and residence on native Argentine student's success in higher education. Male and female participants ( $N = 314$ ) attending private and public universities in Mendoza, Argentina were surveyed about their current living situations and grade point averages (GPAs). The results show no significant differences between student's GPAs as effects of gender, school, or residence,  $p > .05$ . Likewise, there are no significant main or interaction effects or correlations between any other student characteristics and GPAs,  $p > .05$ , perhaps due to unequal's corresponding to the variables. Trends that emerged from the data include the prevalence of Argentine students living at home while studying in the university and higher grade point averages for males, public university students, and students who had experienced living with guardians and living independently. Disparities in GPA for all three independent variables may be viewed in light of social and financial inequality resulting from the current economic crisis.

**(2) Presence of androgyny in residential Coker College students**

Sydney Greenwalt  
Coker College

An androgynous person has the characteristics or nature of both male and female. In a study of sex-roles of gifted adolescents, more females than males were classified as androgynous or feminine (Wells, Peltier, & Glickauf-Hughers, 1982). Ficher and Narus (1981) study suggest that middle-aged adults are more likely than younger individuals to be classified as androgynous. The purpose of the current study is to identify a change over the course of four years between the ages of 18-22. The study hypothesizes female's androgyny traits will be greater than males' after the course of 4 years. It is also hypothesized that an androgyny score will increase from year to year, suggesting the closer students come to entering the professional world, the more blending of masculine and feminine traits occurs. 100 residential Coker College students participated in the study through a hall program held by their Resident Assistants. They were given the Bem Sex Role Inventory, consisting of 20 masculine characteristics, 20 feminine characteristics, and 20 androgynous characteristics in which the participants rated themselves on a Likert Scale. The researcher is currently analyzing the data.

**(3) Multi-touch Technology based Learning Interventions: A Comparison with Traditional Desktop Computers**

Desiree Dorsey

Bennett College for Women

Multi-touch technology has great potential, especially for early education, because it allows students to collaborate and perform tasks via gestures and actions. The Multi-touch Educational Table (MET) is a portable hardware system and virtual card game suite targeted for use in elementary education environments. Students interact with digital cards on the MET through customizable linking and pairing games. In the present study we examined whether 11 college undergraduates could complete 3 activities faster on the Multi-touch table or on a desktop computer. The activities included 3 color, shape, and matching games. Total game time and amount of time the student completed each individual match were calculated by automated systems inside the desktop and Multi-touch table. There was a significant difference in speeds for the desktop computer ( $M = 142185.36$  msec.,  $SD = 67008.43$ ) and the MET ( $M = 191672.54$  msec.,  $SD = 54666.45$ ) devices;  $t(11) = -2.548$ ,  $p = 0.029$ . Despite the slower response on the touch-table as compared to the desktop computer, there may be other benefits of using the touch-table instead of a desktop computer.

**(4) Nice Guys Finish Last? The Effects of Financial Losses on Personality based On Gender**

Arras D. Khaledi and Shevaun D. Neupert

North Carolina State University

We examined the effects of financial deterioration on an individual's agreeableness and whether that differed by gender. Forty-three older (60-92 years) and 50 younger (18-24 years) adults completed surveys regarding gender, agreeableness, and financial deterioration over the previous year. Results from a regression analysis suggested that men who experienced a significant loss in finances over the previous year tended to show more agreeableness as a result. At the same time, women were not affected by this type of change. Perhaps, as a result of social expectations, men feel more of a need to compete with one another to establish a sense of self-dignity, mutual respect, and power of opinion. Meanwhile women do not actively seek out this type of recognition as much, thereby being less affected by monetary losses, which does not affect their personality as severely.

**(5) Playing with Personality: Influence of Personality on Training Motivation, Goal-Setting and Performance in a Videogame-Based Training Environment**

Jessica B. Twyford, Karin A. Orvis, and Robert C. Brusso  
Old Dominion University

Videogame-based training has become a popular training medium with research demonstrating its ability to lead to positive training outcomes. Prior research has begun to examine individual characteristics of the trainee that may facilitate or impede motivation and performance in videogame-based training; yet, little research has investigated Big Five personality traits. Accordingly, this study examines the effects of personality on training motivation; and, in turn, on goal-setting and performance during training. It was hypothesized that conscientiousness, openness to experience and extraversion are positively correlated to motivation; in turn, motivation is positively correlated with goal-setting and performance. Finally, it was hypothesized that extraversion moderates the relationship between motivation and performance. Three hierarchical linear regressions were used to test the hypotheses, using a sample of 206 undergraduates who completed a first-person-perspective training videogame. Supporting the hypotheses, openness to experience and conscientiousness both uniquely predicted training motivation, and training motivation predicted goal-setting and performance. Extraversion failed to predict training motivation or serve as a moderator as hypothesized. Study implications will be provided, as well as a possible explanation for the non-significant effects of extraversion.

**(6) Design Skills & Self-Esteem in Adolescents**

Katelyn Richelle Moore  
Meredith College

Adolescents (N=11) ranging in age from 12-18 were used to investigate the effectiveness of teaching design skills on self-esteem using a paired samples design. Participants were randomly recruited from SeeSaw Studio's Summer Design Intensive 2010. SeeSaw Studio is a free afterschool enrichment program that teaches design and entrepreneurship skills to at-risk teens ages 12-18. Multiple studies have shown many at-risk youth have low self-esteem. Both before and after the design intensive, directions were given for participants to use color to answer the question, "How do you see yourself?" on a sheet of white construction paper. In addition to comparisons of student projects, mean Rosenberg Self-Esteem Scale measures were compared pre- and post-intervention. The mean score before the design intensive was 22.63 (SD=5.02) and after was 24.27 (SD=4.14). The mean score of the Rosenberg Self-Esteem Scale after the design intensive was significantly better than the mean score of the Rosenberg Self-Esteem Scale before the design intensive,  $t(10) = -2.36, p < .05$ . Therefore, teaching the participants design skills appears to have positively affected self-esteem.

**(7) Perceived Effectiveness of Support During of After a Major Loss**

Beth Howard  
Meredith College

Young adults (N=260), aged 18-24 years old, who had a major loss (parent, sibling, relative, friend, or caregiver) in their life participated in a study to determine the perceived effectiveness of treatment after the loss. The treatments were support group, peer support group, individual counseling, camp, or other. The participants took an online survey based on the Hogan Grief Reaction Checklist (Hogan, 2001, p1-32) which assessed their reaction to losing someone and the effectiveness of the treatment. The survey was in three parts; general information regarding the loss, assessment of individual, and assessment of treatment. There was a significant difference between the interventions for the treatment assessment ( $F(4,254)=9.821, p<.001$ ). Discussion will elaborate on differences between specific intervention conditions.

**(8) Self-Esteem Influences Narcissism and Aggression among African American College-age Participants**

Brittany N. Smith and Pamela E. Scott-Johnson, PhD  
Morgan State University

The literature is contradictory in regards to the influence of esteem on narcissism and aggression (Perez et al., 2005; Webster et al., 2007). Perez et al. (2005) reported that individuals with high self-esteem displayed more aggressive, while Webster et al. (2007) reported the opposite. The purpose of this study was to examine the influence of levels of self-esteem on narcissism and aggression among African American males and females. We hypothesized that differences in levels of esteem would influence narcissism and aggression. Participants included 78 females and 75 males. Each completed the Rosenberg Self-Esteem Scale (RSES, Rosenberg, 1989), the Narcissistic Personality Inventory-16 (NPI-16; Ames, Rose, & Anderson, 2006), and the Aggression Questionnaire (AQ; Buss & Perry, 1992) with four subscales (Physical aggression, verbal aggression, anger, and hostility). There were no significant differences in narcissism. Individuals with lower levels of self-esteem had higher levels of overall aggression ( $F(1,152)=6.6, p<.05$ ), including for hostility ( $F(1,152)=10.7, p<.001$ ) and anger ( $F(1,152)=2.6, p<.05$ ). When individuals have low self esteem they are more aggressive, possibly as a survival mechanism as suggested by Webster et al. (2007).

**(9) Examining social support, and physical health on a Swedish sample**

Jaleesa McMillian  
East Carolina University

Many U.S. studies have demonstrated the positive effects that sociability and social support can have on health and we believe they might also be strong indicators of life satisfaction and physical health. We contribute to the literature by investigating the generalizability of these relationships to Swedish adult participants. Longitudinal data from the Swedish Adoption/Twin Study on Aging (SATSA) were analyzed (Pedersen, 2005). The results of these analyses provide support for the positive relationship between self-rated health and social support. Specifically, self-rated health has a positive relationship friend's support ( $r = .119, p = .000$ ) and perceived support ( $r = .074, p = .009$ ). Recreational activity was significantly related to friend's support ( $r = .364, p = .000$ ) and relative's support ( $r = .142, p = .000$ ). Overall life satisfaction was significantly related to friend's support ( $r = .355, p = .000$ ), perceived support ( $r = .232, p = .000$ ), and relative support ( $r = .216, p = .000$ ). These results supported our hypotheses and support the idea that personality and social support play an integral role in the physical health and activity in Swedish adults.

**(10) Potential Relations Between Religious and Political Affiliations and Attitudes About Mosques**

Jennifer Nicole Weaver and Kimberly Wallace Stewart  
Kennesaw State University

A proposed Mosque, Cordoba House, is scheduled to be built two blocks from Ground Zero in New York (Monitor's Editorial Board, 2010). This proposal has struck much controversy in New York and throughout America (Carter, 2010). According to a recent poll, religious affiliation is correlated to one's feelings about the proposed mosque (Barbaro & Connelly, 2010). Using an online survey, we investigated the potential relations among religious beliefs, political affiliation, and attitudes about the proposed mosque near Ground Zero, Cordoba House. Self-identified Republicans oppose the mosque significantly more than self-identified Democrats. Participants who identified themselves as Christian, Jewish, or Mormon were significantly more likely to oppose the mosque than participants from any other religious group or participants who reported no religious affiliation. Military service did not significantly affect one's opinions on the proposed mosque. These findings suggest that religious and political affiliations are related to opinions about the proposed mosque. More broadly, these results indicate that political and religious factors are related to public opinion about Muslim-related activities near Ground Zero.

**(11) Do females report more positive early childhood memories than males?**

Sehra Polad

North Carolina State University

Research has shown females tend to recall more positive earliest memories than males. We aimed at replicating these results while also including neutral memories. We expected to find that males would have more neutral memories than females. Data came from a larger study, specifically, from a task in which 66 college students (40 males) were asked to recall their three earliest memories. Only the very earliest memories were used, excluding those before 18 months of age. Memories were coded as positive, negative, or neutral based on the emotion provided by the participant (reliability of 90.0%). Results revealed that there was no significant difference between males ( $M = .27$ ,  $SD = .88$ ) and females ( $M = .15$ ,  $SD = .93$ ) in terms of percent of positive memories,  $t(64) = .537$ ,  $p = .004$ . Results also revealed no significant difference between males ( $M = .82$ ,  $SD = .385$ ) and females ( $M = .85$ ,  $SD = .368$ ) in number of neutral memories,  $t(64) = -.222$ ,  $p = .001$ . Further analysis will continue to look for a difference in other memories reported.

**(12) Assessing Gratitude in Preschoolers Using a Modified GQ6**

Scott Ferris, Taylor Gwyn, Ashley Morton, Helana Girgis, Simone P. Nguyen and  
Cameron L. Gordon

University of North Carolina at Wilmington

The Gratitude Questionnaire 6 (GQ6) is a self-report survey which evaluates adults' experience of gratitude throughout their daily lives (McCullough, Emmons & Tsang, 2001). The goal of this study was to assess preschoolers' feelings of gratitude by using a simplified version of the GQ6, containing language more readily accessible to young children. Participants included fourteen 3- to 5-year-olds ( $M = 4.22$ ) recruited from preschools in Wilmington, NC. In this study, children were asked to rate their agreement with statements such as "you are thankful to many different people." The children indicated their answers on a five-point likert scale (1 = not agree a lot to 5 = agree a lot). The GQ6 included two negative statements such as "you don't see much to be thankful for." For these, a reverse scoring system was used. Composite scores for the positive GQ6 statements reveal high levels of agreement ( $M = 4.29$ ), while scores for negative statements were noticeably lower ( $M = 3.07$ ). These results offer evidence of gratitude among children as young as 3, suggesting the early emergence of these feelings.

**(13) Motivating Factors for Cosmetic Surgery**

Ashely Morris  
Barton College

This study investigated the attitudes and motivating factors of college students towards cosmetic surgery. The sample was drawn from a population of college students at a four-year liberal arts college. Several of the factors influencing personal decisions to consider cosmetic surgery were: teasing from family, peers; relationship partners; body dissatisfaction; and exposure to commercials in the media. Females were more likely to consider cosmetic surgery than males. Individuals who were teased by their parents about their physical appearance in childhood were most likely to consider cosmetic surgery. Moreover, negative body satisfaction was also a factor involved in the decision to consider cosmetic surgery. The results in this study suggest that individuals who experience teasing about their bodies or internalized media idealized concepts of beauty were also more like to consider cosmetic surgery.

**(14) Stroop Effects and Hemispheric Lateralization: The Role of Response Modality**

Rebecca Freeman and Serena Vonkchalee  
University of North Carolina at Asheville

When naming the color in which a word is printed, interference in responding occurs when the word names a conflicting color, relative to when it is color-neutral, or a row of Xs. Termed the Stroop effect, it has been observed using vocal responding that Stroop effects are magnified when the word appears in the right visual field (RVF) rather than the left as would be expected because the RVF projects to the left hemisphere, which is specialized for language. The present study used a manual response version of the Stroop task designed to compare left-hand and right-hand responses using visual half-field presentation of color targets (rectangular color patches) to one side or the other of the display. Distractor words (neutral, congruent, conflicting, or Xs) were presented contralaterally. Reaction time data revealed a significant interaction of visual field presentation with Stroop effects, showing larger interference when words were presented in the RVF. However, left- or right-handed responding produced no main effect and no interactions with Stroop or target location manipulations, indicating that enhanced Stroop effects in RVF are independent of response modality.

**(15) The Effect of Meredith College's PRISM Program on Critical Thinking Abilities of First year Freshmen**

Dakota Gatehouse  
Meredith College

First year freshmen at Meredith College (N=72) were recruited from PRISM and non-PRISM courses to test the effect of Meredith College's PRISM program on the critical thinking abilities of its freshmen population. Participants were divided into 2 groups: PRISM and non-PRISM. Both groups were administered a pretest at the beginning of the semester and a posttest at the semester's conclusion. The testing instrument used was the California Critical Thinking Skills Test (CCTST). Group 1 (N=24) had a mean critical thinking score of 16.458 (SD=4.021) for the pretest and a mean critical thinking score of 18.00 (SD= 4.568) for the posttest. Group 2 (N=48) had a mean critical thinking score of 13.812 (SD=3.664) for the pretest and a mean critical thinking score of 15.312 (SD=4.553) for the posttest. Results indicate that although the PRISM program may foster critical thinking among freshmen, the overall college experience itself may also.

**(16) Shape Up: Body Image and External Expectations**

Kristin Kirby  
Meredith College

The purpose of this study was to investigate social influences on body image perception in college females. Previous investigators demonstrated that planted supposedly preferred body images influenced body preferences among college female participants (Cox & Fuccella, 1993). However, this investigation is over 20 years old and the present investigators wished to see whether the same relationship held. The present study had 49 participants, predominately Caucasian. In the present experiment, planted data ranging from thin to heavy affected the participant's judgments on two of five dependent measures, with heavier plants resulting in the choice of images portraying heavier body types. In parallel, a similar experiment is being conducted at a Historically Black College.

**(17) Examining the Relationship between Emotional Labor and Job-Related Burnout:  
The Differential Impact of Deep and Surface Acting**

Sarah J. Horgan

Old Dominion University

Service workers are often required to provide "service with a smile." This study builds on previous research, which has identified that emotional display expectations come at a cost to service workers. Emotional labor, exemplified as surface acting (i.e., outward displays of job-appropriate emotions) and deep acting (i.e., matching inner feelings with job-appropriate emotions), was examined as a predictor of the three components of job-related burnout (i.e., emotional exhaustion, cynicism, and professional efficacy). This study was a two-part online survey. In a sample of 182 participants from various customer services occupations, bivariate analyses revealed a positive relationship between surface acting and emotional exhaustion ( $r = .38, p < .001$ ) and cynicism ( $r = .34, p < .001$ ). However, deep acting was negatively related to cynicism ( $r = -.16, p < .05$ ). These findings support a link between the display of job-appropriate emotions and subsequent exhaustion and cynicism toward work. Interestingly, they also suggest that matching inner and job-appropriate emotions acts as a protective feature, possibly buffering against exhaustion and poor work attitudes. Directions for future research and practice will be discussed.

**(18) Students' Perceptions of Types of Bullying**

Amanda L. Hopkins

Longwood University

The two most predominant forms of bullying are physical and cyber bullying. We examined undergraduate college students' perceptions of the two types of bullying by obtaining response ratings from a questionnaire. Our results demonstrated that students' perceptions of cyber and physical bullying were similar. When we compared the two experimental groups to the control group, significant differences were found. The severity of cyber and physical bullying were rated the same when participants responded to statements about embarrassment and self-esteem, while the control group rated embarrassment and self-esteem lower. Physical bullying is no longer seen as the most prevalent form of bullying, because in today's society people are becoming more aware of cyber bullying and its effects.

**(19) Perceptions of Potential Sexual Partners: Does Attractiveness Supersede Risk?**

Danielle D. Barton

Morgan State University

The current study investigates the influence of perceived physical attractiveness of a potential partner and gender on perceptions of sexual risk and sexual risk behavior. It was hypothesized that both gender and perceived attractiveness will affect ratings of sexual risk perceptions and condom use intentions. The participants consisted of 50 African-American male and 50 African-American female students at a Historically Black University who were approached individually in various locations on campus. The data from these questionnaires were examined through a 2 (male participant vs. female participant) x 2 (attractiveness vs. unattractiveness) factorial design, and analyzed using Analysis of Variance. The results of these analyses provide information on mean differences in perceived risk of a potential partner and likelihood to engage in risky sexual behavior as a function of gender and partner attractiveness.

**(20) The Relationship Between ROTC Status and Aggression**

Asya M. Parker

Morgan State University

The purpose of this study is to investigate levels of aggression in ROTC undergraduate students and non-ROTC students. Also examined is the extent to which sex role orientation and exposure to violence influences aggression. Participants are 100 African-American male and female undergraduate students at a Historically Black University. Fifty students are enrolled in the ROTC program and fifty students are non-ROTC participants. The age of the students ranges from 18-28. Participants were asked to respond to the BEM Sex Role, the CREV-Y (Exposure to Community Violence Scale), and the Buss-Perry Aggression Questionnaire. A two-way ANOVA examined mean differences in levels of aggression between ROTC and non-ROTC students and between males and females. A multiple regression analysis examined the strongest predictors of aggression. Findings are discussed in terms of understanding factors associated with aggression in students who are interested in the military.

**(21) Neurotic? Alienated? How's your health? : The relationship of alienation and neuroticism on health.**

Alexandria Hunt Caple, Daniel Mark Fischer, Darryl Charles Wright, and Catherine Buria  
East Carolina University

This study, analyzed the relationship between alienation and health with a moderator of neuroticism. Previous research has showed that there is a significant relationship between alienation and neuroticism. The current study is focusing on how this affects health. The current study used data from the Swedish Twin Adoption Study of Aging (SATSA), 1984, which analyzed the development of the participants by administering various questionnaires evaluating subjects on many different levels such as smoking habits, personality traits, and chronic sickness/disease. An analysis of variance was used to test the significance of alienation and neuroticism. The results displayed a main effect for alienation  $F(1, 1478) = 8.22, p < .001$ , as well as neuroticism  $F(1, 1478) = 53.79, p < .001$ . There was no significant interaction between alienation and neuroticism  $F(1,1478) = 1.09, p = .298$ . Our results showed no significant interaction between alienation and health. To further examine this relationship, it would be beneficial to apply another moderator such as depression or anxiety.

**(22) Academic Experience and Gender Differences in Self-Regulation, Motivation, and Perceived Stress**

Eugene Smith, Jovan Custis, and Pamela Scott-Johnson, PhD  
Morgan State University

The purpose of this study was to investigate the academic experience and gender differences in self-regulation, motivation, and perceived stress among college-age males and females. Participants (102 males and 74 females) completed the Self-Regulation Questionnaire (Brown, Miller, & Lawendowski, 1999), the Academic Motivation Scale (Vallerand, 1993), and the Perceived Stress Scale (Cohen, 1983). While we hypothesized significant differences in academic experience for self-regulation, motivation, and perceived stress, we found none. We also hypothesized significant gender differences for our main variables. Results revealed that females were more extrinsically ( $F(1,176) = 9.86, p < .01$ ) and intrinsically motivated ( $F(1,178) = 6.86, p < .01$ ) than their male counterparts. While there were gender differences of participants categorized as being highly stressed, more males than females were categorized as having low stress ( $F(2) = 4.3, p < .05$ ). Females are more motivated, regardless of type, and more highly stressed; males are less motivated and less stressed. Our results suggest that females are likely to be more academically successful and higher achievers than their male counterparts.

**(23) Likelihood of Seeking Counseling at the University Counseling Center**

Dalyn C. Allen and Carrol S. Perrino, Ph.D.

Morgan State University

As job opportunities decrease and college tuitions increase, it is estimated that almost 50% of college students are likely to experience mental health problems, particularly depression. The present study examined the perceived likelihood of a peer seeking counseling at the University Counseling Center. One hundred twenty students (60 male, 60 female) examined a scenario depicting a fictitious student experiencing depression, relationship issues, or anxiety. The participants' attitudes toward potential peer and family stigma associated with mental health help seeking behavior was measured as well as general attitudes toward mental help seeking. The respondents indicated a strong willingness to support peers and/or family members in the event that they were to seek mental health counseling. However, the participants did not believe that their peers and/or family members would in fact use counseling services when confronted with the particular problem. The roles of gender, socioeconomic status, and stigma in predicting potential mental health seeking were measured.

**(24) Assertive People and Aggressive Driving Behaviors**

Ravin Lilliston

Francis Marion University

This study examined whether people with more assertive personalities are also likely to report that they were aggressive drivers. Assertiveness is generally perceived as a positive trait, but aggressive driving behaviors are discouraged. In conjunction with a driving experiment, 44 participants were given a survey that collected data about personality traits and driving behaviors. Personality traits were measured using a personal perceptions scale from: Personal Styles and Effective Performance (Merrill & Reid, 2002). This scale was part of a larger assessment getting feedback on various other variables such as aggressive driving behaviors that could be relevant to understanding environmentally conscious behaviors. There are various predictors associated with aggressive driving behavior Aggressive Driving Scale (Krahe & Fenske, 2002). Results showed that people who are more assertive report having more aggressive driving behaviors ( $r=0.380$ ,  $p=.005$ ). This study can create implications for safer driving methods.

**(25) Prayer and Perceived Stress in Early Adulthood**

Rebekah Reid

Erskine College

The purpose of this study was to understand the relationship between stress and prayer as it presents itself in the lives of early adults. The null hypothesis stated that there will be no significant difference in stress levels between college students who pray and college students who do not pray. 118 students from a small, rural, church-affiliated, liberal arts college in the southeastern region of the United States participated in this study. The Multidimensional Prayer Inventory (Laird, 2004) assessed prayer through quantitative and qualitative measures and the perceived effects of prayer. The Student-Life Stress Inventory (Gadzella, 1991) measured daily stress of college students based on stressors and reactions to stressors. An Independent Samples t-test shows no significant difference in stress levels between students who pray and students who do not pray.  $t(117)=0.052, p.<0.959$ , two-tailed. Further research is necessary to determine what types of stressors and reactions to stressors could be influenced by certain types of prayers.

**(26) The Cognitive Aspect of Attitudes Toward Adoption**

Kelly Brose

Mary Baldwin College

Each year in the United States, there are at least 6 million pregnancies, nearly half of which are to single women. Of those, forty percent of such pregnancies result in abortion, while one percent of single women with an unplanned pregnancy choose adoption. This study investigated the relationship between knowledge about adoption and attitudes toward adoption by testing a model in which knowledge about adoption and abortion was hypothesized to predict attitudes towards adoption and abortion. A sample of American citizens eighteen years or older ( $N = 297$ ) completed multiple adoption attitudes, an abortion attitudes scale, an abortion knowledge test, and an adoption knowledge test developed by the researcher. A path analysis of the data supported the original model. However, post hoc testing revealed a better fit between the data and a slightly modified version of the model in which knowledge about abortion and adoption predicts abortion attitudes, but only knowledge about abortion predicts adoption attitudes. Adoption and abortion services will find this information useful when providing education and services to single women experiencing an unplanned pregnancy.

**(27) Odor Preference in Asian Musk Shrews**

Rebecca Frost

Mary Baldwin College

Asian musk shrews are thought to communicate with each other using scent markings, although the specific ways they do this are not well understood. Previous work concerning odor preference has shown that male shrews are attracted to female urine, but females are not attracted to male urine. A study using opossums (Zuri, Su, & Halpern, 2003) shows the same sort of urine preference in that species, but also found that females are attracted to male musk. Male and female shrews were given two 2-minute preference tests and the time spent investigating wooden balls scented with their own, a male's and a female's musk was recorded. Preliminary data analyzed with a two-way ANOVA has shown that neither sex shows musk odor preference [ $F(1,16) = 0.163, p=0.692$ ], but changes to the experimental methods could lead to significant data..

**(28) The Effects of the Facial Feedback Response on Pain Tolerance**

Katie Woolard

Meredith College

The facial feedback hypothesis continues to be a prominent topic among current health psychologists and researchers. According to the facial feedback hypothesis, individuals that make a specific facial expression will then elicit that specific emotion. While many studies continue to critique and criticize the hypothesis, the experimenter chose to examine the effects of the facial feedback with pain tolerance and discomfort. A total of 56 participants were recruited and randomly selected into two treatment groups. Thirty-two participants were treated with the facial feedback response and 24 participants were treated with a non-facial feedback response. All participants were instructed to place their hand and wrist into a bucket of ice for as long as they could stand while being timed by the experimenter. Participants were asked to take a short survey following the experiment to give their responses of their experience and perception of pain tolerance. Results concluded that that  $t(54) = 1.252, p < .05$ , indicating no significant difference of participants treated with facial feedback component to pain tolerance.

**(29) Relationship of Sleep, Work Status, and Study Habits to Stress and Academic Performance**

Kevin J. Smith and Carrol S. Perrino, PhD.  
Morgan State University

The positive relationship between sleep and academic performance and the negative relationship between sleep and stress has often been reported. The present study using a college student sample evaluated the role of average hours of sleep as well as work and study hours as predictors of both stress and academic performance. A sample of 120 college students at an HBCU, 70 females and 50 males, completed a questionnaire self-reporting for the previous semester average hours of sleep, perceived sleep adequacy, average hours worked and average hours studied, perceived personal stress, and GPA. A significant regression model predicted perceived stress,  $R^2=.17$  with average hours working the only significant predictor. A significant regression model predicted academic performance as measured by semester GPA with  $R^2=.21$  with gender and average hours studying significant predictors. Neither sleep and stress nor sleep and GPA were related for this population. The development of a better instrument for assessing the relationship among these variables is a priority.

**(30) Stress Levels and Depressive Symptoms among College Males and Females, and Depressive Symptoms Due to Stress**

LeeAnne Hill  
Erskine College

The purpose of this observational study was to explore the relationship between male and female stress levels among college students, their depressive symptomatology, and the relationship between stress levels and depressive symptoms. Previous studies have observed the influence of stress on depressive symptoms, and individual stress differences of college students. In the current study, college students completed the Perceived Stress Scale and the Center for Epidemiological Studies Depression Scale. Preliminary results showed no significant difference between male and female stress levels,  $t(59)=-0.956$ ,  $p<.343$ , two-tailed. No significant difference between male and female depressive symptoms were found,  $t(59)=.064$ ,  $p<.949$ , two-tailed. However, in regression, stress strongly affects depressive symptoms,  $R^2=0.344$ ;  $F(1,60)=30.911$ ,  $p<.001$ . The results are contradictory to previous studies, in that differences among genders' stress levels and depressive symptoms have been seen as being significantly different. The relationship between stress and depressive symptoms are similar to previous studies, in that stress strongly affects depressive symptoms.

**(31) Effects of Stimulants on Short Term Memory**

Christian Rangelov Borisov  
Erskine College

Previous research has indicated that a person's memory can be influenced by certain stimulants. The purpose for this experiment was to examine the effects of stimulants, including caffeine, caffeine-sugar, and caffeine-aurine beverages on working memory. Participants were college students from a small rural church affiliated college, who were randomized into four groups. The control group had an intake of a decaf-diet soda. The design used was 4 x 2 factorial repeated measures ANOVA. Working memory was assessed using the "Digit Span" test of the WAIS-III (Wechsler Adult Intelligence Scale, 1997). Preliminary descriptive statistics showed a slight improvement in the mean between pre-test (M=14.55) and post-test (M=15.64) out of a maximum score of 28, but with no significant difference within groups,  $F(1,21) = 2.84, p < .107$ . Current results did not match up with the expectations for at least one group to show a significant difference between the pre-test and post-test. For better and more accurate results more participants will be tested.

**(32) The Effect of Media on the Opinions of Registered Voters**

Kyle Waters  
Erskine College

Media has always had an influence on the thoughts, beliefs, and ideas of the American public. Different media formats may have differing levels of impact on political ideation. Opinions of registered voters were investigated through manipulation of media portrayals of candidates. Specifically, manipulations included differences between different forms of media, differing political ideology, and genders. Participants completed a pre-media assessment before being assigned to a video group, an audio group, or a printed type group, exposed to media, and answering questions in a post-media survey. Data were analyzed by repeated measures ANOVA. While it was not significant, preliminary results indicated effects of different forms of media,  $F(2,73) = 2.66, p < .077$ , approached significance. Differences between political ideologies,  $F(2,73) = 3.12, p < .636$ , and genders,  $F(1,73) = 1.871, p < .176$ , also lacked significance. Preliminary results contradict a vast quantity of prior research, which could be attributed to the small sample size in this particular experiment, but may suggest that voters in this generation may not be significantly affected by media due to overexposure.

**(33) The Influence of Personality on Sense of Humor**

Elise Harbin

Erskine College

Sense of humor and personality have multiple divisions that help to determine reactions to certain situations, contribute to happiness and to develop social skills. This observational study explores the relationship of humor (using the Multidimensional Sense of Humor Scale; MSHS) and personality (using the Myers-Briggs Type Indicator; MBTI), and the impact of extroversion and introversion on humor. To accomplish this, the four different components of humor were tested against extroverts and introverts. Overall scores for the MSHS were also assessed for extroverts/introverts. Data were analyzed using five 2x1 factorial designs. Preliminary data indicate there is a significant difference between extroverts/introverts for social use of humor,  $t(74)=-2.048$ ,  $p<0.044$ , two-tailed. Overall MSHS scores were non-significant  $t(74)=-1.040$ ,  $p<0.302$ , two-tailed. Use of humor as a coping mechanism also found no significance,  $t(74)=-1.112$ ,  $p<0.270$ , two-tailed. Attitude towards humorous people demonstrated no significant difference,  $t(74)=-1.336$ ,  $p<0.186$ , two-tailed. Attitude towards humor was also found to have no significant difference,  $t(74)=-0.957$ ,  $p<0.342$ , two-tailed. It is recommended that further research in this area focus on the other distinctions of personality and their impact on humor.

**(34) The Effects of Music Consumption on Perceived Stress Levels Among College Students**

Stephanie Vaughn

Erskine College

The purpose of this study is to test whether or not there is a link between listening to music that an individual prefers and decreased self-perceived stress levels. While many studies have been proposed in similar fashion, these results could be reported to the local student population as reinforcement for potentially beneficial listening habits. After running an a priori G power analysis to determine the number of participants needed, the participants were recruited and randomized into three groups: one listening to music they prefer, one listening to music they do not prefer, and one not listening to music. The preliminary data were analyzed using a 3 x 2 factorial repeated measures ANOVA test. The analyzed data suggested that there was no significant difference between the stress levels of any of the groups. The results found that  $F(1, 32)=0.653$ ,  $p<0.425$  among the test scores and  $F(2,32)=1.926$ ,  $p<0.162$ . An idea for further studies of this nature would be to categorize each group by genre they listen to as well as whether or not they prefer that particular genre.

**(35) The Effects of Parenting Styles of College Students' Parents and the Beliefs of Those College Students**

Jasmine Brown  
Erskine College

The purpose of this observational study was to determine whether there would be a significant difference between parenting styles of college students' parents and the beliefs of those college students. There are three different parenting styles: authoritarian, authoritative, and permissive. Participants consisted of freshmen and seniors, so that the influence of collegiate background could be determined. They were given the Parental Authority Questionnaire to determine their parent's parenting style, and were placed in that group. After the questionnaire was completed they were asked to do another survey that was created by the researcher to determine their position on some moral issues. This study is a 2x3 factorial design. An Independent T-test was conducted to analyze the data and results demonstrated that there is not a significant difference between parenting styles on college students' beliefs  $t(26)=-.696, p<.492$ , two-tailed. Also, there is not a significant difference between freshmen and seniors in their beliefs  $t(26)=-1.522, p<.140$ , two-tailed. In the future, participants could take this survey all four years of their college career instead of having two different groups of freshmen and seniors.

**(36) The Effects of Anxiety on Working Memory`**

Lane Bradley  
Erskine College

The purpose of this study was to determine whether or not anxiety had an effect on a person's working memory performance. Anxiety has a disruptive effect on performance in a number of domains. Undergraduate students, enrolled in a small, rural, church affiliated Liberal Arts College in South Carolina were measured on anxiety and short term memory. It was anticipated that those with higher levels of anxiety would either do exceedingly well on completing a task using memory, or do poorly, due to previous evidence that showed that anxiety is associated with a reduction in available working memory capacity. Data were regressed in SPSS, but showed no significant relationship between anxiety and the number of errors in the Trail Making Test A data ( $R^2=.001, F(1,42)=.012, p<.915$ ) but approached significance for test B ( $R^2=.071, F(1,42)=.029, p<.864$ ). Data were contradictory to previous studies, which may have been due to homogeneous results of this population. Further research is necessary to determine the effects of anxiety on working memory performance and whether or not specific stresses increase the effects of anxiety on working memory performance in individuals.

**(37) Pupil Dilation Responses to Suggestive Pictures as a Function of Relationship Status**

Grant Michael Ostrander

University of North Carolina at Asheville

Pupil dilation to sexually suggestive pictures has been interpreted as a reflection of involuntary autonomic arousal relating to excitement or desire. The present study examined whether this response is mediated by the relationship status of the viewer. Will viewers who self-report as being in satisfying and committed romantic relationships fail to show the pupil dilation effect? Male subjects viewed a series of 40 pictures with 8 suggestive pictures interspersed, and pupil dilation was recorded for the first 6 seconds of each presentation. Responses to suggestive and control pictures were compared across individuals who self-reported their relationship status. Results showed that pupil dilation increased more rapidly and more completely in the first 5 seconds of viewing suggestive pictures, with the effect peaking at about 4 seconds after picture onset. Findings for relationship status were inconclusive, suggesting that pupil dilation responses are independent of relationship status. This result would be expected because of the low-level autonomic arousal indexed by pupil responses and because other research indicates the arousal effect is fairly non-specific.

**(38) Dig It: Benefits and Psychosocial Impacts of School Farming on Kenyan Youth**

Beth Drouhard

Warren Wilson College

School farming in Western Kenya was researched by examining self perceptions and perceptions of farming in students and adult community members. Benefits of school farming including psychosocial effects were examined. Specifically, how farming impacts students' aspirations, values, self esteem, well-being, and social skills. Surveys were administered to 156 students (average age 13) at three schools with varying levels of school farming. At one school twenty three adults were interviewed and three student focus group discussions were conducted to examine perceptions of their school farm and its impacts on students. The majority (64%) of students enjoyed farming because of food production. Adult community members also viewed food production as the main benefit of the farm. Community interviews and focused group discussions also examined perceived impact of farm experience on students' character and development. School farm experience was perceived as developing leadership skills, responsibility, and work ethic; as opportunity to experience applied problem solving; and as cultivating pride in farming abilities. Results are discussed in light of cultural psychology and economic and educational contexts of the researched community and Kenya.

**(39) Children's Dating of Their Earliest Memories: The Effects of Age and Event Type on Accuracy**

Amanda Mohan, Kimberly Godwin, and E. Rebekah Siceloff  
North Carolina State University

Given the implications of earliest memory research for understanding autobiographical memory development, researchers have begun to explore the accuracy of children's memory dating (Wang, Peterson, & Hou, 2010). This work reveals evidence of a telescoping effect, whereby children estimate early experiences as transpiring more recently than they actually occurred. The current study explored telescoping among children in prekindergarten, first grade, and third grade ( $N = 48$ ) who reported several earliest memories. For their single earliest memory, we calculated the difference between child and parent estimates of when the event occurred. Results indicated telescoping among children who described events that occurred at 3½ years of age or younger ( $MD = 7.16$ ) but not among children who described more recent events ( $MD = -3.50$ ),  $t(30) = -2.13, p = .04$ . Age-related comparisons revealed telescoping effects among third graders ( $MD = 14.00$ ) but not among participants in prekindergarten or first grade ( $MD = -4.79$  and  $MD = 3.00$ , respectively),  $F(2, 31) = 4.92, p = .01$ . Ongoing analyses will explore linkages to the types of events children select as their earliest memories.

**(40) Knowledge Of Sexual Health Behaviors Among African American College Students**

Erica Johnson and Jocelyn Turner-Musa, Ph.D.  
Morgan State University

The current study examines whether gender, relationship status, and knowledge of sexually transmitted diseases are predictors of sexually risky behavior in an African American college student population. Participants are 100 men and 100 women students at a Historically Black University. Upon being told about the study, participants signed an informed consent form and responded to a health knowledge questionnaire, a sexual behavior questionnaire, and demographic questionnaire. The health questionnaire was composed of 7 multiple choice questions and 10 true/false questions designed to assess an individual's knowledge about sexually transmitted diseases. The sexual behavior questionnaire is composed of 14 questions about participant's sexual health behaviors. A multiple regression analysis examined the independent and joint influence of predictor variables on sexual health behavior. The results of these analyses provide information on the most robust predictors of risky sexual behavior among college students.

**(41) The relationship between schools' proficiency on the North Carolina School Report Cards and graduation rates in low performing high schools.**

Faith S. Colvin  
Bennett College

Studies have indicated students attending low performing high schools are less likely to perform successfully on achievement indicators such as, end of grade tests, and have lower graduation rates. While many federal state and community agencies have developed outreach programs to reduce this gap, public opinion suggest that there has been little or no change on indices of student success. This study assessed the relationship between the graduation rates and End of Grade performance scores, AYP results, and EOC results for English, Algebra II, Chemistry and Biology from 2005-2009 for four Guilford County, NC high schools designated as low performing. Significant correlations were found ( $p < .05$ ). Results indicated a significant correlation (.894;  $p < .05$ ) between and English and Algebra II and a significant correlation of .92 ( $p < .05$ ) between EOC results and the Biology EOC results. However, there is no significant correlation between graduation and the school success indications.

**(42) Competitiveness and Its Effects on Fuel Conservation**

Virginia McCown  
Francis Marion University

Could a little healthy competition be good for the planet? This experiment tested the relationship between a person's self-reported competitiveness and the amount of fuel they could conserve during a driving test. In a non-competitive setting, 42 undergraduate students were given the goal of getting the best gas mileage and using the least amount of fuel while driving a Toyota Prius in the driving simulator Gran Turismo 4. The two participants tested in each session did not race against each other, but were independently completing the task at the same time. The participants also completed the Self-Assessment of Social Styles (Merrill & Reid, 1981), which measures assertiveness and responsiveness. There was no significant correlation between assertiveness or responsiveness and gas mileage ( $p > .05$ ). However, there was a significant negative correlation between gas mileage and competition ( $r = -.305$ ,  $p = .049$ ). Students who considered themselves more competitive used less fuel than those who considered themselves cooperative. Perhaps by emphasizing competition, we may be able to encourage environmentally friendly behavior like lowering gas consumption in people who consider themselves competitive.

**(43) Practice of Reporting Heritability Research in Psychology**

Kevin Martell, Joeseeph O' Brien, and Daniel Gruhn  
North Carolina State University

The importance of heritability studies is growing in all fields of psychology. The primary goal of heritability studies is to determine whether a construct (e.g. extraversion) or a mental disorder (e.g. anorexia nervosa) is partly influenced by genes. There are, however, no standards available of best practice for reporting heritability studies. The immediate goal of this project is to examine current practice of reporting heritability. What is reported and how is it reported? What are typical gaps in reporting heritability research? To do this, we coded 30 research articles in first-tier psychology journals (including APA journals), which examined heritability in the context of twin designs. Some of these studies lacked basic characteristics, such as sample characteristics (e.g. age). More concerning is, however, that many research articles did not report how they computed heritability. In many instances, articles simply provided scores without any explanation. The discussion focuses on how to improve reporting heritability research in psychology and to formulate best practice standards.

**(44) The Effects of College Characteristics on the Relationship Between Athletic Identity and Career Maturity**

Kelsey J. Hukee  
Meredith College

Past research found a negative correlation between athletic identity and career maturity at a NCAA Division I co-educational university. This relationship has been attributed to strong commitment to do well in sports which in turn limits student athletes' opportunities to engage in exploratory behavior important for career development. The purpose of the present research is to examine the relationship between athletic identity and career maturity at an all women's NCAA Division III liberal arts college that's designed to have a supportive academic atmosphere. The hypothesis is that athletic identity and career maturity will be positively correlated. In the study, 30 female student-athletes responded online to four questionnaires: Athletic Identity Measurement Scale (AIMS), Career Factor Inventory (CFI), Harter Self-Concept Scale, and a demographics survey. No correlation was found between athletic identity and career maturity ( $r = .184, p > .05$ ). Therefore, the supportive atmosphere may prevent athletes from experiencing lower levels of career maturity. Other domains of identity will be explored to help explain this finding and the relationship will also be examined in a broader student population ( $n = 50$ ).

**(45) Psychological Well-Being and Connection with One's Food: A Comparison of Explicit and Implicit Attitudes Towards Food**

Kelsey Chandler  
Warren Wilson College

This study examined whether a relationship exists between a person's connection with their food and psychological well-being (Ryff & Keyes, 1995). This study measured explicit and implicit connection with food in order to see which better predicted psychological well-being and whether explicit and implicit attitudes were correlated (Greenwald & Banaji, 1995; Greenwald, Nosek & Banaji, 2003). A 12 item self-report measure of explicit connectedness to one's food was developed and piloted in this study. An implicit attitudes test (IAT) using images of processed and unprocessed food was developed to measure implicit connection to food. Participants included male and female undergraduates aged 18 to 25. Self-reported connection with one's food was positively correlated with psychological well-being,  $r(38) = .51, p < .001$ . Implicit attitudes were examined in relationship to both explicit self-reports and psychological well-being. Methodological issues associated with the development and validity of the IAT are explored. Implications for the psychological study of food and attitudes toward food are discussed.

**(46) The Effect of Collaboration in Relationships on Post-Event Memory Recall**

Tiffany Raschelle Harness  
Meredith College

This experiment examined the effects of collaboration in relationships (friends vs. strangers) on individual eyewitness memory of a staged robbery. The hypothesis was that the friend relationship would show more influence on someone's memory as opposed to the stranger relationship. This influence would be indicated by friends exhibiting more modifications in memory than the strangers'. Individuals watched one of two videos of a staged robbery attempt. Afterward, the participants answered a series of questionnaires to determine their memories of the event. Each video had subtle differences from the other (i.e., in one video the suspect was wearing a red and orange hat and in the other video the suspect was not wearing a hat). Differences between the first and last questionnaires showed whether or not the individual's memory of the event had altered as a result of collaborating with another person. The current collected data show no significance  $t(12) = -.481, p > .05$ .

**(47) Motivations to Drive Aggressively**

Kayla Chambers

Francis Marion University

Developing good measures of aggressive driving behavior and motivation is vital because valid research may make it easier to find a solution. Scores of the Aggressive Driving Scale, which focuses on behavior (Krahe & Fenske, 2002) were compared with scores on the Motives for Dangerous Driving Scale (Ho & Gee, 2008) to determine if there was a correlation between the two tests. Fifty-two undergraduate students were administered both tests. There was a significant positive correlation between the ADS and the “driving fast / risk taking” factor of the MDDS ( $r = .756, p < .001$ ). There was also a significant positive correlation between the ADS and the “disrespect for traffic laws” factor of the MDDS ( $r = .388, p = .005$ ). The “confidence in one’s driving skills” factor of the MDDS was not significantly correlated with the ADS ( $r = .057, p = .668$ ). Participants who rated themselves as exhibiting aggressive driving behaviors on the ADS may be motivated by risk taking and disrespect for traffic laws, but not confidence in their driving abilities.

**(48) The Difference between Men’s and Women’s Dangerous Driving Behaviors: Are Women Safer Drivers?**

Angel Parson

This study examined the differences between men’s and women’s dangerous driving behaviors. Forty-four participants completed the Motives for Dangerous Driving Scale (MDDS) (Ho, Yong, & Gee, 2008), that was developed to study the underlying motives of young men to drive dangerously. My hypothesis was there would be a significant difference between men’s and women’s driving behaviors; motivation to drive dangerously would be greater in men than in women. The assessment studied three motivations for driving dangerously: driving fast/risk taking, confidence in one’s driving abilities, and disrespect for traffic laws. The study proved no significant correlation between men and women for factor 1: driving fast/risk taking ( $t(44) = .0452, p = .653$ ), nor factor 3: disrespect for traffic laws ( $t(44) = 1.306, p = .198$ ). However, factor 2: confidence in one’s driving skills had a significant correlation, men were more confident in their driving abilities than women ( $t(44) = 2.338, p = .024$ ). The thought is women are safer drivers because of their gender but according to our study, the only difference between men and women are their levels of confidence in their driving abilities.

**(49) Misbehaving audience members: Factors affecting use of electronic devices during programs and performances**

Tarshai Peterson, Sara Wrenn, and Deborah Denzel  
Bennett College

Theater management professionals are concerned by increasing use of electronic devices (cell phones, pda's laptops, iPods, etc/) during plays, movies, and other presentations or performances. Understanding these audience behaviors could lead to improved theatre management policies and practices. With this in mind, does an audience member's location and the time frame of a presentation affect use of electronic devices during presentations? In the present study, coders inconspicuously documented audience members' locations and the number of times audience members used electronic devices. The study took place in the chapel of Bennett College during the Academic and Cultural Enrichment Series (ACES) programs held for spring semester 2011. Attendees included students, faculty, staff, and guests of the college. Out of the 8 days observed, on average 67.71% of attendees texted or otherwise used an electronic device at least once. Findings regarding the effects of audience member's location and presentation timing will be discussed.

**(50) The Effect of Early Androgen Exposure on Female Shrew Copulatory Behavior**

Iiesha Ricks  
Mary Baldwin College

This study is being conducted to either prove or disprove the use of the role of the non-aromatizable androgen dihydrotestosterone (DHT) of androgens in sexual behavior in the defeminization of copulatory behavior in the musk shrew. The subjects being used are female shrews or insectivores. The female shrew shares the most similarities with males of many other species. In this insectivore species, the female has no estrous cycle and therefore secreted testosterone regulates sexual behavior (Freeman & Rissman, 1996). During the process of aromatization in many rodents, aromatization of testosterone to estradiol (E2) is known to be a critical step in the development of adult sexual behavior; however, in musk shrews DHT is a more effective masculinizer than E2 (Ewton et al., 2010), a pattern more typical of primates than rodents. The current study tests the capacity of postnatal DHT treatments to defeminize copulatory behavior by comparing receptive tail-wagging behaviors, aggressive lunges and the number of mounts and intromissions permitted in treated female shrews versus oil- and untreated controls. Preliminary analysis of pilot data does not indicate a demasculinizing role for DHT, but data collection is still ongoing. According to article (Freeman, Arora, and Rissman) androgens are critical in adult sexual behavior. In the results the male shrews paired with early DHT injected females achieved less ejaculations and less deep intromissions. The DHT treated females also received the greatest amounts of mounts. The DHT exposed animals showed a higher frequency of aggression towards the males and failed to display regular female behaviors, such as tail wagging. The possible reason for the changes in sexual behavior in the male and DHT injected insectivore may be to a lack of preference of the DHT from the male shrew. The experimenter tested the idea of DHT affecting preference by extracting urine samples from each of the experimental groups and measuring the preference of androgens. Experimental groups used in the study consist of a group of early DHT injected female and a control group injected with only sesame oil. The lack of male animals for this experiment was a limitation. Testing androgen effects on both the female and male insectivore would have strengthened the study.

**(51) Differences in Perceptions of Attractiveness Among African-American Males and Females**

Porsche M. Boddicker and Pamela Scott-Johnson, PhD  
Morgan State University

The purpose of our study was to examine differences in perceptions of attractiveness among African-American college-age males (N=68) and females (N=76). Participants completed a demographic questionnaire and the Rosenberg's Self-Esteem Scale. Attractiveness was based on ratings of three figural stimuli, which differed only in hue or skin tone. While we hypothesized significant gender differences in perceptions of attractiveness, we found no differences. We also hypothesized significant differences in participants self-reported skin tone and their perceptions of attractiveness. We found significant differences in attractiveness for all three figural stimuli. Light skinned participants found the dark-skinned stimulus the least attractive ( $F=2,141=13.6$ ,  $p<.0001$ ) and the light-skinned stimulus the most attractive ( $F=2,141=17.2$ ,  $p<.0001$ ). The hypothesized interaction between gender and self-reported skin tone revealed significant differences only in ratings of attractiveness for the medium skin tone of stimulus ( $F=2,141=5.3$ ,  $p<.05$ ). Perceptions of attractiveness were based on participants own skin tone and gender. This study demonstrated that stereotypes of attractiveness, which are based on self-reported skin tone, are perpetuated.

**(52) The Importance and Effects of Mattering on Anger, Alcohol Use and Levels of Depression in College Students**

Carlie L. Van Horn  
Charleston Southern University

The purpose of this research project is to examine the concept of mattering to predict the manner in which a college student experiences and expresses his or her anger; the relationship of anger expression to depression and the resulting relationship to the dysfunctional use of alcohol. Emerging research links interpersonal mattering and school climate. In this study, a new questionnaire was utilized alongside the STAXI-2 anger expression inventory, the IDAS depression and anxiety inventory and the YAACQ alcohol inventory, the GMS (general mattering scale) to connect the concept of a positively correlated relationship between high levels of mattering and low levels of alcohol use, depression and anger expression. Subsequently, the positive correlates low levels of mattering reveal a significantly higher rate of alcohol use, anger and depression.

**(53) The Effects of Assessment Types on Test Scores**

Brittany Frieson  
Meredith College

The most common method of assessment in today's society is a written assessment. However, some students perform better on alternative assessment types. This study was designed to test whether college students perform better on written or oral assessments. Meredith undergraduates ( $N=25$ ) were recruited from psychology classes to study the effects of assessment types on test scores. Participants completed both a written assessment and an oral assessment on various subjects. The participants were given 5 minutes to complete the written assessment. The participants were also given 5 minutes to complete the oral assessment. There was an overall significance among the participants on the type of assessments  $F(1,24)=18.388$   $p<.05$ . Post Hoc's revealed that written assessment scores (mean=6.96, SD=1.20) were significantly better than oral assessment scores (mean=5.32, SD=1.97). The present study revealed that students perform better when given a written assessment rather than an oral assessment.

**(54) Influence of Dispositional Empathy, Cost and Target on the Willingness to Help**

Wesly Gagerie  
Hunter College/The City University of New York

Instances of cooperation abound in nature. For instance, chimpanzees actively share meat after successful hunts. Humans, however, show a greater propensity toward non-kin cooperation and altruistic behaviors, often at a cost to oneself. Previous studies suggest that the personality characteristic of empathic-concern may be a prominent antecedent of altruistic behavior. However, other studies propose that empathic-concern may not serve as a significant motivator for altruism between strangers. The current research explored the influence of dispositional empathic-responses, kinship, and the perceived cost of helping on the likelihood of assisting someone. We hypothesized that the level of dispositional empathy would moderate willingness to help friends and strangers, but not siblings. It was also predicted that individuals with higher levels of dispositional empathy would help siblings, friends, and strangers at relatively the same level, while individuals with lower dispositional empathy would help strangers to a lesser degree than they help siblings and friends. The participants were 130 Psychology students, 95 females and 35 males. Our findings indicate that dispositional empathy moderates whether cost of helping matters when assisting siblings vs. friends vs. strangers.

**(55) Formative and Summative Evaluation of Two Summer Undergraduate Research Programs**

Tiffany Bridges

North Carolina State University

Over the previous two decades, North Carolina State University (NCSU) has been a leader in implementing summer research programs to enhance undergraduate education in science, technology, engineering and mathematics (STEM) fields respectively. These programs provide undergraduate students with opportunities to conduct and present empirical research. The importance of practical application and research experience allows students to engage in meaningful, measurable learning opportunities that strive to promote core competency beyond the classroom (Hirsch, Linsenmeier, Smith, & Walker, 2005). Despite growth in the number of summer research programs from year to year at NCSU; relatively few programs have successfully funneled underrepresented groups through the pipeline into graduate school in STEM fields. Undergraduates in these programs are involved in many different important aspects of engineering including ethics education, faculty-student mentorship and various aspects of conducting research. This study examines the recruitment efforts of two summer research programs targeting undergraduate students. More specifically, this presentation provides results from formative and summative evaluations of these undergraduate summer research programs. The implications of the findings regarding improving the effectiveness of these programs will be addressed. .

**(56) Black Mega-Churches and Social Outreach: A Preliminary Study**

Marlena Wilson

North Carolina State University

Due to the limited amount of research on black mega-churches within the psychological field, this study focuses on the different types of social outreach efforts. Some scholars have raised anecdotal questions regarding the extent to which Black mega-churches impede or enhance economical, educational, political, psychological, and social experiences among African Americans. In this study, Black mega-church web sites constitute a data source for examining links between theological teachings and community needs. Specifically, this qualitative study of Internet-mediated research examines the websites of 12 Black mega-churches via content analyses of sermons and information regarding various outreach programs found on their web pages. Results indicate four, broad theological themes: honoring the Holy Spirit, heavenly minded, Biblical principles, and social legacy. The findings reveal that these themes were related to the social outreach efforts of the 12 mega-churches. Research implications for future studies of Black mega-churches are discussed.

**(57) Complexities and convergences: Parents and adolescents' perceptions of secular rap music**

Vanessa Greene, Franchesca Jones, and Martha Kome  
North Carolina State University

Based on seven focus groups with African American parents and their adolescents, this study investigates parental and adolescents' perceptions of secular rap music. The findings from the content analysis reveal that both parents discussed their frustration regarding their adolescents' enjoyment of popular entertainment contrary to the Biblical principles socialization messages parents communicated in the home. Consistent with parents' perception of secular rap music, adolescents noted their contrasting feelings about listening as well as enjoying secular rap music. However, adolescents shrewdly acknowledge the option of accepting compromise. Yet, when questioned about faith implications, most respondents were clear that Christianity, by definition, asks disciples to purposefully chose good or positive things in life and to avoid temptations towards hypocrisy. The implications of this research will address faith-based interventions targeting clergy, parents and their adolescents.

**(58) Project Emo: Influences of Writing about Personal Experiences on Content and Production**

Sarah K. Borowski, C. Brittany Bowers, and Dr. L. Kimberly Epting  
Elon University

This study investigated the influence of emotions on the content and production of writing. Each of 90 participants recounted two positive, negative, or neutral experiences from his/her life wherein one was the result of his/her own actions and the other was the result of another's actions. We used the Linguistic Inquiry and Word Count (LIWC) program to identify emotional reactions within the written responses and a keystroke-logging program to record self-editing that occurred during writing. The LIWC program identified emotional reactions by coding words into categories such as "positive emotion" or "negative emotion." Deletions, insertions, substitutions, and pauses were tracked as types of edits. Analyses showed a main effect for the emotional condition; compared to the neutral condition, participants in the positive condition used more positive words whereas in the negative condition, participants used more negative words. Though participants in the positive condition used fewer negative words than the neutral condition, the opposite was not found to be true for the negative condition; there was no difference between negative and neutral conditions in the number of positive words.

**(59) Reconstructive Memory Effects on the Trafimow and Wyer Schema Processing Task as a Function of Set Size, Identifier Placement, and Outcome Expectancy**

Chelsea Posey, Jodi Morris, Logan Roberts, and Victorie Williams  
Methodist University

The present study assessed reconstructive memory errors on a schema processing task as a function of set size, identifier placement, and outcome expectancy. Subjects read paragraphs about everyday activities (Trafimow and Wyer, 1993) which varied in terms of the number of relevant events, when the schema identifier was revealed, and outcome expectancy (instructional manipulation). It was anticipated that more reconstructive errors (recalling items not presented) would occur for the longer paragraphs with the identifier at the beginning compared to shorter paragraphs with the identifier at the end, because subjects would be able to rely more on their existing schema for everyday events (tea making, photocopying, subway riding, and check cashing). In partial support of the hypothesis, a significant event by category (schema defining reconstructions, unrelated event reconstructions) interaction was found, such that significantly more schema defining event reconstructive items were reported for the check cashing paragraph (6 items, identifier first) than the tea making paragraph (2 items, identifier last). Significant effects with total recall scores (replication of Trafimow and Wyer, 1993) and the lack of outcome expectancy findings will be discussed.

**(60) Stress out and Focus! The relationship between age, episodic memory, and distress.**

Danielle M. Batin  
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Previous research has shown that various amounts of stress as well as age differences can affect a person's everyday memory. In particular, episodic memory and distress has been on average to be negatively related to each other. The purpose of the present study was to expand upon earlier findings evaluating the relationship between age, episodic memory, and distress. Participants in the age ranges of 18-24 ( $n=50$ ) and 60-92 ( $n=43$ ) were asked to complete an eight day diary regarding their daily stressors, distress, and everyday memory. A word recall task was included in order to evaluate everyday memory. A multilevel model revealed significant age differences in word recall performance and also found a significant Age X Distress interaction. There was no relationship between distress and word recall in younger adults. Older adults however, possessed a significant positive relationship, suggesting that with more distress, the better the memory performance. Overall, this study provides support for the Broaden and Build theory (Fredrickson, 2001), but extends it to a daily diary framework.

**(61) Effects of Caffeine on Temporal Control**

Rhiannon Pegan, Mia Garboski and Cheri Rivera  
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Caffeine is the most widely consumed psychoactive drug in the world and its effects on temporal control have not yet been clearly established. Temporal control is defined as differentiated operant responding after repeated exposure to temporally organized reinforcement. Accurate temporal control is a fundamental in our daily experiences. An operant conditioning preparation used to measure temporal control is the peak-interval procedure (PIP). Eight male Sprague Dawley rats were exposed to a PIP consisting of 42 fixed-interval 30-s trials, eighteen 90-s peak trials, and 20-s intertrial intervals. After 40 sessions, acute caffeine administration occurred at doses of 10, 17, and 30 mg/kg; two determinations of each dose were obtained. Overall average and individual response rates were examined. Effects seemed to depend on the baseline rate, for instance, rats that responded at high overall response rates during baseline tended to show a substantial decrease in overall response rates when exposed to 30 mg/kg of caffeine. Further analysis involved the study of response distributions during peak trials, local response rates, peak times and post reinforcement pauses.

**(62) Mahjong and MatinAces: The moderating effect of age on the relationship between daily levels of busyness and happiness**

Alexander C. Rodgers and Shevaun D. Neupert  
North Carolina State University

The present study examined the moderating effect of age on the relationship between individuals' daily self-ratings of busyness and happiness, adding to scarce literature on the effects of daily busyness. 50 younger adults (age=18-24) and 43 older adults (age=60-92) completed a daily diary study in which they reported their own perceptions of their busyness and happiness across 8 consecutive days. Results showed that the older the individual, the stronger the relationship between their daily self-ratings of busyness and happiness was. For younger adults there was not a significant correlation between busyness and happiness and for older adults as daily levels of busyness increased, daily levels of happiness increased. It was also found that this relationship remained significant when the number of physical ailments each participant experienced on a given day was controlled for. Additionally, the higher an individual's age, the less fluctuation there generally was in their daily busyness.

**(63) Effects of 6-OHDA Lesions of the Medial Prefrontal Cortex and Neuroleptics on Temporal Control**

Mia Garboski, Rhiannon Pegan, Ryan Mullins, Nicole Nystrom, Claire Hurd,  
and Laura D'Angeli  
Armstrong Atlantic State University and Mercer School of Medicine

Twelve male Sprague Dawley rats were trained in a peak-interval procedure (PIP), an operant conditioning preparation used to measure temporal control; defined as differentiated operant responding after repeated exposure to periodic reinforcement. This PIP consisted of 42 fixed-interval 30-s trials, eighteen 90-s peak trials, and 20-s intertrial intervals. After responding was stable, rats were divided into two groups: 6-hydroxydopamine (6-OHDA, a neurotoxin that targets and destroys dopaminergic neurons) and sham. Rats were stereotaxically infused with either a solution of 6-OHDA or vehicle (sham) in four locations of the medial prefrontal cortex. Training on the same PIP resumed five weeks after surgery for 38 sessions. Haloperidol (0.05 mg/kg), clozapine (1mg/kg), and risperidone (1 mg/kg) were administered for five consecutive sessions. Data were analyzed using response rates and distribution of responses during peak trials. Before drug administration, response rates and flattening of response distributions were observed in some of the rats infused with 6-OHDA. Haloperidol suppressed responding in all rats, clozapine enhanced responding in most rats returning responding to baseline levels in some 6-OHDA rats and risperidone decreased responding.

**(64) Extending Mood Congruency Theory: Examining the Influence of Past and Present Affect on Early Childhood Memories**

Lindsay Morris and Tiffany Grovenstein  
North Carolina State University

This study extended the theory of mood congruency by examining the influence of past and present affect on early childhood memories. Thirty-four college students rated their current mood on a likert scale (-10, very unpleasant, to 10, very pleasant). Participants then individually completed a 4-minute memory fluency task in which they generated as many personal memories as possible for events before age 6. They also rated the pleasantness of their preschool period compared to other periods of life (comparison rating). No relationship was observed between current mood and percentage of positive memories recalled. However, participants' ratings of the relevant pleasantness of their preschool years and the percentage of positive memories recalled were significantly correlated ( $r = 0.350, p = .021$ ). Two post-hoc groups of participants with higher versus lower ratings of the relative pleasantness of their preschool years were formed. The group with more positive relative ratings recalled significantly more positive memories ( $t = 2.601, p = 0.014$ ). These results suggest that mood congruency can be found between the pleasantness of a period of life and the generation of positive memories in the present.

**(65) Dancing With Daily Stress: How the Body and Mind Can Step On Each Other's Toes**

Annie Brooks-Fontaine and Shevaun D. Neupert  
North Carolina State University

Extensive research has documented that the experience of daily stress can have a negative impact on both physical health and cognitive performance. Less is known, however, about the relationship between cognitive functioning and physical health. The purpose of this study was to examine the association between cognitive interference in response to daily stress and the experience of physical symptoms. Fifty young adults (ages 18-24) and forty-three older adults (ages 60-92) completed 8 daily diaries in which they reported on physical symptoms, daily stressors, cognitive interference, and completed tasks of memory. A multilevel modeling analysis found that days of high cognitive interference are associated with increased physical reactivity to daily stressors.

**(66) Personality Correlation to Handedness: Brain Hemispherical Domination and it's Effect on Personality**

Sarah Maggio  
UNC-Wilmington

My experiment was designed to test whether handedness correlated with a certain type of personality based on the findings by Roger W. Sperry and his colleagues that determined that neither hemisphere of the brain was more intelligent than the other, but each hemisphere completed the assessment using different skills. I predicted that left-handed people would score higher for conscientiousness on a short version of the IPIP-NEO FFI personality test. My hypothesis was based on the findings of Roger Sperry's experiment that showed that left-handed people, or right-hemispherical dominated people, were more persistent in problem solving. Also, my hypothesis was formed based my own everyday observations of left-handed people from my personal interest from being ambidextrous, or able to use both hands equally well. The participants in my experiment were all UNCW students. The experiment consisted of two tests, one being a shortened version of the NEO-FFI personality assessment and the other a questionnaire to determine degree of handedness of each participant. I found that people who scored higher for left-handedness also scored higher for conscientiousness, proving my hypothesis to be correct.

**(67) Startle Habituation and Latent Growth Curve Modeling: Moving Away From Means-Based Analyses**

Stephanie T. Lane, Joseph C. Franklin, and Mitchell J. Prinstein  
University of North Carolina at Chapel Hill

Startle methodology is a useful mechanism through which to view a variety of disorders, as previous research has found that individuals with certain psychopathologies, such as fear and distress disorders, modulate responses differently to acoustic startle stimuli. Almost all studies involving acoustic startle stimuli present a block of habituation stimuli to participants before proceeding onward to experimental blocks. Currently, this block of habituation data is examined using means-based procedures that require the artificial division of data; therefore, these means-based techniques are limited. Latent curve models may be a more suitable fit to the data given its pattern of nonlinear change over time. The current study substantively examined the clinical implications of individual variability in startle habituation and quantitatively investigated the methodological challenges of this data in a sample of approximately 100 college students. Substantively, it was found that individuals with increased fear and distress displayed different patterns of startle habituation. Quantitatively, it was found that a quadratic growth curve most optimally fit the pattern of startle habituation, offering a framework for more valid inferences with respect to psychopathology.

**(68) Read And Think Before You Write: Level Of Print Exposure And Pre-Response Time Influence Writing Production And Quality**

Elizabeth Palmer and Traci Weisberg  
Elon University

In writing, self-editing (i.e., revising or planning) may be influenced by various situational and writer characteristics. This study investigated effects of pre-response time (PRT) on self-editing in essay writing for high and low print exposure writers. Participants completed two Print Exposure checklists from which a composite print exposure (PE) score was derived. A simple transcription task measured basic typing speed, providing individually defined “pauses” during composition. Participants (n=57) then composed one- to two-paragraph essays in response to two prompts. Each prompt was presented for 10 or 70 seconds (PRT), during which time participants brainstormed, before beginning to type their responses. Dependent measures included: quality, pauses, edits (deletions, insertions, substitutions, total), and prompt reviews. Analyses revealed time constraint differentially affected high and low print exposure writers’ editing, substitutions in particular. Those with high PE scores edited more when they had more planning time and those with low PE scores edited more when they had less planning time. These findings imply both print exposure and pre-response time play role in the written self-editing process.

**(69) Impact of Mental Health on Physical Health**

Nazla Tonni

North Carolina State University

This study investigates the relationships among neuroticism, gender, daily physical health. Neuroticism plays an important part in everyday functioning. High degrees of neurotic behavior in men and women are thought have hindering physical effects while low measures of neuroticism correlates to relatively healthier individuals. The scale used to measure the variables was through means of secondary data analysis meant for larger data collection. For this particular study, neuroticism, gender and a checklist of daily physical health symptoms were used. However, the results indicate that there is a positive correlation between neuroticism and daily physical health among women while a negative relationship exists between neuroticism and the physical health of men. Understanding why and how neuroticism and gender impact such a wide variety of physical health conditions will lead to improved comprehension of the issue.

**(70) More than Words: Exploring Gratitude in Young Children**

Taylor Gwyn, Ashley Morton, Scott Ferris, Helana Girgis, Simone P. Nguyen  
and Cameron L. Gordon.

University of North Carolina at Wilmington

Is gratitude a feeling young children understand? The goal of this study was to explore the extent to which young children are thankful for specific items in their lives. Fourteen 4-year-olds ( $M = 4.52$ ) were recruited from preschools in Wilmington, NC. Children used a five-point likert scale (1 = not agree a lot to 5 = agree a lot) to indicate their level of agreement with statements of gratitude for specific items in six different categories. For example, a child heard, "You are thankful for family," and asked to respond according to the above scale. The results show that 4-year-olds are grateful for items in these categories: living things ( $M = 4.47$ ), material things ( $M = 4.39$ ), basic needs ( $M = 4.14$ ), activities ( $M = 4.52$ ), nature ( $M = 4.50$ ), and self ( $M = 4.57$ ). The relatively lower ratings for control items reveals that children were not biased to select from the high end of the scale, ( $M = 3.38$ ). From these data, it appears that gratitude is a feeling children understand.

**(71) Construct Clarification for The Meaning of Gratitude in 3-, 4-, and 5-Year Old Children**

Ashley Morton, Scott Ferris, Taylor Gwyn, Helana Girgis, Simone P. Nguyen,  
and Cameron L. Gordon  
University of North Carolina at Wilmington

Much of the research on the importance of gratitude has focused on adults, rather than children. This study's aim was to clarify the meaning of gratitude in young children. A sample of fourteen 3- to 5- year- olds ( $M = 4.5$ ) was taken from preschools in Wilmington, NC. Children were asked three open-ended questions: What makes you thankful? Why are you thankful for each item? When are you thankful? Children's responses were coded for their content. Results indicated that children were thankful for activities (29% of responses), people (25%), toys (17%), pets (13%), happiness (4%), food (4%), school (4%), and TV (4%). The most consistent reason for being thankful was a quality the object/person/or action possessed (e.g., "fun; 52%). In response to the question of when they were thankful, children stated a time reference (e.g., "now" 31%), certain conditions (19%), object/person (12%), or offered a miscellaneous response (38%). Future research can help promote this understanding in even younger children.

**(72) The Effects of Motivation of Recycling Practices**

Claire Dwyer & Meghan Burke  
Meredith College

Meredith College students and faculty participated in a study to determine effectiveness of different recycling conditions on increasing classroom recycling. The 3 conditions measured recycling in 3 classrooms in the Psychology Department of Ledford Hall. The conditions were co-mingled recycling (plastic, aluminum, and paper in one bin) with a separate trash can, separated recycling bins (plastic, aluminum, and paper) with trash can, and only a trash can. The only trash can condition help to determine the amount of recycled products in the trash when a recycling bin was not available. Conditions were alternated between 3 classrooms over a 4 week period, with the first week serving as baseline without any recycling bins. Preliminary results showed neither co-mingled recycling nor separated recycling made a difference in amounts of recycled products collected. In the co-mingled with trash can condition, participants threw more recycled products in the trash than in the co-mingled recycling bin. However, data did reveal less overall recycled products in trash cans during the 3 conditions than during baseline. The results will be discussed in terms of a repeated measure design.

(73) **Interpersonal Personality Perception Related to Familiarity, Length, and Nature of Relationship**

Destiny Bennett-Meeks, Morgan Brame, Verlyria Hairston, Bethany Malpass,  
Gregory Miller, Sarah Ratley, Kassandra Sheppard, and Paige Stuemke  
Campbell University

The purpose of this study was to examine interpersonal personality perception in relation to the nature, familiarity, and longevity of the relationship. We hypothesized that (1) the participants' accuracy of their partner's personality score would increase as the longevity (measured in months) of their relationship increased and (2) the longevity of the relationship would be the strongest predictor when comparing the two personality scores. The Jung Typology Test, an adaptation of the Myers-Briggs Personality Test, was electronically administered to 50 pairs of participants ( $n = 100$ ). The instrument consists of 72 Yes/No questions. Participants were asked first to complete the instrument for themselves and a second time for the perceived personality of their partner. The results of the survey consisted of four letters, each representing a personality trait. According to paired  $t$  test results,  $t(99) = 2.896, p < .005$ , the personality test results for the 50 pairs of participants showed a significant difference. This indicated that pairs of participants did not usually obtain a close match on the Jung Typology Test. The longevity factor is still being analyzed.