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<td>Health Psychology Applications and Outcomes</td>
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<td>10:10 AM-11:10 AM</td>
<td>Interconnecting Exploration of Relationship Supervisor</td>
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<td>11:20 AM-12:30 PM</td>
<td>Presidential Comments on the State of the New England Psychological Association and the Distinguished Contribution Award Address by Dr. Stephen Pinker in Rooms 334/335/336</td>
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The New England Psychological Association would like to thank William James College for hosting the 2017 Annual Meeting and recognizes the following organizations, grants, and individuals for contributing to the success of the 2017 Annual Meeting:

- Nicholas A. Covino, Psy. D., President, William James College
- Stanley J. Berman, Ph. D., Vice President for Academic Affairs, William James College
- Beth Rogan, Associate Director of Marketing and Outreach
- William James College Facilities & IT Departments
- William James College NEPA Planning Committee
- William James College Student Leaders
- Stephen Goldberg, Goldberg’s Deli & Grill
Friday Evening
5:00pm-5:30pm
Opening NEPA Reception
In the Third Floor Lounge

5:45pm–6:45pm
Friday Night Keynote Speaker
Rooms 334/335/336

Opening Comments by
Nicholas Covino, Ph. D.
(President William James College)
&
Stanley Berman, Ph. D.
(Dean of Academic Affairs William James College)

Introduced by Dov Kugelmass, Ph. D.
President
New England Psychological Association

Chronic Traumatic Encephalopathy and the Long-term Consequences of Repetitive Brain Trauma

Robert Stern, Ph. D.
(Professor of Neurology, Neurosurgery, and Anatomy and
Neurobiology at Boston University School of Medicine, Director of the Clinical Core of the BU Alzheimer's Disease Center, Director of Clinical Research for the BU Chronic Traumatic Encephalopathy (CTE) Center

There has been a great deal of media coverage about former football players (e.g., Junior Seau, Mike Webster, Kevin Turner, Dave Duerson) being diagnosed with Chronic Traumatic Encephalopathy (CTE) after death. The feature film starring Will Smith, “Concussion,” was actually about CTE. However, the scientific study of CTE is in its early stages, with critical questions remaining to be answered about this degenerative brain disease. Dr. Stern will discuss what is currently known about CTE and the long-term consequences of sports-related brain trauma, based on the latest research findings, and he will provide answers to commonly asked important questions, including: What is the difference between Alzheimer’s disease and CTE? Does everyone who gets several concussions develop CTE later in life? Can CTE be diagnosed during life? Does playing youth tackle football increase the risk for cognitive impairment and depression in adulthood? Is football the only sport that increases the risk for CTE? Can someone who never had a “big hit” or a concussion still get CTE? Is CTE an actual disease? Is CTE the same thing that “punch drunk” boxers get? Are there treatments currently available to mitigate the symptoms of CTE or slow down the disease?

Dr. Robert Stern’s presentation will conclude NEPA’s Friday programming. It will resume Saturday morning.
Saturday 9:00 AM - 10:00 AM

Symposium
Room 126

Health Psychology Applications and Outcomes for the Future of Medical Care

Kathryn Harple, MA.

Health Psychology is a broad field currently making strides in integrated medical practices. We will discuss applications of Health psychology and new developments in the field.

Symposium
Room 127

Publish Your Work in the Psi Chi Journal for Psychological Research

Marianne Fallon, Ph. D.
Psi Chi Eastern Regional Vice-President
Central Connecticut State University

The Psi Chi Journal for Psychological Research is a general interest journal that publishes work from Psi Chi members at all career stages — undergraduate, graduate, and faculty. It is indexed in PsycInfo, EBSCO, and Google Scholar databases and all articles are free to the public. Psi Chi supports the Open Science Framework (OSF) and offers badges for Open Data, Open Materials, Preregistered Research, and Replication Studies. In this workshop, you will learn about the publication process and obtain helpful tips to maximize your chances of having your work accepted for publication in The Psi Chi Journal.
Symposium
Room 204

Improving the experiences and mental health of LGBTQ college students
(Session continues with the 10:10 AM session time frame in the same room)

Annemarie Vaccaro, Ph. D. (University of Rhode Island)
Matthew Berry, MA. (Worcester Polytechnic Institute)
Zach Kerr (Wheelock University)

Introduced by Sue Adams, Ph. D.
(University of Rhode Island)

The New England Psychological Association (NEPA) is pleased to announce the first annual NEPA symposium aimed at improving the mental health of individuals, families and communities through the dissemination of high-quality research and clinical care. The focus of this year’s symposium is entitled “Improving the experiences and mental health of LGBTQ college students.” Annemarie Vaccaro, PhD, a researcher from the University of Rhode Island, will discuss seminal research about campus microclimates for diverse populations, as well as best practices for university faculty and staff. Matthew Berry, MA, a counselor at Worcester Polytechnic Institute, will discuss best-practice clinical care when working with LGBTQ college students in individual and group settings. Zach Kerr, a student and LGBTQ advocate from Wheelock University, will offer a first-person perspective on the challenges, needs and strengths of LGBTQ students in college. Attendees will also be given time to ask questions of the panel to enrich learning experiences that can be applied across colleges and universities.

Symposium
Room 227

Creatively Enhancing Evidence-Based Interventions for Special Populations of Children in Schools

Gayle Macklem, M. A., NCSP, LEP; Rachel Ammerman, M. A.,
School psychologists are trained to use evidence-based practices when working with children. They use interventions based on or derived from cognitive behavioral therapy (CBT). The complication is that CBT is effective for only about 70% of symptomatic children. What do we do about the children for whom evidence-based interventions are not working? This group of children may have interfering verbal communication deficits, withdrawal, anxiety, or other internalizing symptoms. Expressive therapy techniques may be the answer to get around these children’s limitations, yet these techniques may not be evidence-based. One answer is to augment evidence-based treatment with expressive therapy techniques in counseling not only for therapy but also for monitoring treatment, and for measuring outcomes. We will share explore the evidence base for expressive techniques in dance, music, and art, and share how to integrate them into evidence-based practice for use in schools.

**Paper Session**

**Room 307**

**Clinical Psychology**

**Chair: Ashleigh Hillier, Ph. D.**

*(University of Massachusetts Lowell)*

**9:00 AM - 9:15 AM**

**Perceptions of Substance Abuse Disorder and Depression**

Megan Marra, Rivier University

The purpose of the present study was to evaluate the current public attitudes of mental illness amongst a sample of undergraduate college students. As two mutually widespread mental illnesses, Substance Use Disorder (SUD) and Major Depression (MD) were the disorders chosen as the conditions of the study. It was hypothesized that Substance Use Disorder will be more highly stigmatized than Depression, however stigma will be found in both conditions. Participants were randomly assigned to a condition using the Attribution Questionnaire (AQ-27, Corrigan, 2004) which contained a vignette and a series of Likert scaled questions measuring public stigma. Using an independent samples t-test, it was found that stigma of Substance Use...
Disorder was greater than in the Depression condition. The results were consistent with the current research on public stigma about Substance Use Disorders.

9:15 AM - 9:30 AM

**Depression, Nonmedical Stimulant Use, Conduct Problems and other Substance Use among College Students**

*Kenneth S. Walters, Ph. D., Joey Pascale, Caroline Heilbroner-Hammel, Julie Gagliardi, Jenna DeLuca, Rachel Sperduti, and Jessica White (Southern Connecticut State University)*

A large sample of 1458 college students were assessed for symptoms of depressed mood and history of nonmedical stimulant use (NMSU). They also completed measures of conduct problems and symptoms of both alcohol abuse and drug abuse. Finally, students reported whether they had ever used 12 separate classes of substance (i.e., tobacco, alcohol, cannabis, cocaine, other amphetamines, opiates, pain medications, barbiturates, tranquilizers, hallucinogens, club drugs, and inhalants). Students were categorized into four groups: non-depressed with and without NMSU and depressed with and without NMSU. In general, students with either risk factor alone were at increased risk for conduct problems and symptoms of alcohol and drug abuse, compared to peers. Students with both risk factors tended to be at even greater risk for such difficulties. Additional results indicated that compared to normal peers, students with depression only were at increased risk for using certain substances (i.e., tobacco, cocaine, pain medications, tranquilizers, & hallucinogens). Those with NMSU only were at increased risk for the use of all 12 substance classes assessed. Moreover, those students with both risk factors were at even higher risk for the use of certain substances (i.e., tobacco, other amphetamines, opiates, tranquilizers, hallucinogens, and inhalants).

9:30 AM - 9:45 AM

**Depression, Nonmedical Stimulant Use, and the Five Factor Model of Personality**

*Kenneth S. Walters, Ph. D., Jenna DeLuca, Jessica White, Joey Pascale, Rachel Sperduti, Caroline Heilbroner-Hammel, and Julie Gagliardi (Southern Connecticut State University)*

A large sample of 1458 college students were assessed for symptoms of
depressed mood and history of nonmedical stimulant use (NMSU). They also completed a full-length measure of the traits of the five-factor model (FFM) of personality, including neuroticism, extraversion, openness, agreeableness, and conscientiousness. Students were categorized into four groups: non-depressed with and without NMSU and depressed with and without NMSU. Results indicated that students with depression only were characterized by high levels of neuroticism, compared to the other groups. Students with NMSU only were distinguished by significantly lower levels of conscientiousness than their peers. Those students with both risk factors (depressed and NMSU) were characterized by a complex pattern involving high neuroticism, as well as low conscientiousness, agreeableness, and extraversion. These findings will be fully discussed within the framework of contemporary personality research, especially as pertains to substance use and abuse.
Symposium
Rooms 332/333

Careers in Mental Health: Graduate School and Beyond

Stanley Berman, Ph. D., Stacey Lambert, Psy. D.; Nilda Laboy, Psy. D., Kathryn Stanley, Ph. D., Arlene Silva, Ph. D., LEP, NCSP; Ronald Lee, Ph. D., BCBA, LABA

Undergraduates who are considering a career in mental health may find it challenging to make an informed choice about how to best plan their professional life in applied mental health. There are multiple pathways in Psychology, Counseling, ABA, Social Work, Nursing, and Medicine. This Symposium will provide a map of many possible careers and graduate school pathways. Panelists will discuss how to best prepare for successful admission to graduate school, as well as the advantages and disadvantages of each career.

G. Stanley Hall Keynote Speaker
Rooms 334/335/336

Mind & Brain: Core Concepts and Emerging Ideas in Cognitive Neuroscience
Marie T. Banich, Ph. D.
(University of Colorado Boulder)

Introduced by Elizabeth Harwood, Ph. D.
(Rivier University)

This talk will cover ways to explain core concepts in Cognitive Neuroscience in an engaging and informative manner, provide an overview of exciting new and emerging areas of research, and consider ways in which the field can potentially speak to societal issues and public policy.

The New England Psychological Association thanks the Society for the Teaching of Psychology for its generous sponsorship of this presentation.

Poster Session I
Rooms 230/231

Poster 1 Childhood maltreatment, general trust and psychological response to acute stress in young adults
Denise Graf, Fang Hong, Amanda Tarullo, Andrea Mercurio, Jiahao Song, Yijing Lin, Siyu Liu, Carolyn Amir, Stephanie Rapoport & Kathleen Malley-Morrison; Boston University.

Poster 2 The PATHWAYS Program: Assessing the Impacts of School-based Counseling on the Social-Emotional and Academic Functioning of Urban Youth
Nina Campanile, Alexis Leca, Molly Curcio, & Gemima St. Louis, Ph. D., William James College.

Poster 3 Religion, Intergroup Contact, and the Media: A Qualitative Study
Kristin Davies, Ph. D. CUNY York College

Poster 4 You Feel Me? Facial Expression Ambiguity in Adolescents with ASD
Ventresca, Hayden M.; Sager, Meredith; Mertens, Julia; Gallery, Katlyn; Zane, Emily; Grossman, Ruth B., Emerson College.

Poster 5 Appreciating Difficulty: Appreciation Predicts Self-Efficacy for Self-Regulated Learning and Grit
Vanessa A. Hanger, Gabrielle V. Plainte, Ethan D. O'Connell, Brien T. Marsh, Catherine Balboni, Eric W. Mania, and Valarie A. Clemente-Crain (Quinsigamond Community College)

Poster 6  
Induced Boredom Suppresses the Recall of Positively Valenced Information: A Preliminary Study
Roger Goldberg, MA, Kennedy Daniels, BA, Ryan Tellalian, MA, McWelling Todman, PhD

Poster 7  
Public Verses Private Colleges and Universities: Differences in Mental Distress Among Undergraduates
Champika Soysa, Worcester State University, Kathryn Fokas, University of New Mexico, Robert Salvucci, Worcester State University, Alaza Merrill, Worcester State University, Kaitlin Mann, Worcester State University, Meagan Ciesluk, Worcester State University

Poster 8  
Comparing the Impacts of Various Social Support Sources and Types on College Student Development
Elise N. Pepin, Ph.D., Brooke Shaw, & Kylie Semler, B.A.; Southern New Hampshire University

Poster 9  
Effective Interventions at The Riverside Life Skills Program
Nerssie Chares, Michala Clea, Malaika Ducrepin, Brianna Gonsalves, Sherry Graves, Karen Hussar; Pine Manor College

Poster 10  
Discrimination in the Chestnut Hill Workplace
Michelle Alexis, Rachael Julien, Melinda Lopes, Waagda Louis, Kanishah St. Louis, Karen Hussar; Pine Manor College.

Poster 11  
How do Classroom Outlines Impact Comprehension and Metacomprehension?
Nicole M. Rosa, Emily G. Soltano, Catherine Bergeron, Dylan Foden, Katrina Kush, Worcester State University

Poster 12  
Trauma-Informed Care Scale Development
Adam M. Volungis, Assumption College; Christopher Green, The Institute for Health and Recovery; Melanie Amir & Stephanie Manzi, Community Health Link; Brenden Knight, Mark Joyce, & Colleen Popores, Assumption College

Poster 13  
The Effect of Perceived Rudeness at Work
Enelimary Acevedo Rivera, Toni Didona, Ph. D. and Emani Rijo

**Poster 14**  Attitudes Towards the Adoption of the Metric System Over The Years
Poor, Sarah J, Gayton, William F.

**Poster 15**  Support, Belongingness, & Security through the Eyes of Children and Teens in the IMAGINE Program
Lauredana Ducrepin, Mary Owen, and Brianna Smith

**Poster 16**  Current Crisis in Women’s Healthcare: An Integrated Framework for Healthcare Delivery
Jenesse E. Kaitz, M.S. Doctoral Candidate in Clinical Psychology
Suffolk University; Sukanya Ray, Ph. D.

**Poster 17**  Sense of Smell and Empathy
Laura Baron, Ramapo College of New Jersey

**Poster 18**  Effects of Gender Bias on Pain Perception
Emily A. Walsh, Connecticut College

**Poster 19**  The Presence of Mindfulness Practices in Elementary Education
Kelsey Evans, William James College

**Poster 20**  Cooking Therapy
Jonathan E. Mosko, Ph. D. (Johnson & Wales University) & Madilynn Delach (Salve Regina University)

**Poster 21**  Brain stimulation and motivation
Madison Yee, Shannon Barnett, Ned Katz, and Sarah Beth Bell; University of Kentucky

**Poster 22**  A novel aggression paradigm
Ned Katz, Shannon Barnett, Madison Yee, and Sarah Beth Bell; University of Kentucky

**Poster 23**  Students' Perspectives of their Charter School Experience
Carolyn DuVal, William James College

**Poster 24**  Risky Sexual Behaviors and Social Desirability Bias among Racially Diverse Men Who Have Sex with Men
Madison Firkey, Luke Mitzel, Stephen A. Maisto
Poster 25  The Effectiveness of Treating Bipolar Disorder and Borderline Personality Disorder in an Intensive Acute Care Setting
Trisha Jain; Carolina Guzman-Holst, B.S.; Patrick McGonigal, B.A.; Lauren Harris, B.A.; Mark Zimmerman, MD

Poster 26  Discussing a Child’s Death: Death Rites, Sympathy Cards and Language
Maggie C. McNeill, Framingham State University

Poster 27  Pain, Boredom, Psychiatric Symptoms, and Substance Use in Methadone Maintenance Treatment Patients
Loran, Elizabeth; Cannizzaro, Daniela; Maple, Emily; Tellalian, Ryan; Todman, McWelling.

Poster 28  Levels of Grit in Freshmen vs. Upperclassmen
Zara Khan & Clorinda Velez, Quinnipiac University

Poster 29  Faculty-Student Rapport: What Faculty Think About It and What They Do to Build It
Anne E. Stuart and Sandra A. Sego; American International College

Poster 30  The Effects of Acculturative Family Distancing on the Psychological Well-being, Ethnic Identity Development, and Academic Achievement of Latinos in Higher Education
Lizette Santana, Psy. D., Gemima St. Louis, Ph. D., & Mari Carmen Bennasar, Psy. D.

This concludes programming for the 9:00 AM - 10:00 AM. The next time period begins at 10:10 AM.
Saturday 10:10 AM - 11:10 AM

Symposium
Room 126

Interconnecting Exploration of Relationship with (Supervisors/Advisors) in Psychology Doctoral/Masters Programs

Jessica Middleberg, MA., & Sara Liebert, MA.

Graduate advising and supervisory relationships are important in the development of a student’s success in a graduate program. We will discuss the dynamics of these relationships and ways to advocate in moving up the ladder.

Symposium
Room 204

Improving the experiences and mental health of LGBTQ college students

Annemarie Vaccaro, Ph. D. (University of Rhode Island)
Matthew Berry, MA. (Worcester Polytechnic Institute)
Zach Kerr (Wheelock University)

Introduced by Sue Adams, Ph. D. (University of Rhode Island)

(Continued Session started at 9:00 AM)

The New England Psychological Association (NEPA) is pleased to announce the first annual NEPA symposium aimed at improving the mental health of individuals, families and communities through the dissemination of high-quality research and clinical care. The focus of this year’s symposium is entitled “Improving the experiences and mental health of LGBTQ college students.” Annemarie Vaccaro, PhD, a researcher from the University of Rhode Island, will discuss seminal research about campus microclimates for diverse populations, as well as best practices for university faculty and staff. Matthew Berry, MA, a counselor at Worcester
Polytechnic Institute, will discuss best-practice clinical care when working with LGBTQ college students in individual and group settings. Zach Kerr, a student and LGBTQ advocate from Wheelock University, will offer a first-person perspective on the challenges, needs and strengths of LGBTQ students in college. Attendees will also be given time to ask questions of the panel to enrich learning experiences that can be applied across colleges and universities.

Symposium
Room 227

The Neuroscience of Innovation

Kathryn Stanley, Ph. D. - WJC, Miranda Ralston, Psy. D. - WJC,
Maria Katsarou, Psy. D.
(The Leadership Psychology Institute)

This experiential symposium is designed for participants who are interested in learning about the neuropsychology of innovative organizations and groups. Anyone who works, teaches or interacts with organizations will benefit from new understanding of the dynamics presented and experienced in this symposium. The goals of this session are to share the results of three studies and provide an experience for participants that demonstrates the key elements that inform leaders about their organization’s ability to adapt to change. Three factors in particular have been found to ensure that human systems can pivot gracefully and efficiently to adapt shifting circumstance. They are: Radical Innovation, Resonant Leadership and, Trust.

Join us to hear about major findings of the studies and to participate in experiential exercises that highlight the dynamics found in the studies.

Session agenda:
A. Experiential Learning Activities: Living Laboratory in priming the brain for trust, psychological safety and innovation.
B. Reflections: Connecting the dots between experience and organizational outcomes
C. Major Findings of Three Studies
Paper Session
Room 307

Education

Chair: Elizabeth Harwood, Ph. D.
(Rivier University)

10:10 AM - 10:25 AM

Personality Type, Preferred Teaching Methods, and Classroom Activities: A Pilot Study
Laurie Murphy, M.S., Nina B. Eduljee, Ph. D., Karen Croteau, Ed. D.,
Saint Joseph's College of Maine

This study examined MBTI personality type (introversion/extraversion),
pREFERRED teaching methods, and classroom activities for 73 undergraduate
college students. Both introverts and extraverts preferred
demonstrations/experiential practice and games in the classroom as their
preferred teaching method. No significant differences were obtained
between introverts and extraverts and preferred teaching methods in the
classroom (p > .05). Both introverts and extraverts indicated that their
preferred participation classroom activities included listening and taking
notes. A significant difference was obtained between introverts and
extroverts for one classroom activity they preferred: Engaging in discussions
with other students. Implications of the results are discussed.

10:25 AM - 10:40 AM

Making a Case for Girls' Well-being: The Impact of Strengths-Based
Learning in a Kenyan Primary School
Meghan Gowan, M. A. (3rd Year Doctoral Student in Clinical
Psychology, Psy. D., William James College) & Claire Fialkov, Ph. D.
( Associate Professor, Clinical Psychology, William James College)

Social-emotional learning is at the epicenter of US and global education
debates. This study examines the impact of a social-emotional learning
intervention on levels of well-being and gender among 150 Kenyan upper-
primary school boys and girls. A quantitative, pre/post intervention research
design is utilized. The KIDSCREEN-27, a culturally-relevant measure is employed, to assess Physical Well-Being, Psychological Well-being, Autonomy and Parents, Peers and Social Support, and School Environment. This project tests the hypothesis that recognition and amplification of character strengths results in evidence-based, demonstrable outcomes and a measurable increase in the subjective well-being of adolescents, especially girls.

10:40 AM - 10:55 AM

You Can’t Be It If You Can’t See It: A Meta-Analysis of the Impact of Ingroup Role Models on Underrepresented Students’ Performance and Interest in STEM
Elizabeth K. Lawner (University of Connecticut), Gabriel Camacho (University of Connecticut), Diane M. Quinn (University of Connecticut), & Bradley M. Weisz (California State University, Long Beach)

The current meta-analysis quantitatively synthesizes research on the effectiveness of using in-group role models to improve the performance and interest of underrepresented students in courses related to science, technology, engineering, and math (STEM). Forty-four studies met the inclusion criteria, and random-effects models indicated that there was a significant positive overall effect (d = 0.18) of in-group role models, with several significant bivariate moderators. However, only level of interaction and proportion of underrepresented minority (URM) females were still significant when models included other moderators, with remote role models and a larger proportion of URM females predicting larger effect sizes.

10:55 AM - 11:10 AM

Improving the Public Image of Psychology: Who Should Interventions Target?
Rachel Pilver, Eastern Connecticut State University, James W. Diller, Ph. D., BCBA-D, Eastern Connecticut State University

Many studies have been done to explore why people think negatively of psychologists (Guest, 1948; Hartwig & Delin, 2003; Webb & Speer, 1986, Wood et al., 1986; McCarthy & Frantz, 2016; Furnham & Hughes, 2014; Webb, 1989), and past research has proposed solutions to help alleviate the problem (Lilienfeld, 2012; Hartman et al., 2016; Cordella et al., 2016;
Ferguson, 2015). A gap in the research exists with respect to whom these interventions should target. Surveys were distributed online via Experimetrix, Amazon’s Mechanical Turk, and Hanover’s Psychological Research on the Net. Females and people living in the United States perceive psychology as a science more than males, and people living outside of the United States. More people currently think that psychologists can read other peoples’ minds than in 1948.

Room 332/333
Symposium
Youth Addiction

Dr. Dan Jacobs, Licensed Psychologist & HSP, Asst. Professor School Psychology William James College

There has been heightened attention in recent years to the scourge of opioid abuse in the United States, with rates of substance abuse, overdose, and deaths from overdose all increasing in recent years. Landmark legislation was just passed in Massachusetts in the Spring of 2016 to help combat this situation from the legal, medical, community, and psychological perspectives, but most of the recent plans and interventions address adults who already are addicted and impacted by opioid addiction. Unfortunately, not enough is being done to educate those working with the adolescents, and younger youth, who—given their psychological risk factors and environmental challenges—are at very high risk of becoming a part of the adult opioid challenge cycle in just a few years. Youth with substance abuse problems face many mental health, behavioral and academic challenges. School-based psychologists, and other mental health practitioners working in school systems, have the ability to be on the “cutting edge” of school-based substance abuse prevention and intervention efforts but they need the proper training and skill development. In this session, we will explore key recent data on substance abuse interventions for use by psychologists to help students in school settings. We will explore who is using, what is being used, and what individual and systemic interventions are in place that can be bolstered or replaced by more effective and evidence-based concepts. We will also consider practical, creative, and pragmatic psychological and behavioral interventions that foster self-efficacy and can reduce drug abuse concerns in school settings.
Keynote Speaker
Rooms 334/335/336

Improving Access to Mental Health Care: The Role for Professional Psychology

Nicholas Covino, Psy. D.
(President of William James College)

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

The consequences of untreated mental illness are striking. Depression and anxiety, for example, are the main factors that limit educational success; billions of dollars are lost to business when employees are absent from work or they are present without sufficient energy and attention to work productively. Psychological research and technique have the opportunity to be of great benefit in medical care and education. In addition, there are significant challenges and opportunities for mental health professionals to work with language and culturally diverse people.

Poster Session II
Rooms 230/231

Poster 1  Depression, Antisocial Behavior, and Substance Abuse among College Students
Joey Pascale, Jessica White, Caroline Heilbroner-Hammel, Jenna DeLuca, Rachel Sperduti, Julie Gagliardi, & Kenneth S. Walters, Ph. D.
(Southern CT State Univ.)

Poster 2  The Effects of Depression and Cannabis Use on Suicidality
among College Students
Rachel Sperduti, Jenna DeLuca, Julie Gagliardi, Joey Pascale, Jessica White, Caroline Heilbroner-Hammel, & Kenneth S. Walters, Ph. D. (Southern CT State Univ.)

Poster 3 Depression, Cannabis Use, and Academic Performance among College Students
Jessica White, Caroline Heilbroner-Hammel, Rachel Sperduti, Jenna DeLuca, Julie Gagliardi, Joey Pascale, & Kenneth S. Walters, Ph. D. (Southern CT State Univ.)

Poster 4 Depression, Heavy Drinking, and Self-Worth among College Students
Jenna DeLuca, Julie Gagliardi, Joey Pascale, Jessica White, Caroline Heilbroner-Hammel, Rachel Sperduti, & Kenneth S. Walters, Ph. D. (Southern CT State Univ.)

Poster 5 Depression, Binge Drinking, and Academic Functioning among College Students
Julie Gagliardi, Joey Pascale, Jessica White, Caroline Heilbroner-Hammel, Rachel Sperduti, Jenna DeLuca, & Kenneth S. Walters, Ph.D. (Southern CT State Univ.)

Poster 6 Depression, Conscientiousness, and Substance Abuse among College Students
Caroline Heilbroner-Hammel, Rachel Sperduti, Jenna DeLuca, Julie Gagliardi, Joey Pascale, Jessica White, & Kenneth S. Walters, Ph. D. (Southern CT State Univ.)

Poster 7 The Mediation Role of Positive Mood on the Relationship between Life Satisfaction and Daydreaming Frequency
Ryan Tudino, Erin Kane, Nicole Mowry, Rose Haseltine, and William A. Jellison, Ph. D.; Quinnipiac University

Poster 8 Impulsive Choice Increases Boredom Risk
Thomas Chao, MA, Samuel Koval, MA, McWelling Todman, Ph. D.; Department of Psychology, The New School for Social Research, New York, NY

Poster 9 Outcome Results of a Peer-led Implementation of a Suicide
Prevention Program with College Students
Dr. Jessica Samuolis, Sacred Heart University Angela J. Harrison, Sacred Heart University

Poster 10 Exercise-induced brain changes in schizophrenia spectrum disorders: A review of brain imaging studies
Southey Saul and James O. Prochaska, University of Rhode Island

Poster 11 Social Support and Caregiver Burden Is Relationship Type a Moderator?

Poster 12 Conceptions of Masculinity and Attitudes Toward Seeking Treatment for Depression
Lisa Botticelli, MA; Lisa Rubin, Ph. D.; McWelling Todman, Ph. D.

Poster 13 Maintenance of Unrealistic Optimism when Negative Experiences are Personally Controllable: An Experimental Investigation
Nancy C. Higgins, Ph. D., Tyson O’Donnell, and Hilary A. Randall, Department of Psychology, St. Thomas University

Poster 14 Are there differences between antisocial personality disorder with and without a history of conduct disorder?
Patrick T. McGonigal BA; Sophie Kerr BA; Jacob A. Martin BA; Lauren M. Harris BA; Theresa Morgan PhD; Mark Zimmerman MD; Brown University, Department of Psychiatry and Human Behavior

Poster 15 The Efficacy of Independent Mindfulness Practice on Elementary School Students
Devin Welenc, William James College

Poster 16 Teaching Evaluations: The Role of a Climate of Trust within the University
Justina M. Oliveira, Southern New Hampshire University; Michelle Fortin, Southern New Hampshire University; Andrea DeCinto, Southern New Hampshire University
Poster 17  Causal Attributions and Stigma Toward Eating Disorders and Obesity
Katherine Dunham, Ph. D. & Alexis Lamora, B.A., Psychology Department, SUNY Plattsburgh

Poster 18  Predicting Intensity of Autism Intervention Services Received by Toddlers with ASD: The Role of Demographic Factors
Luisa Buitrago, Nora Portillo, Dr. Abbey Eisenhower, Dr. Alice Carter

Poster 19  Evaluating a University Mentoring Program: Outcomes for Students with Disabilities
Ashleigh Hillier, Jody Goldstein, Lauren Tornatore, Emily Byrne, Anyelina Diaz, Hannah M. Johnson, Siobhan Ratliff, Kendra Silva and Shawn M. Donnelly. University of Massachusetts Lowell Psychology Department and Student Disability Services

Poster 20  Second Language English Learners’ Perception of Foreign-Directed Speech
Susan C. Bobb, Kristin Mello, Emily Turco, Larissa Lemes, Erika Fernandez, & Kathrin Rothermich

Poster 21  The Relationship of Coping Styles with Anxiety and Depression
Zara Khan, Maria Caponetti, Clorinda Velez, Quinnipiac University

Poster 22  Romantic Relationship Breakups: Does Anger Mediate Personal Pronoun Use and Response Style?
Jessica Sampson & Angela M. Legg, Pace University

Poster 23  The Relationship Between Emotion Language and Quality of Life in Video Testimonials of Adolescents with Cancer and their Healthy Peers
Jessica Sampson (Pace University), Chung Ho (Nyack College) & Lila Pereira (New York Medical College)

Poster 24  How Environmental Attitudes Influence Environmental Conceptions and Potency of Recycling Terms
Miles Radin, US Forestry Service; Adam M. Rainear, UConn; Tai-Yee Wu, National Chiao Tung University; Xiaowen Xu, UConn; David J. Atkin, UConn

Poster 26 Effect of Sexually Objectifying Media and Attractiveness of Victim on Perception of Victim Blame Anna Blume, Kelly Brooks; Roger Williams University

Poster 27 Rethinking Creativity for Young Minds, Mindfully Tatiana Goorha, William James College

Poster 28 Identifying, Interpreting, and Responding to Experiences: Associations between Mindfulness, Attentional Control, Psychological, and Physical Health Anna H. Olsen and Helen Z. MacDonald Ph.D. Emmanuel College

Poster 29 Gender and Gambling Risk Janelle Leyva & Donna Crawley- Ramapo College of New Jersey

Poster 30 Sex, Race, Class, and System Threat: Factors Influencing the Blame of Victims of Identity Theft Abbey Salvas, Nicole Drost, Connor Coughlin, Sydney Kelly, Rachel Templeton & Nicole Capezza

This concludes programming for the 10:10 AM - 11:10 AM time period. The next time period begins at 11:20 AM.
Saturday 11:20 AM - 12:30 PM
Rooms 334/335/336

NEPA Business Meeting
Conducted by Dov Kugelmass, Ph. D.
President
New England Psychological Association

Distinguished Contribution Award Address
The Sense of Style:
The Thinking Persons’ Guide to Writing in the 21st Century

Steven Pinker
Department of Psychology
Harvard University

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

Why is so much writing so bad, and how can we make it better? Do people write badly on purpose, to bamboozle their readers with highfalutin gobbledygook? Is the English language being corrupted by texting and social media? Should we bring back the lost art of diagramming sentences? Have dictionaries abandoned their responsibility to safeguard correct usage? Do the kids today even care about good writing? Why should any of us care?

I argue that we need to rethink usage advice for the 21st century. Rather than moaning about the decline of the language, carping over pet peeves, or recycling
spurious edicts from the rulebooks of a century ago, we can apply insights from the sciences of language and mind to the challenge of crafting clear, coherent, and stylish prose.

Don’t blame the Internet, or the kids today; good writing has always been hard. It begins with savoring the good prose of others. It requires an act of imagination: maintaining the illusion that one is directing a reader’s gaze to something in the world. A writer must overcome the Curse of Knowledge—the difficulty we all have in imagining what it’s like not to know something we know. Skillful writers must be sensitive to the ways in which syntax converts a tangled web of ideas into a linear string of words. They must weave their prose into a coherent whole, with one sentence flowing into the next. And they must negotiate the rules of correct usage, distinguishing the rules that enhance clarity and grace from the myths and superstitions.

These are the only events scheduled during the 11:20 AM - 12:30 PM time period. The next time period begins at 12:40 PM.
Saturday 12:40 PM - 1:40 PM

Symposium
Room 126

Bring Your Lunch & Community Time
(Volunteer for a Cause)

Symposium
Room 127
Meet & Great. Concentration Talks
(WJC Faculty Round Tables)

Symposium
Room 204

The Boss and Your Brain: How your leader’s behaviors effect you

Miranda Ralston, Psy. D. & Kathryn Stanley, Ph. D.
(William James College)

The use of neuroscience in organizational contexts is a relatively new concept, however, recent research is presenting an important case for its application. The rapid development of new neuroscience technology that is easily transported and non-invasive has allowed for the expansion of neurological research in areas where it was not previously viable. An example of this technology is the Neuronetrix Cognision System that offers the measurement of event-related potentials (ERP) detected on electroencephalogram (EEG). The proposed symposium will dive deep into how this technology has been used to study the neural responses of followers to leadership behaviors associated with resonant and dissonant leadership styles. Further, the impact of these leader behaviors on the levels of psychological safety experienced by followers will also be explored.
2017 NEPA Honorary Undergraduate Scholar Awards
Room 227

Donnah Canavan, Ph. D. (Boston College)
Leonard Doerfler, Ph. D. (Assumption College)
Diane Mello-Goldner, Ph. D. (Pine Manor College)
Michele Ramirez, Ph. D. (Pine Manor College)

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

2017 Honorary Undergraduate Scholars

Carissa DiPietro (Rhode Island College)
(Nominated by M. Smith, Ph. D. and T. Malloy, Ph. D., Rhode Island College)

Sherief Eldeeb (Clark University)
(Nominated by J. Vollhardt, Ph. D. and N. Overstreet, Ph. D., Clark University)

Julie Gagliardi (Southern Connecticut State University)
(Nominated by K. Walters, Ph. D. and K. Marsland, Ph. D., Southern Connecticut State University)

Nina Luiggi (Bryant University)
(Nominated by A. Butler, Ph. D. and J. Trunzo, Ph. D., Bryant University)
Danai Percheson-Carriere (Housatonic Community College)  
(Nominated by M. Amico, Ph. D. and K. Hughes, Ph. D.,  
Housatonic Community College)

Hannah Reimel (Gordon College)  
(Nominated by J. Gerber, Ph. D. and K. Cooper, Ph. D., Gordon  
College)

Ryan F. Tudino (Quinnipiac University)  
(Nominated by T. Ahern, Ph. D. and W. Jellison, Ph. D., Quinnipiac  
University)

Paper Session  
Room 307  
Health Psychology  
Chair: Sue K. Adams, Ph. D.  
(University of Rhode Island)

12:40 PM - 12:55 PM

Self-Theory of Intelligence: A Possible Moderator between Depressive Symptoms and Alcohol Use in College Students  
Rachel Miller, Bryant University & Joseph Trunzo, Ph. D.

This study investigated the impact on the relationship between alcohol use and depressive symptoms based on one’s self theory of intelligence. A total of 98 male and female students from Bryant University completed a three-factor self-theory screening, a depression index and an alcohol use disorder screening which recorded their behaviors and actions in varying increments of time. Based on previous data, this study predicts that an individual with an entity self-theory is more likely to present with depressive symptoms and harmful drinking habits in comparison to their incremental self-theory peers. After analyzing the data, this study did not find any evidence that self-theory of intelligence is a moderator between harmful drinking habits and depressive symptoms. Only 6.7% of the relationship between depressive symptoms and harmful drinking habits can be accounted by self-theory of intelligence
(r² = .067). However, at the .05 alpha level, this study did find a significant positive correlation (p = .012) between dangerous alcohol use and self-theory of intelligence in a college population.

12:55 PM - 1:10 PM

Childhood Maltreatment, Eating Disorders, and Resiliency in U.S. Young Adults
Carolyn Amir, Fang Hong, Amanda Tarullo, Andrea Mercurio, Denise Graf, Stephanie Rapport, Jiahao Song, Yijing Lin, Kathleen Malley-Morrison, Boston University

Associations among childhood maltreatment, eating disorders, and resiliency were examined in American young adults. In both males and females, childhood maltreatment was positively associated with eating disorders and negatively associated with resiliency; eating disorders were also negatively related to resiliency.

1:10 PM - 1:25 PM

Applying a Health Equity Lens to Screening and Early Intervention: Qualitative Findings
Thyde Dumont-Mathieu, MD, MPH; Connecticut Children’s Medical Center; Jill Arkind, MPH; Connecticut Children’s Medical Center; Marianne Barton, Ph. D.; University of Connecticut; Deborah Fein, Ph. D.; University of Connecticut

This study investigated the barriers and facilitators to developmental screening, referral, and receipt of early intervention services by diverse patient populations. The study used mixed methods to identify common themes among pediatric providers, early intervention programs and eligible families. Findings from the professional and family perspectives will be discussed and specific strategies and policy implications will be shared.

1:25 PM - 1:40 PM

Impact of Yoga on Executive Functioning: An Alternative Treatment for Childhood ADHD
Setari Parsa (William James College)

Previous research suggest that yoga is effective in improving executive
functioning skills among youth with attention deficit/hyperactivity disorder (ADHD). However, there remains a need to integrate current findings and present a more cohesive framework discussing which executive skills have shown improvement after yoga. In this brief literature review, studies that investigate the association between yoga and executive functioning among youth with and without ADHD are presented. Findings indicate that certain executive skills have shown improvement after yoga-based interventions: sustained and selective visual attention, visual working memory, planning, inhibition/impulsivity, reaction time/vigilance and processing speed. In addition to using larger sample sizes and more sound experimental designs, directions for future research are suggested: increase sample diversity, assess mediators and moderators, employ more neuropsychological measures to explore untested executive skills and explore the impact of yoga on other disorders characterized by executive deficits. In general, yoga may be an alternative approach to treat childhood ADHD. Yoga may even be an effective school-based strategy to strengthen executive skills among all students universally.

Symposium
Rooms 332/333

Graduate School Symposium
Graduate School In A Competitive Market: Options And Opportunities

Tony D. Crespi, Ed. D., A.B.P.P., Moderator
The University of Hartford

Natasha K. Segool, Ph. D., N.C.S.P.
The University of Hartford

Sierra M. Trudel, B.A.
The University of Hartford

From School Psychology To Clinical Psychology: Shortages And Challenges
Choosing a graduate program can be daunting. Shockingly, many programs reject large numbers of applicants. Fortunately, there are shortage areas and there are programs seeking quality applicants. Still, many students lack specifics. This symposium is intended to increase understanding and awareness. Ph. D. or Psy. D.? Is an MA degree viable? Clinical Psychology? Counseling Psychology? School Psychology? Forensic Psychology? Truly the decisions are complex. What can you expect following graduation? What of employment? This presentation examines options and opportunities with ample time for discussion.

Keynote Speaker
Rooms 334/335/336

Building and Sustaining Empathy in Mental Health Interventions with Refugees

Stanley J. Berman, Ph. D.
(Associate Professor and Vice President for Academic Affairs William James)

Introduced by: Diane Mello-Goldner, Ph. D.
(Pine Manor College)
Empathy is a construct, like self-esteem and coping, which does not have a consensually agreed upon single definition. In addition, these constructs can be challenging to operationalize. An empathic bond between health care provider and patient is central to treatment effectiveness. This presentation explores the current research in empathy with a goal of proposing a viable definition. With this foundation, we then turn our attention to how one constructs and sustains a bi-directional empathic bond in work with refugees and refugee communities. These individuals and groups present with heightened levels of trauma and psychological distress thus increasing the obstacles to successfully creating an empathic treatment alliance. There are risks for both parties. The refugee may not be able to trust the motives and intentions of the treating professional. The professional may be overwhelmed by intensity and chronicity of the refugee's trauma history. Overcoming these formidable obstacles is a key focus of the presentation.

**Poster Session III**
**Rooms 230/231**

**Poster 1**  
**Clinical Implications of Individual Differences in Visual Mental Imagery in Psychological Disorders**  
James Bonanno, Vassar College

**Poster 2**  
**Effects of Biofeedback on Anxiety in Adolescents**  
Stephanie Conti, Saint Anselm College

**Poster 3**  
**Does Sending Mixed Signals Lead to Attraction? The Effect of Uncertainty on Attraction**  
Lauren Wallace and Megan Tryder: Stonehill College

**Poster 4**  
**Links Between Depression, Marijuana, and Risky Sexual Behavior**  
Kara Fhon, Rhode Island College; Katherine Lacasse, Rhode Island College

**Poster 5**  
**Effect of Unpredictable Noise on Task Persistence: A Successful Test of the Strength Model of Self-Control**  
Michael Ouellet (Wilfred Laurier University), Leo Standing (Bishop's...
University), and Stuart McKelvie (Bishop's University)

Poster 6  Grade Retention Practices Influenced by Student English Proficiency Levels in Urban Elementary School
Nicole Meuse, William James College

Poster 7  College Students Behaviors to Prevent and Reduce the Spread of Sexually Transmitted Disease
Alyssa Figueiredo, Kalyn Cochran, Molly Driscoll, Angela Fleury and Katie Francendese, Framingham State University

Poster 8  Patterns of Visual Attention During a Verb Comprehension Task
Esther Quiroz (Rhode Island College), Briana Poole (Rhode Island College), and Beverly Goldfield (Rhode Island College).

Poster 9  Does Effective Connectivity Mediate Neurofeedback Success?
Bruce Steinberg, Ph. D. Curry College, Elizabeth Carey, Ph. D., Curry College, Caitlyn DeSerres, Curry College, Nicole Harkins, Curry College, Julian Wildes, Curry College

Poster 10  Psychometric Assessment of a Feelings About Reading Survey
Tamara Munoz, Amanda Sciola, Ian Reid and Deborah A. Carroll

Poster 11  Longitudinal Impact of a Dialogic Reading Intervention in Elementary School Students
Kara Jones, Kelly Robinson, Jenna Duclos, Deborah A. Carroll, Cheryl C. Durwin, & Dina Moore at Southern Connecticut State University.

Poster 12  Cancer and Cognition: Impact of Coping Strategies and Stress on Cognitive Abilities of Cancer Patients
Marie Bonin and Elizabeth Hahn Rickenbach, PhD

Poster 13  The Relationship of Parental Speech to Early Verb Comprehension
Ashley Bazin, Alexandra Broccoli, & Dr. Beverly Goldfield

Poster 14  Feelings of isolation and loneliness have a broad impact on parents of emerging adults on the autism spectrum
Ryan, J., Hillier, A., Frye, A., Poto, N., & Chambers, P.
Poster 15  Sexual Interest in People with Schizophrenia  
Cynthia Bianco, Dartmouth-Hitchcock Medical Center; Sarah Pratt, Geisel School of Medicine at Dartmouth; Joelle Ferron, Geisel School of Medicine at Dartmouth

Poster 16  Testosterone, Cortisol, and Psychopathy: A Dual Hormone Investigation of Psychopathic Traits in Men and Women  
Ashlin R.K. Roy, Terence Cook, Erinda Morina, Kaosisochukwu Onochie, Animan Randhawa, Keith M. Welker

Poster 17  The effects of self-compassion meditation on wellbeing in women  
Kathleen Wilson, MA University of Massachusetts Dartmouth and Teal Pedlow, Ph. D., University of Massachusetts Dartmouth.

Poster 18  Early Comprehension of Action-Related Words  
Briana Poole: Rhode Island College, Esther Quiroz: Rhode Island College, Ashley Bazin: Rhode Island College, Dr. Beverly Goldfield: Rhode Island College

Poster 19  Violence in Schizophrenia and Neuropsychological Correlates  
Jessenia Arias (William James College)

Poster 20  Time and Aging: Age-Related Differences in Time Reproduction  
Almonacy, E., Shershow, M., Thumma, R., Costello, M.C.

Poster 21  Building Competency in School Psychology Trainees Through the Use of Primary Project  
Mary Anne Peabody (University of Southern Maine), Margaret Hannah (William James College), Brittany M. Murphy (William James College), Lynn Smith (Children's Institute), and Melissa Reynolds Weber (Children's Institute)

Poster 22  Self-disclosure to Peers among Young Adult Cancer Survivors  
Carolyn Rabin, PhD William James College

Poster 23  Moderating Effects of Gender and Coping Style on the Relationship Between Childhood Maltreatment and Social Anxiety  
Bryana E. Killion, M.A. (University of Rhode Island) & Ellen Flannery-Schroeder, Ph.D. (University of Rhode Island)
Poster 24  An Exploration of risk factors associated with multiple, and fatal, opioid overdoses  
Julia Uber, B.S., Alejandro Leguizamo, Ph. D., & Sean Varano, Ph. D.  
Roger Williams University, Bristol, RI

Poster 25  Racial bias in reactions to the Opioid epidemic versus the Crack Cocaine epidemic  
Catherine Record, Undergraduate: Simmons College and Kristin Dukes, Ph. D: Simmons College

Poster 26  Nashua Safe Stations: A Case Study  
Seeliger, S. M. (Partnership for Successful Living), Curley, D. (PSL), Sizemore, K. (PSL), Preston, J. (AMR), Gadgil, A. (PSL), Sironich-Kalkan, G. S. (Harbor Care Health and Wellness) & Meteyer, K. M. (Rivier University)

Poster 27  Veterans' Perceptions of Reintegration  
Elizabeth Bayne, M.A.; Jessica Price, M.A.; Brian Ott, Ph.D. William James College

Poster 28  Pencils or Markers? Examining the Impact of Drawing Materials on the Draw Your Relationship Art Assessment  
Speicher, H., Swiantek, M., & Velez, R. (Albertus Magnus College)

Poster 29  The Effects of Sex Therapy and Sexual Interventions on Relational Satisfaction in Heterosexual Couples  
Rachael Farina, B.A., University of Connecticut

Poster 30  Usage of Social Media to Disclose Diagnosis and the Connection to Posttraumatic Growth in Young Adult Oncology Patients  
Kathryn Thibedeau, M.A and Dr. Carolyn Rabin, Ph. D.

This concludes the 12:40 PM – 1:40 PM session. The next time period begins at 1:50 PM.
1:50 PM- 2:50 PM

Symposium
Room 126

Plan Today to Succeed Tomorrow: Individual Development Plans for All levels of training

Individual Development Plans are career planning tools that aid in a framework for individual to assess and have insight in their existing skills/knowledge, explore career options, and begin the development of creating a step-wise plan to ensure their current training and professional supports their career outcomes.

Room 127
Symposium

Mentoring in students’ own words: How mentoring happens and why it is important


Attention to the process and importance of mentoring has increased in recent years. Mentoring has been associated with increased levels of academic activity, more networking, help with initial employment, a sense of competence and confidence, and satisfaction with one’s training. Traditional research on mentoring in psychology focused primarily on research mentoring. However, there is increasing recognition that mentoring can occur in clinical, academic, and personal relationships as well, and that graduate students in psychology may have more than one mentor. A broadened view of mentoring, increase in women students, and more recent increases in students of color may imply a need to update our knowledge and perspectives on mentoring.

We conducted an online, mixed-methods study to examine student and recent
graduate perspectives on mentoring from both scholar-practitioner and scientist-practitioner graduate programs. Respondents discussed how they defined mentoring, who provided mentoring, how they found mentors, the roles their mentors played, their views of the importance of cultural identity, and other aspects of their mentoring experiences.

Results indicated the centrality of the relationship in the process of mentoring. Responses focused on mutual caring and respect and attention to both professional and personal aspects of the mentees’ lives as helpful and important.

This symposium will be a combination of a research presentation along with doctoral students discussing their own experiences of mentoring in relationship to some of the findings. Undergraduates, graduate students, and faculty are the intended audience, and will be invited into the discussion, as mentoring is key throughout the academic pathway.

Symposium
Room 204

Current Developments in Performance-Based Personality Assessment

Stephen P. Joy, Ph. D. (Albertus Magnus College, Presenter); Hilda Speicher, Ph. D. (Albertus Magnus College, Presenter); Siobhan O'Leary Evarts, Ph. D. (Albertus Magnus College, Presenter); Ragaa Mazen, Ph. D. (Albertus Magnus College, Discussant)

Performance-based personality assessment (sometimes termed “projective testing”) has become less strongly emphasized in recent years. This stems partly from the fact that these techniques require a greater investment of clinical expertise and effort than do self-report measures, and partly from the widespread perception that performance-based methods lack empirical support. However, not only is there substantial evidence to support the validity of properly administered and scored performance-based tests, but evidence also exists suggesting that these measures correlate with meaningful behaviors that are not predicted by self-reports. In other words, the two techniques may assess somewhat distinct aspects of psychological functioning. A persistent problem with performance-based methods has been the challenge of developing reliable scoring systems that can
be mastered without undue difficulty. We present findings regarding novel approaches to existing assessment methods. Sentence completions (the Rotter Incomplete Sentences Blank) can be used to obtain personality trait scores. The TAT-type picture-story exercise can be approaches using linguistic analysis software or human coding. A projective drawing can be used to evaluate attachment and relational style. Performance-based assessment is a core area of competence for practicing psychologists as well as personality researchers, one that demands rigorous study – and not only by debunkers. The role played by these measures in clinical and research training deserves continued discussion.

Symposium
Room 227

Revitalizing Diversity Initiatives with Psychology Undergraduate Students: A Fresh Look at Psi Chi

Susanna Gallor, Ph. D., Psi Chi Director of Diversity, UMass Boston; Jennifer Weiner, Ph. D., Psi Chi Diversity Advisory Committee Member, Fisher College; April Rowell, BS, Alumni, Psi Chi Member, Fisher College

As an international honor society in Psychology founded in 1929, Psi Chi maintains a presence on most college campuses with an active psychology undergraduate program. While programming tends to vary given the level of involvement of student leaders in any given year, the specific initiatives around issues of diversity have often taken a back seat. In 2017, Psi Chi’s Diversity Director began her tenure by encouraging more focused attention on diversity recruitment and programming aimed at “encouraging, stimulating and maintaining excellence in psychology” with specific diversity initiatives in mind. This symposium will present some new initiatives and ideas and explain how Psi Chi chapters all over the world can begin implementing them. This session will be most appropriate for Psi Chi members and their faculty advisors.
Paper Session: Personality and Behavior
Room 307

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

1:50 PM - 2:05 PM

The Relationship Between Self-Compassion and Sleep in the College Population
David Bricklin-Small, MPP, Psy. D.

This study explored the relationship between self-compassion and sleep in the college population. Data was collected from 183 college students through an online survey. For this sample, higher self-compassion was related to lower negative sleep quality, and lower negative outcomes. Additionally, self-compassion did not appear to moderate the impact of sleep on outcomes: self-compassionate students who have poor quality sleep will still suffer negative outcomes. An unanticipated finding of this study was that the construct of over-identification predicted outcomes associated with sleep, implying that a tendency to over-identify with one’s difficult thoughts and emotions may be particularly harmful.

2:05 PM - 2:20 PM

The Interplay of Childhood Abuse and Poverty on Adult Personality: Data from Midlife in the United States (MIDUS)
Mackenzie Wild, BA (Saint Anselm College)

This study (n = 3,487) utilized data from Midlife in the United States (MIDUS) to address gaps in developmental identity outcomes of poverty and abuse. Regressions revealed that each parents’ SES had an effect on agency, agreeableness, and openness; sexual abuse had an effect on agreeableness; mother’s SES had an effect on neuroticism; and father’s SES had an effect on both emotional and physical abuse. Results suggest significant personality differences in those with a history of poverty and experiences of abuse, informing treatment directives and clinical understanding of identity development through the lifespan of vulnerable populations. Possible explanations and further research in personality characteristics as a coping
mechanism, the internal working model as it relates to personality development, physiological evidence, and protective factors are explored.

2:20 PM - 2:35 PM

The Impact of Negative Cognitions, Anxiety, and Depression on Career Decisions in Emerging Adulthood

Jeta Pol, M.S. (Rivier University) & Elizabeth A. Harwood, Ph. D. (Rivier University)

Emerging adults are uncertain about their future more than any time period of life. Constant indecision around work choices can be detrimental for the individuals’ well-being. A lack of career decision making has been related to depression, anxiety, low self-efficacy, and a lack of vocational identity (Betz & Serling, 1993). The present study examines factors that might negatively influence the career decision process in emerging adulthood. Data were collected via questionnaires from 112 undergraduate students on depression, anxiety, dysfunctional career thoughts and the cognitive-personality variables, sociotropy and autonomy. Multiple regression analyses indicated that the career subscale Decision Making Anxiety acted as a partial mediator between Sociotropy, Autonomy, and Depression, with the model accounting for 20.4% (F(1,108) = 9.221, p<.001) of the variance. Furthermore, Decision Making Anxiety acted as a full mediator for Sociotropy, Autonomy and both State Anxiety, with the model accounting for 10.6% of the variance (F(1,108) = 5.310, p<.023) and Trait Anxiety, with the model accounting for 26.5% of the variance (F(1,108) = 13.007, p<.001). The career decision making process is complex and multifaceted and it appears that personality variables, depression, and anxiety may interfere with the ability to engage in effective career decision making.

2:35PM-2:50PM

Predictors of Successful Behavior Change Within and Across Multiple Affective Risk Behaviors
Southey Saul, University of Rhode Island

Previous studies found that baseline Transtheoretical Model constructs (treatment group, stage of change, behavior severity, effort) consistently
predict successful behavior change within multiple health risk behaviors. This study examined whether these four baseline constructs were predictors of long-term behavior change in participants at risk for stress, emotional eating, or depression. Univariate analyses revealed multiple significant predictors within each behavior at follow-up. Multivariate analyses assessed which significant predictor variables accounted for the most variance within each behavior. For stress, treatment group and stage of change were the strongest predictors of change. For emotional eating, treatment group and effort were the strongest predictors. For depression, behavior severity and effort were the strongest predictors.

Symposium
Rooms 332/333

Becoming a College Professor: Inside the Competitive Market of Academia

Tony D. Crespi, Ed. D., A.B.P.P.
The University of Hartford

Natasha S. Segool, Ph. D., N.C.S.P.
The University of Hartford

Securing a position as a college professor can be an enticing career choice. In reality, though, this is a highly competitive career path. Many schools offer tenure track positions. Many schools offer contractual faculty lines outside the tenure track. Academy expectations are far ranging and include scholarship, grant writing, as well as teaching and service. As positions are posted many schools are flooded with applications. Fortunately, there are shortage areas. Unfortunately, many graduate students as well as faculty are unaware of the details and issues involved in academic hiring. How does an academic vita vary from a resume? Can a Psy. D. pursue a career as an academic? What enhances a successful application? This presentation will examine the landscape of academia while offering ample opportunity for questions and discussion.
Symposium
Room 334/335/336

Innovations in Global Mental Health

Claire Fialkov, David Haddad, Paola M. Contreras, Mari Carmen Bennasar, Michelle Napoli, Gemima St. Louis, Jill Bloom, Jodie Kliman
William James College

This symposium will demonstrate the ways William James College provides innovation in global mental health through curriculum development, service learning and immersion programs, and ongoing research projects. Over 800 million people in the global community live on less than $1.90 a day. Poverty comes with higher rates of mental illness and stress, less access to health and hygiene resources and limited educational opportunities. Communities living with long-term ethnic conflict and political violence bear the additional burden of fear and continuous anxiety, which diminishes human potential and resilience. The goals of this symposium are to increase sensitivity to diversity and difference, promote learning and sharing of cross-cultural experiences, and bridge the gap between psychological and educational theory and the lives of global citizens. Participants will expand their perspectives of mental health and well-being. This symposium will describe work that enhances strengths, elevates compassion, decreases fears of interacting, and promotes positive relationships and community engagement. We will present a combination of empirical evidence, theoretical perspectives, and concrete examples of global mental health interventions. This symposium is intended for a wide range of participants at all levels of experience. Our work is generalizable to work with refugee populations in the United States and these applications will be made explicit.

Poster Session IV
Rooms 230/231

Poster 1  Sex Differences in Spontaneous Emotion Regulation, Physiological, Psychological, and Behavioral Responses to Acute Social Stress
Stephanie Rapoport, Fang Hong, Kathleen Malley-Morrison, Denise
Graf, Carolyn Amir, Jiahao Song, Yijing Lin, Amanda Tarullo, Andrea Mercurio (Boston University)

**Poster 2** Mindfulness and SEL in the Classroom: An Exploratory Study of Teacher's Attitudes, Perceptions and Knowledge
Gabrielle Lisa Palmer, M.A.

**Poster 3** Deconstructing the School-to-Prison Pipeline: Strategies for School Psychologists
Gabrielle Lisa Palmer, M.A.

**Poster 4** Who is in the room? Perceptions of task difficulty are impacted by gender
Shannon Keith, Brendan Daly, Nicole Capezza Stonehill College

**Poster 5** Positive changes in mindfulness are associated with increased likelihood of remission from depression
Joseph Diehl, Amanda Lee, Lauren Harris, BA, Mark Zimmerman, MD

**Poster 6** BDNF: Gender Differences in Aerobic Exercise
Mackenzie Kewley, Stephanie Modrak, Taylor Francis, Paul Finn Saint Anselm College

**Poster 7** Inducing a detail versus a gist mindset orientation affects non-episodic retrieval
Gauri Gadkari, Catharine Hemp and Rose Horowitz, Adviser: Margaret Keane

**Poster 8** Changes in Perceiving and Reacting to Emotional Faces in Individuals High in Social Anxiety
Erinda Morina, Sarah C. Izen, Vivian M. Ciaramitaro Affiliations: Psychology Department, University of Massachusetts Boston, MA USA

**Poster 9** The Relationship Between Shyness, Love-Shyness, and Sexuality in Adult Women
Randall, A.B. (Butler Hospital) & Cheek, J.M. (Wellesley College)

**Poster 10** The Effect of Interaction and Sex on Judgments of a Bystander
Meagan Nilan and Jessica Infiorati, Stonehill College

**Poster 11** Perpetrators of Bullying or Victims of Violence? Exploring
Parent-Child Communication in the Association between Neighborhood Violence and Bullying Behaviors
Yichen Zhu, Seoyoung Lim and Patrece Joseph; Tufts University

Poster 12 Investigating the Construction of Dating Profiles: A Test of Order Effects
Rianna M. Grissom, Yana Weinstein

Poster 13 Exposures to Violent Victimization among Black Male Homicide Survivors in Baltimore
Jocelyn R. Smith Lee, PhD, LGMFT and Amanda Delaney, Marist College

Poster 14 The potential for romantic connection helps people high in anxiety reduce cognitive closeness to ex-romantic partners.
Allison Symonds, Lacey Durkee, Emma Wuerdeman, Mackenzie Deveau, & Julie Longua Peterson, Ph. D.

Poster 15 The Effects of E-Readers on Generation Z: A Comparison of Expository and Narrative Text Comprehension
Ellie L. Leighton, and Jennifer J. Stiegler-Balfour

Poster 16 Outcomes of Sex Crime Prosecutions in Massachusetts Courts: Evaluating The Plea Discount Hypothesis.
Annabelle Shestak, Kristy Shockley, Jaime M. Keenan, and Joseph E. Gonzales - UMass Lowell

Poster 17 Organization Psychology and development in the Health Industry
Francis Guarino, Dr. Miranda Ralston, Dr. Kathryn Stanley

Poster 18 Exploring Racial Differences in Jury Decision Making in a Retail Discrimination Trial
James Hoffmann and Sophia Evett, Ph.D., Psychology Department, Salem State University; Anne-Marie Hakstian, Ph.D., Management Department, Bertolon School of Business, Salem State University; Emory Boyland and Jerome Williams, Ph.D., Rutgers Business School

Poster 19 The Impact of Letter and Letter-Sound Interventions in Kindergarten
Lori Donovan, Lori DiBlasi, Meghan McDonnell, Deborah A. Carroll
**Poster 20**  
Who is entitled to advantage  
Donnah Canavan and Emily McCloskey, Boston College

**Poster 21**  
Partition Dependence in Financial Aid Distribution to Income Categories  
Jamie Hom, Meghana Kandlur, Praise Owoyemi, Joanna Paul, Elizabeth Shackney, Hilary Barth (Wesleyan University)

**Poster 22**  
Identifying barriers and facilitators of bystander intervention: A mixed methods exploratory study among diverse youth  
Shereen El Mallah, Talia Berkowitz, Sara Whitcomb, Kirby Deater-Deckard (UMass Amherst)

**Poster 23**  
Operationalizing adolescent bystander intervention strategies in school bullying situations: An exploratory study  
Talia Berkowitz, Shereen El Mallah, Sara Whitcomb, Kirby Deater-Deckard (UMass Amherst)

**Poster 24**  
Everyday Understandings of Forgiveness  
Adila de Souza, Carter Crossett, Dr. Grace Chiou, Dr. Kaye V. Cook, Gordon College

**Poster 25**  
Do parents’ pre- and post-diagnostic ASD concerns, as moderated by financial hardship, predict the number of EI service hours?  
Patcharaporn Thammathorn, Michael A. Sacco, Dr. Abbey Eisenhower, Dr. Alice Carter Department of Psychology, University of Massachusetts Boston, Boston, MA

**Poster 26**  
Effects of superfamiliarity on change blindness in a gradual change paradigm  
Brooke Robinson (Plymouth State University) and Angela Kilb (Plymouth State University)

**Poster 27**  
PROMOTING PRE-READING SKILLS IN KINDERGARTNERS: A PHONOLOGICAL AWARENESS BASED READING INTERVENTION  
Lori DiBlasi, Lori Donovan, Meghan McDonnell, Deborah A. Carroll, Cheryl C. Durwin, & Dina Moore
Poster 28  Exploring the Relationships between Social, Motor, Emotional, and Sensory Development in Childhood  
Lindsay Gomes, Alana Kearney, Paula Fitzpatrick

Poster 29  Exploring Attitudes toward the Voluntarily Childless: Intersecting Stigmas of Gender and Sexual Orientation  
Steven M. Graham, Madeline A. Huffstickler, Julia Scully, Briana Luis, New College of Florida

Poster 30  The Relationship of Maternal Trauma to Parent-child Interaction and Child Social-emotional Functioning  
Cara Wallace, M.S., Karen Steinberg, Ph.D., Anne Pidano, Ph.D., Carolyn Greene, Ph.D., Julian Ford, Ph.D., Jen Vendetti, LMSW, Jessica Sanderson, Ph.D.

This concludes programming for the 1:50 PM - 2:50 PM time period. The next time period begins at 3:00 PM.
Saturday 3:00 PM- 4:00 pm

Symposium
Room 126

Wrap Up Session: Plan Today to Succeed Tomorrow
Individual Development Plans for All Levels of Training

Symposium
Room 127

Cross Cultural/Multilingual Neuropsychology: Mobilizing neuropsychologist in expanding our current cognitive assessment.

Sagar S. Lad, MS/MA., CSP
Certified Specialist of Psychometry- CSP # 0401
William James College
4th Year Clinical Psy. D. Student
Advanced Practicum II Neuropsychology Student
Neuropsychology/ Geropsychology Concentrations
Board of Directors (Student Member)-
Massachusetts Neuropsychological Society (MNS)

Cross-cultural competence is important in all fields of work in science (i.e., medicine, psychology, research). We will discuss issues regarding multilingual/multicultural issues in aspects of neuropsychological evaluations and assessments, and ways for research and clinical work in expanding cognitive assessments and increasing accuracy of multilingual/multicultural patients.
Mental Health in Pediatric Primary Care: What Parents Have to Say

Anne E. Pidano, Ph. D.; Natasha Segool, Ph. D.; Natalie Delgado, MA; Chelsea Slater, MA; MEd; Kathryn Hagen, MA; Kip Forness, BA, all from University of Hartford; Eminet Gurganus, MPH, Connecticut Children's Medical Center

Based on a survey with a national sample of 1801 participants, we will be reviewing parents/caretakers' perspectives on their interactions with pediatric primary care providers with regard to behavioral, emotional, and mental health concerns.

Faculty Collaboration and Experiential Learning Projects: An Overview of Interdisciplinary Perspectives and Outcome Areas.

Sukanya Ray, Ph. D. Associate Professor, Psychology Dept. (Suffolk University)

This presentation aims to focus on interdisciplinary collaboration and experiential learning projects through shared pedagogy and practical application of contents and strategies (visual/virtual/social media/others). Presenters will highlight on diverse perspectives, creative thinking, team problem solving approach and use of self-reflection model that facilitate students’ experiential learning projects and personal growth. We will share both theoretical and practical framework of interdisciplinary collaboration, mentoring as well as consultation strategies to demonstrate their positive impact on strengthening students’ cultural awareness, social justice and needs of communities and overall competence and outcome domains. Finally, this presentation will highlight on themes obtained from students’ projects and faculty collaboration across disciplines. We intend to address the success and challenges of interdisciplinary collaboration, integration of experts and users’ perspectives in
experiential learning and student outcome domains in higher education. Educators, researchers and training consultants will find our discussion useful.

**Paper Session**  
**Room 307**

**Social and Forensic Psychology**  
Chair: Michele Ramirez, Ph. D.  
(Pine Manor College)

3:00 PM - 3:15 PM

**Connected Communities: Understanding the Motivational Determinants for Participation in Interagency Collaborations**  
James D. Morgante, Ph. D. & Jorge M. Carvalho Pereira, Rutgers University – Camden

This investigation was aimed at understanding the individual goals of frontline agency and organization partners who participate in interagency collaboration initiatives, which strive to address social service fragmentation through integrative case management. Seventy-six partners, engaged in family strengthening collaborations, participated. Partners completed an online questionnaire that assessed their attitude toward and experience with interagency collaboration. Topical coverage, which centered on both intrinsic and extrinsic motivational determinants, included benefits of participation, collective purpose, inducements, innovation, reciprocity, and self-efficacy. Results suggest that individual partners' participation may be a result of the coalescence of intrinsic and extrinsic determinants in motivating collaborative participation

3:15 PM - 3:30 PM

**Intersecting Domains of Privilege and Marginalization: Locating Oneself in a Social Matrix**  
Jodie Kliman, Ph. D. (William James College)

This paper describes the use of a visual teaching tool, “Intersecting Domains of Privilege and Marginalization: Locating Oneself in a Social Matrix” in training. Its use highlights intersections of relative privilege and marginalization in professional relationships, inviting deeper curiosity about clients’ and client
families’ social contexts. Filling out the graphic with clients’ or supervisees’ and one’s own social locations increases understanding of “stuck places” in working across differences in social location. It highlights how unaddressed privilege (e.g., in social class or race) can generate assumptions that fit in one’s own cultural and class context but not those of others.

3:30 PM - 3:45 PM

**Integrating an Existential Viewpoint on Murder**

Huey Tyan, Chong; Tracy, Fass

In this paper, I will use an existentialist framework to attempt to explain the motivation to commit murder. This includes an overview of various theories of criminal behavior and their attempts to explain murder. Next, I will review the various schools of existentialism. Subsequently, I will discuss murder motivation in the context of existentialism, and I will make a case for existentialism as the preferred paradigm. In the conclusion section, I will evaluate the strengths and weaknesses of the existential approach to understanding murders and murderers, and I will discuss the potential implications of this paradigm shift.

3:45 PM- 4:00 PM

**The Passage of Time in Criminal Sentencing: Is there a Cold Case Effect?**

Richard Conti, Kean University, Melanie Conti, College of Saint Elizabeth

The present study measured the effects of the passage of time in determining sentencing decisions in criminal cases. Mock jurors read an actual case involving the murder of two police officers. Participants were randomly assigned to one of three versions of the case: when the crime was committed 50 years ago, 25 years ago, and recently committed. Participants also completed the Belief in Just World Scale (BJW), the Revised Legal Attitudes Questionnaire (RLAQ), and the Attitudes Toward the Criminal Legal System Scale (ATCLS). Guilty verdicts and longer sentencing recommendations were associated with higher scores on the BJW, RLAQ, ATCLS and participants describing themselves as more politically conservative in all three conditions. Participants who read the recent version of the case were less likely to
recommend a sentence of death and more likely to grant parole after a period of confinement.

Psi Chi Keynote Speaker  
Room 332/333

Can Cognitive Psychology Help You Teach and Learn?

Dr. Yana Weinstein  
University of Massachusetts Lowell

Introduced by Marianne Fallon, Ph. D.  
Psi Chi Eastern Regional Vice-President  
Central Connecticut State University

In this talk, I will discuss how both students and teachers can benefit from decades of research in cognitive psychology. Specifically, I’ll cover how students can plan ahead to space out their studying with their teachers’ help, and how both teachers and students can find opportunities for retrieval practice. I will also discuss what we – cognitive psychologists – are doing to get the word out about this research, including some challenges we face, as well as potential solutions to these communication challenges.
Science and Society Symposium
Rooms 334/335/336
3:00 PM - 4:30 PM

Neuroscience in the 21st Century: New Applications of ERP

Jason Osher, Ph. D, William James College; Miranda Ralston, Psy. D., William James College; August Price, William James College.

Introduced by Diane Mello-Goldner, Ph. D.
(Pine Manor College)

The field of applied neuroscience has been undergoing a rapid expansion into a range of disciplines, such as organizational development, law, and education. Event-related potential (ERP) research is at the forefront of this expansion given its excellent temporal resolution and the development of more portable tools for the detection of ERP waveforms. ERP’s are based on signals detected on an ongoing electroencephalogram (EEG) that are time-locked onto a specific event. This technology has been used for decades to examine the various aspects of sensory, motor, and cognitive processes that underlie thought and behavior. This symposium will highlight two examples of how ERP research has expanded into other fields of practice:

Study 1: The use of neurological technology is a relatively new area of study within leadership research. Therefore, very little is known about the neurological activity that
is evoked within the brains of followers as they experience different leadership styles. This study aimed to extend previous research on the neural activity of leaders, as well as examine the under researched model of Resonant and Dissonant Leadership styles to explore the neural experience of followers under these specific leadership conditions. The study used the Cognision System QEEG technology to study the neural activity stimulated in participants under the leadership conditions in an attempt to understand the neural responses followers have to Resonant and Dissonant Leaders. The study further explored the QEEG data as it is related to the level of perceived psychological safety experienced by participants in response to resonant and dissonant leadership conditions. The data analysis revealed several significant and novel findings. First, there was a statistically significant difference in the neural responses between resonant and dissonant leadership styles. Additionally, a link between resonant and dissonant leadership styles and individual level psychological safety was established showing that resonant leadership resulted in higher perceived psychological safety. Further, a connection between psychological safety and neural responses was found indicating that the perception of psychological safety results in differing neural responses. Finally, a statistically significant difference between response timing in a button press task between resonant and dissonant leadership conditions was found. Overall, these findings have unveiled a broad range responses followers have to resonant and dissonant leadership styles.

Study 2: This study aims to validate the use of ERP combined with behavioral measures as a means for identifying low effort or malingered cognitive impairment. ERP peak amplitude and latency will be compared against performance on the Test of Memory Malingering (TOMM) and the behavioral results from an auditory oddball, go-no-go task. This study will involve Alzheimer's disease patients answering honestly and healthy older adults randomly counterbalanced who will be asked to either answer honestly or simulate neurocognitive deficits on the TOMM and also during the ERP task.

**Poster Session V**
**Rooms 230/231**

**Poster 1**  **Do students recognize the positive effects of retrieval practice?**
Marcus Lithander, University of Massachusetts Lowell; Veit Kubik, Stockholm University; Yana Weinstein, University of Massachusetts Lowell

**Poster 2**  **The Effect of Reading Before Class on Mind-Wandering and**
Learning
Nicholas Tilton & Yana Weinstein, University of Massachusetts Lowell;
Paul Seli, Harvard University

Poster 3 The Effect of Task on Cue Usefulness for Visual Scene Classification
Meltem Karaca, University of Massachusetts Lowell

Poster 4 The Effect of Engaged Practice on Memory
Shannon Rowley & Yana Weinstein, PhD - University of Massachusetts Lowell

Poster 5 A Case Report: Pregnant Immigrant Patient with Intellectual Disability
Holly Dulaney, M.S.; Katherine Grealish, M.A., M.S.; Irene Piryatinsky, Ph.D.: Beth Israel Deaconess Medical Center, Boston, MA

Kisler, T.S., Saint-Eloi Cadely, H., & Henninger, A. University of Rhode Island. Department of Human Development & Family Studies

Poster 7 The Effect of Age and Power Status on Perceived Relationship Quality
Victoria Stephenson, Brittany Wickham, and Dr. Nicole Capezza of Stonehill College

Poster 8 The Effects of Self-Reinforcement on Conformity Behavior
Alexandra Karas, Vassar College; Angella Chang, Vassar College; Dr. Jannay Morrow, Vassar College

Poster 9 Reeling in the 'Catfish': Exploring Justifications, Motivations, and Behaviors in Online Relationship Dishonesty
Anne Magee and Phoebe Sartori, New College of Florida

Poster 10 Sexual Assault Survivors and Breastfeeding: Biopsychosocial Mechanisms for Predicting Infant
Feeding Decision-Making and Experiences
Hannah Tello (University of Massachusetts Lowell), Joseph Gonzales (University of Massachusetts Lowell)

Poster 11 Examining the Impact of Interpersonal Stress, FoMO, and Insomnia on College Student Mental Health
Adams, S.K., Murdock, K.K., Daly-Cano, M., Rose, M. University of Rhode Island and Washington & Lee University

Poster 12 Healthy Sleep leads to improved nutrition and exercise in college females

Poster 13 BDNF: Effects of Aerobic Exercise on Procedural Memory, Episodic Memory & Sensory-Motor Adaptation
Taylor Francis and Dr. Paul Finn, Ph. D.

Poster 14 Relationship Between Taste Sensitivity, Saliva, and Time of Day
Erin Krell (Saint Anselm College), Adam Wenzel (Saint Anselm College)

Poster 15 The Role of Social Media and Social Activism: An Exploratory Study of The Women’s March
Amberjean Heeks and Justine N. Egan-Kunicki, Ph.D. Community College of Rhode Island

Poster 16 Affective responses to and coping with denial of historical trauma: The case of the Palestinian diaspora
Sherief Y. Eldeeb, Clark University

Poster 17 Student Self-identified Factors of Anxiety in Quantitative Methods
Aleksandra Fryc, BS; Mary Kathryn Cancilliere, MSW; Zachary Kunicki, PhD; Department of Psychology, University of Rhode Island, Kingston, RI

Poster 18 Mindfulness: The Key to Success? Effects of Mindfulness on Performance
Sarah Picard, Elms College
Poster 19  Behavioral Observation of Infant Western Lowland Gorilla
Kaylea Flanagan and Mary N. Duell, University of Massachusetts Lowell

Poster 20  An Analysis of Gender and Age-Related Health Decisions
Kevin A. Casey, Jacqueline M. Amati

Poster 21  Attention Determines How Exposure to Emotional Information Effects Mood
Xenia Leviyah, Sarah C. Izen & Vivian M. Ciaramitaro

Poster 22  Religious Fundamentalism in Women: Associations with Unmitigated Communion, Self-Silencing, and Depression
Brianna Luis, Julia Scully, Steven M. Graham, New College of Florida

Poster 23  Narratives of Biculturalism: Arab-American Identity Negotiation Post-9/11
Janan Shouhayib (Connecticut College) and Dr. Jefferson Singer (Connecticut College)

Poster 24  The Brief Situational Confidence Questionnaire adapted for marijuana: Validating the measure with incarcerated adolescents
Tessa Kettelle, Daniel Delaney, L.A.R. Stein--University of Rhode Island

Poster 25  Impact of Texting on Classroom Learning
Dov Kugelmass, Ph.D. (Three Rivers Community College), Randi Garcia, Ph.D. (Smith College), Sam Verde, B.A. (University of Connecticut), Michael Rockwell (University of Connecticut), Megan Howe, B.A. (University of New Haven).

Poster 26  Clinical Child and Adolescent Psychologists’ Knowledge of and Practice Patterns Related to Pediatric Sleep Problems and Disorders
Emily Rosen (William James College), Daniel Jacobs (William James College), Bruce Ecker (William James College)
This presentation will address the challenges associated with the psychological treatment of military veterans. Psychologists and other mental health professionals have struggled with the treatment resistant biopsychosocial problems presented by veterans. Many traditional and non-traditional modalities of treatment have been utilized with this population. In this paper, I will review the therapies that have been employed and the outcome data that is available. I will then describe what we know about military relationships and how this knowledge is applicable to the psychotherapeutic relationship. This review has led me to conclude that the traditional one on one therapist-patient relationship in working with military veterans needs to be reassessed.

Suggestions for change and the theoretical rationale for these will be presented.

This concludes programming for the 3:00 PM - 4:30 PM time period as well as the 2017 New England Psychological Association Annual Meeting. We look forward to seeing you in 2018 at Housatonic Community College in Bridgeport, CT.
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The Northeast Conference for Teachers of Psychology invites you to attend and participate in the
2018 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 and Participant Idea Exchanges submitted**
between February 1, 2018 and June 15, 2018. NECTOP will continue to receive and review posters submitted after June 15, 2018 through September 28, 2018. **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.

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 2011-2015 NECTOP programs that are available for online review at NEPsychological.org. **The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2018.** 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 through the NECTOP Submissions Portal at NEPsychological.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 long abstract with a minimum length of 750 words with sections that clearly state:
  - 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.

**Northeast Conference for Teachers of Psychology Friday, October 26, 2018**

**Housatonic Community College, Bridgeport, CT**

The Northeast Conference for Teachers of Psychology is affiliated with the New England Psychological Association.
59th New England Psychological Association
Meeting Saturday, October 27, 2018
Housatonic Community College

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 15, 2018 for symposia, papers, and posters representing all areas of the psychological sciences. NEPA will continue to receive and review posters through September 28, 2018.

NEPA invites the submission of papers and posters with clear and detailed articulation of research questions, procedures, data analyses, and implications of the results. 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:

- title and list of authors and affiliations.
- short abstract of 50 to 100 words summarizing the research concept, the methods, and the main findings.
- long abstract of 1000 to 1500 words with separate sections that clearly state 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:

- title and list of authors and affiliations.
- short abstract of up to 250 words summarizing the themes and goals of the session and the audience for which the symposium is intended.
- long abstract of 1000 to 1500 words summarizing each presenter’s contribution to the submission and expertise to participate in the symposium.

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