## All NEPA Events Will Be Held in Pettengill Hall

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Room G-21 Ground Floor</th>
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<td>&amp; HUS Awards</td>
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The New England Psychological Association and Psi Chi welcome your attendance at the awards and end-of-meeting reception (237) in the First Floor Atrium.

*Presentations are numbered sequentially and authors are posted in the index.*
The New England Psychological Association would like to thank Bates College for hosting the 2014 Annual Meeting, and recognize the following organizations, grants, and individuals for contributing to the success of the 2014 NEPA meeting:

• Kathryn Low, Ph.D., Assistant Dean, Arts and Sciences, Bates College
• Nancy Koven, Ph.D., Department of Neuroscience, Bates College
• John Kelsey, Ph.D., Emeritus Professor of Neuroscience, Bates College
• Robert M. Roth, Ph.D., Associate Professor of Psychiatry, Director, DHMC Adult Neuropsychological Services, Director, Adult ADHD Program and Neuropsychology at Hanover Psychiatry Geisel School of Medicine at Dartmouth
• Todd Kahan, Ph.D., Department of Psychology, Bates College
• Brenda Pelletier, Events Coordinator, Bates College
• Bates College Department of Psychology
• American Psychological Association, Education Directorate
• Society for the Teaching of Psychology
• Psi Chi—The International Honor Society in Psychology
New Commons Dining Hall
Food service will be available in New Commons on Saturday.

Pettengill Hall
All NEPA meeting activities on Saturday will be held in Pettengill Hall. Walk straight through the doors below to enter on the first floor.
Welcome and Opening Remarks:
Matthew R. Auer, Ph.D.
(Vice President of Academic Affairs and Dean of the Faculty, Bates College)

G. Stanley Hall Distinguished Presenter (1):
Ronald Rohner, Ph.D.
(University of Connecticut—Storrs)

Health Benefits of Giving and Receiving Affection: Worldwide Evidence
Introduced by Michael Amico, Ph.D.
(Housatonic Community College)

Ronald P. Rohner is Professor Emeritus of Human Development and Family Studies and of Anthropology at the University of Connecticut, USA. There he is also Director of the Rohner Center for the Study of Interpersonal Acceptance and Rejection, and he is Executive Director of the International Society for Interpersonal Acceptance and Rejection (ISIPAR). Rohner is also the recipient of the American Psychological Association’s Award for Distinguished Contributions to the International Advancement of Psychology, as well as of the award for being the Outstanding International Psychologist from the USA in 2008. Beyond this, he is founding President of ISIPAR and a former President of the Society for Cross-Cultural Research. He also served on the Executive Council of the International Association for Cross-Cultural Psychology. In addition, he is a Fellow of the American Psychological Association and of the American Psychological Society, and he is a Fellow and Distinguished Member of the American Anthropological Association. Finally, he is author, co-author, or editor of 17 books and Special Issues of journals, and of approximately 200 articles, chapters, and other publications and electronic media.

Dr. Rohner’s presentation concludes the Friday programming of the New England Psychological Association.
What Do The New Advances In Mediation Modeling Mean For Classical Mediation Research Questions?

Emil Coman, Ph.D. (University of Hartford), Ethel Donahue (TRIPP Center, University of Connecticut Health Center) & Judith Fifield, Ph.D. (TRIPP Center, University of Connecticut Health Center)

This paper brings the recent advances in causal mediation into the hands of applied researchers and teachers of psychology and methodology. We review mediation advances in terms of the counterfactual and potential outcomes, then introduce the natural and pure direct and indirect effects, and demonstrate how to expand classical mediation by allowing for the indirect effect to change with the levels of the mediator. We present the results of tests of indirect effects on an outcome (weight loss in women) using classical mediation tests and modern causal mediation tests, and explain in practical terms the natural, pure, and controlled effects.

VISIBLE Differences In The Classroom: Literacy, Teacher Observation And Coaching

Michael Faggella-Luby, Ph.D. (Texas Christian University), Yan Wei, M.A. (University of Connecticut) & Keith McLaren, M.Ed. (University of Connecticut)

This paper describes an observational research study across 12 socioeconomically diverse secondary school inclusive ELA classrooms, documenting research-based instructional behaviors and occurrence of reading comprehension components associated with improving reading comprehension. Results support intervention development to close the achievement gap between typically achieving students and individuals with learning disabilities. This presentation highlights the components for improving reading comprehension, results of an observational study in middle school ELA inclusive classrooms, and three paths to improve literacy outcomes including peer coaching, co-teaching, and comprehensive teacher planning.
A Critical Examination Of Writing Progress Across Diverse Student Groups Using Automated Essay Scoring Systems

Thilagha Jagaiah, M.A. (University of Connecticut), Joshua Wilson, Ph.D. (University of Connecticut) & Natalie Olinghouse, Ph.D. (University of Connecticut)

The study investigated the improvement of two writing measures, total number of words written (TWW) and percentage of words spelled correctly (PWSC) across three time periods, gender, and two student categories (Typically Achieving and Special Education) based on scores from Automated Essay Scoring (AES) systems. Three-way ANOVAs indicated significant differences by time period, gender, and student category, including strong interaction effects for PWSC. Females improved more in TWW and PWSC as compared to males across the three time periods. Typically achieving students scored highest in both TWW and PWSC.

Efficacy Of Self-Regulated Strategy Development (SRSD) On Improving Freshman College Students’ Writing Abilities

Monica R. Chenard, PsyD. (University of Southern Maine)

This study was designed to implement and investigate the efficacy of Self-Regulated Strategy Development (SRSD) writing revision strategies, delivered in a completely online format for college students. The three revision strategies chosen to investigate were REVISE, SCAN, and Compare, Diagnose, Operate. The results indicated those SRSD participants who reported using at least one of the revision strategies at some point during the semester received significantly higher course grades in their writing classes, in comparison to non-participants. Qualitative analyses indicate that students felt as though the REVISE and SCAN strategies were most effective, and may be the most socially valid.

Room G-65, Ground Floor Symposium

Use of Social Media and Strengthening Relational Pulse: Strategic Solution for Success (6)

Sukanya Ray, Ph.D. (Suffolk University), Bikram Ray, M.S., MTech (MAI Global) & Quan Diep (Suffolk University)

This presentation will cover issues relevant to the use of social media tools to enhance relationship across personal and professional settings. Presenters will focus on theoretical and applied domains of relational pulse. We will provide preliminary research data on social media usage, interpersonal relationship dynamics, communication and emotional expression as relational pulse indicators. Presenters will also focus on tentative framework on impact strategies to enhance social responsibility/community engagement motivation in academic setting. The second part will offer information relevant to researchers, educators and service providers to explore ideas for developing innovative programs and solutions for target consumers and workforce today.
Saturday 9:00 AM - 10:00 AM

Room 116, First Floor

Paper Session II

Multicultural and Linguistic Investigations

Melissa-Sue John, Ph.D. (Worcester Polytechnic Institute), Chair

9:00 AM - 9:15 AM (7)

Implicit Emotion Word Processing: Priming Effects With Spanish-English Bilinguals

Stephanie A. Kazanas, M.S., M.A. (University at Albany, SUNY) & Jeanette Altarriba, Ph.D. (University at Albany, SUNY)

A backward mask procedure was used to assess the automaticity of emotion word processing, specifically, whether processing differed between emotion (e.g., happy, scared) and emotion-laden (e.g., candy, poison) words. Language was manipulated between-subjects, such that bilinguals completed a lexical decision task (LDT) in either Spanish (their L1) or English (their L2, but functionally dominant language). Participants in the English condition performed the LDT faster and more accurately than those in the Spanish condition; however, priming effects were equivalent across these languages. Results are discussed within the contexts of emotion research and language use in bilinguals.

9:15 AM - 9:30 AM (8)

Adaptive Memory Mechanisms Across English And Spanish

Crystal J. Robinson, B.A. (University at Albany, SUNY) & Jeanette Altarriba, Ph.D. (University at Albany, SUNY)

The current project examines the effects of survival processing relative to item-specific and relational processing on recall. Specifically, these effects are examined across a group of Spanish-English bilingual participants. Results indicate that the survival advantage may not enhance memory for items across both of a bilingual’s working languages. These findings are discussed with regards to the role of language dominance in the processing of adaptive information.

9:30 AM - 9:45 AM (9)

The Impact Of Stigma Consciousness On Achievement Motivation And Self-Esteem For Students From Lower-SES Backgrounds

Ryan Pickering, Ph.D. (Allegheny College) & Shannon McCoy, Ph.D. (University of Maine)

College enrollment of high-school students from lower-SES (socioeconomic status) backgrounds is a major challenge for institutions of higher education. It is therefore important to consider why these students might avoid or disengage from domains like higher education. One of the reasons may be perceived stigma, or stigma consciousness, based on SES. We show that higher levels of
stigma consciousness are negatively correlated with both achievement motivation and self-esteem. We also show the important mediating effect of both perceived positive role models and “shift-and-persist” strategies (persisting positive outlook on life; Chen & Miller, 2012) for these relationships.

9:45 AM - 10:00 AM (10)

**Attitudes Towards Immigration: Effect Of Participant's Characteristics And Target's Race**

Loan Chau (Worcester Polytechnic Institute), Melissa-Sue John, Ph.D. (Worcester Polytechnic Institute) & Ivon Arroyo (Worcester Polytechnic Institute)

While immigration reform is a major political topic, the question remains whether the nation's attitude has improved. We investigated attitudes towards immigration; specifically whether target race and participant characteristics affects attitudes towards immigrants. We manipulated the race of the target and examined effects of participants' characteristics on attitudes towards immigration. We predicted that participants' race and immigration status affected both general and specific attitudes, but SES influenced general attitudes towards immigrants but not specific attitudes. The implication of this research is to suggest where interventions are needed.

**Keck Room, Ground Floor**

**Psi Chi Speaker (11)**

**Adrian Raine, Ph.D.**

*University of Pennsylvania*

*Anatomy of Violence*

Introduced by Deborah Harris-O’Brien, Ph.D.  
(Psi Chi Eastern Regional Vice-President & Trinity Washington University)

Adrian Raine is the Richard Perry University Professor of Criminology, Psychiatry, and Psychology at the University of Pennsylvania. He gained his undergraduate degree in experimental psychology at the University of Oxford, and his Ph.D. in Psychology from the University of York, UK. His interdisciplinary research focuses on the etiology and prevention of antisocial, criminal, and psychopathic behavior in children and adults. He has published 331 journal articles and book chapters, 7 books, and given over 300 invited presentations in 26 countries. His latest book, *The Anatomy of Violence* (2013, Pantheon and Penguin), reviews the brain basis to violence and draws future implications for the punishment, prediction, and prevention of offending, as well as the neuroethical concerns that surround this work. He is currently President of the Academy of Experimental Criminology.

The New England Psychological Association thanks Psi Chi for its generous sponsorship of Dr. Raine’s presentation.
Saturday 9:00 AM - 10:00 AM

Atrium Lounge

General Poster Session I

Poster 1 (12)

Psychological Well-Being And Hypertension In Elderly Population Of Rural Vietnam

Joana Cebulla, M.A. (Alliant International University, Fresno), Kristina Reynolds, M.A. (Alliant International University, Sacramento) & Suni Petersen, Ph.D. (Alliant International University, Sacramento)

Poster 2 (13)

Assessing Neurocognitive Function Over The Lifespan With The Psychology Experiment Building Language (PEBL) Test Battery

Brian J. Piper, Ph.D. (Husson University), Hannah M. Gandsey, B.A. (Willamette University), Julie Doster, B.A. (Willamette University), Reid H. Olsen, Jeremy K. Miller, Ph.D. (Willamette University) & Shane T. Mueller, Ph.D. (Michigan Technological University)

Poster 3 (14)

Executive Function And Psychopathology In Adopted Children Exposed To Alcohol, Nicotine, And Methamphetamine Prenatally

Brian J. Piper, Ph.D. (Husson University), Hilary M. Gray, B.S. (Portland State University), Selena M. Corbett, B.S. (Western University of Health Sciences), Melissa A. Birkett, Ph.D. (Northern Arizona University) & Jacob Raber, Ph.D. (Oregon Health & Science University)

Poster 4 (15)

Evaluation Of The Memantine And One-On-One Caregiver Contact On The Reduction Of Antipsychotic Medication

Abimbola Farinde, PharmD., M.S. (Walden University)

Poster 5 (16)

Improving Student Retention And Persistence Through Peer Mentoring

Courtney Brewer, LMHC, Ph.D. (Suffolk County Community College)
Saturday 9:00 AM - 10:00 AM

Poster 6 (17)

The Impact Of Sexual Orientation On Perceptions Of Dating Abuse Against Female Athletes

Christine Zambernardi (Stonehill College), Alexis Trabucchi (Stonehill College), Emily Schumacher, B.A. (Stonehill College), Victoria Pace (Stonehill College), Gabriella Caruso (Stonehill College), Tina Abi-Jaoude (Stonehill College) & Nicole Capezza, Ph.D. (Stonehill College)

Poster 7 (18)

Predicting Impairment In Dating And Sexual Relations Using An Interpersonal Model Of Personality

Alyssa Battipaglia (Southern Connecticut State University), Deina Pesino (Southern Connecticut State University), Tonilynn Bocchino (Southern Connecticut State University), James Ferraro (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 8 (19)

Executive Function Deficits In Young Adulthood As A Function Of Childhood History Of Special Education

Tonilynn Bocchino (Southern Connecticut State University), James Ferraro (Southern Connecticut State University), Alyssa Battipaglia (Southern Connecticut State University), Deina Pesino (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 9 (20)

Predicting Self-Concept Using Deficits In Executive Functions

James Ferraro (Southern Connecticut State University), Alyssa Battipaglia (Southern Connecticut State University), Deina Pesino (Southern Connecticut State University), Tonilynn Bocchino (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 10 (21)

Conduct Problems, Alcohol Misuse And Interpersonal Traits Among College Students

Deina Pesino (Southern Connecticut State University), Tonilynn Bocchino (Southern Connecticut State University), James Ferraro (Southern Connecticut State University), Alyssa Battipaglia (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 11 (22)

Tactile Warmth Reduces Loneliness, But Visual Warmth Does Not

Patrick Murphy, B.A. (Bishop's University) & Lionel Standing, Ph.D. (Bishop's University)
Saturday 9:00 AM - 10:00 AM

Poster 12 (23)

**Identity With A Chronic Condition And Its Impact On The Relationship Between Stress And Support**

Helena Danielle Green, M.A. (University of Connecticut) & Idethia Shevon Harvey, D.Ph., MPH (University of Connecticut)

Poster 13 (24)

**Gender Difference In Arithmetic Strategies: A Cross-National Study**

Chen Shen, M.Ed. (Boston College), Marina Vasilyeva, Ph.D. (Boston College) & Elida Laski, Ph.D. (Boston College)

Poster 14 (25)

**Impact Of Emerging Adults On Parents' Perceived Future Support**

Achu Johnson Alexander, M.A. (Clark University) & Jeffrey Jensen Arnett, Ph.D. (Clark University)

Poster 15 (26)

**The Effects Of Nighttime Electronic Device Usage On College Students’ Sleep**

Nicole Battistone (University of Saint Joseph) & Andrea Gurmankin Levy, Ph.D., MBe (University of Saint Joseph)

Poster 16 (27)

**Adding God To The Equation: Integrating Children's Frameworks Of Moral Reasoning**

Casey Watters (Middlebury College), Olivia Allen (Middlebury College) & Allison DiBianca Fasoli, Ph.D. (Middlebury College)

Poster 17 (28)

**Assessing The Prevalence Of Emotion-Focused And Problem-Focused Coping Mechanisms Among MCPHS University Students**

Inrava Khasnabish, B.Sc. (MCPHS University), Joseph F. Biga (MCPHS University), Marie Dacey, Ed.D. (MCPHS University) & Magdalena Luca, Ph.D. (MCPHS University)

Poster 18 (29)

**Exotic Or Common: The Effect Of Fluency/Commonality On Name Preference**

Tori Kenyon (Stonehill College) & Jackie Marhefka (Stonehill College)
Saturday 9:00 AM - 10:00 AM

Poster 19 (30)

The Role Of Honor In One’s Self-Esteem In Three Cultural Groups

Betul Tatar (University of Michigan) & Sheida Novin, Ph.D. (University of Michigan & Utrecht University)

Poster 20 (31)

Collegiate Roommate Selection And Preference: Race, Diversity, And Prejudice

Brian Saltsman, Ph.D. (Allegheny College) & Laurel McNish, B.S. (Allegheny College)

Poster 21 (32)

Parent And Adolescent Explanatory Styles And Adolescent Coping Effort

Clorinda Vélez, Ph.D. (Quinnipiac University), Christopher Green, B.A. (Swarthmore College), Laura Fitzgerald, B.A. (Swarthmore College), Elizabeth Krause, Ph.D. (Swarthmore College and University of Pennsylvania) & Jane Gillham, Ph.D. (Swarthmore College and University of Pennsylvania)

Poster 22 (33)

Grit: A Failure To Replicate Duckworth, et al. (2007)


Poster 23 (34)

Individuals With Dyslexia And Reading Comprehension

Nicholas Gelbar, Ph.D. (University of Connecticut Health Center)

Poster 24 (35)

Integrating Religion And Spirituality Into Clinical Training: Barriers And Strategies

Christopher M. Adams (Fitchburg State University), Ana Puig (University of Florida), Adrienne Baggs (Argosy University, Denver) & Cheryl Pence Wolf (Western Kentucky University)

Poster 25 (36)

Atheists And Theists Have Similar Physiological Reactivity When Making Demands Of God

James W. Diller, Ph.D. (Eastern Connecticut State University), Brett W. Gelino (Eastern Connecticut State University) & Robert J. Barry (Eastern Connecticut State University)
Saturday 9:00 AM - 10:00 AM

Poster 26 (37)

Big Five Personality Traits Associated With Level Of Cognitive Development And Belief In The Paranormal

Thomas W. Reiner, Ph.D. (Troy University) & Taylar Foust, B.A. (Troy University)

Poster 27 (38)

Perception Vs. Reality: College Students’ Perceptions Of Peer Alcohol Use And Factors Influencing Actual Use

Jennifer M. Bowers (Rivier University), Justin Shepherd, B.A. (Rivier University) & Karen Meteyer, Ph.D. (Rivier University)

Poster 28 (39)

The College Counseling Center: Attitudes, Perceptions And Views Of Undergraduates

Chelsea Morrill, B.A. (Fisher College) & Tunde Turi-Markovic, Ph.D. (Fisher College)

Poster 29 (40)

Person-Centeredness In Casual Conversations

Eli Mauksch (Middlebury College), Claire Nishioka (Middlebury College), Matthew Rothman (Middlebury College), Emily Smith (Middlebury College) & Suzanne Gurland, Ph.D. (Middlebury College)

Poster 30 (41)

Bilingualism And Its Effect On Multitasking

Jolene Nunez (Gordon College), Alicia O'Brien (Gordon College), Christian Perdomo (Gordon College) & Kym Van Heemst (Gordon College)

Poster Session I concludes the 9:00 AM - 10:00 AM session. The next session begins at 10:10 AM.
10:10 AM - 10:25 AM (42)

The Obama Effect: How The 2008 Presidential Election Improved Adolescents’ Motivation And Achievement

Michael H. Pasek, B.A. (The Pennsylvania State University), Valerie Purdie-Vaughns, Ph.D. (Columbia University), Jonathan E. Cook, Ph.D. (The Pennsylvania State University), Julio Garcia, Ph.D. (The University of Colorado), Rachel Sumner, M.A. (Cornell University) & Geoffrey L. Cohen, Ph.D. (Stanford University)

Two studies support a symbolic firsts theory, which proposes that reflecting on a transformative leader from a minority group can affect students’ performance and psychological experiences. An intervention in November of 2008 asking 6th grade students to reflect on President Obama’s election led to higher grades, F(1, 152) = 6.60, p = .01, and decreased identity threat for racial minority students, F(1, 153) = 3.65, p = .06. A similar intervention in March of 2010 improved minority students’ grades, F(1, 93) = 11.63, p = .001, and decreased identity threat among minority males, F(1, 92) = 15.03, p < .001.

10:25 AM - 10:40 AM (43)

A Psycho-Biographical Study Using Theoretical Constructs To Outline Charles Bukowski's Adverse Behavioral Tendencies

Jenna Williams B.A (University of Maine at Farmington)

A psychodynamic evaluation of Charles Bukowski will be constructed using Erik Erikson’s psychosocial stages as an outline for development (1968). Collected life, informant, behavioral and self-report data will be used as evidence for the psychobiography. Abraham Maslow’s hierarchy of needs will trace his path toward self-actualization (1943). George Vallant’s levels of defense mechanisms will be analyzed according to his maturity (1986). John Bowlby’s theory of attachment and added components will prove as an important method in uncovering possible motivations underlying his personality (1969). All evidence will be used as proof toward the hypothesis that his father raped him.
Saturday 10:10 AM - 11:10 AM

10:40 AM - 10:55 AM (44)

Clean Your Room! The Effects Of Environmental Conditions On Self-Regulation

Stacey Doan, Ph.D. (Boston University) & Ellie Harrington, B.A. (Boston University)

In this study we explored the association between environmental contexts and self-regulation. We experimentally manipulated the orderliness of the testing environment to test our hypothesis that a chaotic, or disorderly room would interfere with participant's ability to self-regulate. 50 psychology undergraduates completed a premeasure of self-control prior to being exposed to the randomly assigned clean or messy testing room. Then, they completed filler computer tasks in the testing room and a post-test of self-regulation. Results indicated that the disorderly condition of the room had a significant impact on the participant's persistence on the post-measure of self-regulation.

10:55 AM - 11:10 AM (45)

Voices From College Students With ASD

Nicholas Gelbar, Ph.D. (University of Connecticut Health Center)

Data indicate that individuals with ASD have great difficulties in attaining important quality of life outcomes through the secondary transition process. The results of a systematic review of the literature concerning the experiences of college students with ASD will be presented along with the results of a survey of college students with ASD. The specific suggestions they offered for improving the secondary transition process will be the primary focus.

Room G-65, Ground Floor

Symposium

Crowdsourcing Science: Opportunities for Student Research Through Psi Chi (46)

Deborah Harris-O’Brien, Ph.D.
(Psi Chi Eastern Regional Vice-President & Trinity Washington University)

Psi Chi invites all faculty and students to engage in its collaborative research projects. Current and planned collaborative research opportunities will be presented, as well as their pedagogical benefits and potential for advancing science. The range of projects include: the Archival Project, the Collaborative Replications and Education Project and the International Personality Project. These are scaffolded projects, which make them easier to implement, and range from a very low barrier to participation to more intensive work.
Saturday 10:10 AM - 11:10 AM
Room 116, First Floor
Symposium

SEEDs of Change: Social and Community Supports Promote Women's Recovery from Trauma and Substance Abuse (47)

Katie M. Edwards, Ph.D. (University of New Hampshire), Chair

Angela M. Neal, M.A. (University of New Hampshire), Sharon B. Murphy, Ph.D. (University of New Hampshire), Ellen Hayes (University of New Hampshire), Hannah Mason (University of New Hampshire), Tina Cannon (University of New Hampshire) & Kelly Palmer, B.A. (University of New Hampshire)

The papers presented in this symposium focus on the mixed-methodological results from a study with women affiliated with a transitional housing program for women with histories of victimization and substance abuse. The authors of the first paper will discuss findings regarding the onset, maintenance, and recovery of victimized female substance users. Another paper to be presented in this symposium examined breaking free from victimization and the role of self-efficacy in promoting quality of life. A third and final paper examines how abused women's perspectives of their relationships change over time. Implications of findings for practice and policy will be discussed.

Keck Room, Ground Floor

Distinguished Speaker (48)

Lynn Hasher, Ph.D. (University of Toronto)

Attention Regulation and Cognition

Introduced by Peter Hogan, Ph.D. (Fitchburg State University)

Prof. Hasher received her A.B. from Smith College and her Ph.D. in Psychology from the University of California Berkeley, where she also received post doctoral training in cognitive development. She taught at Carleton University, Temple University, the University of California at Berkeley, and Duke University before joining the University of Toronto faculty in 2000. She is also a Senior Scientist at the Rotman Research Institute, Baycrest Centre. Her research interests cover a range of topics in cognition including circadian rhythms, cognitive neuropsychology, cognitive gerontology, attention, memory, and comprehension. Professor Hasher's aging research centers on two major issues. The first is the role that basic attentional processes play in the ability to perform various tasks and to remember events. A key question centers on how age differences in attention influence impaired and sustained cognitive functioning. A second line of work is concerned with adult age differences in circadian patterns of arousal and with synchrony effects, that is with the question of what aspects of cognition differ (or do not) when performed at an individual's optimal vs. non-optimal time of day.
Saturday 10:10 AM - 11:10 AM

Atrium Lounge

General Poster Session II

Poster 1 (49)

Effects Of Incarceration On HIV Risk Behaviors In A Homeless/Marginally-Housed Population With Serious Mental Illness

Quarles, J., Bacic, J. (Boston University School Of Public Health), Mainville, C. (Boston Medical Center), Reid, K. (Boston Medical Center), Berger-Greenstein, J., Richardson, M. (Boston University School Of Medicine) & Brady, S. (Boston University School Of Medicine)

Poster 2 (50)

The Effect Of Level Of Functioning On Housing And HIV Status

Singh, T. (Boston University School of Medicine), Bacic, J. (Boston University School of Public Health), Reid, K. (Boston Medical Center), Mainville. C. (Boston Medical Center), Richardson, M. (Boston University), Berger-Greenstein, J. (Boston University School of Medicine) & Brady, S. (Boston University School of Medicine)

Poster 3 (51)

Evaluating The Effectiveness Of A Support Group For University Students With Autism Spectrum Disorders

Shawn M. Donnelly, B.A. (University Of Massachusetts, Lowell), Ashleigh Hillier, Ph.D. (University Of Massachusetts, Lowell), Eva Mendes, M.A. (University Of Massachusetts, Lowell), Rhoda Trietsch, LMHC, LCSW (University Of Massachusetts, Lowell), Jody Goldstein, M.A. (University Of Massachusetts, Lowell), Deirdra Murphy, PT, DPT, MS, MHA (University Of Massachusetts, Lowell) & Jacque Keeves, M.A. (University Of Massachusetts, Lowell)

Poster 4 (52)

Technology And Teens With ASD: A “Social” Project Through A Music Education And Psychology Partnership

Greher, G. (University Of Massachusetts, Lowell), Marshall, S., Hillier, A. (University Of Massachusetts, Lowell), Queenan, A. (University Of Massachusetts, Lowell), Prestigiovanni, A. (University Of Massachusetts, Lowell) & Kopec, J. (University Of Massachusetts, Lowell)

Poster 5 (53)

Does The Temporal Dynamic Of Smiles Affect Their Perceived Authenticity?

David Horic-Asselin, B.A. (University Of Ottawa), Pierre Gosselin, Ph.D. (University Of Ottawa) & Anne-Marie Faltacas, B.A. (University Of Ottawa)
Saturday 10:10 AM - 11:10 AM

Poster 6 (54)

People’s Ability To Perceive Action Tendencies From Facial Expressions

Anne-Marie Faltacas, B.A. (University of Ottawa), Pierre Gosselin, Ph.D. (University of Ottawa) & David Horic-Asselin, B.A. (University of Ottawa)

Poster 7 (55)

Hope And College Students

Allison Malinofsky (Marist College), Ryan Kinlaw (Marist College) & William Van Ornum (Marist College)

Poster 8 (56)

Providing The Correct Care For The Criminally Insane

Ali Joannou (Marist College) & William Van Ornum (Marist College)

Poster 9 (57)

Development Of A Questionnaire For Measuring Paranormal Beliefs

Thomas W. Reiner, Ph.D. (Troy University)

Poster 10 (58)

Do Family-Of-Origin Coparenting Experiences Predict Young Adults’ Outlook On Future Family Life?

Juliana Eells (Assumption College), Stacy Stewart (Assumption College) & Regina Kuersten-Hogan (Assumption College)

Poster 11 (59)

Mobile Phones In The Classroom: Student Perceptions Of Phone App Use In Behavior Change Research

Yvonne V. Wells, Ph.D. (Suffolk University) & Jamila R. Ray, M.A. (Suffolk University)

Poster 12 (60)

Ethnic And Acculturative Factors Affecting Academic Stress And Academic Expectations

Robert Santiago (Eastern Connecticut State University)
Saturday 10:10 AM - 11:10 AM

Poster 13 (61)

Reliability Of Measures Of Gender Discrimination And Sexual Harassment Of Female Clinicians: Pilot Study

Cassandra Holinka, M.A. (University Of Hartford)

Poster 14 (62)

Maternal Depression And Impact On Adolescent Autonomy

Nathan Felkel (Rhode Island College)

Poster 15 (63)

Enabling Responses, Attitudes Toward And Knowledge About Substance Abuse And Eating Disorders

Katherine Dunham, Ph.D. (SUNY At Plattsburgh), Amanda Knapp, B.A. (SUNY At Plattsburgh) & Melissa Mattice (SUNY At Plattsburgh)

Poster 16 (64)

The Many Moods Of Mothers: Mindfulness And Daily Emotions In Mothers Of Preschoolers

Sarah E. Martin (Simmons College) & Rachel L. Snow (Simmons College)

Poster 17 (65)

Interaction Of Rational And Intuitive Thinking, Motivation, And Misconceptions On Attitudes Toward Research Methods

Marc Jacobsen, B.A. (University Of Rhode Island), Jenna Mairs, B.S. (University Of Rhode Island), Lynn Hana, B.S. (University Of Rhode Island) & Robert Laforge, Sc.D. (University Of Rhode Island)

Poster 18 (66)

Construal Level And Self-Control: An Analysis Of IAT Performance

Rachel Bridges (Marist College) & Kristin Jay, Ph.D. (Marist College)

Poster 19 (67)

The Effect Of Music On Reading Comprehension In Musicians And Non-Musicians

Alexandra Cobourn, B.A. (Gordon College), Kari Fillian, B.A. (Gordon College) & Krystal Vanderark, B.A. (Gordon College)
Saturday 10:10 AM - 11:10 AM

Poster 20 (68)

The Role Of Parenting And Intentional Self-Regulation In Academic Achievements Among Asian American Youth

Tong Shen, M.A. (Boston College) & Jacqueline V. Lerner, Ph.D. (Boston College)

Poster 21 (69)

Factors Contributing To Low Participation In Premarital Programs

Jacqui Denski (University Of Saint Joseph) & Andrea Gurmankin Levy, Ph.D., MBe (University Of Saint Joseph)

Poster 22 (70)

Emerging Adults Staying Home And Its Consequences On Parents’ Development: A Parents’ Perspective

Achu Johnson Alexander, M.A. (Clark University) & Jeffrey Arnett, Ph.D. (Clark University)

Poster 23 (71)

Jealousy Differences In Sex And Sexual Orientation

Cheyanne Crawford (Eastern Connecticut State University)

Poster 24 (72)

I Kissed A Girl...Did I Like It? Sexual Attitudes And Perceptions Of Girl-On-Girl Kissing

Kathryn Low, Ph.D. (Bates College) & Gabrielle Naranja, B.A. (Bates College)

Poster 25 (73)

Defining And Recognizing Abusive Behaviors: Protective Factors And Opportunities For Guidance

Michele O. Ramirez, Ph.D. (Pine Manor College), Erin Cunningham, B.A. (Pine Manor College), Samantha Jones (Pine Manor College), Melanie Rosario (Pine Manor College) & Maria Peniche (Pine Manor College)

Poster 26 (74)

The Positive Influences Of After School Programs On Children From Urban Communities

Michele O. Ramirez, Ph.D. (Pine Manor College), Manouchka Desir (Pine Manor College), Sheyla Sanchez (Pine Manor College) & Lacree Robinson (Pine Manor College)
Poster 27 (75)

The Benefits Of Mentoring From The Mentor's Perspective

Michele O. Ramirez, Ph.D., (Pine Manor College), Ashlee Price, B.A. (Pine Manor College), Shanese Simmons (Pine Manor College), Tasha Gonzalez (Pine Manor College) & Christine Lowe (Pine Manor College)

Poster 28 (76)

Interleaving Of Exemplars Improves Inductive Learning Of Organic Chemistry Compounds

Megan Cheng (Dartmouth College), Song Heui Cho (Dartmouth College), Luke G. Eglington, B.S. (Dartmouth College) & Sean H.K. Kang, Ph.D. (Dartmouth College)

Poster 29 (77)

A Qualitative Examination: Is The Shelter System Equipped To Service The Male Caregiver?

Katherine Alvarez, B.A. (Fisher College) & Tunde Turi-Markovic, Ph.D. (Fisher College)

Poster 30 (78)

Examining Patient-Provider Agreement In The Context Of Engagement

Matthew Thompson, B.A. (Clark University), Kristen Keefe, B.A. (Clark University) & Esteban Cardemil, PhD. (Clark University)

Poster Session II concludes the 10:10 AM - 11:10 AM session.
The next session begins at 11:20 AM.
Distinguished Contribution Award (79)

Duncan White, Ph.D. (Rhode Island College)

NEPA Business Meeting (80)

NEPA Presidential Address (81)

Jeanine Skorinko, Ph.D.
(Worcester Polytechnic Institute)

Seeing Yourself Through The Eyes Of Others: Social Tuning And Its Influences On Self-Views

Introduced by:
Lewis P. Lipsitt, Ph.D. (Brown University)

Dr. Jeanine Skorinko is an Associate Professor of Psychology at WPI. Her research program attempts to understand how factors in our social environments influence decisions and interpersonal interactions. She investigates how different influences, such as stereotyping, social tuning, perspective taking, or even culture, affect attitudes, decisions, and interactions. Ultimately, her research aims to promote equality, diversity, and cultural understanding. Dr. Skorinko also enjoys teaching and mentoring students, especially on psychological science research projects. This talk addresses ongoing research that examines how other people’s attitudes can influence self-views and attitudes. More specifically, this research investigates factors that predict when an individual might engage in social tuning—the aligning of one’s views whether consciously or unconsciously with an interaction partner. We examine the roles that affiliative motivation (the desire to get along with another person), perspective taking (putting one’s self in another person’s shoes), and culture have on the likelihood to engage in social tuning. We are most interested in how social tuning might mitigate or instigate self-stereotyping and prejudice towards others.

These are the only events scheduled during the 11:20 AM - 12:30 PM time period. The next time period begins at 12:40 PM.
2014 NEPA Honorary Undergraduate Awards (82)

Donnah Canavan, Ph.D. (Boston College) & Marjy Ehmer, Ph.D. (Southern Connecticut State University)

HUS is a designation we give to outstanding undergraduates who meet high standards of performance in course grades, research productivity, and various extracurricular and service activities. All of these students have achieved a very high GPA, have done research and have, in addition, done service work in the community, attended psychological conferences, done creative writing, and have as volunteers contributed to their undergraduate schools in many ways, in admissions, tutoring, and even fund raising. In addition to all of this, these seven students have all demonstrated a clear and serious interest in psychology. They are headed to filling the ranks of our next generation of teachers, researchers, theoreticians, clinicians and administrators in the field of psychology.

2014 Recipients

Jennifer M. Bowers (Rivier University)
Nominated placed by Karen B. Meteyer, Ph.D. (Rivier University)
& Jerome L. Rekart, Ph.D. (Rivier University)

Shirley Gedney-Rubel (Housatonic Community College)
Nominated placed by Michael Amico, Ph.D. (Housatonic Community College)
& Laura Turiano (Housatonic Community College)

Michelle Grant (University Of Maine At Machias)
Nominated placed by Lois-Ann Kuntz, Ph.D. (University of Maine at Machias)
& Meghan Duff, Ph.D. (University of Maine at Machias)

Trevor Hinshaw (Gordon College)
Nominated placed by Bryan C. Auday, Ph.D. (Gordon College)
& Justin Topp, Ph.D. (Gordon College)
Symposium I

Graduate Education:
Options in a Challenging Market (83)

Tony D. Crespi, Ed.D., ABPP (The University of Hartford), Natalie N. Politikos, Ph.D., NCSP (The University of Hartford) & Mackenzie McNamara, M.S.

Doctoral degree? Master's Degree? Clinical Psychology? School Psychology? Marriage & Family Therapy? Ph.D.? Psy.D.? Indeed, for students interested in graduate education the options can seem overwhelming. In truth, what employment opportunities accompany differing degrees? What is the likelihood of acceptance into a Ph.D. or Psy.D. Program? What can enhance the likelihood of acceptance? This presentation examines graduate education with particular attention to both doctoral and master's degree options and opportunities. For students interested in graduate education the applied nature of the presentation should be engaging and helpful.

Symposium II

Becoming A College Professor:
New Tracks In The 21st Century (84)

Tony D. Crespi, Ph.D. (The University of Hartford)
& Natasha Segool, Ph.D. (The University of Hartford)

The life of a college professor can seem appealing. Teaching can be intrinsically interesting. Student interactions are invigorating. And a life balancing teaching, scholarship, conference participation, and research can feel both rewarding as well as reaffirming. Still, too many students only glimpse a peripheral view of academic life. This presentation is intended to offer insights into a potential career as a professor. Indeed, what are the differences between tenure track and contract positions. What is expected relative to publishing? What should students know and accomplish to be successful in securing an appointment? This presentation, offering interactive opportunities, and augmented by NEPA Board Members, tells the tale.
Saturday 12:40 PM - 1:40 PM
Room 116, First Floor
Paper Session IV
Stress and Mental Health Issues

Jacqueline Alfonso Barry, Ph.D. (Emmanuel College), Chair

12:40 PM - 12:55 AM (85)

Peer Teasing, Relational Aggression And Mental Health Risks Among Adolescents And Young Adults

Sukanya Ray, Ph.D. (Suffolk University), Moira T. Creedon, Ph.D. (Manville School), Tanya S. Gendron (Suffolk University) & Ammy E. Sena, B.S. (Suffolk University)

This presentation will highlight on the complex dynamics of peer teasing, body image issues and eating problems among female adolescents and young adults. Presenters will address specifically the role individual (BMI, self-esteem, body-image disturbance, attributional variables) and peer (peer teasing, relational aggression) factors in the development of health risk outcomes (maladaptive eating pattern, depressive symptoms) among adolescent girls. Authors will discuss current data on peer teasing, psychosocial and familial predictors of body image disturbance and eating problems among young women. Finally, the need for effective strategies across individual/systemic levels will be addressed to reduce health risks behavior among young females.

12:55 PM - 1:10 PM (86)

The Impact Of Co-Rumination, Brooding, And Interpersonal Stress On Depressed Affect: A Daily Diary Study

Jessica Clayton-Matthews (Simmons College) & Greg Feldman, Ph.D. (Simmons College)

The present study implemented a daily diary method to examine the impact of brooding on mood reactivity to interpersonal stress and determine whether or not co-rumination moderates this relationship. Participants were 122 female college students who completed questionnaires in group testing sessions and web-based nightly surveys assessing daily depressed affect, co-rumination, and interpersonal stressors for seven consecutive evenings. Analyses conducted using hierarchical linear modeling (HLM) found that students who co-ruminate and are high in brooding experience a more dramatic increase in depressed affect on days of elevated interpersonal stress.

1:10 PM - 1:25 PM (87)

Does Discrepancy Between Perceived Stress And Physiological Stress Response Impact Adjustment?

Eric V. Vaught (Rhode Island College)

The current study examined the relationship between one's perceived and physiological stress response and the implications of a discordance between the two in terms of internalizing behaviors,
externalizing behaviors, and delinquency. Results showed that participants who had a discordance between physiological and perceived stress response displayed higher levels of delinquency and externalizing behaviors. There was no significant difference between the mismatched and matched groups in terms of internalizing behaviors. These results suggest a mismatch between one's perceived and physiological response can have a moderately strong effect on their outward functioning. Future research may want to follow up with older participants.

1:25 PM - 1:40 PM (88)

Daily Stress Event Reactivity And Daily Stress Generation In Current And Remitted Major Depression

Erin Sheets, Ph.D. (Colby College) & Michael Armey, Ph.D. (Butler Hospital and The Warren Alpert Medical School of Brown University)

Negative life events and chronic stress are known to predict depression onset over time, but relatively few studies have examined the dynamic interplay of daily stress and negative affect, particularly in clinical samples. This study compared daily stress reactivity and daily stress generation across three groups: currently depressed, previously depressed, and never depressed individuals. Currently depressed individuals demonstrated greater increases in negative affect following negative events and following greater general stress, relative to previously and never depressed individuals. Stress generation was demonstrated across the sample; however, there were no significant differences in stress generation patterns between the depression groups.

Keck Room, Ground Floor

Distinguished Speaker (89)

David Daniel, Ph.D.
(James Madison University)

Getting Psychological Science to The Classroom: Teaching and Learning in the Real World

Introduced by Barney Beins, Ph.D. (Ithaca College)

The trend to convert laboratory findings into recommendations for teaching strategies and learning aids will harm students if findings fail to take into account the complexities of the actual teaching and learning environment. Differential effects based upon student differences, teaching styles, interactions among strategies, and other important variables must be taken into account and tested in a variety of classroom contexts before being safely labeled as pedagogy. The field has left that most important task to individual teachers. We will discuss a practical approach to translating potentially relevant research in teaching and learning process and the essential role of instructors in the translational process.
Saturday 12:40 PM - 1:40 PM

Topics may include pedagogical side-effects and interactions, appropriate and inappropriate uses of technology, or others as determined by the participants. David B. Daniel is an award-winning teacher with over 20 years of classroom experience. In just the past 5 years, he has published over 20 articles and chapters on teaching and pedagogy, and delivered over 50 presentations and workshops internationally. David has been honored numerous times for his teaching and translational efforts, including the Society for the Teaching of Psychology’s Teaching Excellence Award, the Transforming Education through Neuroscience Award and was recently recognized as one of the top 1% of educational researchers influencing public debate. His dedication to facilitating student learning extends from the K-12 context to the higher education classroom. David's scholarly interests range from basic cognitive-developmental research to classroom-based pedagogical development, to laying the practical, empirical, and theoretical foundations for the development of an Ecological model of pedagogy and the scientific basis for Useable Knowledge. He also enjoys writing in the third-person and run-on sentences.

NEPA thanks the The Society For The Teaching of Psychology for its generous support of Dr. Daniel's presentation.

Atrium Lounge

General Poster Session III

Poster 1 (90)

How Motives For Psychological IPV Differ Between Relationship Seriousness And Gender

Joshua R. Dolman (University Of New Hampshire), Angela M. Neal (University Of New Hampshire), Erika L. Kelley (Ohio University), Christina M. Dardis (Ohio University) & Katie M. Edwards (University Of New Hampshire)

Poster 2 (91)

Equity In Education From A Federal, State, And Local Perspective: A Maine Case Study

Andrea Levinsky (Connecticut College)

Poster 3 (92)

Lyrics Can’t Be Killed: A Study On Involuntary Processing Of Lyrics In Music

Hoi Ki Tsang, B.A. (Hong Kong Shue Yan University) & Lap Yan Lo, Ph.D. (Hong Kong Shue Yan University)

Poster 4 (93)

“At Not In My Back Yard”: Vested Interest, Oppositional Behavior, And Rational-Experiential Information Processing Styles

Grace Hachey (University Of Southern Maine), Daniel Kelly (University Of Southern Maine) & Bill Thornton (University Of Southern Maine)
Saturday 12:40 PM - 1:40 PM

Poster 5 (94)

Visual Masking In Emotion-Induced Blindness: When Distracting Information Serves To Help

Christopher Maricle (Wheaton College), Danielle Fournier (Wheaton College) & Jason E. Reiss, Ph.D. (Wheaton College)

Poster 6 (95)

Evidence Of An Object Substitution Component In Both Attentional Blink And Emotion-Induced Blindness

Danielle Fournier (Wheaton College), Christopher Maricle (Wheaton College) & Jason E. Reiss, Ph.D. (Wheaton College)

Poster 7 (96)

Ecological Validation Of A Social Problem-Solving Inventory Using A Self-Monitoring System

Hannah Ford, M.A. (University Of Maine), Ethan Rothstein, M.A. (University Of Maine), Jennifer Sauve, M.A. (University Of Maine), Karim Assous, M.A. (University Of Maine), Shannon Brothers, B.A. (University Of Maine), Natalie Holbrook, B.A. (University Of Maine), Chelsea McLaughlin (University Of Maine) & Douglas W. Nangle, Ph.D (University Of Maine)

Poster 8 (97)

Lower Cognitive Performance In Treatment Resistant Hypertension: The Maine-Syracuse Longitudinal Study

Rachael Torres (University Of Maine), Merrill Elias, Ph.D., MPh (University Of Maine) & Kevin Sullivan, B.A. (University Of Maine)

Poster 9 (98)

Differentiating Cognitive Correlates Of Anxiety And Depression Within The CaR-FA-X Model

Peter J. Castagna, B.S. (Connecticut College) & Jefferson Singer, Ph.D. (Connecticut College)

Poster 10 (99)

The Relationship Between Alcohol Abuse And Self-Concept Among College Students

Elizabeth Santulli (Southern Connecticut State University), Victoria Sheridan (Southern Connecticut State University), Alyssa Brown (Southern Connecticut State University) & Kenneth S. Walters, Ph.D (Southern Connecticut State University)
Saturday 12:40 PM - 1:40 PM

**Poster 11 (100)**

**Suicidal Ideation And Social Support Among College Students**

Victoria Sheridan (Southern Connecticut State University), Alyssa Brown (Southern Connecticut State University), Elizabeth Santulli (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

**Poster 12 (101)**

**An Interpersonal Analysis Of Attention-Deficit/Hyperactivity Disorder Among College Students**

Alyssa Brown (Southern Connecticut State University), Elizabeth Santulli (Southern Connecticut State University), Victoria Sheridan (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

**Poster 13 (102)**

**An Interpretative, Phenomenological Analysis Comparing Postpartum Depressed Women With And Without Histories Of Depression**

Martina N. Robotham (Adelphi University) & Michael O'Loughlin, Ph.D. (Adelphi University)

**Poster 14 (103)**

**The Effects Of Experience On Unrealistic Optimism**

Nancy C. Higgins, Ph.D. (St. Thomas University), Anna Scheidler, B.A. (St. Thomas University) & Douglas Vipond, Ph.D. (St. Thomas University)

**Poster 15 (104)**

**Farm Based Gestalt Therapy**

Andrew Lapin (Antioch University)

**Poster 16 (105)**

**Political Affiliation And Community Recycling Behavior**

Nicholas R. Boileau (Western New England University) & Jason D. Seacat, Ph.D. (Western New England University)

**Poster 17 (106)**

**The Perceived Effects Of “Accents” On Academic Proficiency, Effort, And Group Cohesion**

Amanda M. Grimner, B.A. (Framingham State University), Brittany E. Vo, B.A. (Framingham State University) & Deborah A. McMakin, Ed.D. (Framingham State University)
Saturday 12:40 PM - 1:40 PM

Poster 18 (107)

Children With Autism In Mainland China

Shengyong Zou (St. John's University), Jenny Zheng Zhou, Ph.D. (St. John's University) & Mary Huang, B.A. (St. John's University)

Poster 19 (108)

Understanding Intentions To Meditate: A Grounded Theory Analysis Of Interviews With Mindfulness-Based Stress Reduction Participants

Julia E. Field, B.S. (Bridgewater State University), Michelle H. Mamberg, Ph.D. (Bridgewater State University) & Thomas Bassarear, Ed.D. (Keene State College)

Poster 20 (109)

Perception Of Tattooed And Non-Tattooed Models

Jaclyn Casavant (University Of Massachusetts At Lowell) & Suhad Shahin (University Of Massachusetts At Lowell)

Poster 21 (110)

Multimethod Examination Of The Construct Validity Of A Measure Of Heterosocial Competence

Karim Assous, M.S., M.S.Ed. (University Of Maine), Ethan Rothstein, M.S. (University Of Maine), Jen Sauve, M.S. (University Of Maine), Hannah A. Ford, M.S. (University Of Maine), Shannon Brothers, B.A. (University Of Maine), Natalie M. Holbrook, B.A. (University Of Maine), Bethany Leavitt, B.A. (University Of Maine), Julia Osborne, B.A. (University Of Maine) & Doug W. Nangle, Ph.D. (University Of Maine)

Poster 22 (111)

Levels Of Satisfaction About Academic Advising At A Liberal Arts College

Robert G. Michaud (Saint Joseph's College Of Maine) & Nina B. Eduljee, Ph.D. (Saint Joseph's College Of Maine)

Poster 23 (112)

Race, Gender, And Choice: Determinants Of Living Arrangements In A Nursing Facility Transition Program

Chanee Ford, M.A. (University Of Connecticut) & Julie Robison, Ph.D. (Center On Aging, University Of Connecticut Health Center)
Poster 24 (113)

DSM-5: A Step Forward Or Backward?

Timothy Lopez, M.S. (Rivier University) & Elizabeth Harwood, Ph.D. (Rivier University)

Poster 25 (114)

Learning Causal Reasoning Through Pretend Play

Jennifer Van Reet, Ph.D. (Providence College), Lauren Elia (Providence College), Ana Leon (Providence College) & Kelly Murner (Providence College)

Poster 26 (115)

The Role Of Interactions Among Students And Faculty In Predicting A Supportive Campus Environment

Kristina Monteiro, M.A. (University Of Rhode Island) & Michael Savaria, M.S. (University Of Massachusetts At Dartmouth)

Poster 27 (116)

Seligman's Signature Strengths, Online Behaviors, And Success In The Online Classroom

Mary Streit, Ph.D. (Kaplan University)

Poster 28 (117)

Learned Optimism, Autonomy And Openness To New And Challenging Experiences

Timothy E. McManimon, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 29 (118)

Problem Marijuana Use Screenings Scales: More In Common Than Expected

Christina Cipolla, B.A. (Rider University), Alexander Kettles, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 30 (119)

Individual And Team Character As A Function Of Team Structure

Gina McCool, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 31 (120)

Learning Through Presenting: Using A Mini-Conference As A Pedagogical Tool For Teaching Abnormal Psychology To Undergraduates

H. Lori Schnieders, Ph.D. (University Of Maine At Machias)
Saturday 12:40 PM - 1:40 PM

Poster 32 (121)

Do You Really Know What OCD Is?
Jordyn Knowles (University Of Maine At Machias), Michelle Grant (University Of Maine At Machias) & Marcella Melanson (University Of Maine At Machias)

Poster 33 (122)

Me Moody? A Look At Mood Disorders
Ivory Sneed (University Of Maine At Machias)

Poster 34 (123)

A Review Of Dissociative Identity Disorder
Taylor Burke (University Of Maine At Machias) & Sharon Hernandez (University Of Maine At Machias)

Poster 35 (124)

A New Way To Think About Personality Disorders
Jenny Guzman (University Of Maine At Machias)

Poster 36 (125)

Communication Breakdown: A Look At Schizophrenia
Jennifer Dow (University Of Maine At Machias) & Katie Bragg (University Of Maine At Machias)

Poster 37 (126)

Is Support In The Eye Of The Beholder: Student Perceptions At The Transitional Grades
J. Nichols (University Of Maine) & S. Mitchell (University Of Maine)

Poster 38 (127)

The Effect Of Ease Of Retrieval On Feelings Of Social Rejection
Benjamin Hutchins, M.A. (Fairleigh Dickinson University), Steven G. Young, Ph.D. (Baruch College, City University Of New York) & Christina M. Brown, Ph.D. (Arcadia University)
Saturday 12:40 PM - 1:40 PM

Poster 39 (128)

Turnover, Job Satisfaction, And Employee Engagement In A Rapidly Growing Hospice Organization: A Qualitative Investigation

David Greenway, B.A. (Salem State University), Shraddha Gaikwad (Salem State University), Chris Giebe (Salem State University), John McArdle, J.D., Ed.D. (Salem State University) & Teresa M. Lyons, Ph.D. (Salem State University)

Poster 40 (129)

Factors Related To Support For A Campus-Wide Smoking Ban In Small Liberal Arts College Settings

Jacqueline Alfonso Barry, Ph.D. (Emmanuel College), Meaghan E. Brown (Emmanuel College), Jacqueline M. Smith (Emmanuel College), Sarah E. Kilduff (Emmanuel College), Michael B. Berg, Ph.D. (Wheaton College) & Linda Lin, Ph.D. (Emmanuel College)

Poster 41 (130)

Description And Evaluation

Donnah Canavan, Ph.D. (Boston College) & Yi Jung Kim, B.A. (University Of Massachusetts At Boston)

Poster 42 (131)

Shared Enthusiasm, Social Energy, Generosity, And Joy

Donnah Canavan, Ph.D. (Boston College) & Andrea Lanza (Boston College)

Poster 43 (132)

Do Gender Composition And Social Energy Facilitate Womens’ Work In Groups?

Donnah Canavan, Ph.D. (Boston College) & Stacy Caprio, B.A. (Boston College)

Poster 44 (133)

Prescriptive Gender Stereotypes In Preschoolers

Riley Abeles (Wellesley College), Mercedes Oliva, B.A. (Wellesley College) & Linda Carli, Ph.D. (Wellesley College)

Poster Session III concludes the 12:40 PM - 1:40 PM session. The next session begins at 1:50 PM.
Room G-21, Ground Floor
Paper Session V
Research in Relationships and Health Issues

Karen Meteyer, Ph.D. (Rivier University), Chair

1:50 PM - 2:05 PM (134)

Authenticity In Young Adults’ Relationships: The Roles Of Emotion Regulation And Perceived Parental Feedback

Madelaine Abel, B.A. (Wellesley College) & Sally Theran, Ph.D. (Wellesley College)

This study explored factors that contribute to the development of young adults’ general authenticity in relationships. Associations were explored among perceived parental feedback (support and criticism), emotion regulation (suppression and reappraisal), and authenticity. The findings confirmed that perceived feedback from parents significantly influences general authenticity. Further, the results indicated that the way in which one manages emotions has a significant influence on general authenticity. Finally, the study provided preliminary support for the idea that while criticism from mothers can lead to low levels of general authenticity, emotional reappraisal can reduce the long-term social consequences of parental criticism among young adults.

2:05 PM - 2:20 PM (135)

Correlations Between Marijuana And Alcohol Use And Evaluations Of Memes, Materials, And Potential Romantic Partners

Karol Maybury, Ph.D. (University of Maine at Farmington), Leanne Arsenault (University of Maine at Farmington), Shelby Bryant (University of Maine at Farmington), Tyler Hadyniak, B.A. (University of Maine at Farmington), Joseph Pepin (University of Maine at Farmington) & Lacey Tatosky, B.A. (University of Maine at Farmington)

Undergraduates (n=50) reported their reasons for using or abstaining from marijuana and alcohol, via the Marijuana Decision Balance Scale (Elliot, Carey, & Scott-Sheldon, 2011). Undergraduates who use alcohol and/or marijuana gave significantly higher evaluations of substance-use internet memes (i.e., humorous memes) than abstainers. Marijuana users reported a fictional romantic interest as significantly more appealing if he or she were wearing marijuana-themed clothing, compared to non-marijuana users. Marijuana users reported significantly earlier first-use of alcohol (M=15.36) compared to non-marijuana users (M=17.42). Student G.P.A.s were not significantly different between users and non-users. These findings are discussed in light of cognitive dissonance theory.
Saturday 1:50 PM - 2:50 PM

2:20 PM - 2:35 PM (136)

Higher Cognitive Performance Is Prospectively Associated With Healthy Dietary Choices: The Maine-Syracuse Longitudinal Study

Georgina E. Crichton, Ph.D. (University of South Australia; Centre de Recherché Public Santé), Merrill F. Elias, Ph.D., MPH (University of Maine; University of Maine Graduate School of Biomedical Sciences and Engineering), Adam Davey, Ph.D. (Temple University), Ala’a Alkerwi, M.D., Ph.D. (Centre de Recherché Public Santé), Gregory A. Dore, Ph.D. (National Institute on Aging, NIH) & Rachael V. Torres (University of Maine)

Few studies have examined whether cognitive function predicts dietary intake. We examined this prospective relationship in the Maine-Syracuse Longitudinal Study. Prospective analyses were undertaken on data from 333 participants free of dementia and stroke, to examine relations between cognitive functioning, assessed using the Wechsler Adult Intelligence Scale (WAIS), and dietary intake 18 years later. Higher WAIS scores at baseline were prospectively associated with higher intake of vegetables, meats, nuts and legumes, and fish, and lower intake of grains and carbonated soft drinks. Findings remained significant after adjustment for covariates, suggesting that cognition early in life may influence later dietary choices.

2:35 PM - 2:50 PM (137)

Identity Status, Existential Anxiety, And Disordered Eating Habits In Emerging Adulthood

Kaitlyn P. Connaghan, M.A., M.S. (Rivier University) & Karen Meteyer, Ph.D. (Rivier University)

The current study investigated potential relationships among identity status, disordered eating, and existential anxiety and well-being among college students. Results suggest that identity status was unrelated to any of the outcome measures in the sample of emerging adults surveyed, however symptoms of bulimia were positively correlated with existential anxiety and negatively correlated with existential well-being. Further, individuals who met criteria for being at risk for clinically disordered eating had significantly lower existential well-being and were more likely to be searching for meaning than those who did not exhibit disordered eating habits. Implications for detection, treatment, and prevention are discussed.
This symposium brings together four lines of research that investigate the motivational processes underlying the social categorization of others and the self. In the first presentation, Margevich and Rivera demonstrate that self-threaten Americans who are highly motivated to control prejudice exhibit a White categorization bias of black-white faces. Their data suggest that, in the interest of affirming their egalitarian self-image, highly motivated individuals overregulate their categorizations of racially ambiguous individuals. In the second presentation, Wilton and Sanchez predict and show that biological essentialist beliefs may decrease focus on socio-cultural aspects of racial identity, and thus increase biracial targets’ perceived deservingness of minority resources. In the third presentation, Young and Sanchez demonstrate that in an effortful search of racial cues, ancestry and phenotype are equally sought out; both ambiguity and incongruence increase attention to cues and lead to extended information searches; and ambiguity and incongruity increase explicit and implicit uncertainty regarding categorization decisions. Finally, Newell, Hawthorne, and McCoy examine the extent to which meritocracy beliefs moderated women’s distancing from the ingroup in the face of sexism. Consistent with their hypotheses, among women in a sexist condition (but not in a non-sexist condition), the more they endorsed meritocracy, the less feminine their language use was during the speech and the less feminine their self-ratings. Altogether, this symposium demonstrates that the categorization of self and others is strongly contingent on motivational sources that individuals bring into the social context.
Saturday 1:50 PM - 2:50 PM
Keck Room, Ground Floor
Science and Society Symposium (139)
Advances in Neuroscience and their Implications for Everyday and Disordered Behavior
*Introduced by Michael Amico, Ph.D. (Housatonic Community College)*

In this symposium, three researchers will present their empirical work that addresses some of the current issues in many of psychology today, including biology underlying some key clinical issues. In particular, the researchers will present their findings looking at Oxytocin and its use in treatment of psychological disorders, cognitive functioning and ADHD, as well as Parkinson’s Disease.

**When Love Bites: New Data On The Limits Of Oxytocin For Psychosocial Adjustment**

Nancy S. Koven, Ph.D.
(Associate Professor in Psychology and Neuroscience Program Chair, Bates College)

The last ten years of research in the social cognition literature reads as a steamy romance novel about the neuropeptide oxytocin. From trust and cooperation to empathy and altruism, oxytocin has been implicated in prosocial behavior to such an extent that psychiatrists now use it as primary or adjunctive treatment for several psychiatric conditions, including autism, schizophrenia, and depression. But is our love of the “love hormone” premature? In this talk, I will present data from my laboratory and review recent studies that together suggest that the effects of oxytocin are not uniformly beneficial and, instead, depend upon key individual difference traits.

**Listening to Our Client's Cognitive Complaints: Adult ADHD and Beyond**

Robert M. Roth, Ph.D.
(Associate Professor of Psychiatry, Director, DHMC Adult Neuropsychological Services, Director, Adult ADHD Program and Neuropsychology at Hanover Psychiatry Geisel School of Medicine at Dartmouth)

In clinical interviews we commonly ask clients about their mood as well as their cognitive and functional abilities. There is considerable debate, however, as to the validity and usefulness of standardized subjective measures of cognitive functioning. In the presentation, I will discuss the strengths and weaknesses of subjective and objective measures of cognitive functioning. Empirical evidence for the validity of subjective measures will be reviewed. Next, I will present adult ADHD as a model condition where the integration of subjective and objective test data can enhance case conceptualization.

**Parkinson’s Disease And Glutamate: Animal Models**

John E. Kelsey, Ph.D.
(Bates College)

Parkinson’s disease (PD) is classically viewed as an effect of the loss of the neurotransmitter, dopamine (DA), due to degeneration of the nigro-striatal bundle and is typically treated with L-DOPA, which, as a precursor, acts to replace some of the lost DA. However, L-DOPA does not stop or reverse the ongoing degeneration and often results in side effects including dyskinesias. Recent evidence suggests that PD is also associated with increased function of the transmitter, glutamate, which can enhance degeneration and many of the symptoms of PD. In this talk, I shall review some of the data implicating glutamate and discuss recent data from our lab indicating that a common β-lactam antibiotic, ceftriaxone, which enhances the removal of glutamate, provides a more effective treatment than L-DOPA in a rat model of Parkinson’s.
Atrium Lounge

General Poster Session IV

Poster 1 (140)

Mindfulness As A Moderator Of The Association Of Negative Affect And Daily Alcohol Use

Hannah Ellerkamp (Simmons College), Greg Feldman, Ph.D. (Simmons College) & Michelle Potter (Simmons College)

Poster 2 (141)

Perceived Homework Quality And Self-Criticism Predict Daily Academic Effort

Michelle Potter (Simmons College), Greg Feldman, Ph.D. (Simmons College) & Hannah Ellerkamp (Simmons College)

Poster 3 (142)

The Impact Of Daily Executive Dysfunction On Dysphoric Affect, As Moderated By Mindfulness

Jayne Lavallee, B.A. (Simmons College) & Greg Feldman, Ph.D. (Simmons College)

Poster 4 (143)

Cell Phone Use: Implications For Paying Attention And Thinking Deeply

Melinda Irving (University Of Southern Maine) & Bill Thornton, Ph.D. (University Of Southern Maine)

Poster 5 (144)

Competitive Orientations And Their Relationship To Self-Esteem

Maija Robbins (University Of Southern Maine), Alyson Faires (University Of Southern Maine), Bill Thornton (University Of Southern Maine), Richard Rykman (University Of Maine) & Joel Gold (University Of Maine)

Poster 6 (145)

The Role Of Inhibitory Control On Abstract Problem Solving Abilities

Kathryn Graf, B.A. (Providence College) & Jennifer Van Reet, Ph.D. (Providence College)
Saturday 1:50 PM - 2:50 PM

Poster 7 (146)

Social Power And Concern For Moral And Competent Appearance: A Social Identity Approach

Olivia Vande Griek (Clark University) & Naomi Ellemers, Ph.D. (Leiden University)

Poster 8 (147)

Evaluation Survey Of Online Student Preferences

Victoria Boone (University Of Maine At Machias), Gretchen Neubelt (University Of Maine At Machias), Lynne Witham (Director Of The Hancock County Higher Education Center) & Lois-Ann Kuntz, Ph.D. (University Of Maine At Machias)

Poster 9 (148)

Evaluating Alumni Post Graduate Satisfaction With An Interdisciplinary Psychology Program

Michelle Bennett (University Of Maine At Machias), Jordyn Knowles (University Of Maine At Machias), Mandy Albce (University Of Maine At Machias), Sabree Rodriguez (University Of Maine At Machias) & Lois-Ann Kuntz, Ph.D. (University Of Maine At Machias)

Poster 10 (149)

Personal Connection Mediates Response To An Eating Disorder Awareness Intervention

Mary E. Duffy (University Of Saint Joseph) & Kristin E. Henkel, Ph.D. (University Of Saint Joseph)

Poster 11 (150)

Intergenerational Transmission In Father-Child Relationships

Von Jessee, B.A. (University Of Connecticut) & Kari Adamsons, Ph.D. (University Of Connecticut)

Poster 12 (151)

Enhancing Sports Performance With Hypnosis: An Ode For Tiger Woods

Elizabeth R. Randazzo, B.A. (University Of Hartford) & Leonard S. Milling, Ph.D. (University Of Hartford)

Poster 13 (152)

Changes In Anxiety-Like Behavior And Pain Sensitivity Resulting From Early-Life Stress

Kaitlyn Dahlborg (Providence College), Megan Grammatico (Providence College), Kate Sulka (Providence College), Victoria Templer, Ph.D. (Providence College) & Christopher Bloom, Ph.D. (Providence College)
Saturday 1:50 PM - 2:50 PM

Poster 14 (153)

Sound Influences Visual Detectability And Reaction Time: Comparing Cross-Modal Interactions For Manual Versus Saccadic Responses

Alexia Williams (University Of Massachusetts At Boston), Hiu-Mei Chow, M.A. (University Of Massachusetts At Boston) & Vivian M. Ciaramitaro, Ph.D. (University Of Massachusetts At Boston)

Poster 15 (154)

Reaction Times To Threatening Social Stimuli Following Adaptation To Angry Faces In High Social Anxiety

Daniel Harris (University Of Massachusetts At Boston), Justine Crowley (University Of Massachusetts At Boston), Sara Hayes-Skelton, Ph.D. (University Of Massachusetts At Boston) Psychology Department) & Vivian Ciaramitaro, Ph.D. (University Of Massachusetts At Boston)

Poster 16 (155)

An Investigation Into Academic Motivation And Family Relationships As Predictors Of First-Year College Students' Achievement

Gregory Mills & R. Bruce Thompson, Ph.D.

Poster 17 (156)

Benefits Of Sensory Integration

Stephanie Parenti (Marist College) & William Van Ornum (Marist College)

Poster 18 (157)

The Effects Of Changes In Religious Affiliations Of Adolescents On Attitudes Towards Homosexuals

Zachary J. Kunicki, M.A. (University Of Rhode Island)

Poster 19 (158)

Bullying, Victimization And Its Relationship To Emotional Well-Being

Kelly A. Morello (University Of Massachusetts At Lowell)

Poster 20 (159)

Parents’ And Teachers’ Perceptions Of Teacher Relationship Quality With Young Children With Autism Spectrum Disorder

John Cote (University Of Massachusetts At Boston), Brian Jones (University Of Massachusetts At Boston), Rebecca Michel, B.A. (University Of Massachusetts At Boston), Juliana Neuspiel, B.A. (University Of Massachusetts At Boston), Jan Blacher, Ph.D. (University Of California At Riverside) & Abbey Eisenhower, Ph.D. (University Of Massachusetts At Boston)
Saturday 1:50 PM - 2:50 PM

**Poster 21 (160)**

*The Perceived Influence Of Peers On Romantic Beliefs And Expectations*

Kelsey Elise Ufholz, M.A. (University Of Rhode Island) & Lee J. Dixon, Ph.D. (University Of Dayton)

**Poster 22 (161)**

*Relationships Among Anxiety, Immunity, And Locus Of Control*

Chelsea Gessner (Marist College) & Ryan Kinlaw, Ph.D. (Marist College)

**Poster 23 (162)**

*Effects Of Confirmation Bias On Memory And Source Monitoring*

Peter Frost, Ph.D. (Southern New Hampshire University), Bridgette Casey (Southern New Hampshire University), Kaydee Griffin (Southern New Hampshire University), Justin Johnson (Southern New Hampshire University), Luis Raymundo (Southern New Hampshire University) Christopher Farrell, B.A. (Southern New Hampshire University) & Ryan Carrigan, B.A. (Southern New Hampshire University)

**Poster 24 (163)**

*Analysis Of Undisclosed Conflicts Of Interest In Psychopharmacology, Neuropharmacology, And General Pharmacology Textbooks*

Brian J. Piper, Ph.D. (Husson University School Of Pharmacy), Hassenet Telku, (Husson University School Of Pharmacy) & Drew Lambert, PharmD. (Husson University School Of Pharmacy)

**Poster 25 (164)**

*Neuropsychological And Self-Report Measures Of Executive Function In Older Adults*

Kelsey Topham (The Richard Stockton College Of New Jersey), Alexandra Mozak (The Richard Stockton College Of New Jersey), Nicole Schoenstein (The Richard Stockton College Of New Jersey) & Jessica Fleck, Ph.D. (The Richard Stockton College Of New Jersey)

**Poster 26 (165)**

*The Relation Of Memory And Mood In Older Adults*

Nicole Schoenstein (The Richard Stockton College Of New Jersey), Alexandra Mozak (The Richard Stockton College Of New Jersey), Kelsey Topham (The Richard Stockton College Of New Jersey) & Jessica Fleck, Ph.D. (The Richard Stockton College Of New Jersey)

**Poster 27 (166)**

*Gambling Screens Hit The Jackpot*

Alexander Kettles, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)
Saturday 1:50 PM - 2:50 PM

Poster 28 (167)

Borderline Personality Disorder Features Prominently In Self-Harm And Risk-Taking Behavior

Joshua M. Brosvic (Messiah College) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 29 (168)

The Alcohol Decisional Balance Scale

Jaime Benedetti, B.A. (Rider University), Ashley Chrzanowski, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 30 (169)

The Brief Survey Of Substance Abuse

Bryan Just, B.A. (Nyack College) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 31 (170)

Race And The Movement To Legalize Marijuana

Tabitha Waite (Simmons College) & Kristin Nicole Dukes, Ph.D. (Simmons College)

Poster 32 (171)

Young Women’s Use And Receipt Of Condom Use Resistance Tactics

Lindsay Orchowski, Ph.D. (Alpert Medical School Of Brown University), Hannah Traill, B.A. (Rhode Island Hospital), Daniel Oesterle, B.S. (Rhode Island Hospital) & Caron Zlotnick, Ph.D. (Alpert Medical School Of Brown University)

Poster 33 (172)

Increasing College Student Retention In Longitudinal Web-Based Studies

Lauren R. Erickson (University Of Rhode Island), Michael H. Bernstein, M.A. (University Of Rhode Island) & Mark D. Wood, Ph.D. (University Of Rhode Island)

Poster 34 (173)

The Roles Of Media, Language, And Practice On Solving The Tower Of Hanoi Problem

Jay Kosegarten, Ph.D. (Southern New Hampshire University), Lucas Wong, M.A. (Long Island University—Brooklyn) & Elizabeth Worth, B.A. (Southern New Hampshire University)
Saturday 1:50 PM - 2:50 PM

Poster 35 (174)

Relating Lipoproteins Levels And Cognitive Function In Adults Over 60: The Maine-Syracuse Study

Kevin J. Sullivan, B.S. (University Of Maine), Merrill F. Elias, Ph.D. (University Of Maine), Georgina E. Crichton, Ph.D. (University Of South Australia), Michael A. Robbins, Ph.D. (University Of Maine) & Adam Davey, Ph.D. (Temple University)

Poster 36 (175)

The Role Of Mood In The Reliance On Visual, Heuristic Cues

David Paulucci (Baruch College, City University Of New York), Sara Dowd, B.A. (Baruch College, City University Of New York) & Mindy Engle-Friedman, Ph.D. (Baruch College, City University Of New York)

Poster 37 (176)

The Role Of Gender, Locus Of Control, And Emotional Intelligence In College Students' Academic Procrastination

Greivin Lehman, B.S. (Salem State University) & Teresa M. Lyons, Ph.D. (Salem State University)

Poster 38 (177)

Obesity, Physical Activity, And Depressive Symptom Risk Among Older Adults: The Maine-Syracuse Longitudinal Study

Peter Dearborn, B.A. (University Of Maine), Michael Robbins, Ph.D. (University Of Maine), Greg Dore, Ph.D. (University Of Maine) & Merril Eliase, Ph.D. (University Of Maine)

Poster 39 (178)

Creativity And Clutter: The Role Of Physical Environment On Creative Output

Yana Durmysheva, Ph.D. (Borough Of Manhattan Community College, CUNY) & Alberto Manzi, Ph.D. (Mercy College)

Poster 40 (179)

Descriptive Analysis Of Sport Psychology Programming Identified On Us Soccer Development Academy Club Websites

Julia Rizzo, M.Ed. (Springfield College), Andrew Vincent, M.S. (Springfield College), Christopher Eddy (Bates College), Judy L. Van Raalte, Ph.D. (Springfield College) & Britton W. Brewer, Ph.D. (Springfield College)
Saturday 1:50 PM - 2:50 PM

Poster 41 (180)

**Sex And Race Trumps Mood On Belief In A Just World And Prosocial Behavior**

Hiba Salem, M.A. ET, M.A. (Boston University) & Michael Knapp, M.A. (Boston University)

Poster 42 (181)

**Factors Associated With Dating Violence And Childhood Abuse In College Students**

Margaret M. McClure, Ph.D. (Fairfield University), Megan Parmenter, B.A. (Fairfield University) & Katelyn Parisi, B.A. (Fairfield University)

Poster 43 (182)

**Developmental Trends Modify How Minimal Social Presence Affects Children’s Executive Functioning**

Jason Chin (Boston University), Rachel Bell (Boston University), Grace Min (Boston University), Katie Kao (Boston University), Stacey Doan (Boston University) & Kathleen H. Corriveau (Boston University)

Poster 44 (183)

**Problematic Alcohol Use And Negative Sexual Health Behaviors**

Lindsay M. Orchowski, Ph.D. (Brown University), Jesse Boggis, B.A. (Rhode Island Hospital), Ariel Hoadley, B.A. (Rhode Island Hospital) & Caron Zlotnick, Ph.D. (Brown University)

Poster Session IV concludes the 1:50 PM - 2:50 PM session. The next session begins at 3:00 PM.
Saturday 3:00 PM - 4:00 PM
Room G-21, Ground Floor
Paper Session VI
Emotional And Cognitive Processing

Peter Frost, Ph.D. (Southern New Hampshire University), Chair

3:00 PM - 3:15 PM (184)
Think About It: Effects Of Cognitive Load On Responses To The Trolley And Footbridge Scenarios
Molly Ramsden (Castleton State College)

Gun violence poses a serious threat in today’s society, mainly due to the ease guns create by distancing killers from their victims. This issue of distance can be operationalized through moral dilemmas such as the Trolley and Footbridge Scenarios. Through the use of these dilemmas, I tested a possible mitigating factor in the distance and facilitation of violence relationship. By introducing a cognitive load task it may be possible to deplete cognitive resources, allowing for a different decision to be made.

3:15 PM - 3:30 PM (185)
Proactive Interference Effects With Emotion And Emotion-Laden Words
H. Faye Knickerbocker, Ph.D. (University At Albany, SUNY) & Jeanette Altarriba, Ph.D. (University At Albany, SUNY)

Release from proactive interference (PI) is the spontaneous recovery of the ability to recall newly learned information without interference from older information. It is observed when making changes to the to-be-remembered items. A Brown-Peterson task presented words from the same category for three trials, but changed word category on Trial 4. Experiment 1 obtained significant release from PI when switching from neutral to emotion or emotion-laden words. Experiment 2 found shifting from emotion to emotion-laden words led to release from PI. However, switching from emotion-laden to emotion words in Experiment 3 did not result in a release from PI.

3:30 PM - 3:45 PM (186)
Temporal Disturbances In Healthy Individuals: A Pending Comparison For Study Of Temporal Disturbances In Schizophrenia
Timothy Lopez, M.S. (Rivier University) & Karen Meteyer, Ph.D. (Rivier University)

Research suggests that deficits in temporal processing and estimation exist in individuals with schizophrenia. Although research has looked at these two phenomena separately, few studies have looked at them simultaneously. A pilot study was developed to test temporal estimation and temporal processing as well as attention in a healthy population. Results suggested that healthy
individuals tend to overestimate temporal tasks and accuracy tends to increase as duration increases. The results of this study will be used as a comparison group against a clinical population and a population of individuals with schizophrenia to further understand the nature of these disturbances.

3:45 PM - 4:00 PM (187)

The Influence Of Binaural Beats In Assistance With Audible And Visual Stimuli On Autonomic Arousal

Jenna Williams (University Of Maine At Farmington)

This study utilizes the positive effects of binaural audio tones in attempt to cause sexual arousal in accordance with musical auditory stimuli and visually arousing stimuli. This experiment tested to see whether visual, auditory or binaural audio beats had the largest effect. No significant correlation was found. Results showed that galvanic skin response and heart rate were not appropriate tools for testing sexual arousal, although there were correlations to be noted within each group on their heart rate and galvanic skin response measures. An effect on binaural beats, audio and visual stimuli cannot be determined.

Room G-65, Ground Floor Symposium

Effective Psi Chi Leadership Practices: Translating A Vision into Action (188)

Natasha Segool, Ph.D. (University of Hartford)
Ashley (Reed) Haight (University of Hartford)
Janelle Coore (University of Hartford)

The University of Hartford’s Psi Chi chapter will discuss leadership practices that have resulted in increased engagement of Psi Chi members and students interested in psychology. Participants will learn how to develop ongoing programs that build connections between psychology majors, how to build board cohesion and collaboration, and how to plan major campus-wide events as well as more focused membership activities. Student officers, along with their faculty advisor, will share how they tackled the fundraising and logistical challenges of sustaining and growing a campus Psi Chi chapter. Emphasis will be placed on interactive discussion with the audience.
Saturday 3:00 PM - 4:00 PM
Room 116, First Floor
Paper Session VII
Clinical Issues And ADHD

Leonard Doerfler, Ph.D. (Assumption College), Chair

3:00 PM - 3:15 PM (189)

Community-Based Model For Education, Evaluation And Treatment Of Acute Traumatic Brain Injury

Anthony P. Doran, Psy.D. (Program Director, Headfirst), Robert Graw, M.D., CEO (Headfirst), Stephen Aria, B.A. & Christopher Metzger

Multiple studies were conducted at an Outpatient mTBI clinic. Clinic has over 10,000 patients visits for mTBI. Females took 3 weeks longer to recover and more migraine headaches. Concussed patients with comorbid conditions take longer to return to “average” functioning. The incidence rate of co-morbid conditions is higher than anticipated

3:15 PM - 3:30 PM (190)

Evaluating The Clinical Utility Of The ADHD Rating Scale In A Clinic Population

Melissa Symolon (Assumption College), Leonard Doerfler (Assumption College) & Adam Volungis (Assumption College)

Behavior rating scales can be useful in evaluating symptoms of ADHD in youth. In a school setting, the ADHD Rating Scale has been shown to predict the diagnosis of ADHD (based on structured diagnostic interview). To date, the measure’s utility in predicting diagnosis of ADHD in clinic-referred youth has not been examined. The present paper will report evaluated the predictive validity of the ADHD Rating Scale in a sample of 310 youth evaluated in a pediatric psychopharmacology clinic. Logistic regression analyses and receiver operator characteristic curves indicate that the ADHD Rating Scale has high diagnostic utility in a clinic sample.

3:30 PM - 3:45 PM (191)

Attention-Deficit / Hyperactivity Disorder And Depressed Mood Among College Students: Combined Effects On Self-Concept

Kenneth S. Walters, Ph.D. (Southern Connecticut State University), Deina Pesino (Southern Connecticut State University), Tonilynn Bocchino (Southern Connecticut State University), Alyssa Battipaglia (Southern Connecticut State University), James Ferraro (Southern Connecticut State University), Alyssa Brown (Southern Connecticut State University), Victoria Sheridan (Southern Connecticut State University) & Elizabeth Santulli (Southern Connecticut State University)

Psychometric assessments of ADHD and depressive symptoms were completed by 1540 undergraduate students. Students also completed a multidimensional measure of self-concept, with
emphasis on self-perceived competence in major areas of life activity. Using normative data and clinical cutoff scores, students were classified into four groups: normal comparison, ADHD only, depressed only, and ADHD plus depressed mood. The four groups were compared on the scales of the self-concept measure. Significant group differences were found across all areas of self-concept assessed. In some areas, the combination of ADHD plus depressive symptomatology was associated with poorer self-concept than difficulty in either area alone.

3:45 PM - 4:00 PM (192)

Conduct Problems Among College Students: A Cluster Analytic Study

Kenneth S. Walters, Ph.D. (Southern Connecticut State University), Alyssa Battipaglia (Southern Connecticut State University), James Ferraro (Southern Connecticut State University), Tonilynn Bocchino, (Southern Connecticut State University), Deina Pesino (Southern Connecticut State University), Elizabeth Santulli (Southern Connecticut State University), Victoria Sheridan (Southern Connecticut State University) & Alyssa Brown (Southern Connecticut State University)

Conduct problems relevant to college students were assessed among 1356 undergraduates. Students completed measures of antisocial and aggressive behavior, drug and alcohol problems, and the traits of impulsivity, agreeableness, and conscientiousness. A cluster analysis of the set of conduct problems indicated three groups of students representing low, moderate, and severe conduct problems. The groups differed significantly on all seven conduct problems. Cluster validation was evidenced by significant group differences regarding antisocial and aggressive behavior, alcohol and drug problems, and each personality trait. Greater conduct problems were associated with greater difficulties in those areas, consistent with existing literature in the area.

Atrium Lounge

General Poster Session V

Poster 1 (193)

The Influence Of Nature Relatedness On Decision Making Regarding Mate Selection In College-Educated Young Adults

Nicole Kras M.A., M.S., C.A.G.S. (Lincoln College Of New England)

Poster 2 (194)

The Link Between Theta Power And Memory In Normal Adults

Saturday 3:00 PM - 4:00 PM

Poster 3 (195)

Global Relative Theta Power And Working Memory Capacity In Healthy Adults


Poster 4 (196)

The Relationship Between Executive Function And Alpha Power Over The Frontal Lobes


Poster 5 (197)

Blame It On The Alcohol: Nighttime Drinking And Conflict Predicts Next Day Self-Esteem

Victoria M. Bryan (University Of New England) & Julie Longua Peterson, Ph.D. (University Of New England)

Poster 6 (198)

Social Rejection And Its Effects On Body-Esteem In Individuals High And Low In Attachment Anxiety

Janelle E. Sherman (University Of New England), Victoria Bryan (University Of New England), Jill Casazza (University Of New England) & Julie Longua Peterson, Ph.D. (University Of New England)

Poster 7 (199)

Hapless Mismatch: Does A Disparity Between The Individual And Cultural Context Predict Greater Post-Traumatic Distress?

Casey Snyder (Wake Forest University), Laura E.R. Blackie, Ph.D. (Wake Forest University) & Eranda Jayawickreme, Ph.D. (Wake Forest University)

Poster 8 (200)

Undergraduates' Perceptions Of Homeschooled And Conventionally Schooled Students

Melissa R. Quimby, B.A. (Framingham State University)
Saturday 3:00 PM - 4:00 PM

Poster 9 (201)

An Examination Of Cyber-Bullying And Social Media Use In Teens: Prevalence, Attitudes And Behaviors

Martha Mendez-Baldwin, Ph.D. (Manhattan College), Krista Cirillo (Manhattan College), Matthew Ferrigno (Manhattan College) & Victoria Argento (Manhattan College)

Poster 10 (202)

Protagonist Goal Monitoring In Participants With Mild Cognitive Impairment And Normal Cognitive Functioning


Poster 11 (203)

Investigating Predictors Of Employee Engagement

Chris Giebe, B.A. (Salem State University) & Teresa Lyons, Ph.D. (Salem State University)

Poster 12 (204)

Nocturnal Blue-Light, Nicotine Use And Trait-Mindfulness Skills Moderate The Relationship Between Self-Reported SWD, ADHD Symptoms

Christian Shaw Hoover (University Of Massachusetts At Boston) & Marcus Patterson, Ph.D. (University Of Massachusetts At Boston)

Poster 13 (205)

African-American Women With HIV: Spirituality Provides Help, Purpose And Moral Code

Elizabeth S. Glenn, B.A., M.T.S. (Boston University), Anna C. Geary-Meyer (Boston University), Samantha L. Levy (Boston University), Kathleen M. Weber, R.N. (Cook County Health & Hospital System), Mardge H. Cohen, M.D. (Cook County Health & Hospital System) & Leslie R. Brody, Ph.D. (Boston University)

Poster 14 (206)

Social Context Influences On Peer Exclusion

Hope E. Forbes, M.A. (Suffolk University), Lindsey Rogers, B.A. (Suffolk University) & Gary D. Fireman, Ph.D. (Suffolk University)
Saturday 3:00 PM - 4:00 PM

Poster 15 (207)

**Snakes Vs. Airport: Free Association And Priming In Novel And Semantic Associates Over Time**

Kimberly Bourne (Colby College), Katherine MacNamee (Colby College), Melissa Preziosi (Colby College), Elyse Barnard (Middlebury College) & Jen Coane, Ph.D. (Colby College)

Poster 16 (208)

**Subtle And Severe: Micro-Aggressions Among Racially Diverse Sexual And Gender Minorities**

Amanda Weber (Northeastern University), Shelly-Ann Collins (Northeastern University), Elda Zeko-Underwood (Northeastern University), Bianca Poindexter (Northeastern University) & Tracy Robinson-Wood, Ph.D. (Northeastern University)

Poster 17 (209)

**Interpersonal Relational Characteristics And Stages Of Consistent Condom Use In Sexually Active Adolescent Females**

Janan Wyatt, M.A. (University Of Rhode Island) & Colleen A. Redding, Ph.D. (University Of Rhode Island)

Poster 18 (210)

**Mortality Salience In Anti-Obesity PSAs**

Nicole Anderson, B.A. (The New School For Social Research)

Poster 19 (211)

**The Influence Of Group Membership And Social Exclusion On Adolescents’ Attitudes And Behaviors**

Lindsey Rogers, B.S. (Suffolk University), Hope Forbes, M.A. (Suffolk University) & Gary Fireman, Ph.D. (Suffolk University)

Poster 20 (212)

**Empirical Assessment Of Automated Composition Algorithms**

Donya Quick, Ph.D. (Yale University) & Christopher N. Burrows, M.A. (University Of Connecticut)

Poster 21 (213)

**Happy Today, Happy Tomorrow: Effects Of Mood On Future Thinking**

Grace Bennett-Pierre, B.A. (Wellesley College), Leila Elabbady, B.A. (Wellesley College), Mashiwat Mahbub, B.A. (Wellesley College) & Margaret Keane, Ph.D. (Wellesley College)
Saturday 3:00 PM - 4:00 PM

Poster 22 (214)
A Proposed Cognitive-Neuropsychological Test For Those With Developmental Disabilities
Evander Lomke (American Mental Health Foundation)

Poster 23 (215)
Weight-Based Discrimination In A Hiring Context: An Inside Look At Personality
Sydney L. Reichin (Quinnipiac University), Anthony R. Demarinis (Quinnipiac University), Justin M. Jones (Quinnipiac University), Samantha L. Beckwith (Quinnipiac University), Shannon M. Cahillane (Quinnipiac University), Jenna Scisco (Eastern Connecticut State University) & Gary W. Giumetti, Ph.D. (Quinnipiac University)

Poster 24 (216)
Stressed Out: Both College Students And Counseling Centers May Benefit From Biofeedback
Cosima Hoetger, B.A. (Central Connecticut State University), Michael F. Gendron, Ph.D. (Central Connecticut State University) & Carol S. Austad, Ph.D. (Central Connecticut State University)

Poster 25 (217)
Religion Improves Children’s Hot But Not Cool Regulatory Processes
Heimi Son, M.A. (Boston University) & Stacey N. Doan, Ph.D. (Boston University)

Poster 26 (218)
Exposure And Compassion As Predictors Of Compassion Toward Victims Of Sexual Violence
Ashley (Reed) Haight (University Of Hartford)

Poster 27 (219)
Standing On The Athletic Coping Skills Inventory And The Potential For Exercise Dependence
Jude Bischoff, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 28 (220)
Men And Women Completing Treatment Differ In Causal Attributions Of Addiction
Bryan Just, B.A. (Nyack College) & Gary M. Brosvic, Ph.D. (Rider University)
Saturday 3:00 PM - 4:00 PM

Poster 29 (221)

Do Those Who Believe And Those Who No Longer Believe Differ In Spirituality?

Joshua M. Brosvic (Messiah College) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 30 (222)

Stages Of Change As A Function Of Standing On The AUDIT

Jaime Benedetti, B.A. (Rider University), Ashley Chrzanowski, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 31 (223)

The Impact Of Sleep Deprivation On Next-Day Energy Conservation

Anastasia Martinova (Baruch College), Viktoria Konstantinova (Baruch College), Gina Marie Mathew, B.A. (Baruch College), Yasemin Kizil, B.A. (Baruch College), Liliana Esguerra, B.A. (Baruch College), Ninibeth Alvarado (Baruch College), Calvin Rong (Baruch College) & Mindy Engle-Friedman, Ph.D. (Baruch College)

Poster 32 (224)

Violence Sensitivity And Gender

Alexander Sovet (University Of Rhode Island) & Justine Egan, B.A., B.S. (University Of Rhode Island)

Poster 33 (225)

Intergenerational Poverty Provides Clues To Proximal Vs. Distal Variables Associated With Child Language Development

R. Bruce Thompson, Ph.D. (University Of Southern Maine), Renee G. Cote (University Of Southern Maine), Courtney R. Stewart (University Of Southern Maine) & Janessa R. Kapinos (University Of Southern Maine)

Poster 34 (226)

Patient Reported Outcomes: Prevalence Of Behavioral Health Issues In The Emergency Department

Brianna Haskins, M.S. (University Of Massachusetts Medical School), Andrew Fischer, M.D. (University Of Massachusetts Medical School), Kyle Landry, B.S. (University Of Massachusetts Medical School), Zubair Zafar, M.D. (University Of Massachusetts Medical School), Sneha Shah, M.D. (University Of Massachusetts Medical School), Gregory Volturno, M.D. (University Of Massachusetts Medical School) & Edwin D. Boudreaux, Ph.D. (University Of Massachusetts Medical School)
Saturday 3:00 PM - 4:00 PM

Poster 35 (227)

Reaction Time Changes Accompany Perceptual Changes Post-Adaptation To Happy Faces In Individuals With Social Anxiety

Daniel Harris (University Of Massachusetts At Boston), Justine Crowley (University Of Massachusetts At Boston), Sarah Hayes-Skelton, Ph.D. (University Of Massachusetts At Boston) & Vivian Ciaramitaro, Ph.D. (University Of Massachusetts At Boston)

Poster 36 (228)

Relationship Quality As A Predictor Of Internalizing Symptoms

Karim Assous, M.A., M.S.Ed. (University Of Maine), Ethan Rothstein, Ph.D. (University Of Maine), Hannah Ford, M.A. (University Of Maine) & Douglas W. Nangle, Ph.D. (University Of Maine)

Poster 37 (229)

Social Media: A Study Of The Correlates Of Abstinence

Nicole E. Mossbacher (Georgian Court University) & Alfred Mancuso, Psy.D. (Georgian Court University)

Poster 38 (230)


Mirjana Hotomski, M.A. (Tufts University) & Marcus Patterson, Ph.D. (University Of Massachusetts At Boston)

Poster 39 (231)

Environmental And Biological Links Between First-Person Shooter Video Games And Increased Aggression

Marcus Patterson, Ph.D. (University Of Massachusetts At Boston), Michael Martineau, B.A. (University Of Massachusetts At Boston) & Michael Milburn, Ph.D. (University Of Massachusetts At Boston)

Poster 40 (232)

Measurement Of Sexual Victimization: Event- And Person-Level Assessment Of Assault Characteristics

Lindsay M. Orchowski, Ph.D. (Alpert Medical School Of Brown University), Savannah Mesheffrey, M.S. (University Of Rhode Island), Megan Robicheau (Stonehill College) & Caron Zlotnick, Ph.D. (Alpert Medical School Of Brown University)
Saturday 3:00 PM - 4:00 PM

**Poster 41 (233)**

**Doom And Gloom: The Experience Of Relative Deprivation Across Time Among Young Workers**

Ann M. Beaton, Ph.D. (Université De Moncton), Francine Tougas, Ph.D. (École Nationale D'administration Publique), Natalie Rinfret, Ph.D. (École Nationale D'administration Publique) & Josée Lanteigne, B.A. (Université De Moncton)

**Poster 42 (234)**

**The Influence Of Workspace Clutter On Executive Functions**

Alberto Manzi, Ph.D. (Mercy College) & Yana Durmysheva, Ph.D. (Borough Of Manhattan Community College—CUNY)

**Poster 43 (235)**

**A Pilot Study: Social Preferences Of At-Risk Infants**

Karen Wynn, Ph.D. (Yale University), Linda C. Mayes, M.D. (Yale University School Of Medicine), Shelley Mackinnon, B.A. (Yale University) & Melody Altschuler (Bates College)

**Poster 44 (236)**

**Trauma Correlation With Baseline Functioning For Individuals Entering Substance Treatment From The Criminal Justice System**

Taylor Hendrickson (University Of Bridgeport), Lindsay Oberleitner, Ph.D. (Yale University) & Sherry McKee, Ph.D. (Yale University)

Poster Session V concludes the 3:00 PM - 4:00 PM session. The remaining event of the 2014 Annual Meeting is the Psi Chi Reception from 4:00 - 5:00 PM in the Atrium Lounge.
Psi Chi and New England Psychological Association
Closing Reception and Awards Ceremony (237)

Psi Chi student members presenting at 2014 NEPA will receive a certificate from Psi Chi, the International Honor Society of Psychology. All Psi Chi members and their advisors are invited to attend.
Abel, Madelaine, 134
Abeles, Riley, 133
Abi-Jaoude, Tina, 17
Adams, Christopher, 35
Adamsons, Kari, 150
Albee, Mandy, 148
Alexander, Achu, 25, 70
Alkerwi, Ala’a, 136
Allen, Olivia, 27
Altarriba, Jeanette, 7, 8, 185
Altschuler, Melody, 235
Alvarado, Ninibeth, 223
Alvarez, Katherine, 77
Amico, Michael, 1, 82, 139
Anderson, Nicole, 210
Argento, Victoria, 201
Aria, Stephen, 189
Armey, Michael, 88
Arnett, Jeffrey, 25, 70
Arroyo, Ivon, 10
Arsenault, Leanne, 135
Assous, Karim, 96, 110, 228
Audyay, Bryan, 82
Auer, Matthew, 1
Austad, Carol, 216
Austin, Katherine, 194-196
Bacic, J., 49, 50
Baggs, Adrienne, 35
Barnard, Elyse, 207
Barry, Jacqueline, 85, 129
Barry, Robert, 36
Bassarear, Thomas, 108
Battipaglia, Alyssa, 18-21, 191-192
Battistone, Nicole, 26
Beaton, Ann, 233
Beckwith, Samantha, 215
Beins, Barney, 89
Bell, Rachel, 182
Benedetti, Jaime, 168, 222
Bennett, Michelle, 148
Bennett-Pierre, Grace, 213
Berg, Michael, 129
Berger-Greenstein, J., 49, 50
Bernstein, Michael, 172
Biga, Joseph, 28
Birkett, Melissa, 14
Bischoff, Jude, 219
Blacher, Jan, 159
Blackie, Laura, 199
Bloom, Christopher, 152
Bocchino, Tonilyn, 18-21, 191-192
Boggis, Jesse, 183
Boileau, Nicholas, 105
Bombace, Joan, 79
Boone, Victoria, 147
Boudreaux, Edwin, 226
Bourne, Kimberly, 207
Bowers, Jennifer, 38, 82
Brady, S., 49, 50
Bragg, Katie, 125
Brewer, Britton, 179
Brewer, Courtney, 16
Bridges, Rachel, 66
Brody, Leslie, 205
Brosvic, Gary M., 117-119, 166-169, 219-222
Brosvic, Joshua M., 167, 221
Brothers, Shannon, 96, 110
Brown, Alyssa, 99-101, 191-192
Brown, Christina, 127
Brown, Meaghan, 129
Bryan, Victoria, 197, 198
Bryant, Shelby, 135
Burke, Taylor, 123
Burrows, Christopher, 212
Cahillane, Shannon, 215
Canavan, Donnah, 82, 130-132
Cannon, Tina, 47
Capezza, Nicole, 17
Caprio, Stacy, 132
Cardemil, Esteban, 78
Carli, Linda, 133
Carrigan, Ryan, 162
Caruso, Gabriella, 17
Casavant, Jaclyn, 109
Casaza, Jill, 198
Casey, Bridgette, 162
Castagna, Peter, 98
Cebulla, Ioana, 12
Chau, Loan, 10
Chenard, Monica, 5
Cheng, Megan, 76
Chin, Jason, 182
Cho, Song, 76
Chow, Hiu-mei, 153
Chrzanowski, Ashley, 168, 222
Ciaramitaro, Vivian, 153, 154, 227
Cipolla, Christina, 118
Cirillo, Krista, 201
Clayton-Matthews, Jessica, 86
Coane, Jen, 207
Cobourn, Alexandra, 67
Cohen, Geoffrey, 42
Cohen, Mardge, 205
Collins, Shelly-Ann, 208
Coman, Emil, 2
Connaghan, Kaitlyn, 137
Cook, Jonathan, 42
Coore, Janelle, 188
Corbett, Selena, 14
Corriveau, Kathleen, 182
Cote, John, 159
Cote, Renee, 225
Crawford, Cheyanne, 71
Creedon, Moira, 85
Crespi, Tony, 83, 84
Crichton, Georgina, 136, 174
Crowley, Justine, 154, 227
Cunningham, Erin, 73
Cunningham, Paul, 2
Dacev, Marie, 28
Dahlborg, Kaitlyn, 152
Daniel, David, 89
Dardis, Christina, 90
Davey, Adam, 136, 174
Dearborn, Peter, 177
DeMarinis, Anthony, 215
Denski, Jacqui, 69
Desir, Manouchka, 74
Diep, Quan, 6
Diller, James, 36
Dixon, Lee, 160
Doan, Stacey, 44, 182, 217
Doerfler, Leonard, 190
Dolman, Joshua, 90
Donahue, Ethel, 2
Donnelly, Shawn, 51
Doran, Anthony, 189
Dore, Greg, 136, 177
Doster, Julie, 13
Dow, Jennifer, 125
Dowd, Sara, 175
Duff, Meghan, 82
Duffy, Mary, 149
Dukes, Kristin, 170
Dunham, Katherine, 63
Durmysheva, Yana, 178, 234
Eddy, Christopher, 179
Eduljee, Nina, 111
Edwards, Katie, 47, 90
Elliott, Juliana, 58
Egan, Justine, 224
Eglington, Luke, 76
Ehmer, Marjy, 82
Eisenhower, Abbey, 159
Elabbady, Leila, 213
Elia, Lauren, 114
Elias, Merrill, 97, 136, 174, 177
Ellemers, Naomi, 146
Ellerkamp, Hannah, 140, 141
Engle-Friedman, Mindy, 175, 223
Erickson, Lauren, 172
Esquerra, Lilianna, 223
Faggella-Luby, Michael, 3
Faires, Alyson, 144
Faltacas, Anne-Marie, 53, 54
Farinse, Abimbola, 15
Farrell, Christopher, 162
Fasoli, Allison, 27
Feldman, Greg, 86, 140-142
Felkel, Nathan, 62
Ferraro, James, 18-21, 191-192
Ferrigno, Matthew, 201
Field, Julia, 108
Fifield, Judith, 2
Fillian, Kari, 67
Fireman, Gary, 206, 211
Fischer, Andrew, 226
Fitzgerald, Laura, 32
Fleck, Jessica, 164-165, 194-196
Forbes, Hope, 206, 211
Ford, Chanee, 112
Ford, Hannah, 96, 110, 228
Fournier, Danielle, 94-95
Foust, Taylar, 37
Frost, Peter, 162, 184
Gaikwad, Shraddha, 128
Gandsey, Hannah, 13
Garcia, Julio, 42
Gayda-Chelder, Christine, 195
Geary-Meyer, Anna, 205
Gedney-Rubel, Shirley, 82
Gelbar, Nicholas, 34, 45
Gelino, Brett, 36
Gendron, Michael, 216
Gendron, Tanya, 85
Gessner, Chelsea, 161
Giebe, Chris, 128, 203
Gillham, Jane, 32
Giumetti, Gary, 215
Glenn, Elizabeth, 205
Gold, Joel, 144
Goldstein, Jody, 51
Gonzalez, Tasha, 75
Gosselin, Pierre, 53, 54
Graf, Kathryn, 145
Grammatico, Megan, 152
Grant, Michelle, 82, 121
Graw, Robert, 189
Gray, Hilary, 14
Green, Christopher, 32
Green, Helena, 23
Greenway, David, 128
Greer, G., 52
Griffin, Kaydee, 162
Grimmer, Amanda, 106
Gurland, Suzanne, 40
Guzman, Jenny, 124
Hachey, Grace, 93
Hadyniak, Tyler, 135
Haight, Ashley, 188, 218
Hana, Lynn, 65
Harrington, Ellie, 44
Harris, Daniel, 154, 227
Harris-O’Brien, Deborah, 11, 46, 237
Harvey, Idethia, 23
Harwood, Elizabeth, 113
Hasher, Lynn, 48
Haskins, Brianna, 226
Hawthorne, Lauren, 138
Hayes, Ellen, 47
Hayes-Skelton, Sara, 154, 227
Hendrickson, Taylor, 236
Henkel, Kristin, 149
Hering, Jessica, 202
Hernandez, Sharon, 123
Higgins, Nancy, 103
Hillier, A., 51-52
Hinshaw, Trevor, 82
Hoadley, Ariel, 183
Hoetger, Cosima, 216
Hogan, Peter, 48
Holbrook, Natalie, 96, 110
Holinka, Cassandra, 61
Hoover, Christian, 204
Horic-Asselin, David, 53-54
Hotomski, Mirjana, 230
Huang, Mary, 107
Hutchins, Benjamin, 127
Irving, Melinda, 143
Jacobsen, Marc, 65
Jagaiah, Thilaga, 4
Jay, Kristin, 66
Jayawickreme, Eranda, 199
Jessee, Von, 150
Joannou, Ali, 56
John, Melissa-Sue, 10
Johnson, Justin, 162
Jones, Brian, 159
Jones, Justin, 215
Jones, Samantha, 73
Just, Bryan, 169, 220
Kang, Sean, 76
Kao, Katie, 182
Kapinos, Janessa, 225
Katz, Benjamin, 202
Kazanas, Stephanie, 7
Keane, Margaret, 213
Keefe, Kristen, 78
Keeves, Jacque, 51
Kelley, Erika, 90
Kelly, Daniel, 93
Kelsey, John, 139
Kenyon, Tori, 29
Kettles, Alexander, 118, 166
Khasnabish, Inrava, 28
Kilduff, Sarah, 129
Kim, Yi, 130
Kinlaw, Ryan, 55, 161
Kizil, Yasemin, 223
Knapp, Amanda, 63, 180
Knickerbocker, H. Faye, 185
Knowles, Jordyn, 121, 148
Konstantinova, Viktoryia, 223
Kopec, J., 52
Kosegarten, Jay, 173
Koven, Nancy, 139
Kras, Nicole, 193
Krause, Elizabeth, 32
Kuersten-Hogan, Regina, 58
Kunicki, Zachary, 157
Kuntz, Lois-Ann, 82, 147, 148
Kuti, Julia, 196
Laforge, Robert, 65
Lambert, Drew, 163
Landry, Kyle, 226
Lanteigne, Josée, 233
Lanza, Andrea, 131
Lapin, Andrew, 104
Laski, Elida, 24
Lavallee, Jayne, 142
Leavitt, Bethany, 110
Lehman, Greivin, 176
Leon, Ana, 114
Lerner, Jacqueline, 68
Levy, Andrea, 26, 69
Levy, Samantha, 205
Lin, Linda, 129
Lipsitt, Lewis P., 81
Lo, Lap, 92
Lomke, Evander, 214
Lopez, Timothy, 113, 186
Low, Kathryn, 72
Lowe, Christine, 75
Luca, Magdalena, 28
Lyons, Teresa, 42, 128, 176, 203
Mackinnon, Shelley, 235
MacNamee, Katherine, 207
Mahbub, Mashiwat, 213
Mainville, C., 49, 50
Mairs, Jenna, 65
Malinofsky, Allison, 55
Mamberg, Michelle, 108
Mancuso, Alfred, 229
Manzi, Alberto, 178, 234
Margevich, Alexandra, 138
Marhefka, Jackie, 29
Maricle, Christopher, 94, 95
Marshall, S., 52
Martin, Sarah, 64
Martineau, Michael, 231
Martinova, Anastasia, 223
Mason, Hannah, 47
Mathew, Gina, 223
Mattice, Melissa, 63
Mauksch, Eli, 40
Maybury, Karol, 135
Mayes, Linda, 235
McArdele, John, 128
McClure, Margaret, 181
McCoo, Gina, 119
McCoy, Shannon, 9, 138
McKee, Sherry, 236
McLaren, Keith, 3
McLaughlin, Chelsea, 96
McMakin, Deborah, 106
McManimon, Timothy, 117
McNamara, Mackenzie, 83
McNish, Laurel, 31
McSheffrey, Savannah, 232
Melanson, Marcella, 121
Mendes, Eva, 51
Mendez-Baldwin, Martha, 201
Mercurio, Jeffrey, 194-196
Meteyer, Karen, 38, 82, 137, 186
Metzger, Christopher, 189
Michaud, Robert, 111
Michel, Rebecca, 159
Milburn, Michael, 231
Miller, Jeremy, 13
Milling, Leonard, 151
Mills, Gregory, 155
Min, Grace, 182
Mitchell, S, 126
Monteiro, Kristina, 115
Morello, Kelly, 158
Morrell, Chelsea, 39
Mossbacher, Nicole, 229
Mozak, Alexandra, 164, 165
Mueller, Shane, 13
Mullen, Spencer, 194-196
Murner, Kelly, 114
Murphy, Deirdra, 51
Murphy, Patrick, 22
Murphy, Sharon, 47
Nangle, Doug, 96, 110, 228
Naranja, Gabrielle, 72
Neal, Angela, 47, 90
Neubelt, Gretchen, 147
Neuspiel, Juliana, 159
Newell, Ellen, 138
Nichols, J, 126
Nishioka, Claire, 40
Novin, Sheida, 30
Nunez, Jolene, 41
O'Brien, Alicia, 41
O'Connor, Heidi, 33
O'Loughlin, Michael, 102
Oberleitner, Lindsay, 236
Oesterle, Daniel, 171
Olinghouse, Natalie, 4
Oliva, Mercedes, 133
Olsen, Reid, 13
Orchowski, Lindsay, 171, 183, 232
Osborne, Julia, 110
Pace, Victoria, 17
Palmer, Kelly, 47
Parenti, Stephanie, 156
Parisi, Katelyn, 181
Parminter, Megan, 181
Pasek, Michael, 42
Patterson, Marcus, 204, 230, 231
Paulucci, David, 175
Peniche, Maria, 73
Pepin, Joseph, 135
Perdomo, Christian, 41
Pereira, Olivia, 194
Pesino, Deina, 18-21, 191-192
Petersen, Suni, 12
Petersen, Julie, 197198
Pickering, Ryan, 9
Piper, Brian, 13, 14163
Pindexter, Bianca, 208
Politikos, Natalie, 83
Potter, Michelle, 140, 141
Prestigiovanni, A., 52
Preziosi, Melissa, 207
Price, Ashlee, 75
Puig, Ana, 35
Purdie-Vaughns, Valerie, 42
Quarles, J., 49
Queenan, A., 52
Quick, Donya, 212
Quimby, Melissa, 200
Raber, Jacob, 14
Raine, Adrian, 11
Ramirez, Michele, 73-75
Ramsden, Molly, 184
Randazzo, Elizabeth, 151
Ray, Bikram, 6
Ray, Jamila, 59
Ray, Sukanya, 6, 85
Raymundo, Luis, 162
Redding, Colleen, 209
<table>
<thead>
<tr>
<th>Name</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reichin, Sydney</td>
<td>215</td>
</tr>
<tr>
<td>Reid, K.</td>
<td>49, 50</td>
</tr>
<tr>
<td>Reiner, Thomas</td>
<td>37, 57</td>
</tr>
<tr>
<td>Reiss, Jason</td>
<td>94, 95</td>
</tr>
<tr>
<td>Rekart, Jerome</td>
<td>82</td>
</tr>
<tr>
<td>Reynolds, Kristina</td>
<td>12</td>
</tr>
<tr>
<td>Richardson, M.</td>
<td>49, 50</td>
</tr>
<tr>
<td>Rinfret, Natalie</td>
<td>233</td>
</tr>
<tr>
<td>Rivera, Luis</td>
<td>138</td>
</tr>
<tr>
<td>Rizzo, Julia</td>
<td>179</td>
</tr>
<tr>
<td>Robbins, Maija</td>
<td>144</td>
</tr>
<tr>
<td>Robbins, Michael</td>
<td>174, 177</td>
</tr>
<tr>
<td>Robicheau, Megan</td>
<td>232</td>
</tr>
<tr>
<td>Robinson, Crystal</td>
<td>8</td>
</tr>
<tr>
<td>Robinson, Lacree</td>
<td>74</td>
</tr>
<tr>
<td>Robinson-Wood, Tracy</td>
<td>208</td>
</tr>
<tr>
<td>Robison, Julie</td>
<td>112</td>
</tr>
<tr>
<td>Robnett, Regula</td>
<td>202</td>
</tr>
<tr>
<td>Robotham, Martina</td>
<td>102</td>
</tr>
<tr>
<td>Rodriguez, Sabree</td>
<td>148</td>
</tr>
<tr>
<td>Rogers, Lindsey</td>
<td>206, 211</td>
</tr>
<tr>
<td>Rohner, Ronald</td>
<td>1</td>
</tr>
<tr>
<td>Rong, Calvin</td>
<td>223</td>
</tr>
<tr>
<td>Rosario, Melanie</td>
<td>73</td>
</tr>
<tr>
<td>Roth, Robert</td>
<td>139</td>
</tr>
<tr>
<td>Rothman, Matthew</td>
<td>40</td>
</tr>
<tr>
<td>Rothstein, Ethan</td>
<td>96, 110, 228</td>
</tr>
<tr>
<td>Ryckman, Richard</td>
<td>144</td>
</tr>
<tr>
<td>Salem, Hiba</td>
<td>180</td>
</tr>
<tr>
<td>Saltsman, Brian</td>
<td>31</td>
</tr>
<tr>
<td>Sanchez, Diana</td>
<td>138</td>
</tr>
<tr>
<td>Sanchez, Sheyla</td>
<td>74</td>
</tr>
<tr>
<td>Santiago, Robert</td>
<td>60</td>
</tr>
<tr>
<td>Santulli, Elizabeth</td>
<td>99-101, 191-192</td>
</tr>
<tr>
<td>Sax, Jen</td>
<td>96, 110</td>
</tr>
<tr>
<td>Savaria, Michael</td>
<td>115</td>
</tr>
<tr>
<td>Scheidler, Anna</td>
<td>103</td>
</tr>
<tr>
<td>Schnieders, H. Lori</td>
<td>120</td>
</tr>
<tr>
<td>Schoenstein, Nicole</td>
<td>164, 165</td>
</tr>
<tr>
<td>Schumacher, Emily</td>
<td>17</td>
</tr>
<tr>
<td>Seacat, Jason</td>
<td>105</td>
</tr>
<tr>
<td>Seg, Sandra</td>
<td>33</td>
</tr>
<tr>
<td>Segool, Natasha</td>
<td>84, 188</td>
</tr>
<tr>
<td>Sena, Ammy</td>
<td>85</td>
</tr>
<tr>
<td>Shah, Sneha</td>
<td>226</td>
</tr>
<tr>
<td>Shahin, Suhad</td>
<td>109</td>
</tr>
<tr>
<td>Sheets, Erin</td>
<td>88</td>
</tr>
<tr>
<td>Shen, Chen</td>
<td>24</td>
</tr>
<tr>
<td>Shen, Tong</td>
<td>68</td>
</tr>
<tr>
<td>Shepherd, Justin</td>
<td>38</td>
</tr>
<tr>
<td>Sheridan, Victoria</td>
<td>99-101, 191-192</td>
</tr>
<tr>
<td>Sherman, Janelle</td>
<td>198</td>
</tr>
<tr>
<td>Simmons, Shanese</td>
<td>75</td>
</tr>
<tr>
<td>Singer, Jefferson</td>
<td>98</td>
</tr>
<tr>
<td>Singh, T.</td>
<td>50</td>
</tr>
<tr>
<td>Skorinko, Jeanine</td>
<td>81</td>
</tr>
<tr>
<td>Smith, Emily</td>
<td>40</td>
</tr>
<tr>
<td>Smith, Jacqueline</td>
<td>129</td>
</tr>
<tr>
<td>Sneed, Ivory</td>
<td>122</td>
</tr>
<tr>
<td>Snow, Rachel</td>
<td>64</td>
</tr>
<tr>
<td>Snyder, Casey</td>
<td>199</td>
</tr>
<tr>
<td>Son, Heimi</td>
<td>217</td>
</tr>
<tr>
<td>Svet, Alexander</td>
<td>224</td>
</tr>
<tr>
<td>Standing, Lionel</td>
<td>22</td>
</tr>
<tr>
<td>Stewart, Courtney</td>
<td>225</td>
</tr>
<tr>
<td>Stewart, Stacy</td>
<td>58</td>
</tr>
<tr>
<td>Stiegler-Balfour</td>
<td>202</td>
</tr>
<tr>
<td>Streit, Mary</td>
<td>116</td>
</tr>
<tr>
<td>Stuart, Anne</td>
<td>33</td>
</tr>
<tr>
<td>Sulka, Kate</td>
<td>152</td>
</tr>
<tr>
<td>Sullivan, Kevin</td>
<td>97, 174</td>
</tr>
<tr>
<td>Sumner, Rachel</td>
<td>42</td>
</tr>
<tr>
<td>Symolon, Melissa</td>
<td>190</td>
</tr>
<tr>
<td>Tatar, Betul</td>
<td>30</td>
</tr>
<tr>
<td>Tatosky, Lacey</td>
<td>135</td>
</tr>
<tr>
<td>Telku, Hassenet</td>
<td>163</td>
</tr>
<tr>
<td>Templer, Victoria</td>
<td>152</td>
</tr>
<tr>
<td>Theran, Sally</td>
<td>134</td>
</tr>
<tr>
<td>Thompson, Matthew</td>
<td>78</td>
</tr>
<tr>
<td>Thompson, R. Bruce</td>
<td>155, 225</td>
</tr>
<tr>
<td>Thornton, Bill</td>
<td>93, 143, 144</td>
</tr>
<tr>
<td>Topham, Kelsey</td>
<td>164, 165</td>
</tr>
<tr>
<td>Topp, Justin</td>
<td>82</td>
</tr>
<tr>
<td>Torres, Rachael</td>
<td>97, 136</td>
</tr>
<tr>
<td>Tougas, Francine</td>
<td>233</td>
</tr>
<tr>
<td>Trabucchi, Alexis</td>
<td>17</td>
</tr>
<tr>
<td>Traill, Hannah</td>
<td>171</td>
</tr>
<tr>
<td>Trouitsch, Rhoda</td>
<td>51</td>
</tr>
<tr>
<td>Tsang, Hoi</td>
<td>92</td>
</tr>
<tr>
<td>Turi-Markovic, Tunde</td>
<td>39, 77</td>
</tr>
<tr>
<td>Turiano, Laura</td>
<td>82</td>
</tr>
<tr>
<td>Ufholz, Kelsey</td>
<td>160</td>
</tr>
<tr>
<td>Van Heemst, Kym</td>
<td>41</td>
</tr>
<tr>
<td>Van Ornum, William</td>
<td>55, 56, 156</td>
</tr>
<tr>
<td>Van Raalte, Judy</td>
<td>179</td>
</tr>
<tr>
<td>Van Reet, Jennifer</td>
<td>114, 145</td>
</tr>
<tr>
<td>Vande Griek, Olivia</td>
<td>146</td>
</tr>
<tr>
<td>VanderArk, Krystal</td>
<td>67</td>
</tr>
<tr>
<td>Vasilyeva, Marina</td>
<td>24</td>
</tr>
<tr>
<td>Vaught, Eric</td>
<td>87</td>
</tr>
<tr>
<td>Vélez, Clorinda</td>
<td>32</td>
</tr>
<tr>
<td>Vincent, Andrew</td>
<td>179</td>
</tr>
<tr>
<td>Vipond, Douglas</td>
<td>103</td>
</tr>
<tr>
<td>Vo, Brittany</td>
<td>106</td>
</tr>
<tr>
<td>Volturo, Gregory</td>
<td>226</td>
</tr>
<tr>
<td>Volungis, Adam</td>
<td>190</td>
</tr>
<tr>
<td>Waita, Tabitha</td>
<td>170</td>
</tr>
<tr>
<td>Walters, Kenneth</td>
<td>18-21, 99-101, 191-192</td>
</tr>
<tr>
<td>Watters, Casey</td>
<td>27</td>
</tr>
<tr>
<td>Weber, Kathleen</td>
<td>205</td>
</tr>
<tr>
<td>Weber, Amanda</td>
<td>208</td>
</tr>
<tr>
<td>Wei, Yan</td>
<td>3</td>
</tr>
<tr>
<td>Wells, Yvonne</td>
<td>59</td>
</tr>
<tr>
<td>White, Duncan</td>
<td>79</td>
</tr>
<tr>
<td>Whitmore, Elizabeth</td>
<td>202</td>
</tr>
<tr>
<td>Williams, Alexia</td>
<td>153</td>
</tr>
<tr>
<td>Williams, Jenna</td>
<td>43, 187</td>
</tr>
<tr>
<td>Wilson, Joshua</td>
<td>4</td>
</tr>
<tr>
<td>Wilton, Leigh</td>
<td>138</td>
</tr>
<tr>
<td>Witham, Lynne</td>
<td>147</td>
</tr>
<tr>
<td>Wolf, Cheryl</td>
<td>35</td>
</tr>
<tr>
<td>Wong, Lucas</td>
<td>173</td>
</tr>
<tr>
<td>Wood, Mark</td>
<td>172</td>
</tr>
<tr>
<td>Worth, Elizabeth</td>
<td>173</td>
</tr>
<tr>
<td>Wyatt, Janan</td>
<td>209</td>
</tr>
<tr>
<td>Wynn, Karen</td>
<td>235</td>
</tr>
<tr>
<td>Young, Danielle</td>
<td>138</td>
</tr>
<tr>
<td>Young, Steven</td>
<td>127</td>
</tr>
<tr>
<td>Zafar, Zubair</td>
<td>226</td>
</tr>
<tr>
<td>Zambernardi, Christine</td>
<td>17</td>
</tr>
<tr>
<td>Zeko-Underwood, Elda</td>
<td>208</td>
</tr>
<tr>
<td>Zhou, Zheng</td>
<td>107</td>
</tr>
<tr>
<td>Zlotnick, Caron</td>
<td>171, 183, 232</td>
</tr>
<tr>
<td>Zou, Shengyong</td>
<td>107</td>
</tr>
</tbody>
</table>
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Submission of a proposal implies a commitment to attend the meeting and deliver the presentation if it is accepted. All attendees, presenters, and guests are required to register for the NECTOP meeting. Proposals will be accepted or rejected on the basis of peer review.

**Priority will be given to Posters, Participant Idea Exchanges and Demonstrations of Classroom Activities submitted between February 1, 2015 and June 8, 2015. NECTOP will continue to receive and review posters submitted after June 8, 2015 through September 18, 2015.**

**Posters** provide a medium for the visual presentation of information and discussion with attendees. **Participant Idea Exchanges** are 30-minute roundtable discussions related to the teaching of psychology, including but not limited to research on the effectiveness of a teaching method or strategy, demonstration of a teaching technique, cooperative and/or interdisciplinary projects. **Demonstrations of Classroom Activities** (10 to 15 minutes maximum) are used to engage students and to teach effectively a psychological principle, perspective, phenomenon, or theory. These activities should actually be performed in the presentation at NECTOP and actively engage audience members. Authors should follow the directions below for submitting to NECTOP and should include in the statement an indication of the principle being demonstrated, description of the activity, and an explanation of how the audience will be engaged. **The priority deadline for submissions is June 8, 2015.**

NECTOP will also consider proposals for **one-hour interactive sessions/workshops** dealing with instructional methods or strategies in the teaching of psychology. Examples of the sorts of sessions that will be considered may be found in the 2011-2014 NECTOP programs that are available for online review at NewEnglandPsychological.org. **The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2015.** Decisions about including sessions in the program will be made after the submission deadline and will consider both the quality of the proposal and achievement of balance in the NECTOP program.

**In order to be reviewed all proposals must be clearly related to the teaching of psychology, submitted at NewEnglandPsychological.org, and include:**

- A title and list of authors and affiliations.
- A short abstract of 50 to 100 words summarizing the technique or project being presented.
- A statement of 400 to 600 words that clearly summarizes:
  - The teaching technique or project.
  - If and where appropriate, the procedures used to evaluate the technique or idea.
  - Implications of the results for the teaching of psychology.

**21st Northeast Conference for Teachers of Psychology**

**Friday, October 9, 2015**

**Fitchburg State University, Fitchburg, Massachusetts**

NETeachingPsychology@gmail.com  www.NewEnglandPsychological.org
The submission of a proposal implies a commitment to attend the meeting and deliver the presentation if it is accepted. All attendees, presenters, and guests are required to register for the meeting. Proposals will be accepted or rejected on the basis of peer review.

NEPA Priority Submission Deadline: February 1 through June 8, 2015 for symposia, papers, and posters representing all areas of the psychological sciences. NEPA will continue to receive and review posters through September 18, 2015.

The submission of papers and posters with clear and detailed articulation of research questions, procedures, data analyses, and implications of the results is encouraged. Theoretical and literature review submissions will be considered as papers provided that they present new ideas, models, or frameworks for future research. Papers and posters may be qualitative in concept and methodology provided that a sufficient description of data sources/evidence, evaluation procedures, and substantiated conclusions is provided. NEPA also seeks the submission of symposia that include authors from different institutions presenting substantive issues from different perspectives. Data collection and analysis must be concluded prior to submission. The NEPA program committee reserves the right to request that papers for which thematic sessions are not available be presented as posters.

In order to be reviewed paper and poster submissions must include the following content:

- A title and list of authors and affiliations.
- For papers, a short abstract of 50 to 100 words summarizing the research concept, the methods, and the main findings for papers. The short abstract is not required for posters.
- A statement of 400 to 600 words that clearly summarizes the:
  - Research problem and hypotheses.
  - Methodology.
  - Results or findings with statistical tests (e.g., means and standard deviations) embedded within explanations, where appropriate.
  - Implications of the results within the context of the stated problem and hypotheses.

A Symposium submission should include the following content:

- A title and list of authors and affiliations.
- A short abstract of up to 250 words summarizing the themes and goals of the session and the audience for which the symposium is intended.
- A statement of up to 1,000 words summarizing the submission and expertise of the presenters.

Proposals must be submitted at NewEnglandPsychological.org.

NEPsychological@gmail.com www.NewEnglandPsychological.org