Proceedings of the 56th Annual Meeting of the New England Psychological Association

October 15, 2016
Assumption College
Worcester, Massachusetts
www.NEPsychological.org
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<td>4:00 PM</td>
<td>The New England Psychological Association and Psi Chi welcome your attendance at the awards and end-of-meeting reception (261) in Room 12 (Ground Floor) in Kennedy Hall.</td>
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Presentations are numbered sequentially and authors are posted in the index.

All NEPA programming on Saturday will be conducted in Kennedy Hall.
The New England Psychological Association would like to thank Assumption College for hosting the 2016 Annual Meeting, and recognize the following organizations, grants, and individuals:

- Francesco C. Cesareo, Ph.D., President, Assumption College
- Louise Carrroll Keeley, Ph.D., Provost and V.P. for Academic Affairs, Assumption College
- Kimberly Schandel, Ph.D., Associate Provost, Assumption College
- Paula Fitzpatrick, Ph.D., Chair, Department of Psychology, Assumption College
- Leonard A. Doerfler, Ph.D., Department of Psychology, Assumption College
- Adam Volungis, Ph.D., Department of Psychology, Assumption College
- Assumption College Department of Psychology
- Assumption College Psychology Club
- Assumption College Psi Chi
- Cheryl Laganelli, Assumption College Coordinator of Conference Services
- Northeast Conference For Teachers of Psychology Steering Committee
- American Psychological Association Education Directorate
- APA Board of Educational Affairs (BEA)
- Society for the Teaching of Psychology
- Psi Chi, The International Honor Society in Psychology
Friday Evening Speaker
Testa Science Center

Saturday NEPA Meeting
Kennedy Hall

Food Service
Taylor Hall

Friday NECTOP Meeting
La Maison Francaise
Distinguished Friday Evening Speaker

6:45 PM - 7:45 PM
Testa Science Center Atrium
The benefits of mindfulness have been supported by rigorous clinical research and the neural mechanisms involved are being elucidated by neuroimaging studies. The growing popularity of mindfulness can also lead to overzealous claims that are not supported by evidence. Dr. Fulwiler will review the most recent clinical and neuroscience research on the efficacy and mechanisms of mindfulness applications being used in health care, with particular emphasis on Mindfulness-Based Cognitive Therapy for Depression.

Dr. Fulwiler is Associate Professor of Psychiatry and Medicine, Medical Director and Associate Research Director at the Center for Mindfulness in Medicine, Health Care and Society at the University of Massachusetts Medical School. As Medical Director of the Mindfulness Center, he leads the Mindfulness-in-Medicine™ program with the U-Mass clinical system and medical school as well as other medical centers. Mindfulness in Medicine is designed to build and sustain a culture of health for patients, staff and physicians through mindfulness. He also teaches Mindfulness-Based Cognitive Therapy (MBCT) and directs the MBCT program at the Center for Mindfulness. Dr. Fulwiler’s research focuses on mindfulness interventions targeting emotional factors in health behaviors, as well as cultural adaptations of mindfulness for diverse populations. He is Principal Investigator on a NIH grant that uses neuroimaging methods to neural targets and predictors of outcome for Mindfulness-Based Stress Reduction in people seeking to maintain weight loss. He is also part of a collaborative grant funded by the NIH Science of Behavior Change initiative which seeks to ascertain mechanisms involved in health behavior change with mindfulness interventions. He presents nationally and internationally on mindfulness-based interventions and is a practicing psychiatrist specializing in the use of mindfulness-based psychotherapy.

Dr. Fulwiler’s presentation concludes the Friday programming for NEPA. The Annual Meeting resumes at 9 AM on Saturday.
Becoming a college professor can be an enticing choice. In point of fact, though, it is a highly competitive career path. Many schools offer tenure track positions. Other schools seek a range of contractual faculty hires. In addition, expectations can be far ranging and include expectations from scholarship to grant writing. Further, many schools see floods of applications. Fortunately, though, there are shortage areas. Still, many graduate students as well as young faculty are unaware of the details and varying issues. How does an academic vita vary from a professional resume? Can a Psy.D. pursue a career as an academic? Is a Ph.D. preferred? What enhances a successful application? This presentation will examine the landscape while offering ample opportunity for questions and discussion. Come prepared to ask to discuss these questions: What does academic life resemble today? What is expected in an application? How can one become a successful applicant? How can one transition into academia?

9:00 AM - 9:15 AM (2)

**The Role Of Emotional Valence And Arousal On Recognition Memory For Visual Stimuli**

Ajanthan Arulanandam, M.S. & Paul Cunningham, Ph.D. (Rivier University)

Past studies on the relationship between emotional stimuli (e.g. valence and arousal) and memory retrieval have focused on the role of emotion on word recall than on recognition tasks. The present study examined the effects of self-generated emotional pictures on recognition memory. Participants were instructed to rate emotional pictures on the dimensions of valence and arousal in the study phase, and determine whether the picture was previously shown or not to assess the memory recognition tasks. Surprisingly, the results indicated that the emotional pictures were not associated with increased recognition memory as more participants recognized unpleasant pictures than pleasant pictures.

9:15 AM - 9:30 AM (3)

**The Survival Processing Effect And Explicit Versus Implicit Memory**

Allison M. Wilck, B.A. (University at Albany, SUNY) & Jeanette Altarriba, Ph.D. (University at Albany, SUNY)
Survival or Adaptive Memory theorists suggest that memory has evolved to benefit fitness-related information and information that will serve to further our reproductive capabilities. However, recent research has indicated that a survival processing effect results from tests of explicit memory as compared to those of implicit memory (Tse & Altarriba, 2010). The purpose of the current paper is to discuss the differences between these types of memory in the survival memory paradigm and to discuss the ways in which these two tests of memory differ in ways that elucidate the mechanisms that might be involved in the survival memory effect.

9:30 AM - 9:45 AM (4)

Visuo-Spatial Working Memory

Aaron Schroeder (Southern New Hampshire University) & Hannah Chisholm (Southern New Hampshire University)

This study investigates how viewing an object in different dimensions impacts visuospatial working memory. The data that was collected revealed that the dimension that the object was viewed in does have a statistically significant impact on visuospatial working memory, as it relates to time of completion in seconds. With this it can be concluded that the complexity of recalling the three dimensional object will generally increase time of replication, while the recalling of a two dimensional image will generally have a shorter time of replication, compared to the three dimensional object.

9:45 AM - 10:00 AM (5)

The Impact Of Phonetic Symbolism On Perceptions Of Positivity And Negativity

Nina Luiggi (Bryant University) & Joseph J. Trunzo, Ph.D. (Bryant University)

This study investigated the perceived positivity and negativity of fictitious words to measure phonetic symbolism in undergraduate students. Participants chose between word pairs that differed only by their vowel sounds. The word pairs were taken from previous studies, with [yoo] as in puke hypothesised to be more negative than [ää] as in posh, and [u] as in dull hypothesised to be more negative than [i] or [e] as in bill or bell. For all word pairs, there was a higher number of “correct” responses than “incorrect,” including a statistically significant correct response rate for five of the eight word pairs.

Room 105, Kennedy Hall, First Floor
Symposium

Dynamic Self-Regulation in Close Relationships: Interdependence of Behavior and Psychophysiology in Stressful Social Contexts (6)

Lindsey A. Beck, Ph.D. (Emerson College), Mamatha Chary, M.S. (University of Massachusetts—Amherst), Kirby Deater-Deckard, Ph.D. (University of Massachusetts—Amherst), Casey J. DeBuse, Ph.D. (University of Massachusetts—Amherst), Shereen El Mallah, M.S. (University of Massachusetts Amherst), Fiona Ge, M.S. (University of Massachusetts—Amherst), K.C. Haydon, Ph.D. (Mount Holyoke College), Cassandra Jonestrask, B.A. (Mount Holyoke College), Mengjiao Li, M.S. (University of Massachusetts—Amherst) & Paula R. Pietromonaco, Ph.D. (University of Massachusetts—Amherst)
In this session, we document interdependence between behavior and physiological reactivity and regulation during stressful interpersonal interactions. Drawing on observations of parent-child and romantic partner interactions, our results document that physiological markers of self-regulation modulate behavior in stressful interpersonal contexts, and that supportive social context buffers short-term and longer-term reactivity to interpersonal stress. Together, findings highlight how the interplay of physiological systems and behavior can protect – or undermine – close relationships over time. The session is intended for those interested in social, developmental, clinical, cognitive, biological, and neuroscience perspectives on close relationships.

Room K 112, Kennedy Hall, First Floor
Paper Session: Cultural Psychology

Kathleen Schmidt, Ph.D. (Wesleyan University), Session Chair

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

The Very Limited Malleability Of Attitudes Toward African Americans And Barack Obama

Kathleen Schmidt, Ph.D. (Wesleyan University) & Jordan Axt, M.A. (University of Virginia)

While Barack Obama is arguably the most recognizable exemplar of African Americans, his impact on attitudes towards Black people remains contested. Using a large, cross-sectional online sample (N>1,400,000), we examined both racial attitudes and attitudes towards Barack Obama during his first 7 years as president. Our investigations of attitude malleability revealed no substantive evidence that Obama has impacted racial attitudes.

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

Prejudice Against Black American Natives Versus Black Africans In College Admission

Asia T. McCleary-Gaddy, B.A (University of Vermont) & Carol T. Miller, Ph.D. (University of Vermont)

Three studies examined prejudice as an explanation for the overrepresentation of Black Africans and the under-representation of native-born Black Americans in Ivy League institutions. Results revealed that the Black African applicant was evaluated as more likable, competent, and had the greatest chance of being admitted (vs. Black American native and White American applicant). Furthermore, the Black American native applicant was significantly less likely to be admitted when being directly compared to a Black African applicant (vs. a White American applicant). These results were replicated even when participants were exposed to a statement of Affirmative Action.

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

Mending Maya: An Analysis Of Aging And Intergenerational Connection In Delhi, India

Aleksandr R. Chandra, B.A. (Connecticut College)

Past research suggests that intergenerational programming can have positive effects in bridging generational gaps. In an effort to explore intergenerational programming in one cosmopolitan community in India, this research examined intergenerational connection and understanding and tested the effectiveness of an art-based intergenerational intervention. The intervention engaged seven young adults from a youth empowerment and learning center and eight
senior citizens at an old age home. Results revealed that intergenerational arts programming in New Delhi, India can be an effective way to repair and restore webs of attachments between generations both inside and outside the actual parameters of the program.

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

**Conceptual And Visual Representations Of Racial Categories: Distinguishing Subtypes From Subgroups**

Lindsay Hinzman (Tufts University) & Keith Maddox (Tufts University)

The aim of the current research was to examine whether subcategories of Black and White men are represented as subgroups or subtypes. We examined representations of existing subcategories using ratings of perceived typicality, stereotype content overlap, and typicality of mental images (using a reverse correlation procedure). Results suggest that the subcategories athlete and rapper represent subgroups of Black men, but subtypes of White men. Conversely, we found that the subcategories doctor and businessman represent subgroups of White men but subtypes of Black men. This work helps clarify the nature of subcategory representations within global categories.

**Kennedy Hall, Room K 119, First Floor**

**Featured Speaker (11)**

**Student Stalking of Faculty: Recommendations from a Decade of Research**

Robin K. Morgan, Ph.D.  
(Indiana University Southeast)

*Introduced by: Leonard Doerfler, Ph.D.*  
*(Assumption College)*

Stalking isn’t new. A significant body of research explores stalking of celebrities as well as stalking that occurs after the dissolution of an intimate relationship. Fewer studies have addressed the issue of student stalking of faculty although recent media attention has highlighted situations in which stalking leads to students killing professors. Beginning with a survey of faculty at a large multi-campus university, a review of a series of studies relating to student stalking of faculty will be discussed. Information about prevalence, subtypes of student stalkers, and professional development efforts for faculty will be described. Finally, recommendations for both administrative and faculty training will be shared. Robin K. Morgan received her doctorate in clinical psychology from Auburn
University in 1988. She is a Professor of Psychology at Indiana University Southeast where she presently serves as the Director of the Institute of Learning and Teaching Excellence, overseeing face-to-face and distance education. She has served as the Indiana University Director of the Faculty Academy on Excellence in Teaching, a system wide organization devoted to recognizing and advocating for excellence in teaching. As Director, she served as the editor of the *Journal of the Scholarship of Teaching and Learning* as well as the founder and editor of the *Journal of Teaching and Learning with Technology*. She has published numerous articles in the scholarship of teaching and learning, student stalking of faculty, and authored or co-authored several books including three in the *Quick Hits* Series of Successful Strategies for Award Winning Teachers. The second edition of her *Case Studies in Child and Adolescent Psychopathology* book is currently in production.

**Kennedy Hall, Central Corridors, First Floor**

**General Poster Session I**

**Poster 1 (12)**

*Program Engagement Implications For High-Risk Adolescent Fathers*

Klaritza Armenta, B.A. (University Of Connecticut), Beth Russell, Ph.D. (University Of Connecticut), Jason Meier, B.A. (University Of Connecticut), Paige Forcier (University Of Connecticut) & Megan Snyder (University Of Connecticut)

**Poster 2 (13)**

*Barriers To Parental Engagement In Their Preschooler’s Public Education*

Klaritza Armenta, B.A. (University of Connecticut), Lauren Racine, B.A. (University of Connecticut) & Beth Russell, Ph.D. (University of Connecticut)

**Poster 3 (14)**

*Unrealistic Optimism And Gelotophobia*

Chrissy Smith (Ithaca College), Jocelyn Suarez (Ithaca College), Mariel Marshall (Ithaca College), Casey Lauser (Ithaca College), Maris Krauss (Ithaca College), Marissa Cardwell (Ithaca College), Alexandra McGuane (Ithaca College) & Bernard C. Beins, Ph.D. (Ithaca College)

**Poster 4 (15)**

*Laughing At Me, Laughing At You, And Intrapersonal Traits: Gelotophoias And Katagelasticism*

Marissa Cardwell (Ithaca College), Chrissy Smith (Ithaca College), Jocelyn Suarez (Ithaca College), Alexandra McGuane (Ithaca College), Mariel Marshall (Ithaca College), Maris Krauss (Ithaca College) & Bernard C. Beins (Ithaca College)
Saturday: 9:00 AM - 10:00 AM

Poster 5 (16)

Work-Life Balance Across Different Ethnicities

Sarah E. Yanes, B.A. (Carlos Albizu University) & Toni DiDona, Ph.D. (Carlos Albizu University)

Poster 6 (17)

Recovery

Sandy Mujica, B.A. (Carlos Albizu University) & Toni DiDona, Ph.D. (Carlos Albizu University)

Poster 7 (18)

Heavy Drinking And Executive Dysfunction Among College Students

Haley Gustavson (Southern Connecticut State University), Sarah Lessne (Southern Connecticut State University), Joey Pascale (Southern Connecticut State University), Megan Rabuffo (Southern Connecticut State University), Rachel Sperduti (Southern Connecticut State University), Jessica White (Southern Connecticut State University), Jenna DeLuca (Southern Connecticut State University), Julie Gagliardi (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 8 (19)

Self-Perceived Job Competence And Style Of Activity Among College Students

Sarah Lessne (Southern Connecticut State University), Joey Pascale (Southern Connecticut State University), Megan Rabuffo (Southern Connecticut State University), Rachel Sperduti (Southern Connecticut State University), Jessica White (Southern Connecticut State University), Jenna DeLuca (Southern Connecticut State University), Julie Gagliardi (Southern Connecticut State University), Haley Gustavson (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 9 (20)

Functional Academic Problems And Style Of Character Among College Students

Megan Rabuffo (Southern Connecticut State University), Rachel Sperduti (Southern Connecticut State University), Jessica White (Southern Connecticut State University), Jenna DeLuca (Southern Connecticut State University), Julie Gagliardi (Southern Connecticut State University), Haley Gustavson (Southern Connecticut State University), Sarah Lessne (Southern Connecticut State University), Joey Pascale (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 10 (21)

Borderline Personality Disorder Traits, Alcohol Use And Interpersonal Style Among College Students

Jenna DeLuca (Southern Connecticut State University), Julie Gagliardi (Southern Connecticut State University), Haley Gustavson (Southern Connecticut State University), Sarah Lessne (Southern Connecticut State University), Joey Pascale (Southern Connecticut State University), Megan Rabuffo (Southern Connecticut State University),
Saturday: 9:00 AM - 10:00 AM

Poster 11 (22)

Perceived Academic Confidence And Well-Being Styles Among College Students

Julie Gagliardi (Southern Connecticut State University), Haley Gustavson (Southern Connecticut State University), Sarah Lessne (Southern Connecticut State University), Joey Pascale (Southern Connecticut State University), Megan Rabuffo (Southern Connecticut State University), Rachel Sperduti (Southern Connecticut State University), Jessica White (Southern Connecticut State University), Jenna DeLuca (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 12 (23)

Anxiety, Cannabis Use, And Impulse Control Among College Students

Joey Pascale (Southern Connecticut State University), Megan Rebuffo (Southern Connecticut State University), Rachel Sperduti (Southern Connecticut State University), Jessica White (Southern Connecticut State University), Jenna DeLuca (Southern Connecticut State University), Julie Gagliardi (Southern Connecticut State University), Haley Gustavson (Southern Connecticut State University), Sarah Lessne (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 13 (24)

Borderline And Antisocial Traits And Anger Control Styles Among College Students

Rachel Sperduti (Southern Connecticut State University), Jessica White (Southern Connecticut State University), Jenna DeLuca (Southern Connecticut State University), Julie Gagliardi (Southern Connecticut State University), Haley Gustavson (Southern Connecticut State University), Sarah Lessne (Southern Connecticut State University), Joey Pascale (Southern Connecticut State University), Megan Rebuffo (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 14 (25)

Depression And Suicidal Ideation Among College Students: Styles Of Well-Being

Jessica White (Southern Connecticut State University), Jenna DeLuca (Southern Connecticut State University), Julie Gagliardi (Southern Connecticut State University), Haley Gustavson (Southern Connecticut State University), Sarah Lessne (Southern Connecticut State University), Joey Pascale (Southern Connecticut State University), Megan Rabuffo (Southern Connecticut State University), Rachel Sperduti (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 15 (26)

Subjective Well-Being In Female College Students: Examining The Influence Of NLE And Sexual Assault Victimization

Briley E. Casanova, B.A. (University of Michigan), Reed T. Hrynewich, B.A. (University of Michigan), Kailtin M. Wright, B.A. (University of Michigan), Gianna M.B. Hill, B.S. (University of Michigan), Alexandria S.M. Najarian,
Saturday: 9:00 AM - 10:00 AM

Poster 16 (27)

Sexual Assault Victimization and Negative Life Events: Predicting PTSD in Female College Students


Poster 17 (28)

Sexual Assault Victimization And Negative Life Events As Predictors Of Suicide Risk In Female Students

Reilly Frauchiger-Ankers (University of Michigan), Tina Yu (University of Michigan), Bradley Anlauf (University of Michigan), Kaitlin M. Wright (University of Michigan), Reed T. Hrynewich (University of Michigan), Briley E. Casanova (University of Michigan), Alexandria S.M. Najarian (University of Michigan), Gianna M.B. Hill (University of Michigan) & Edward C. Chang, Ph.D. (University of Michigan)

Poster 18 (29)

Ethnicity, Adaptive, And Maladaptive Perfectionism: Predictors Of Body Dissatisfaction In Asian And European American Females


Poster 19 (30)

Spirituality, Religiosity, And Psychological Adjustment Among Indians With HIV: Examining Stress-Related Growth As A Mediator


Poster 20 (31)

Depression Awareness And Resident Mental Health

Saturday: 9:00 AM - 10:00 AM

Poster 21 (32)

Past And Current Exposure To Violence Among Indian Students: Testing An Interactive Model Of Suicide

Casey Batterbee, B.A. (University of Michigan), Bradley Anlauf, B.A. (University of Michigan), Kayla Stam, B.A. (University of Michigan), Jerin Lee, B.A. (University of Michigan), Tina Yu, B.A. (University of Michigan), Alexandria Najarian, B.A. (University of Michigan), Kaitlin Wright, B.A. (University of Michigan), Molly McNamara, B.A. (Stanford University), Shanmukh V. Kamble, Ph.D. (Karnatak University) & Edward C. Chang, Ph.D. (University of Michigan)

Poster 22 (33)

Sexual Assault Victimization And Loneliness As Risk Factors Of Self-Harm Behaviors In Female College Students

Kayla Stam (University of Michigan), Jerin Lee (University of Michigan), Casey Batterbee (University of Michigan), Tina Yu (University of Michigan), Alexandria Najarian (University of Michigan), Kaitlin Wright (University of Michigan), Molly McNamara (Stanford University), Jameson K. Hirsch, Ph.D. (East Tennessee State University) & Edward C. Chang, Ph.D. (University of Michigan)

Poster 23 (34)

College Students Whose Frequency Of Alcohol Use Is Similar Or Different From Perceived Use

Jessica Samuolis, Ph.D. (Sacred Heart University), Jade S. Barber (Sacred Heart University), Angela J. Harrison (Sacred Heart University) & Caitlin G. McMahon (Sacred Heart University)

Poster 24 (35)

Transgenerational Transmission Of Trauma In Haitian Families

Jessica Yanick Pierre, Psy.D. (William James College), Jill Bloom, Ph.D. (William James College), Gemima St. Louis, Ph.D. (William James College) & Vanessa Prosper, Ph.D. (Boston College)

Poster 25 (36)

The Effect Of Positive Self-Talk On Quantitative Test Performance

Elizabeth Hicks (Marist College)

Poster 26 (37)

Attitudes Towards Law Enforcement

Michael DiMaggio, B.A. (Ramapo College of New Jersey), Casey Ramos (Ramapo College of New Jersey), Janelle Leyva (Ramapo College of New Jersey) & Donna Crawley, Ph.D. (Ramapo College of New Jersey)
**Student Attitudes Toward Introductory Psychology Courses**

Erin Brophy, B.S. (Towson University) & Patrick Campanello, B.S. (Towson University)

**Brooding: A Mediator Between Borderline Personality Symptomology And Lifetime Frequency Of Suicide Attempts**

Roberto Lopez Jr., B.A. (Butler Hospital), Kristen Sorgi, B.S. (Butler Hospital), Christopher McGovern, B.S. (Stonehill College), Heather Schatten, Ph.D. (Butler Hospital & The Warren Alpert Medical School of Brown University), Ivan Miller, Ph.D. (Butler Hospital & The Warren Alpert Medical School of Brown University) & Michael Armey, Ph.D. (Butler Hospital & The Warren Alpert Medical School of Brown University)

**Prevalence Of Rape Myth Acceptance Among College Women**

Courtney Gurska, B.S. (Endicott College)

**Fostering Connections: Group Therapy For Young Women Aging Out Of Foster Care**

Meg Pilling, Psy.D. (Antioch University New England)

**The Effect Of Different Types Of Stressors On Mental Health**

Priscilla Rigos, B.A. (Quinnipiac University) & Clorinda E. Velez, Ph.D. (Quinnipiac University)

**Evaluating School Psychology Services: Balancing Accountability And Authenticity**

Denise R. Foley, Ed.D. (Worcester State University)

**Orthorexia Nervosa: Should This Classification Be In Any Updates Of DSM V?**

Francesca Treglia (Marist College) & William Van Ornum, Ph.D. (Marist College)
Saturday: 9:00 AM - 10:00 AM

Poster 34 (45)

Learning Disabilities And Internalized Stigma: A Mixed Method Multiple Case Study

Briana P. Jackson (Framingham State University)

Poster 35 (46)

Does The Drug Facts Label Promote Inter-Label Confusion Errors When Consumers Are Comparing Nonprescription Drugs?

Michael P. Ryan (The University of Texas at San Antonio), Reagan N. Costello-White (The University of Texas at San Antonio) & Mercedes N. Sandoval (The University of Texas at San Antonio)

Poster 36 (47)

Implementation Intention Effects On Self- Vs. Group-Based Stereotype Threats

Saaid A. Mendoza, Ph.D. (Providence College), Julie A. James, B.A. (Providence College) & Jillian M. Doherty, B.A. (Providence College)

Poster 37 (48)

Black And Latino Parents’ Experiences With The Positive Parenting Program


Poster 38 (49)


Khris-Ann Small, B.A. (University of Connecticut), Noel Card, Ph.D. (University of Connecticut) & Charles Super, Ph.D. (University of Connecticut)

Poster 39 (50)

Teacher Ideas On Parent-Involvement And Children's Education

Dan Carvalheiro, B.A. (University of Connecticut), Sara Harkness, Ph.D. (University of Connecticut) & Charles Super, Ph.D. (University of Connecticut)

Poster 40 (51)

Dyadic Worry In College-Aged Friend Pairs: A Pilot Observational Study

Melissa Mekula (Plymouth State University) & Kathleen Herzig, Ph.D. (Plymouth State University)

Poster Session I concludes the 9:00 AM - 10:00 AM session.
The next session begins at 10:10 AM.
Saturday: 10:10 AM - 11:10 AM

Room 12, Kennedy Hall, Ground Floor
Paper Session: Families and Mental Health

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

10:10AM - 10:25 AM (52)

Beyond Residential Treatment: A Screening And Assessment Model For Juveniles Who Sexually Offend

Jen Moniz, M.S. (Antioch University New England) & Holly Moniz, M.S. (Antioch University New England)

Juveniles who sexually offend (JSOs) are often thought of as a homogeneous group with fixed, deviant behaviors (Kenny, 2015). These misconceptions perpetuate the belief that all JSOs need a high level of care in specialized inpatient facilities. Diversity found within the JSO population warrants different levels of treatment to address the variety of needs and problems of JSOs. Not every JSO requires intensive, long-term treatment; some may benefit from less restrictive community-based programs (Chaffin, 2008). A hybrid stepped-care matching process with client-centered screenings is proposed to assess risk and treatment needs of JSOs and help clinicians provide developmentally appropriate care.

10:25 AM - 10:40 AM (53)

A Bidirectional Examination Of Adolescent Substance Use And Family Functioning

Emily Simpson, M.A. (University of Connecticut), Beth S. Russell, Ph.D. (University of Connecticut) & Christine McCauley Ohannessian, Ph.D. (University of Connecticut School of Medicine and Connecticut Children’s Medical Center)

In a large community sample of adolescents (N= 1036, 52.5% female, \(\mu\) age = 16.15 years at Time 1), this study investigated bidirectional associations between substance use and family functioning across two time points. Path analyses indicated significantly different gender models. For boys, binge drinking negatively predicted family satisfaction (\(\mu = -.24, p < .05\)); however, family satisfaction was not a significant predictor of substance use. For girls, substance use did not directly predict family functioning; however, family satisfaction was a significant predictor of total alcohol use and binge drinking (\(\mu = -.12, -.11 ps < .05\), respectively).

10:40 AM - 10:55 AM (54)

Parental Closeness And Parenting Styles As Predictors Of Depression In College Students

Jeta Pol, B.A. (Rivier University), Karen Meteyer, Ph.D. (Rivier University) & Alexandria Santry, B.S. (Rivier University)

The present study examined how various parenting styles and parental closeness predict depression in college students. Data was collected via questionnaires from 110 undergraduates. Correlation analysis revealed a positive relationship between current and past closeness and permissive and authoritative parenting from mothers and fathers. Authoritarian parenting, on the other hand, was negatively correlated with retrospective reports of closeness in childhood. In addition, results suggested that depression in young adulthood is linked to parental closeness. Regression models indicated that the strongest predictor for depression was past closeness with mothers. Discussion and implications are considered.
Parenting Styles, Family Environment And Adjustment In Emerging Adults

Alexandria M. Santry, B.S. (Rivier University) & Karen Meteyer, Ph.D. (Rivier University)

It has long been understood that early family environment can impact adjustment in later years. The literature has also investigated the relationship between parenting styles such as care and overprotection as predictors of later adjustment. The current study explored both parenting styles (care and overprotection) and family stability (regularity and liking) as predictors of adjustment. Results support the literature in that parenting factors and family stability both predict subsequent adjustment in college students, with participants’ self-reported liking of family stability emerging as the strongest predictor.

Room 13, Kennedy Hall, Ground Floor
Paper Session: Health Psychology

Elizabeth Ossoff, Ph.D. (Saint Anselm College), Session Chair

The Effect Of Mindfulness Meditation On The Perceived Quality Of Romantic Relationships

Christopher Tremblay, B.A. (Saint Anselm College) & Elizabeth Ossoff, Ph.D. (Saint Anselm College)

An investigation of a 20 minute meditation/relaxation intervention was introduced to 40 undergraduates in long-term relationships. Results revealed an effect for intervention over time with some effects lasting up to one month later. Those participants in the meditation condition did not experience a lasting impact. Effects for gender were found over time as well. The impact of relaxation training may have implications for couples’ satisfaction.

Exploring The Relationship Between Music Genre And Exercise Intensity

Elizabeth Hicks (Marist College), Kimery Levering, Ph.D. (Marist College), Allison Moran (Marist College), Kristina Argiro (Marist College) & Kayla Salerno (Marist College)

We examined the relationship between workout intensity and music genre and predicted that listening to music genres associated with faster tempos would correspond to higher workout intensities. Genres were rated by tempo speed and compared with the corresponding workout intensities of participants. A positive linear correlation was found between genre tempo and workout intensity, and faster tempo genres had higher mean workout intensities; showing a significant relationship between music genre and exercise intensity. Our results suggest that listening to techno, rap/hip-hop, or rock music may facilitate a more intense workout than listening to pop or country music.
10:40 AM - 10:55 AM (58)

So You Think You Can Pose? Experimental Evidence Contracted Postures With Expanded Perceptions Boost Cortisol

Kelly Nault, B.A. (Smith College), Benita Jackson, Ph.D., MPH (Smith College) & Nicolas Rohleder, Ph.D. (Brandeis University and Friedrich Alexander University Erlangen-Nuremberg)

Sixty-five women were randomly assigned to either contracted or expanded poses and gave saliva samples before and at two points after the manipulation. Cortisol, testosterone, and alpha-amylase were assayed. Participants assigned to hold contracted poses, but who believed they were holding expanded ones, had higher cortisol levels than the other participants.

10:55 AM - 11:10 AM (59)

Invincibility Beliefs And Real-Life Risk-Taking In Male Post-9/11-Era Veterans

Deepa J. Mavani, MPH (Yale University, VA Connecticut Healthcare System), Christina M. Lazar, MPH (Yale University, VA Connecticut Healthcare System), Marc I. Rosen, M.D. (Yale University, VA Connecticut Healthcare System) & Anne C. Black, Ph.D. (Yale University, VA Connecticut Healthcare System)

Beliefs of personal invincibility have been shown to increase following deployment, and may account for high rates of risk-taking among Veterans. In this study, 33 male Veterans with recent histories of high-risk sexual behavior completed the Invincibility Beliefs Inventory and assessments of recent substance use and sexual risk-taking. Invincibility belief scores were normally distributed and varied substantially across Veterans. In Poisson regression models, invincibility beliefs were significantly, positively related to days of substance use and number of sexual risk events. These preliminary results suggest a direction for future studies seeking to identify mechanisms of risk taking in Veterans.

Room 105, Kennedy Hall, First Floor

Symposium

Beyond Therapy: The Many Roles Of A Clinical Psychologist (60)


Clinical psychologists are often conceptualized as therapists, but their role can extend far beyond the therapy room. They can conduct qualitative and quantitative research in both scholarly and applied domains. They can provide consultation services within a variety of settings, including schools, hospitals, and businesses. Clinical psychologists are also evaluation experts, trained to administer, interpret, and present the results of psychological assessments to inform diagnosis and develop treatment plans for their clients. These authors will illuminate the diverse roles clinical psychologists serve in the workforce today.
Room K 112, Kennedy Hall, First Floor
Symposium

Honorary Undergraduate Scholar Awards (61)

Bryan Auday, Ph.D. (Gordon College) & Donnah Canavan, Ph.D. (Boston College), Convenors

For each of the past 53 years, NEPA has held an awards program to identify the most promising psychology students from our colleges and universities. This year we will be celebrating a group of students who will receive NEPA’s Honorary Undergraduate Scholars Award. These students will become members of a select fraternity of previous awardees, who, in some instances, have gone on to make significant and profound contributions to our discipline. NEPA is proud to announce the 2016 recipients:

Ryan Brown (Bryant University)
Samantha Bureau (Franklin Pierce University)
Si-Hua Chang (Gordon College)
Peter Krahe (Stonehill College)

Kennedy Hall, Room K 119, First Floor

Psi Chi Speaker (62)

Your Brain on Politics: What Shapes Your Vote?

Joel Weinberger, Ph.D.
(Adelphi University)

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

Dr. Weinberger has extended his research on the unconscious mind to how these unconscious thoughts influence voter behavior. He and a colleague tested voters’ unconscious perceptions of Hilary Clinton and Donald Trump and found some surprising results. In an experiment with 750 voters nationwide, Dr. Weinberger and Drew Westin, Ph.D., professor of psychology at Emory University, tested 15 words that voters unconsciously associated with Clinton and Trump. The words included likable, presidential, bigot and scary.
Participants saw a photo of one of the candidates on their computer screens. They also saw one of the 15 words and a list of four colors. They were told to click on the color that matched the font used for the word. The more strongly a person associates the word with the candidate the longer it will take him or her to select the color. Likable did not come up high on the list for either candidate. Instead, the strong associations for Clinton were scary and presidential. For Trump, the strongest associations included bigot and leader. Dr. Weinberger and Dr. West assert that such unconscious associations will influence behavior at the polls, particularly among voters whose loyalties are wavering.

Dr. Joel Weinberger is a practicing Clinical Personality and Motivation Psychologist, professor of Advanced Psychological Studies at the Derner Institute at Adelphi University in New York and judge for the Ogilvy Awards. He is a founding partner of Implicit Strategies, the author or co-author of over 100 published articles and chapters; and his work on unconscious processes have earned him a consulting position with the Pentagon, and the Ulf Kragh Award from the University of Lundh, Sweden. Implicit Strategies, founded by Dr. Weinberger and Dr. Drew Westin, who are both internationally recognized neuroscientists and psychologists, draws on their combined decades of research and clinical experience, Implicit Strategies is working to change the face of market research as we know it. Realizing the practical applications of their work, Drs. Weinberger and Westin have conducted research to predict behavior in everything from entertainment to politics to advertising. Based upon his research on unconscious processes, Dr. Weinberger has developed a method to measure the unconscious processes on a mass scale.

Kennedy Hall, Central Corridors, First Floor
General Poster Session II

Poster 1 (63)
Subjective Life Assessment: A Comparative Study Across The Adult Lifespan
Deeya Mitra, M.Sc. (Clark University) & Jeffrey Jensen Arnett, Ph.D. (Clark University)

Poster 2 (64)
The “Forgotten Half”: Comparing Education And Work Attitudes In College And Non-College Emerging Adults
Amanda N. Faherty, B.A. (Clark University) & Jeffrey Jensen Arnett, Ph.D. (Clark University)

Poster 3 (65)
Peaks And Falls During Thirties – Self, Love, And Work
Deeya Mitra, M.Sc. (Clark University) & Jeffrey Jensen Arnett, Ph.D. (Clark University)

Poster 4 (66)
Attitudes And Stereotypes Towards LGBT Individuals Among College Students: A Study Of Gender Differences
Deanna C. Barry, B.A. (Saint Joseph's College of Maine) & Nina B. Eduljee, Ph.D. (Saint Joseph's College of Maine)
Saturday: 10:10 AM - 11:10 AM

**Poster 5 (67)**

**An Investigation Of The Relationship Between Musical Training And Academic Achievement With Undergraduate College Students**

Meghan Bradley, B. A. (Saint Joseph's College of Maine) & Nina B. Eduljee, Ph.D. (Saint Joseph's College of Maine)

**Poster 6 (68)**

**Stability And Change In Father Involvement Across Early And Middle Childhood**

Mamatha Chary, M.S. (University of Massachusetts—Amherst), Mengjiao Li, M.S. (University of Massachusetts—Amherst) & Kirby Deater-Deckard, Ph.D. (University of Massachusetts—Amherst)

**Poster 7 (69)**

**Getting To The Heart Of Personality In Early Childhood: Cardiac Electrophysiology And Stability Of Temperament**

Mengjiao Li, M.S. (University of Massachusetts at Amherst), Kirby Deater-Deckard, Ph.D. (University of Massachusetts at Amherst), Susan D. Calkins, Ph.D. (University of North Carolina at Greensboro) & Martha Ann Bell, Ph.D. (Virginia Polytechnic Institute and State University)

**Poster 8 (70)**

**Chinese And American Study Habits: Personal And Family Growth Initiative**

Casey Batterbee (University of Michigan), Hongfei Yang, Ph.D. (Zhejiang University), Tina Yu (University of Michigan), Kayla Stam (University of Michigan), Jerin Lee (University of Michigan), Alexandria Najarian (University of Michigan), Kaitlin Wright (University of Michigan), Olivia D. Chang (Research in Action Academy) & Edward C. Chang, Ph.D. (University of Michigan)

**Poster 9 (71)**

**Depression And Anxiety As Predictors Of Suicide Risk: Evidence For A Two-Hit Model Of Vulnerability**

Kayla Stam (University of Michigan), Casey Batterbee (University of Michigan), Kaitlin Wright (University of Michigan), Alexandria Najarian (University of Michigan), Jerin Lee (University of Michigan), Tina Yu (University of Michigan), Olivia D. Chang (Research In Action Academy), Jameson K. Hirsch, Ph.D. (East Tennessee State) & Edward C. Chang, Ph.D. (University of Michigan)

**Poster 10 (72)**

**Perceived Interpersonal Sources Of Life Satisfaction In Chinese And American Students: Cultural Or Gender Differences?**

Tina Yu, B.A. (University of Michigan), Hongfei Yang, Ph.D. (Zhejiang University), Olivia D. Chang (Research in Action Academy), Jerin Lee, B.A. (University of Michigan), Casey N.H. Batterbee, B.A. (University of Michigan),
Saturday: 10:10 AM - 11:10 AM


Poster 11 (73)

Academic Motivation As A Predictor Of Psychological Adjustment: Does Basic Psychological Need Still Matter?


Poster 12 (74)

Alcohol Use And Drug Use As Predictors Of Suicidal Risk In Female College Students

Kaitlin Wright (University of Michigan), Jerin Lee (University of Michigan), Kayla Stam (University of Michigan), Casey Batterbee (University of Michigan), Tina Yu (University of Michigan), Alex Najarian (University of Michigan), Olivia Chang (University of Michigan), Jameson Hirsch (University of Michigan) & Edward Chang, Ph.D. (University of Michigan)

Poster 13 (75)

Athletic Identity As A Predictor Of Sport Orientation In Collegiate Athletes: Centrality Of Athletic Competence

Gianna M.B. Hill (University Of Michigan), Briley E. Casanova (University Of Michigan), Alex S.M. Najarian (University Of Michigan), Kaitlin M. Wright (University Of Michigan), Jerin Lee (University Of Michigan), Tina Yu (University Of Michigan), Reed T. Hrynewich (University Of Michigan), Reilly Frauchiger-Ankers (University Of Michigan) & Edward C. Chang, Ph.D. (University Of Michigan)

Poster 14 (76)

Rumination: Brooding Versus Reflecting In A College Student Population

Courtney L. Briggs (Quinnipiac University), Priscilla Rigos, B.A. (Quinnipiac University), Anna Lubas, B.A. (Quinnipiac University) & Clorinda E. Vélez, Ph.D. (Quinnipiac University)

Poster 15 (77)

Intrinsic Motivation And Exercise Within Self Determination Theory

Ryan Koch, B.A. (Fisher College) & Tunde Turi-Markovic, Ph.D. (Fisher College)
Saturday: 10:10 AM - 11:10 AM

Poster 16 (78)

Is Self-Worth Contingent on Social Media Feedback? Examining Psychological Well-Being and Social Media Use

Justyna Falat (University of Rhode Island), Jessica Magagnos (University of Rhode Island), Corey Silvia (University of Rhode Island) & Natalie J. Sabik (University of Rhode Island)

Poster 17 (79)

Do Comfort Foods Cognitively Impact Securely Attached Individuals?

Jacqueline Benoit (Western New England University), Hayley Johnson (Western New England University) & Kevin Zabel, Ph.D. (Western New England University)

Poster 18 (80)

You Won’t Learn About Health And Fitness By Reading Health And Fitness Magazines


Poster 19 (81)

Effect Of Structure On Metacomprehension, Comprehension, And Boredom

Nicole M. Rosa, Ph.D. (Worcester State University), Emily G. Soltano, Ph.D. (Worcester State University), Julia Anderson (Worcester State University) & Taylor Boucher (Worcester State University)

Poster 20 (82)

Qualitative Inquiry Into The Aspirations Of African-American Parents And Children Who Experience School Difficulty

Sarvin Azizgolshani & Michael O'Loughlin, Ph.D.

Poster 21 (83)

My News Is Important To Share: Connections Between Narcissism And Social Media Usage

Courtney Gray (St. Thomas Aquinas College) & Benjamin Wagner, Ph.D. (St. Thomas Aquinas College)
Saturday: 10:10 AM - 11:10 AM

**Poster 22 (84)**

**What Preconceptions Do Light Smokers Have About The Likely Efficacy Of Four Different Smoking-Cessation Strategies?**

Michael P. Ryan, Ph.D. (The University of Texas at San Antonio) & Jennifer J. Hinojosa, B.A. (The University of Texas at San Antonio)

**Poster 23 (85)**

**A Study Examining The Effects Of Similarities And Perceptions Of Danger On Mental Health Stigma**

David Reiss (Southern Connecticut State University)

**Poster 24 (86)**

**Psychological Well-Being Of College Students: Impacts Of Development, Social Support, Stress, And Campus Counselor Visits**

Elise N. Pepin, Ph.D. (Southern New Hampshire University)

**Poster 25 (87)**

**Conceptions Of Adulthood: Influence Of Culture On Self As Expressed By Indian American Emerging Adults**

Achu Johnson Alexander, M.A. (Clark University)

**Poster 26 (88)**

**The Aftermath Of Burnout**

Toni DiDona, Ph.D. (Carlos Albizu University) & Patricia Beck, B.A. (Carlos Albizu University)

**Poster 27 (89)**

**A Comparison Of Substance Use Stigma And Mental Health Stigma In Veterans With Co-Occurring Disorders**

Autumn Harnish, B.A. (VA National Center on Homelessness Among Veterans and University of Massachusetts Medical School), Patrick Corrigan, Psy.D. (Illinois Institute of Technology), Thomas Byrne, Ph.D. (VA National Center on Homelessness Among Veterans and Boston University), Debra A. Pinals, M.D. (VA National Center on Homelessness Among Veterans and University of Massachusetts Medical School), Stephanie Rodriguez, Ph.D. (VA Illiana Health Care System, Danville, Illinois) & David Smelson, Psy.D. (VA National Center on Homelessness Among Veterans and University of Massachusetts Medical School)

**Poster 28 (90)**

**Effect Of Social Media On Conformity**

Jesse Basdekian (University of Connecticut) & Jason Anastas, Ph.D. (University of Hartford)
Saturday: 10:10 AM - 11:10 AM

Poster 29 (91)

Cross-Cultural Differences In Social Behavior Of Simpatía And Sociability: A Study With Latinos

María Fernández Gómez, B.A. (University of Connecticut), Nairán Ramírez-Esparza, Ph.D. (University of Connecticut), Elif Ikizer (University of Connecticut) & Gloriana Rodríguez Araúz (University of Connecticut)

Poster 30 (92)

Acceptability Of Police Violence: Roles Of Fear Of Crime, Attitudes Towards Police, And Right-Wing Authoritarianism

Erin Blackmer (Rhode Island College) & David B. Sugarman, Ph.D. (Rhode Island College)

Poster 31 (93)

Self And Other Expectancies And Alcohol Use

Emily Maple, M.P.H. (The New School) & McWelling Todman, Ph.D. (The New School)

Poster 32 (94)

Intergroup And Interpersonal Friendship Processes In Online Versus Offline Relationships

Kristin Davies, Ph.D. (CUNY — York College)

Poster 33 (95)

Ethnic Identity And Effects Of Discrimination On Academic Achievement And Psychological Well-Being Among METCO Students

Arica Austin, Psy.D., Gemima St. Louis, Ph.D., Jill Bloom, Ph.D. & Maryam Jernigan-Noesi

Poster 34 (96)

Self-Regulate To Graduate: Learning Goal Orientation Mediates The Relationship Between Mindset And Academic Self-Regulation

Ethan D. O'Connell (Quinsigamond Community College), Nicholas W. Abraham, A.A. (Quinsigamond Community College), Eric W. Mania, Ph.D. (Quinsigamond Community College) & Valarie A. Clemente-Crain, Ed.D. (Quinsigamond Community College)

Poster 35 (97)

Promoting Adolescent Contributions To Self And Others: Home And School-Based Opportunities As Predictors Of Contribution

Stacy L. Morris, B.S. (Boston College), Julia M. Gustin (Boston College), Michelle B. Weiner, Ph.D. (Boston College) & Jacqueline V. Lerner, Ph.D. (Boston College)
Saturday: 10:10 AM - 11:10 AM

**Poster 36 (98)**

**Helping Behavior And The Bystander Effect In The Workplace**

Elise A. Mutchler (Salem State University) & Teresa M. Lyons, Ph.D. (Salem State University)

**Poster 37 (99)**

**The Impact Of Learning Communities On College Retention And Transition**

Kael Alberghini (Salem State University) & Ashita Goswami, Ph.D. (Salem State University)

**Poster 38 (100)**

**Evaluating The Effectiveness Of The Invest In Kids (Ink) Program**

Michelle Alexis (Pine Manor College), Elizabeth Anderson (Pine Manor College), Allison Coxon (Pine Manor College), Daphne Chavre (Pine Manor College), Alexandrine Dumont, B.A. (Pine Manor College), Yoselin Perez, B.A. (Pine Manor College), Ashley Piermarini (Pine Manor College), Reginald White (Pine Manor College) & William Vogele, Ph.D. (Brandeis University)

**Poster 39 (101)**

**Emotion Regulation, Aggression, Anxiety, Alexithymia, And Perceived Stress In Korea And The US**

Mikyung Jang, Ph.D. (Korea National Open University), Xuemeng Wu (Boston University), Fang Hong, M.A. (Boston University) & Kathleen Malley Morrison, Ph.D. (Boston University)

**Poster 40 (102)**

**Maternal And Paternal Childhood Maltreatment, Gender, And Stress Responses To The Trier Social Stress Test**

Fang Hong, M.A. (Boston University), Katheryn Lefton, B.S. (Boston University), Amanda Tarullo, Ph.D. (Boston University), Eliza Zhitnik, (Boston University), Andrea Mercurio, Ph.D. (Boston University) & Kathleen Malley-Morrison, Ed.D. (Boston University)

**Poster 41 (103)**

**Maternal And Paternal Child Maltreatment And Later Externalizing And Internalizing Problems And Perceived Stress**

Eliza Zhitnik (Boston University), Fang Hong, M.A. (Boston University), Katheryn Lefton, B.S. (Boston University), Ashley Close, B.A. (Boston University), Nicole Close, B.A. (Boston University), Amanda Tarullo, Ph.D. (Boston University), Andrea Mercurio, Ph.D. (Boston University) & Kathleen Malley-Morrison, Ed.D. (Boston University)

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**Poster Session II concludes the 10:10 AM - 11:10 AM session. The next session begins at 11:20 AM.**
We hope to foster a critical thinking and scientific literacy in our students. Convincing them that a critical, but not cynical, approach to life is part of our task. It is important to let them know that scientific literacy is not simply an abstract concept with no relevance to the lives we lead. Rather, taking a critical approach to life will put us on a path to the good life, which means that although we will sometimes make decisions that result in poor outcomes, we can maximize positive results by an understanding of how to make decisions that are likely to benefit us. In this presentation, I will outline some of the ways that psychological science and critical thought can make a difference to us personally and to those around us.

Barney Beins is Professor of Psychology at Ithaca College, where he has taught since 1986. His scholarship includes research on humor and on the scholarship of teaching and learning. Over the course of his career, he has authored or edited over 30 book length publications and over 130 refereed articles, book chapters, encyclopedia entries, and reviews and commentaries. His books include *The Worth Expert Guide to Scientific Literacy: Thinking Like a Psychological Scientist* (with Ken Keith; Worth Publishing), *Research Methods: A Tool for Life* (Pearson, 3rd ed.), *Research Methods and Statistics* (with Maureen McCarthy; Pearson), *APA Style Simplified* (Wiley-Blackwell), *Effective Writing in Psychology* (with Agatha Beins; Wiley-Blackwell, 2nd ed.), *Successful Research Projects* (Sage), and *Research Methods Laboratory Manual* (with Jeff Holmes; Pearson). He also served as general editor for the seven-volume *Student Handbook of Psychology* (Facts on File), for which he wrote one volume (Methods and Measurements) and co-wrote a second (Learning and Cognition).

These are the only events scheduled during the 11:20 AM - 12:30 PM time period. Food service is available at cost in Taylor Dining Hall.
Choosing a graduate program can be daunting. In point of fact, many programs reject large numbers of applicants. Many positions see floods of applications. Fortunately, though, there are shortage areas and programs seeking quality applicants. Still, many applicants are unaware of the details. This symposium is intended to increase students' understanding and awareness. M.A.? Ph.D.? Psy.D.? Clinical Psychology? Counseling Psychology? Forensic Psychology? School Psychology? What can I expect following graduation? This panel will examine options and opportunities with ample opportunity for discussion. Come and ponder—What kind of graduate program is right for me? What tips can create a winning application? What are the factors to help me distinguish schools? What can I expect in terms of career options and salary?

**Room 13, Kennedy Hall, Ground Floor**

**Paper Session: The Self and Self-Regulation**

*Jacqueline Lerner, Ph.D. (Boston College), Session Chair*

12:40 PM - 12:55 PM (108)

**Self-Worth Contingencies, Self-Stigma, And Community: A Mediation Model**

Sierra Bias, B.A. (Westfield State University) & Rebecca Burwell, Ph.D. (Westfield State University)

The current study examined the relationship between self-worth contingencies (a maladaptive process to attain self-worth), self-stigma (internalizing group stigma), and community (a form of interpersonal support). The proposed mediation model hypothesized that self-stigma would explain the process by which community and ally support were linked with fewer contingencies. Internalized stigma partially mediated the relationship between the ally support and social self-worth contingencies. Ally support being linked with lower self-stigma and lower self-worth contingencies has implications for prevention and intervention related to reducing these challenging internal dynamics. This may offer a community solution to the seemingly personal development of self-worth contingencies.

12:55 PM - 1:10 PM (109)

**The Effects Self-Reinforcement On Psychological Adjustment, Affect, Coping, And Reactions To Evaluative Stress**

Kimberly L. Romanoff (Vassar College), Alexandra N. Karas (Vassar College) & Jannay Morrow, Ph.D. (Vassar College)
Self-reinforcement involves emphasizing and rewarding the positive aspects of one's behavior (Heiby, 1982; Rehm, 1977). Our findings indicate that trait self-reinforcement is relevant to psychological adjustment beyond its established role in mitigating depression. Trait self-reinforcement predicted positive affect, life satisfaction, mental health, and beneficial coping responses, and its effects were not subsumed by the other traits we examined. In addition, self-reinforcement was associated with willpower, approach motivation, grit, and self-compassion, qualities linked to more resilient responses to stressful circumstances. Taken together, these studies suggest self-reinforcement may promote well-being, goal pursuit, and effective coping.

Development Of Civic Engagement In Schools: Open Classroom Climate And Intentional Self-Regulation Skills

Civic engagement can be promoted in school contexts characterized by open classroom climates, where students feel encouraged to express diverse opinions. This study examined whether individuals’ intentional self-regulation skills (control over goal-directed thoughts and actions) moderate the association between open classroom climates and civic engagement. In analyses of survey data from students in New England area schools, intentional self-regulation significantly moderated the association between open classroom climate and civic engagement such that a more open classroom climate was only related to higher levels of civic engagement for individuals who reported at least an average level of intentional self-regulation.

Relations Between Adolescents’ Intentional Self-Regulation Skills And Problem Behaviors: The Moderating Role Of Character Exemplars

The transitional nature of adolescence makes it a key time to look at how to best and support youth development. Fostering positive growth in youth should include both promoting positive behaviors and preventing engagement in negative behaviors. We look at the relationship between parental monitoring, youth self-regulation, and presence of a role model, and likelihood of engagement in delinquency-related behaviors in adolescents from New England schools. Increasing age and being multiracial were significantly associated with increased likelihood of engagement in delinquency. Higher parental monitoring was significantly associated with lower likelihood of engagement in delinquency. Future directions and limitations are discussed.

Room 105, Kennedy Hall, First Floor Symposium

Trauma-Sensitive Schools: Why Are They Important? (112)

Salvatore Terrasi, Ph.D. (Lesley University, Director, Lesley Institute for Trauma Sensitivity [LiTS]), Patricia Crain de Galarce, Ed.D. (Lesley University, Director, Lesley University Center for Special Education), Susan Cole, J.D. (Mass. Advocates for Children
This symposium is intended for audiences interested in the development of supportive school environments. It will examine the research underlying the need for a trauma-sensitive approach; and will discuss the concept of trauma-sensitive schools from a variety of perspectives: including, as a policy initiative, from a practicing educator’s viewpoint, and from a university perspective as a training ground for educators. Data will be shared regarding educator perceptions of trauma, how it affects students, and the measurable effects of trauma-sensitive environments.

Room K 112, Kennedy Hall, First Floor
Paper Session: Personality Theory

Kristin Dukes, Ph.D. (Simmons College), Session Chair

12:40 PM - 12:55 PM (113)

Motivation To Save The World: The Role Of Pride And Guilt In Environmental Helping Behaviors

Orianna Duncan, B.A. (Rhode Island College)

In order to understand the motivations that lie behind pro-environmental behaviors, 98 participants were first given an arbitrary label of “environmentalist” or told that they needed to work on being an environmentalist. Participants then filled out a questionnaire that measured feelings of guilt and pride, and likelihood to perform activism behaviors and support environmentally friendly policies. Evidence suggested that pride and guilt were both significant predictors of environmental activism behaviors, with but neither were significant predictors of environmental policy support.

12:55 PM - 1:10 PM (114)

Attachment To Persons, Inanimate Objects, And Money: A Cross-Relationship Model

Ruichen Sun (Connecticut College)

Three types of relationship were examined in terms of their similarity: interpersonal relationships, human-object relationships, and human-money relationships. It was found that the latter two could be modeled after interpersonal attachment theory: Obsession with, retention of, and anxiety about money were significantly correlated with attachment anxiety; attachment anxiety was also significantly correlated with intensity of frustration at the separation from objects. Taken together, the results supported a unified cross-relationship model in which people related to other people, inanimate objects, and money in comparable ways.

1:10 PM - 1:25 PM (115)

MMPI-2 Hwa-Byung Scale Factor Structures In North Korean Defectors And U.S. Clinical Female Samples

Woo Chang Kim, M.A. (Fuller Graduate School of Psychology) & Seong-Hyeon Kim, Ph.D. (Fuller Graduate School of Psychology)
The purpose of this study was to identify and compare latent factor structures of hwa-byung (HB), a Korean culture-bound anger syndrome (American Psychological Association, 2000), using the HB scale of the Minnesota Multiphasic Personality Inventory-2 (MMPI-2; Roberts, Han, & Weed, 2006). The researchers conducted exploratory factor analysis and confirmatory factor analysis on U.S. female patients and North Korean female defectors for cross-cultural comparison. In both group, second order four factor models were identified as best fitting with the data, yet with comparable or greater item-to-factor and lower-to-higher order factor loadings in the U.S. group.

Mediating Influence Of Self-Construal On Cultural Identity And Adulthood Conceptions Among Indian American Emerging Adults

Achu Johnson Alexander, M.A. (Clark University)

Work extant in culture-self literature has paid little attention to how immigrant youth’s cultural identity may be related to views of self in relation to family, which in turn may influence specific outcomes. A quantitative study with Indian American emerging adults was conducted to examine the mediating effect of self-construal in-family on cultural identity and conceptions of adulthood. Results found that the effects of individuals’ view of self towards family as being autonomous or related influenced the relationship between Indian identity and conceptions of adulthood. However, there was no mediation of self-construal in-family on American identity and conceptions of adulthood.

Kennedy Hall, Room K 119, Ground Floor

Distinguished Contribution Award Speaker (117)

David Kenny Ph.D.
(University of Connecticut)

Introduced by Thomas Malloy, Ph.D. (Rhode Island College)

David A. Kenny received his A.B. from the University of California at Davis in 1968 where he studied with Robert Sommer. At Northwestern University and received his Ph.D. in social psychology in 1972 and studied with Donald T. Campbell. He was assistant and associate professor at Harvard University from 1972 to 1978 and from 1978 he has been at the University of Connecticut where he is currently professor of psychology. He was a fellow at the Center for Advanced Study in the Behavioral Sciences and was a visiting professor at Arizona State, Oxford, and Canterbury University. Dr. Kenny has researched the study of two-person relationships which has led to advances in the understanding of agreement and accuracy in the perception of people, as well as new insights into self-perception and the perception of others’ perceptions. Moreover, he has
developed statistical methods for the study of causal processes. He is the author of six books and over 100 papers and chapters. His work has been cited over 94,000 times, and one of his papers was recently listed as the 33rd most cited paper in all of science, and the second most cited paper in psychology and psychiatry. Dr. Kenny served as first quantitative Associate Editor of *Psychological Bulletin* and he was an Associate Editor of *Review of Personality and Social Psychology*. He is also the Editor the Guilford Press series on Methodology for the Social Sciences. He won the inaugural award for distinguished new contribution from the International Society for the Study of Personal Relationships and Donald Campbell award from the Society of Personality and Social Psychology. He also received a Cattell Sabbatical Fellowship the Chancellor's Research Award from the University of Connecticut. He has one three lifetime achievement awards from Society of Multivariate Experimental Psychology, International Association of Relationship Researchers, and the Society of Experimental Social Psychology. He was elected as a fellow of the American Academy of Arts and Sciences and was the inaugural winner of the Society of Personality and Social Psychology’s Methodological Innovation award

**Kennedy Hall, Main Corridors, First Floor**

**General Poster Session III**

**Poster 1 (118)**

*Prevalence Of Self Perceived Stress And Depression In Undergraduate NCAA Student Athletes And Student Non-Athletes*

Samantha Bureau, B.S. (Franklin Pierce University)

**Poster 2 (119)**

*Do Loneliness and Future Orientation Predict Suicide Ideation Even After Controlling for Concurrent Negative Mood?*

Yingrui Sun (Boston University), Yu Gu (The University of British Columbia), Yuncheng Guo (Gettysburg College), Liangqiu Wan (University of Michigan), Yingjie Wang (Coventry University), Jiaying He (University of International Business and Economics), Pengzi Li (University of Toronto), Zhan Zhang (Mount Holyoke College), Xiaoqing Li (Boston University) & Edward C. Chang, Ph.D. (University of Michigan)

**Poster 3 (120)**

*Loneliness And Depression In College Students: The Role Of Future Orientation As A Protective Factor*

Xiaoqing Li (Boston University), Pengzi Li (University Of Toronto), Zhan Zhang (Mount Holyoke College), Jiaying He (University Of International Business And Economics), Liangqiu Wan (University Of Michigan), Yingjie Wang (Coventry University), Yuncheng Guo (Gettysburg College), Yu Gu (The University Of British Columbia), Yingrui Sun (Boston University) & Edward C. Chang., Ph.D. (University Of Michigan)

**Poster 4 (121)**

*Suicidal Risk In College Students: Does Future Orientation Mitigate The Effects Of Loneliness On Suicide?*

Yingjie Wang (Coventry University), Liangqiu Wan (University Of Michigan), Jiaying He (University Of International Business And Economics), Zhan Zhang (Mount Holyoke College), Pengzi Li (University Of Toronto),
Saturday: 12:40 PM - 1:40 PM

Xiaoqing Li (Boston University), Yu Gu (The University Of British Columbia), Yingrui Sun (Boston University), Yuncheng Guo (Gettysburg College) & Edward C. Chang, Ph.D. (University Of Michigan)

Poster 5 (122)

**Carrots In Camden And Salads In Salem: Understanding The Impact Of Poverty On Adolescent Health**

James Morgante, Ph.D. (Rutgers University), Stacie Gillard-Matthews, Ph.D. (Rutgers University), Gwendolyn Harris, Ph.D. (Rutgers University) & Robin Stevens, Ph.D., MPH (University Of Pennsylvania)

Poster 6 (123)

**Second Language Processing And Its Possible Effects On Prejudicial Tendencies**

Alex Titus, B.A. (Rutgers University)

Poster 7 (124)

**Promoting Family Development Through Informal Supports**

James D. Morgante, Ph.D. (Rutgers University), Jorge M. Carvalho Pereira, B.A. (Rutgers University), Jessica R. McConnell, M.A. (Rutgers University) & Alex Titus, B.A. (Rutgers University)

Poster 8 (125)

**Successful Implementation Of The WPI Student Support Network Program To Enhance Peer Mental Health Support**


Poster 9 (126)

**Gender Differences In Coping Strategies**

Anna Lubas, B.A. (Quinnipiac University), Priscilla Rigos, B.A. (Quinnipiac University), Courtney Briggs (Quinnipiac University) & Clorinda Velez, Ph.D. (Quinnipiac University)

Poster 10 (127)

**Using Unconscious Mathematics To Support A Theoretical Approach To Consciousness**

Samantha Scott (Danish Institute for Study Abroad and University of Puget Sound), Lisa Yang (Danish Institute for Study Abroad and Franklin and Marshall University) & Jennifer Saluck (Danish Institute for Study Abroad and Rice University)

Poster 11 (128)

**If I Had Never Met You: Counterfactual Thinking And Romantic Relationships**

Lauren Studer, M.A. (SUNY at New Paltz) & Tabitha Holmes, Ph.D. (SUNY at New Paltz)
Saturday: 12:40 PM - 1:40 PM

Poster 12 (129)

A Neuropsychological Theory Of The Experience Of Enlightenment

Robert M. Anderson Jr., Ph.D. (Hawaii School of Professional Psychology at Argosy University) & Holly McFarland, M.A. (Hawaii School of Professional Psychology at Argosy University)

Poster 13 (130)

Languages Are My Brain Workout: The Effects Of Different-Script Bilingualism And Switching On Executive Function

Rebecca Maciuba, B.A. (Gordon College), Jeein Kang, B.A. (Gordon College), Sojung Lee, B.A. (Gordon College) & Susan C. Bobb, Ph.D. (Gordon College)

Poster 14 (131)

Too Proud To Budge: How Pride Influences Conformity

Valentina Botero (Mount Holyoke College), Megan Irgens (Mount Holyoke College), Rebecca Levkowicz (Mount Holyoke College) & Leah Dickens, Ph.D. (Bowdoin College)

Poster 15 (132)

Text Analysis Of Tweets About Sexual Harassment Experiences Of Women In Turkey

Elif G. Ikizer, M.A (University of Connecticut), Nairan Ramírez-Esparza, Ph.D. (University of Connecticut) & Ryan Boyd, M.S. (University of Connecticut)

Poster 16 (133)

Sports-Related Concussions: Long-Term Neuropsychological Deficits

Sarajane Rodgers, M.Sc. (Antioch University New England)

Poster 17 (134)

Emotion Dysregulation As A Mediator Between Impulsivity And Non-Suicidal Self-Injury

Kristen Sorgi, B.S. (Butler Hospital), Anna Rabasco, B.A. (Butler Hospital), Roberto Lopez, Jr., B.A. (Butler Hospital), Heather T. Schatten, Ph.D. (Butler Hospital, The Warren Alpert Medical School of Brown University), Ivan W. Miller, Ph.D. (Butler Hospital, The Warren Alpert Medical School of Brown University) & Michael F. Armey, Ph.D. (Butler Hospital, The Warren Alpert Medical School of Brown University)

Poster 18 (135)

Examining Moral Foundations Theory: A Mixed Methods Design

Chelsea Sikora, B.A. (Georgian Court University), Alicia Quayson, B.A. (Georgian Court University), Richard Ponton, Ph.D. (Georgian Court University) & Alfred Mancuso, Psy.D. (Georgian Court University)
Saturday: 12:40 PM - 1:40 PM

Poster 19 (136)

The Complex Role Of Religious Beliefs In Supporting Peaceful Or Violent Policies

Maggie Campbell Obaid, Ph.D. (Framingham State University)

Poster 20 (137)

The Psychology Of Politics: How Fear And Media Shape Perception And Political Ideology

Patrick R. Olszowy (Ramapo College of New Jersey)

Poster 21 (138)

Does The Draw Your Relationship (DYR) Art Assessment Tool Measure Fear Of Intimacy?

Speicher, H. (Albertus Magnus College), Bertram, S. (Albertus Magnus College), Framularo, J. (Albertus Magnus College), Cricchi, K. (Albertus Magnus College) & Skranski, R. (Albertus Magnus College)

Poster 22 (139)

Group Assessment Of Middle School Students’ Working Memory Using A Mobile Device Game

Shereen El Mallah, M.S. (University of Massachusetts Amherst), Liang Zhang, M.S. (Shandong Normal University), Anderson Norton, Ph.D. (Virginia Polytechnic Institute and State University), Mido Chang, Ph.D. (Florida International University), Michael A. Evans, Ph.D. (NC State University) & Kirby Deater-Deckard, Ph.D. (University of Massachusetts Amherst)

Poster 23 (140)

Mate Aggression And Intimate Partner Violence On A College Campus

Kalyn DaSilva (Franklin Pierce University), Nicholas DiSaia (Franklin Pierce University), Maranda Osborn, B.A. (Franklin Pierce University), Maddy Perry (Franklin Pierce University), Lauren Ramsey, B.A. (Franklin Pierce University) & Joseph Wilhelmy, B.A. (Franklin Pierce University)

Poster 24 (141)

Auditory Perceptions And Attention

Molly Poinan (Marist College), Kimery Levering, Ph.D. (Marist College) & Kristin Jay (Marist College)

Poster 25 (142)

Sentence Context Influences The Generation Of Euphemisms For Common Taboo Words

Kristin L. Jay, Ph.D. (Marist College), Lauren Bellante, B.A. (Columbia University), Kaitlin Clark, B.A. (Marist College), Elizabeth Hicks (Marist College) & Katie Milligan (Marist College)
Saturday: 12:40 PM - 1:40 PM

Poster 26 (143)

The Influence Of Social Context On Communication And Restricted And Repetitive Behaviors In Autism

Shannon Campbell (Assumption College), Paula Fitzpatrick, Ph.D. (Assumption College), Veronica Romero (University of Cincinnati), Amie Duncan (Cincinnati Children’s Hospital Medical Center, University of Cincinnati), Michael J. Richardson (University of Cincinnati) & R.C. Schmidt (College of the Holy Cross)

Poster 27 (144)

Age Of First Drink And Gender As Predictors Of College Drinking

Johnathan Wright (Rivier University) & Karen Meteyer, Ph.D. (Rivier University)

Poster 28 (145)

Cultural Differences In The Relationship Between Social Media Use And Social Skills

Sumayyah Allazzam, B.A. (Worcester State University) & Nicole Rosa, Ph.D. (Worcester State University)

Poster 29 (146)

Self-Referential Memory Encoding And Mind Wandering In Younger And Older Adults

Sarah R. Lipitz (Brandeis University), Jonathan D. Jackson (Brandeis University, Harvard Medical School, Massachusetts General Hospital) & Angela Gutchess (Brandeis University)

Poster 30 (147)

Anxiety, Alcohol Use, And Impulse Control Among College Students

Caroline Heilbroner-Hammel (Southern Connecticut State University) & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 31 (148)

Symptomatic Distress And Personality Trait Ratings Derived From Sentence Completions

Stephen P. Joy, Ph.D. (Albertus Magnus College) & Erika Donoso, B.A. (Albertus Magnus College)

Poster 32 (149)

Psychoticism Scores Derived From Sentence Completions Correlate With Creativity

Stephen P. Joy, Ph.D. (Albertus Magnus College) & Emili Dubar, B.A. (Albertus Magnus College)

Poster 33 (150)

Perceived Control Over Drinking Differs As A Function Of Sex Of Participant And Treatment History

Arden Dean, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)
Saturday: 12:40 PM - 1:40 PM

Poster 34 (151)

The Body Image Scale Discriminates Respondents’ Physique Preferences

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

Poster 35 (152)

Addiction To Exercise And Body Dysmorphia

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

Poster 36 (153)

Do Tattoo Size, Location And Reason Matter? Undergraduates’ Perceptions Of Tattooed Females In The Workplace

Deborah McMakin, Ed.D., M.A., MSW (Framingham State University)

Poster 37 (154)

Health Message Dissemination In Non-Violent Games

Manisha Kuttetira (University of Connecticut), Mallory Kloss, B.A. (University of Connecticut), Christopher N. Burrows, Ph.D. (University of Connecticut) & Hart Blanton, Ph.D. (University of Connecticut)

Poster 38 (155)

Maternal Contributions To Kindergartner’s Self-Regulation: Providing Cognitive Stimulation And Emotion Awareness Through Play

Travis Karas, B.A. (University of Connecticut), Beth Russell, Ph.D. (University of Connecticut) & Erin Donohue, M.A. (University of Connecticut)

Poster 39 (156)

Culture And Racism In Relation To Masculine Gender Role Stress For Black Men

Shanette M. Harris (University of Rhode Island), Allie Scott (University of Rhode Island) & Austin Bernstein (Florida State University)

Poster 40 (157)

Differences In Adapting To Affective Visual And Auditory Information Across Development

Keri Swenson (University of Massachusetts—Boston), Sarah Izen, M.S. University of Massachusetts—Boston), Doris Show, M.S. (University of Massachusetts—Boston) & Vivian Ciaramitaro, Ph.D. (University of Massachusetts—Boston)
Saturday: 12:40 PM - 1:40 PM

Poster 41 (158)

Drug Use And Risky Sex On 21St Birthdays

Stephanie Gioielli (University of Rhode Island), Michael H. Bernstein (University of Rhode Island) & L.A.R. Stein, Ph.D. (University of Rhode Island)

Poster Session III concludes the 12:40 PM - 1:40 PM session. The next session begins at 1:50 PM.
Saturday 1:50 PM - 2:50 PM

Kennedy Hall, Room 12, Ground Floor

Psi Chi Chapter Leadership Exchange:
Welcome to Assumption College! (159)

Maria Parmley, Ph.D. (Assumption College), Chair
Anna doCurral, Noella Teylan-Cashman, Caila Martin & Lauren Price, Presenters and Assumption Psi Chi Chapter Officers
Deborah Harris O’Brien, Ph.D., Discussant (Psi Chi Eastern Regional Vice-President and Trinity Washington University)

This interactive session will focus on strategies to foster student leadership and strengthen Psi Chi chapter vitality. All Psi Chi officers, advisors and members are encouraged to attend this session to exchange ideas for activities, service projects, and fundraisers. Chapter officers and advisors will share strategies they have used in recruiting members, improving communication, and best practices in organizational strategies.

Kennedy Hall, Room 13, Ground Floor

Paper Session: Issues in Mental Health

Audrey Zakriski, Ph.D. (Connecticut College), Session Chair

1:50 PM - 2:05 PM (160)

Evaluating Peer-Peer Depression Outreach: College Students Helping Peers Approach And Respond To Students In Crisis

Carter J. Funkhouser, B.A. (University of Illinois at Chicago), Audrey L. Zakriski, Ph.D. (Connecticut College) & Janet Dee Spoltore, Ph.D., ABPP (Connecticut College)

This study evaluated the effects of a peer-peer depression outreach and suicide prevention program for college students (Depression OutReach Alliance [DORA]). Fifty-two college students participated in either DORA or a control program and completed pre-test, post-test, and follow-up assessments measuring responses to and desired social distance from an at-risk peer, self- and perceived stigma associated with psychological help-seeking, depression and suicide knowledge, and crisis response skills. Results indicated that, relative to controls, DORA participants reported improved crisis response skills, desired less social distance from the distressed peer, and perceived there to be less social stigma related to seeking psychological help.

2:05 PM - 2:20 PM (161)

How Are Older Adults Faring In New Hampshire? Using Field Assessment To Evaluate Elder Healthcare

Jessica L. Gibson, B.A. (Antioch University), Dana Vitrano, B.A. (Antioch University) & Elizabeth Corley, B.A. (Antioch University)

The Antioch University New England Center for Behavioral Health Innovation (BHI) was asked by a non-profit organization devoted to improving the lives of aging adults to create a tool to assess the field of elder health in New Hampshire. BHI developed a survey to collect data on the healthcare, social support, and resources available to older adults in New Hampshire. The survey was administered to a random sample of older adults in the state, and the results were used to create a report and recommendations for improving elder healthcare.
Saturday 1:50 PM - 2:50 PM

Hampshire in order to better achieve their objectives. Through methodology such as interview administration and coding, comprehensive literature reviews, and data research, we were able to capture an image of the current field of elder health in New Hampshire: What aspects are effective, what areas of concern need more attention and adjustment, and how funding strategies can be most improved and optimized.

2:20 PM - 2:35 PM (162)

An Evaluation Of The Impact Of The DSM-5 Revisions On Mental Illness Stigma

Minhae Kim, B.A. (MGH/HST Athinoula A. Martinos Center for Biomedical Imaging) & Audrey Zakriski, Ph.D. (Connecticut College)

This study examined attitudes toward a woman showing symptoms of mental illness and diagnosed by either DSM-IV or DSM-5 criteria. With three pairs of vignettes, we examined the DSM-5’s 1) elimination of the bereavement exclusion for major depressive disorder, 2) establishment of premenstrual dysphoric disorder as an official diagnosis, and 3) renaming of gender identity disorder (gender dysphoria). Participants reported greater desire for social distance from individuals with DSM-5 diagnoses. Stigma toward premenstrual dysphoria and bereavement-related depression were greater for DSM-5, and were affected by gender and mental illness familiarity. Results highlight the effects of diagnostic labelling on mental illness stigma.

2:35 PM - 2:50 PM (163)

Evaluating Mental Illness Stigma-Reduction Campaigns

Margaret DeJong, B.A. (Columbia University) & Audrey Zakriski, Ph.D. (Connecticut College)

This research examined the impact of four mental illness stigma-reduction campaigns (from NAMI, Bring Change 2 Mind, and Time to Change UK). Participants were recruited online and randomly assigned to view one campaign prior to completing a mental illness stigma questionnaire. A campaign featuring individuals with mental illness walking through Grand Central Station with supportive significant others had the most positive effect on mental illness stigma. In contrast, a campaign featuring the great accomplishments of historical figures despite their mental illness had surprisingly negative effects, with a longer version being more negative than a shorter version of this same campaign.

Kennedy Hall, Room 105, First Floor

Paper Session: Teaching and Working With College Students

Adam M. Volungis, Ph.D. (Assumption College)

1:50 PM - 2:05 PM (164)

Differences In Academic Advising Between First-Year Stem And Non-STEM Students

Michael C. Savaria, M.S., M.A. (University of Massachusetts Dartmouth) & Kristina A. Monteiro, Ph.D. (The Warren Alpert Medical School of Brown University)

Approximately half of STEM majors will leave the field or exit college prior to earning their degree, highlighting the need for identification of pathways to increase retention in this population. We used first-year responses from a validated national survey to identify areas in which educational initiatives can be implemented to improve retention.
Saturday 1:50 PM - 2:50 PM

Results indicated that students in STEM majors reported a lower quantity of interactions, less accessibility, a lower quality of interactions, and less discussion of special opportunities with their academic advisors than students in non-STEM majors. These findings highlight the need for faculty development and administrative policies.

2:05 PM - 2:20 PM (165)

The Mismatch Between Student And Faculty Perceptions Of High-Impact Teaching Practices

Kristina A. Monteiro, Ph.D. (The Warren Alpert Medical School of Brown University) & Michael C. Savaria, M.S., M.A. (University of Massachusetts Dartmouth)

High-impact teaching (HIT) practices have been shown to increase college retention, a complex issue which has not been resolved despite significant efforts from faculty and administrators. The purpose of this study was to use two national surveys to compare and contrast perceptions of students and faculty on the use of HIT practices in the classroom to identify gaps in perceptions. Results revealed student perceptions of HIT practices were significantly lower than those of faculty across a number of areas, including course learning outcomes, organization, use of examples, and formative and summative feedback. Implications for faculty and student development are discussed.

2:20 PM - 2:35 PM (166)

College Smartphone Dependency, Mental Health, And Personality

Adam M. Volungis, Ph.D. (Assumption College), Maria Kalpidou, Ph.D. (Assumption College), Mark Joyce, B.A. (Assumption College), Colleen Popores-LaFleur, B.S. (Assumption College) & Almaas Raziuddin, B.A. (Assumption College)

This study examined the relationship between smartphone dependency, social-emotional well-being (e.g., sleep quality, loneliness, psychological distress), and personality traits in college students. Recent research appears to indicate that the frequency and dependency on smartphones show cognitive and behavioral patterns similar to other addictive disorders. Logistic analyses supported the predictive nature of smartphone dependency on multiple social-emotional well-being variables. Moderator analyses also showed that personality traits (e.g., neuroticism, conscientiousness) either enhanced or diminished these relationships. Overall, these findings have the potential to inform interventions targeted at reducing/modifying smartphone use and improving college student mental health.

2:35 PM - 2:50 PM (167)

The Power Of Mass Conformity In The Québec Student Fees Uprising

Lionel G. Standing, Ph.D. (Bishop's University)

This paper examines the social psychology of an unprecedented and historic event, the successful Québec student riots of 2012 over university fees. It argues that they show a coherent pattern when examined using a multidisciplinary approach which combines ideas from psychology with those of other disciplines, and relies on a multimedia presentation of images, videos, and music clips to accompany the lecture.
Business survival depends on continuous innovation through the reinvention of new products, processes, and business concepts. In this age of complexity, when new technologies disrupt the old even though a market for them may not yet exist, organizations must anticipate and develop a competency for innovation in the midst of constant change (Christensen, 1997, 2007; Foster & Kaplan, 2001). Researchers have yet to agree on the mechanisms that foster incremental innovations (those that add small improvements or efficiencies to existing products and services or serve existing markets) and radical innovations (those that invade new markets or change the way people think about a product or service). In a study of 274 knowledge workers from diverse industries, the present study showed that both radical and incremental innovation predicted new product success and organizational performance and both types of innovation were influenced by the organization’s ability to scan and learn from the environment (market orientation). Furthermore, an organizations’ learning orientation (“commitment to learning, open mindedness, and shared vision,” Baker & Sinkula, 1999, p. 415) mediated the impact of market orientation on both radical and incremental innovation and that connectedness across a firm partially mediated the impact of emphasis placed on generative learning by leaders on whether or not the firm would be able to radically innovate. Market oriented companies placed more emphasis on generative learning and communication among groups resulting in radically innovative products and services. Therefore, allocating resources to ensure communication between groups is critical if firm strategy requires radical innovation for success.

**Take a Hike! Physical Activity, Cognitive and Brain Health**

**Arthur Kramer, Ph.D.**
Northeastern University

*Introduced by Diane Mello-Goldner, Ph.D. (Pine Manor College)*
**Saturday 1:50 PM - 2:50 PM**

*Arthur Kramer* is Senior Vice Provost for Research and Graduate Education and a Professor of Psychology & Engineering at Northeastern University. He previously served as the Director of the Beckman Institute for Advanced Science & Technology and the Swanlund Chair and Professor of Psychology and Neuroscience at the University of Illinois. He received his Ph.D. in Cognitive/Experimental Psychology from the University of Illinois in 1984. Professor Kramer’s research projects include topics in Cognitive Psychology, Cognitive Neuroscience, Aging, and Human Factors. A major focus of his labs recent research is the understanding and enhancement of cognitive and neural plasticity across the lifespan. He is a former Associate Editor of *Perception and Psychophysics* and is currently a member of six editorial boards. Professor Kramer is also a fellow of the American Psychological Association, American Psychological Society, a former member of the executive committee of the International Society of Attention and Performance, and a recipient of a NIH Ten Year MERIT Award. Professor Kramer’s research has been featured in a long list of print, radio and electronic media including the *New York Times, Wall Street Journal, Washington Post, Chicago Tribune, CBS Evening News, Today Show, NPR* and *Saturday Night Live*.

**Kennedy Hall, Central Corridors, First Floor**

**General Poster Session IV**

**Poster 1 (170)**

*Emotion Regulation Style As A Predictor Of Affective Flexibility*

Melody R. Altschuler (Bates College), Christopher Fox, B.A. (Bates College), Rita Futamura, B.A. (Bates College) & Nancy S. Koven, Ph.D. (Bates College)

**Poster 2 (171)**

*Perceived Emotion And Contextual Framing: Re-Examining The Kuleshov Effect*

Pietra Bruni, B.S. (University Of Pittsburgh)

**Poster 3 (172)**

*Course of Depression and Anger in an Acute Intensive Treatment Setting*

Alexander Cerbo (Assumption College), Heather Clark, B.S. (Assumption College) & Mark Zimmerman, Ph.D. (Assumption College)

**Poster 4 (173)**

*Greek Life: Perceptions On Campus And In The Workplace*

Elena Freedman (Bryant University) & Allison G. Butler, Ph.D. (Bryant University)

**Poster 5 (174)**

*Gender, Race And Age Differences In The Effect Of Stress Reactivity On Risk Taking Behaviors*

Mary Ellen Fernandez (Rhode Island College) & Emily Cook, Ph.D. (Rhode Island College)
Saturday 1:50 PM - 2:50 PM

Poster 6 (175)

Risk For Adolescent Emotional Regulation Issues When Faced With Hostility And Conflict In The Family

Bryan Mercier (Rhode Island College) & Emily Cook, Ph.D. (Rhode Island College)

Poster 7 (176)

Emotion Regulation Among Substance Abusing Adolescents: Results From An Intervention Study

Moricca Hutchison, B.A. (University Of Connecticut), Alaina Fusco, B.A. (University Of Connecticut) & Beth S. Russell, Ph.D. (University Of Connecticut)

Poster 8 (177)

Executive Functioning In Preclinical Autosomal Dominant Alzheimer's Disease

Andrea Ovalle (Smith College), Daniel Norton Ph.D. (Smith College) & Yakeel Quiroz, Ph.D. (Smith College)

Poster 9 (178)

Social Support As A Mediator Of Psychological Functioning And Well-Being Following Trauma

Vanessa Watorek (University Of Hartford), Laura Dietmann (University Of Hartford) & Lyssa Micheel (University Of Hartford)

Poster 10 (179)

Medical Mistrust Across Different Ethnic Groups

Susana Ciulla-Monteiro (Salem State University). Faculty Advisor: Janet Todaro, Ph.D. (Salem State University)

Poster 11 (180)

Preventing Bullying Toward LGBTQ Youth In Physical Education: Utilization Of The Problem-Solving Consultation Model

Scott B. Greenspan, M.S. (University Of Massachusetts — Amherst), Sarah Fefer, Ph.D. (University Of Massachusetts — Amherst), Sara Whitcomb, Ph.D. (University Of Massachusetts — Amherst) & Catherine Griffith, Ph.D. (University Of Massachusetts — Amherst)

Poster 12 (181)

Parental Depression And Coparenting Dynamics Predict Infant Functioning At 3 Months

Regina Kuersten-Hogan, Ph.D. (Assumption College), Marisa Molinaro, B.A. (Assumption College), Jared Manteuffel, B.A. (Assumption College), Jacqueline LaForce, B.A. (Assumption College), Maria Kalpidou, Ph.D. (Assumption College) & Kristina Deligiannidis, M.D. (University Of Massachusetts Medical School)
Saturday 1:50 PM - 2:50 PM

Poster 13 (182)

Effects Of Classroom-Wide Mindfulness Interventions

Molly Cole, B.S. (Worcester State University), Marissa DePaolo, B.S. (Worcester State University) & Denise Foley, Ph.D. (Worcester State University)

Poster 14 (183)

Making What Works Better: School-Wide PBIS Program Evaluation

Natalia Szulc, B.A. (Worcester State University) & Denise Foley, Ph.D. (Worcester State University)

Poster 15 (184)

Measuring Generalization Of Social Skills Training In The Classroom

Christine Campbell, B.A. (Worcester State University) & Denise Foley, Ed.D. (Worcester State University)

Poster 16 (185)

College Environment Mediates And Gender Moderates The Relations Between Maladaptive Coping And Psychological Outcomes

Champika K. Soysa, Ph.D. (Worcester State University), Stephen McElroy (Worcester State University) & George Dilling (Worcester State University)

Poster 17 (186)

Musical Distractions And Its Effect On Memory During Cognitive Tasks

Venise Miles, B.A. (Marist College), Chelsea Cozzolino, B.A. (Marist College), Jonathan Zaretsky, B.A. (Marist College) & Clifton Kinlaw, Ph.D. (Marist College)

Poster 18 (187)

Examining The Relationship Between Executive Dysfunction And Body Mass Index (BMI) Among Adults With Obesity

Hannah Anokye, A.B. (Brown University), Rachel Galioto, Ph.D. (Alpert Medical School, Rhode Island Hospital), Vincent Pera, Jr., M.D. (Alpert Medical School, The Miriam Hospital), Lucille Rathier, Ph.D. (Alpert Medical School, The Miriam Hospital) & Geoffrey Tremont (Alpert Medical School, Rhode Island Hospital)

Poster 19 (188)

Norms Equating Femininity With Sexiness Produce Tensions In Contexts Of Violence

Kathryn Frazier, Ph.D. (Worcester State University)
Saturday 1:50 PM - 2:50 PM

**Poster 20 (189)**

**The Effect Of Socioeconomic Status And The Halo Effect On Personality Judgments**

Ashlye Borden (Lesley University)

**Poster 21 (190)**

**The Role Of Defendant Race And Judge's Instructions On Decisions Of Guilt And Capital Sentencing**

Suzanne Mannes, Ph.D. (Widener University), Shana Maier, Ph.D. (Widener University), Elizabeth Foster, Ph.D. (Widener University) & Sascha Gruden (Widener University)

**Poster 22 (191)**

**Non-Suicidal Self-Injury Characteristics Among Individuals With A History Of No, One, And Multiple Suicide Attempts**

Anna Rabasco, B.A. (Butler Hospital/Brown Medical School), Roberto Lopez, B.A. (Butler Hospital/Brown Medical School), Kristen Sorgi, B.S. (Butler Hospital/Brown Medical School), Heather Schatten, Ph.D. (Butler Hospital/Brown Medical School), Ivan Miller, Ph.D. (Butler Hospital/Brown Medical School) & Michael Armey, Ph.D. (Butler Hospital/Brown Medical School)

**Poster 23 (192)**

**Psychometric Assessment Of A Feelings About Reading Survey**

Kelly Robinson (Southern Connecticut State University), Smana Seradieu (Southern Connecticut State University), Madeline Smith (Southern Connecticut State University), Emma Cook-Jensen, B.A. (Southern Connecticut State University), Megan Mancinelli, B.A. (Southern Connecticut State University), Cheryl Durwin, Ph.D. (Southern Connecticut State University), Dina Moore, Ph.D. (Southern Connecticut State University) & Deborah A. Carroll, Ph.D. (Southern Connecticut State University)

**Poster 24 (193)**

**Effect Of Dialogic Reading Intervention On ReadINg Comprehension In 2nd Graders**

Deborah A. Carroll, Ph.D. (Southern Connecticut State University), Cheryl Durwin, Ph.D. (Southern Connecticut State University), Dina Moore, Ph.D. (Southern Connecticut State University), Smana Seradieu (Southern Connecticut State University), Kelly Robinson (Southern Connecticut State University), Megan Mancinelli, B.A. (Southern Connecticut State University), Emma Cook-Jensen, B.A. (Southern Connecticut State University) & Madeline Smith (Southern Connecticut State University)

**Poster 25 (194)**

**How Confident Are You In Your Memory? Failure Of Eyewitness Confidence To Predict Accuracy**

Shannon M. Booth, B.A. (Stonehill College) & Michaela E. Brown, B.A. (Stonehill College)
Saturday 1:50 PM - 2:50 PM

Poster 26 (195)

Predicting Changes In Emotion Regulation From Reactivity And Social Play

Nneka Morris, Ph.D. (University Of North Carolina At Greensboro), Jessica Lorenzo, M.A. (University Of North Carolina At Greensboro), Brittany Armstrong, M.S. (University Of North Carolina At Greensboro) & Susan Keane, Ph.D. (University Of North Carolina At Greensboro)

Poster 27 (196)

The Celebrity Culture Phenomenon: The Consequences Of Superficial Identity Fulfillment For Society And The Individual

Laura Miller (Marist College), Ryan Kinlaw, Ph.D. (Marist College) & Jared Boba (Marist College)

Poster 28 (197)

LORETA Z Score Neurofeedback With Two Adults With ADHD

Bruce Steinberg, Ph.D. (Curry College), Elizabeth Carey, Ph.D. (Curry College), Tanisha Baptiste (Curry College), Katie Cummings, B.A. (Curry College), Jessica Newman, B.A. (Curry College), Raymond Nicks, M.S. (Curry College) & Nicholas Pawlak, B.S. (Curry College)

Poster 29 (198)

The Relationship Between Identity Distress And Stress And Anxiety Among College Students

Jessica Samuolis, Ph.D. (Sacred Heart University), Ashley Loser (Sacred Heart University) & Angela Mondello (Sacred Heart University)

Poster 30 (199)

The Impact Of Face-To-Face Vs. Cyber-Incivility On Task Performance And Eating Behavior

Sydney Batchelder (Eastern Connecticut State University), Rachel Scrivano (Eastern Connecticut State University), Alyssa Daneault (Eastern Connecticut State University), Yohan Krumov (Eastern Connecticut State University), Gary W. Giumetti, Ph.D. (Quinnipiac University) & Jenna L. Scisco, Ph.D. (Eastern Connecticut State University)

Poster 31 (200)

The Impact Of Face-To-Face Vs. Cyber-Incivility On Helping Behavior And Counterproductive Workplace Behaviors

Jacob Ward, B.A. (Quinnipiac University), Elizabeth Coritt, B.A. (Quinnipiac University), Nicole Mowry, B.A. (Quinnipiac University), Mollie O’Hea, B.A. (Quinnipiac University), Jenna L. Scisco, Ph.D. (Eastern Connecticut State University) & Gary W. Giumetti, Ph.D. (Quinnipiac University)
Saturday 1:50 PM - 2:50 PM

Poster 32 (201)

Does Being Compassionate Cause Electroencephalographic And Behavioral Changes? Implications For Affective Neuroscience

Adam Calderon, B.S. (Quinnipiac University), Dawn Whinnery, M.A. (Northern Arizona University), Lisa Doskocil, M.A. (Northern Arizona University), Taylor West, B.A. (Northern Arizona University) & Larry Charles Stevens, Ph.D. (Northern Arizona University)

Poster 33 (202)

Physical Activity And Mental Health

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

Poster 34 (203)

Physical Activity And The Risk For Eating Disorders

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

Poster 35 (204)

Social Physique Anxiety Scale And Body Dysmorphia

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

Poster 36 (205)

Perceptions Of Bystander Intervention In Sexual Assault Prevention: Qualitative Investigation Of Heavy Drinking College Men

Daniel W. Oesterle, B.S. (Rhode Island Hospital), Lindsay M. Orchowski, Ph.D. (Brown University) & Oswaldo Moreno, Ph.D. (Brown University)

Poster 37 (206)

Say Her Name: The Invisibility Of Black Women In Prominent Social Movements

Emily Beauparlant (Simmons College), Kristin N. Dukes, Ph.D. (Simmons College) & India Johnson, Ph.D. (Elon University)

Poster 38 (207)

Influence Of Rape Supportive Attitudes And Peer Affiliations On Alcohol Use And Sexual Aggression Association

Franklin Huntington, B.A. (Rhode Island Hospital), Lindsay M. Orchowski, Ph.D. (Rhode Island Hospital, Alpert Medical School Of Brown University, Department Of Psychiatry And Human Behavior), Daniel Oesterle, B.A. (Rhode Island Hospital) & Christopher Millman, B.A. (Rhode Island Hospital)
Saturday 1:50 PM - 2:50 PM

Poster 39 (208)

The Role Of Religious Coping And Generational Status Among Latinos Of Mexican Origin

Eriberto Mora (Clark University) & Oswaldo Moreno, Ph.D. (Clark University)

Poster 40 (209)

Variation In Heavy Episodic Drinking, Sexual Aggression And Rape Supportive Attitudes Among College Men

Christopher Millman, B.A. (Rhode Island Hospital, Department Of Psychiatry), Franklin Charles Huntington, B.A., (Rhode Island Hospital, Department Of Psychiatry), Daniel Oesterle, B.S. (Rhode Island Hospital, Department Of Psychiatry), Sarah Gould (Wheaton College) & Lindsay M. Orchowski, Ph.D. (Rhode Island Hospital, Department Of Psychiatry & Alpert Medical School Of Brown University)

Poster Session IV concludes the 1:50 PM - 2:50 PM session. The next session begins at 3:00 PM.
Psi Chi Symposium (210)

Islamophobia: One Psychologist’s Story

*Muninder Kaur Ahluwalia (Montclair State University)*

In this presentation, I will speak about my family and communities’ experience of being Sikh in the United States at a time when hate speech is normative and religious intolerance is accepted, if not promoted. The presentation will take the audience on a journey through my life—not because of the “specialness” of my life, but rather because of the mistakes I made and the lessons I have learned from individuals from other communities. I will speak about Islamophobia and its impact on Muslim Americans as well others who are “mistaken” to be Muslim, including Sikhs. I will also speak about the oppression of other communities, and movements (e.g., Black Lives Matter) has influenced my understanding of systems, the positionality of systems disruptors, the intertwined nature of oppression, and the need to act for social change.

Paper Session: Clinical Psychology And ADHD

*Michael Amico, Ph.D. (Housatonic Community College)*

**Attention-Deficit/Hyperactivity Disorder And Social Dysfunction Among College Students: A Five Factor Model Analysis**

Kenneth S. Walters, Ph.D. (Southern Connecticut State University), Megan Rebuffo (Southern Connecticut State University), Sarah Lessne (Southern Connecticut State University), Haley Gustavson (Southern Connecticut State University), Julie Gagliardi (Southern Connecticut State University), Rachel Sperduti, (Southern Connecticut State University), Joey Pascale (Southern Connecticut State University), Jessica White (Southern Connecticut State University) & Jenna DeLuca (Southern Connecticut State University)

A sample of 1540 college students were assessed for ADHD symptoms, social dysfunction, and the traits of neuroticism and extraversion. Students were categorized into four groups: ADHD with or without social dysfunction and no ADHD with or without social dysfunction. The groups were compared on their “style of well-being,” represented by the combination of neuroticism and extraversion. The groups differed significantly on both traits. Among students with ADHD, high social dysfunction was associated with increased neuroticism and decreased extraversion. That combination places them at increased risk for negative affectivity, depressed mood, and poor emotional functioning.
Saturday 3:00 PM - 4:00 PM

3:15 PM - 3:30 PM (212)

The Effect Of Plaintiff Malingering And Deception On Damage Awards And Perceived Reprehensibility

Richard P. Conti, Ph.D. (Kean University)

The present study measured the effects of plaintiff malingering and exaggeration on monetary damages awarded in a civil case. Mock jurors read a simulated case involving an automobile accident involving a mild traumatic brain injury, including the neuropsychological evaluation. Participants were randomly assigned to one of three versions of the case: honest, exaggerated, and malingering. Participants also completed the Belief in Just World Scale (BJW) and the Revised Legal Attitudes Questionnaire (RLAQ). Results indicated that the plaintiff's conduct, scores on the BJW, RLAQ, and demographic indices were related to the recommended damage awards, but not to the degree expected.

3:30 PM - 3:45 PM (213)

Hostility In Victory And Defeat: Individual Differences Predict Hostility After Competitive Video Gameplay

Christopher N. Burrows (University Of Connecticut), Mallory Kloss (University Of Connecticut) & Hart Blanton (University Of Connecticut)

A growing body of research links video games to increases in hostility, but focuses on the violent content of games played. However, the type of gameplay may also be important. This study investigated increases in hostility within competitive games. Participants completed measures of social dominance and narcissism, played an adversarial team game, and then completed a measure of hostility. An interaction found between narcissism and team victory suggested narcissists are vulnerable to the self-threat posed by a video game loss, with resultant uptick in hostility. Social dominance interacted with team victory, but predicted an increase in hostility when participants won.

3:45 PM - 4:00 PM (214)

Oppositional-Defiant Behavior During Childhood And Risk For Conduct Problems In College: A Five Factor Model Analysis

Kenneth S. Walters, Ph.D. (Southern Connecticut State University), Sarah Lessne (Southern Connecticut State University), Haley Gustavson (Southern Connecticut State University), Megan Rebuffo (Southern Connecticut State University), Jessica White (Southern Connecticut State University), Rachel Sperduti (Southern Connecticut State University), Jenna DeLuca (Southern Connecticut State University), Julie Gagliardi (Southern Connecticut State University) & Joey Pascale (Southern Connecticut State University)

A sample of 1540 college students were assessed for history of childhood oppositional-defiant behaviors and current conduct problems during college. Students were categorized into four groups: no childhood OD behaviors with or without college conduct problems and no childhood OD behaviors with or without conduct problems. Groups were compared on their “style of impulse control,” represented by the combination of neuroticism and conscientiousness. The groups differed significantly on both traits. Students with a history of children OD behaviors and current college conduct problems were most notably distinguished by low conscientiousness compared to peers.
Symposium

An Overview Of Adult Users' Communication and Relationship Preferences In Social Media (215)

Sukanya Ray, Ph.D. (Suffolk University), Quan Diep, B.S. (Suffolk University), Damian Cruz (Suffolk University) & Bridget Mannion (Suffolk University)

This study aimed to explore the role of Facebook users’ offline characteristics on their choices of online communication and relationship building patterns. More specifically, we investigated the role of offline personal characteristics (self-esteem, shyness, loneliness, independence, interdependence) and relational characteristics (social connectedness, dyadic intimacy) in young adult men and women’s online communication (daily Internet use, Facebook frequency) and relationship patterns (quality of online community relationships, online emotional closeness with others). We hypothesize that more adaptive personal and relational offline characteristics will be significant positive predictors of online communication and relationship patterns. Our next hypothesis was to identify themes concerning users’ experiences through narrative data. We had one hundred and nine participants (both adult males/females). Our findings indicated partial support to our hypotheses. Multiple regression identified social connectedness to be the only significant predictor of quality of online community relationships. The analyses of narrative data on the usage and impact of social network sites identified various domains with preferences for social correction being the most dominant one. We will discuss users’ preference for quality of online relationships, its impacts and implications areas.

Panel Discussion

Social Relations Modeling of Intergroup and Interpersonal Behavior (216)

Moderated by Dov Kugelmass, Ph.D. (Three Rivers Community College)

David A. Kenny will speak about intergroup relations. He will address the “Red Sox-Yankee Rivalry: An Intergroup Social Relations Model Example.” Groups of four Red Sox and four Yankee fans were brought together to discuss their favorite baseball team. Various hypotheses about intergroup relations were tested: in-group favoritism, out-group homogeneity and mirroring.

Randi Garcia will discuss “The Group Actor-Partner Interdependence Model for Dyadic Outcomes.” She will talk about the GAPIM-D model which is used for round-robin outcomes. She will discuss how it adds fixed effects to the SRM random effects model.

Thomas E. Malloy will discuss “Perceived and Meta-Perceived Interpersonal Similarity in Dyads and Groups.” He will discuss novel similarity phenomena and empirical evaluation of them.
Science & Society Symposium (217)

Convener and Moderated by Leonard Doerfler, Ph.D. (Assumption College)

The Spark of Learning: Energizing our Classrooms with the Science of Emotion

Sarah Cavanagh, Ph.D. (Assumption College)

Traditional views of education assume that reason should reign over emotion, and that the classroom should be a quiet, dispassionate space where students and instructors impartially engage with facts, figures, and theories. However, education is beginning to awaken to the power of emotions to fuel learning, informed by contributions from psychology and neuroscience. Based on research for her book The Spark of Learning: Energizing the College Classroom with the Science of Emotion, Sarah Rose Cavanagh makes the argument that if we want to capture our students’ attention, harness their working memory, bolster their long-term retention, and enhance their motivation, we should consider the emotional impact of our teaching style and course design. Cavanagh brings to bear a wide range of evidence from the study of education, psychology, and neuroscience to suggest that doing so is a highly potent teaching strategy, and shares concrete examples of successful activities from a variety of disciplines in secondary and higher education.

Addressing the Global Burden of Mental Illness: Why Transdiagnostic Approaches to Evidence-Based Practice Might Be Our Best Bet

Todd Farchione, Ph.D.
(Center for Anxiety and Related Disorders, Boston University)

Despite the staggeringly high prevalence rates and costs associated with mental illness, there is a crisis of availability and quality in the delivery of evidence based psychological treatments (EBPs). Perhaps the greatest barrier to the dissemination and implementation of EBPs is training clinicians to administer treatments proficiently (McHugh & Barlow, 2010). The latest development in evidence-based treatment can be found in cognitive-behavioral interventions that can be applied across disorders that share common underlying features and respond to similar therapeutic procedures. These “transdiagnostic” treatments may prove to be more time-efficient, cost-effective, and have the potential to increase availability of evidence-based treatments to meet a significant public health need. The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders (UP; Barlow et al., 2011) is one such protocol that has been developed over the past decade by Boston University researchers, with grant support from the National Institute of Mental Health. The UP was designed to address the full range of emotional disorders (i.e., anxiety, depressive, and related disorders) by targeting common core vulnerabilities that contribute to the development and maintenance of these frequently co-occurring disorders, rather than surface-level, diagnostic symptoms. In this presentation, the rationale for a transdiagnostic approach to evidence based practice will be explored within the context of training initiatives and ease of dissemination. Recent evidence supporting applications of the UP to the treatment of anxiety and mood disorders in adults will also be reviewed.
Saturday 3:00 PM - 4:00 PM
Kennedy Hall, Central Corridors, First Floor
General Poster Session V

Poster 1 (218)

Do High School Students Accurately Perceive Peer Norms? An Examination Of Gender And Grade Effects

Peter Krahe (Rhode Island Hospital), Daniel Oesterle (Rhode Island Hospital) & Lindsay Orchowski (Rhode Island Hospital & Alpert Medical School Of Brown University)

Poster 2 (219)

Dating Violence Victimization And Mental Health Consequences Among Community College Women

Kimberly Nestor (Wheaton College), Kyla Teeters (Wheaton College), Daniel Oesterle, B.S. (Rhode Island Hospital), Katherine Bogen, B.A. (Rhode Island Hospital) & Lindsay Orchowski, Ph.D. (Rhode Island Hospital)

Poster 3 (220)

Racial Stereotypes and Victim Blaming: Implications for Media Coverage and Criminal Proceedings

Catherine Record (Simmons College), Kristin N. Dukes, Ph.D. (Simmons College) & Sarah E. Gaither, Ph.D. (Duke University)

Poster 4 (221)

Effects Of Using Mobile Devices On Cognition

Peter Frost, Ph.D. (Southern New Hampshire University), Megan Conner (Southern New Hampshire University), Patrick Donahue (Southern New Hampshire University), Keith Goeben (Southern New Hampshire University), George Berko, B.A. (Southern New Hampshire University), Jessica Gomez, B.A. (Southern New Hampshire University), Ju Ee Chong, B.A. (Southern New Hampshire University) & Jia Jia Ng, B.A. (Southern New Hampshire University)

Poster 5 (222)

Sexual Double Standard: Casual Hookups To Traditional Dating

Margaret Flynn, B.S. (Stonehill College)

Poster 6 (223)

Warm Temperatures And Reaffiliative Motives

Hydar, K. (SUNY—Oswego), Jones, K. (SUNY—Oswego), Fay, A.J., Ph.D. (SUNY—Oswego) & Maner, J.K., Ph.D. (Northwestern University)
Saturday 3:00 PM - 4:00 PM

Poster 7 (224)

Olfactory Sensitivity And Avoidance Motivation


Poster 8 (225)

Outcome Measurement In Clinical Training

Anneke Johnson, B.A. (Tufts University), Dov Gold, B.A. (Brandeis University), Edward De Vos, Ed.D. (Harvard University) & Mengchun Chiang, Ph.D. (Duquesne University)

Poster 9 (226)

Biological Correlates Of Moral Decision-Making: An Eeg Investigation

Bryan C. Auday, Ph.D. (Gordon College), Daruenie Andujar, B.A. (Gordon College), Trevor Hinshaw, B.A. (Gordon College), David Parr, B.A. (Gordon College), Taylor-Marie Funchion (Gordon College), Kate Ferris (Gordon College), Elizabeth Berube (Gordon College), Marie Rossi (Gordon College) & Sara Levine (Gordon College)

Poster 10 (227)

The Role Of Selection, Optimization, And Compensation And Activity Level On Older Adults' Daily Functioning

Olivia Thornburg (Saint Anselm College) & Elizabeth Hahn Rickenbach, Ph.D. (Saint Anselm College)

Poster 11 (228)

To Make A Good First Impression…Apologize? The Effects Of Superfluous Apologies On First Impressions

Kara Aries (Stonehill College) & Lorraine Smith (Stonehill College)

Poster 12 (229)

The Effect Of Contrasting Stereotypes On The Glass Cliff

Abbey L. Salvas (Stonehill College) & Maria P. Tavares (Stonehill College)

Poster 13 (230)

Child Sexual Abuse, Experiential Avoidance, And Adult Psychopathology: A Multidimensional Mediational Examination

Benjamin W. Katz (University Of New England) & Patricia J. Long, Ph.D. (University Of New England)
Saturday 3:00 PM - 4:00 PM

Poster 14 (231)

**Effects Of Cognitive Effort On Associative Memory**

Jason Phillips (Plymouth State University) & Angela Kilb Ph.D. (Plymouth State University)

Poster 15 (232)

**Perceived Effects Of Race, Relationship, And Sexual Orientation On Attitudes Towards Rape**

Aoife M. Lee (Framingham State University)

Poster 16 (233)

**College Student's Sensitivity To Discrimination**

Maggie C. McNeill (Framingham State University)

Poster 17 (234)

**Academic Stress: Do College Students Resort To Negative Behaviors To Cope With Failure?**

Kara Barnies (Stonehill College) & Nicole Drost (Stonehill College)

Poster 18 (235)

**The Relationship Between Young Children’s Representations Of Mothers And Mothers’ Involvement In School**

Rahmet Akpolat, B.Sc. (University Of Connecticut), Hannah B. Mudrick, Ph.D. (Pennsylvania State University-Harrisburg) & Joann L. Robinson, Ph.D., IMH-E IV (University Of Connecticut)

Poster 19 (236)

**Brand Loyalty And Company Ethics: The Impact Of Responses To Consumer Complaints And Employee Needs**

Marena Sullivan (Framingham State University)

Poster 20 (237)

**The Walkability Of Nature Trails**

John Stranieri, B.S. (Worcester State University) & Brandi Silver, Ph.D. (Worcester State University)

Poster 21 (238)

**The Credibility Of Placebo Alcohol With College Students: Differences According To Demographics And Drinking Behavior?**

Samantha Dubois, B.S. (University Of Rhode Island), Michael H. Bernstein (University Of Rhode Island) & Lynda A.R. Stein (University Of Rhode Island)
Saturday 3:00 PM - 4:00 PM

Poster 22 (239)

The Influence Of Yoga On Experiential Avoidance, Body Dissatisfaction, And Eating Disorder Symptomatology

Ashlye Borden, B.A. (Lesley University)

Poster 23 (240)

The Relationship Between Poverty And Mental Health

Gabrielle Eberle (Marist College) & Kimery Levering, Ph.D. (Marist College)

Poster 24 (241)

Evaluating A Text-Messaging Intervention For Boosting College Readiness

Dipana Jain, B.A. & Molly Dunbar B.A. (Outward Bound Schools)

Poster 25 (242)

If You Think It’s Not Broken - Will You Fix It? Optimism And Our Planet

Jonathan Campbell (SUNY—Geneseo), Rose Deng (York College—CUNY), Minkyung Lee (Baruch College—CUNY), Godly Alcindor (Hunter College—CUNY) & Mindy Engle-Friedman (Baruch College—CUNY)

Poster 26 (243)

The Effects Of Future Priming On Concern Over Access To Resources

Calvin Rong, B.A. (Baruch College), Brian Tang, B.A. (Baruch College) & Mindy Engle-Friedman, Ph.D. (Baruch College)

Poster 27 (244)

Fear And Teamwork Makes The Environmental Dream Work: Social And Emotional Factors Impacting Sustainability

Nnekora Wilson (Baruch College—CUNY), Rose Deng (York College—CUNY) & Mindy Engle-Friedman (Baruch College—CUNY)

Poster 28 (245)

A Human's Life Or Your Pet's Life: The Choice Is Yours!

Margaret Bohrmann (Stonehill College) & Linsey Malia (Stonehill College)
Saturday 3:00 PM - 4:00 PM

**Poster 29 (246)**

*The Recovery Line: An Automated Interactive Voice Response System As Adjunctive Treatment For Methadone Patients*


**Poster 30 (247)**

*The Use Of An Achievement-Based Point System Among Methadone Maintained Patients: A Pilot Study*


**Poster 31 (248)**

*“We Are Okay To Be Ourselves”: Sex Segregation In Gay And Lesbian Emerging Adult’s Friendships*

Victoria Henry, B.A. (Emmanuel College), Eliana Kafantis (Emmanuel College), Megan Lambert (Emmanuel College) & Clare M. Mehta, Ph.D. (Emmanuel College & Boston Children's Hospital)

**Poster 32 (249)**

*Verb Comprehension At 16, 18, And 20 Months*

Esther Quiroz (Rhode Island College), Ashley Bazin (Rhode Island College), Briana Poole (Rhode Island College) & Beverly Goldfield, Ed.D. (Rhode Island College)

**Poster 33 (250)**

*Players Learn More Than Technique From Their Coaches*

Gary M. Brosvic, Ph.D. (Rider University)

**Poster 34 (251)**

*Ups And Downs Of Athletic Injuries: The Role Of Commitment*

Gary M. Brosvic, Ph.D. (Rider University)

**Poster 35 (252)**

*The Many Faces Of Athletic Burnout*

Gary M. Brosvic, Ph.D. (Rider University)
Saturday 3:00 PM - 4:00 PM

Poster 36 (253)
Attribution Of Boredom: Attentional Factors And Boredom Proneness

Poster 37 (254)
Mathematical Cognition As Semiotic Coordination Of Ideal-Material Components: A Case Study
Mirjana Hotomski, M.A. (Tufts University) & Marcus Patterson, Ph.D. (University Of Massachusetts—Boston)

Poster 38 (255)
Exploring The Effect Of Cognitive Brain Training On Students With ADHD And/Or ASD
Alicia Keating, A.A. (Landmark College) & Ibrahim Dahlstrom-Hakki, Ph.D. (Landmark College)

Poster 39 (256)
New Technology And Learning

Poster 40 (257)
Comparing Missing Data Imputation Techniques In Extremely High Missing Data Circumstances
Justine N. Egan-Kunicki, Ph.D. (Community College Of Rhode Island) & Zachary J. Kunicki, M.A. (University Of Rhode Island)

Poster 41 (258)
Men And Help Seeking
Luke A. Gustavson (Worcester State University) & Seth E. Surgan, Ph.D. (Worcester State University)

Poster 42 (259)
Asian American Culturally Relevant Values As Predictors Of Meaning In Life In Asian American College Students: Are There Gender Differences?
Poster 43 (260)

What If’ Narratives: Using Counterfactual Trees To Explore Young Adults’ Romantic Relationships

Miranda Benjamin, M.A. (SUNY At New Paltz), Kelly Colby, M.A. (SUNY At New Paltz), Tabitha Holmes, Ph.D. (SUNY At New Paltz), Brittany Mabie M.A. (SUNY At New Paltz), Sphoorti Pandit, M.A. (SUNY At New Paltz) Lauren Studer M.A. (SUNY At New Paltz), Timea Tozser M.A. (SUNY At New Paltz), Kiersten Donovan, M.A. (SUNY At New Paltz) & Cari Marvelli, M.A. (SUNY At New Paltz)

Kennedy Hall, Room 12, First Floor
Psi Chi and New England Psychological Association
Closing Reception and Awards Ceremony (261)

Psi Chi student members presenting at the 2106 NEPA Annual Meeting will receive a certificate from Psi Chi, the International Honor Society of Psychology. All Psi Chi members and their advisors are invited.
56th New England Psychological Association Meeting
Saturday, October 21, 2017
William James College, Newton, Massachusetts

Call for Submissions

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, 2017 for symposia, papers, and posters representing all areas of the psychological sciences. NEPA will continue to receive and review posters through September 21, 2017.

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.
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2017 Annual Meeting

Call For Submissions

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, 2017 and June 8, 2017. NECTOP will continue to receive and review posters submitted after June 8, 2017 through September 21, 2017.

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, 2017.

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 2011-2016 NECTOP programs that are available for online review at NewEnglandPsychological.org. The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2017. 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.

23rd Northeast Conference for Teachers of Psychology
Friday, October 20, 2017
William James College, Newton, Massachusetts
NETeachingPsychology@gmail.com           www.NewEnglandPsychological.org
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