Proceedings of the 51st Annual Meeting of the New England Psychological Association

October 28-29, 2011
Fairfield University
Fairfield, Connecticut
www.NEPsychological.org
Welcome to NEPA and to the 2011 Meeting Book. The Meeting Book was designed to guide you through the 2011 Annual Meeting. Please know that a formal 2011 Program Book will be available at [NEPsychological.org](http://NEPsychological.org) after the Meeting.

NEPA will begin, for those preregistered for the dinner, in the Oak Room of the Barone Campus Center (Building #13), on Friday at 6:15 PM.

The **Friday night speaker**, Dr. James Garbarino, will present at 8 PM in the lecture hall of Gonzaga (Building #39).

**On Saturday, NEPA** will be headquartered in the lobby of the Barone Campus Center (Building #13), and will also make use of rooms in the Bannow Science Center (Building #11).
The New England Psychological Association and the Northeast Conference for Teachers of Psychology would like to thank Fairfield University for hosting the 2011 Annual Meeting, and recognizes the following organizations, grants, and individuals for contributing to the success of the meeting:

- Jeffrey von Arx, S.J., President, Fairfield University
- Paul Fitzgerald, S.J., Senior Vice President for Academic Affairs, Fairfield University
- Dr. Robbin Crabtree, Dean, College of Arts & Sciences, Fairfield University
- Dr. Susan Franzosa, Dean, Graduate School of Education & Allied Professions, Fairfield University
- James Fitzpatrick, Assistant Vice President, Administration & Student Affairs, Fairfield University
- The Psychology Department, especially current chair, Dr. Ronald Salafia, and former chair, Dr. John F. McCarthy
- Fairfield University College of Arts & Sciences
- Fairfield University Graduate School of Education & Allied Professions
- The Humanities Institute, Fairfield University
- The Science Institute, Fairfield University
- The American Psychological Association Education Directorate
- The American Psychological Association Science Directorate
- Psi Chi, the National Honor Society For Psychology
- Dr. Judith Primavera, Department of Psychology, Fairfield University and Chair of Local Arrangements

6:15 PM – 7:45 PM
Friday Evening NEPA Dinner
BCC Oak Room
(Prior reservation required.)

Welcoming Remarks And Opening Of The NEPA Annual Meeting:

Dr. Robbin Crabtree, Dean of the College of Arts & Sciences

Dr. Susan Franzosa, Dean of the Graduate School of Education and Allied Professions
Friday Evening: 8:00 PM – 9:00 PM

(1) Friday Night Keynote Speaker / Gonzaga Lecture Hall (Building #39)

---

Children and the Dark Side of Human Experience: Confronting Global Realities and Rethinking Child Development

James Garbarino, Ph.D.

(Senior Faculty Fellow at the Center for the Human Rights of Children at Loyola University-Chicago)

Introduced by: Judy Primavera (Fairfield University)

Dr. James Garbarino holds the Maude C. Clarke Chair in Humanistic Psychology and was founding Director of the Center for the Human Rights of Children at Loyola University at Chicago. Previously he was Elizabeth Lee Vincent Professor of Human Development and Co-Director of the Family Life Development Center at Cornell University. He earned his B.A. from St. Lawrence University (1968) and his Ph.D. in Human Development and Family Studies from Cornell University (1973). He is a Fellow of the American Psychological Association. Dr. Garbarino has served as consultant or advisor to a wide range of organizations, including the National Committee to Prevent Child Abuse, the National Institute for Mental Health, the American Medical Association, the National Black Child Development Institute, the National Science Foundation, the U.S. Advisory Board on Child Abuse and Neglect, and the FBI. In 1991 he undertook missions for UNICEF to assess the impact of the Gulf War upon children in Kuwait and Iraq, and has served as a consultant for programs serving Vietnamese, Bosnian and Croatian child refugees.


**Saturday Programming: 8:30 AM - 9:30 AM**

(2) Symposium / Bannow Science Center Room 166 (Building #11)

*Development Of Strength-Based Youth Mentoring: Historical And Theoretical Perspectives, Empirical Results, And Policy Implications*

R. Bruce Thompson, Ph.D. (University of Southern Maine), Maryann Corsello, Ph.D. (University of New England), Samuel McReynolds, Ph.D. (University of New England), Bernice Conklin-Powers, Psy.D. (University of Southern Maine) & Brittany Morley, B.A. (University of New England)

This symposium will explore key theoretical and empirical issues at the core of youth mentoring. “Mentoring” is a construct broadly recognized and applauded, but is in fact a loose reification that still requires historical, theoretically and empirical grounding. The opening paper (McReynolds) provides a synopsis of how mentoring has been conceptualized and operationalized in North American and European history. This is followed by a critical analysis (Conklin-Powers) of how contemporary mentoring has come to embody work towards youth “strengths” and “assets” within a growing resiliency model. Two empirical papers will address outcomes of mentored youth in New England. One (Corsello) reports on the impact of a multi-site college mentors program that specifically targeted socio-emotional strengths, hypothesized to predict better grades and attendance. A second empirical paper (Thompson) addresses the complex relationship that family socioeconomic status (SES) has with improvements in socio-emotional assets of mentored youth. In sum, this symposium will explore the complex history and definition of mentoring, particularly the new “strengths-based” approach, and how it has taken effect in a socially and economically diverse group of participants. This work was funded in part by the Maine Office of Juvenile Justice and Delinquency Prevention.

(3) Workshop / Bannow Science Center Room 167 (Building #11)

*Developing Metacognitive Literacy*

Kathryn Wiezbicki-Stevens, Ed.D. (Bay Path College)

Metacognitive self-knowledge has been identified as a crucial component of effective learning. It entails students recognizing their learning strengths and weaknesses, styles and preferences, and motivational beliefs. This dissertation study explored a method for the development of metacognitive self-knowledge and in doing so, was also a means for discovering what academic experiences students perceive as influential in their development as learners. A qualitative research approach employing analytic induction was used. Themes of academic experiences as described by participants provided support for neuroscientific findings on learning and active learning pedagogy. The guided reflection activity used to produce the written narratives was found to be effective for developing metacognitive self-knowledge. However, familiarity with the process of reflection was a crucial factor. This study suggests that educators provide increased opportunities for students to build competency in this regard, referred to as metacognitive literacy.
Applications of Attribution Theory

Session Chair: Michael Amico (Housatonic Community College)

(4) 8:30 AM – 8:45 AM

**Psychosocial Development, Social Support, And Depression In College.** Elise N. Pepin, Danielle Dalton & Brittany Chausse (Southern New Hampshire University)

College students are in the stages of identity and intimacy development; they also face various opportunities for growth and challenge. This is a longitudinal study of relationships between students’ psychosocial development and their social support and psychological well-being (n = over 500 on two New England campuses, across three years). We found that, overall, college students who have a higher level of identity and intimacy developmental status have lower rates of depression and higher rates of social support from parents, friends, students, faculty and staff. This research has important implications for support being made available and visible to college students.

(5) 8:45 AM – 9:00 AM

**Psychological Benefits Of College Students’ Campus Involvement.** Elise N. Pepin, Danielle Dalton & Brittany Chausse (Southern New Hampshire University)

The transition to and progress through college are ripe opportunities for social and personal growth while individuals explore their impacts on their communities and vice versa. This longitudinal study examines students’ campus participation and emotional, social, psychological, and academic experiences at college, including attachment to university, psychological sense of community, and psychological health. Over 500 students participated on two New England campuses, across three years. There were significant relationships between all variables, though this pattern differed when investigating specific activities separately. This research has important implications for development of interventions to support college students.

(6) 9:00 AM – 9:15 AM

**Why Do I Fail? Explaining The Success And Failure Of Students Through Attributional Styles.** Kate Gwozdz (Gordon College)

The present study examined the effects of failure on the future achievement of students along with the role of attributional styles in predicting future failure and success. Students were asked to complete a difficult timed logic puzzle where the participants either experienced perceived success or perceived failure. Following the puzzle the participants completed the new Attributional Style Questionnaire (ASQ) to test the relationship between perceived agency and achievement. Finally, students completed a concluding timed puzzle. Results were consistent with the prediction that experiencing perceived success primes students for future improvement. However the data showed that students had divergent responses to perceived failure: half of all participants who experienced perceived failure failed repeatedly, while the other half succeeded after failing. Results showed that those who succeeded in the face of failure had a greater sense of agency than those who failed repeatedly. These findings suggest that imparting students with a sense of personal agency over their future outcomes is a priority and even a necessity to ensure their success.
We Don't Agree, But We're Working Together: Examining How Affiliative Motivation And Perspective Taking Affect Social Tuning. Katherine Rondina (Worcester Polytechnic Institute)

The present study examined the role of affiliative motivation and perspective taking on social tuning. Eighty-two participants believed that they would be working with a partner for either five (low affiliative condition) or 30 (high affiliative condition) minutes. Participants also completed a writing task that was either about a friend in need (perspective taking condition) or on a topic unrelated to perspective taking (no perspective taking condition). Participants then learned their partner wished to write a debate that supported gender-traditional views. The results showed that both affiliative motivation and perspective taking influenced individuals to tune, but not more so than if they were only engaging in one form of motivation.

Poster Session I / Barone Campus Center Lobby (Building #13)

(8) Poster 1: The Role Of Video Game Experience On Reentrant Processing: Exploring Object Substitution Masking Effects. Laura Parker, Jason E. Reiss & Rolf Nelson (Wheaton College)

(9) Poster 2: What About Me? The Importance Of A Child's Perspective In Early School Adjustment. Elyse Smith & Kelsey Pereria (University Of Massachusetts At Boston). Sponsor: Abbey Eisenhower, Ph.D.

(10) Poster 3: Does Maternal Depression And Anxiety Have An Effect On Student-Teacher Relationship And Peer Relationship? Marie Joseph, Abbey Eisenhower & Shaun Glaze (University Of Massachusetts At Boston)

(11) Poster 4: Students' Attitudes Towards Survivors Of Suicide As A Function Of Need For Social Approval. Andrew Carlquist & Dorothea Braginsky, Ph.D. (Fairfield University)

(12) Poster 5: Do Christian College Undergraduates And Alumni Maintain Their Faith? Moralistic Therapeutic Deism And Denominational Commitment. Laurieann Smith, Lauren Stone, Matthew Van Hamersveld, Austin Mueller, Rebecca Ross & Kaye Cook (Gordon College)

(13) Poster 6: Intersubjectivity As Demonstrated By Patterns Of Collaboration Among Children In A Purépecha Town In Michoacán, México. Mariana Lopez Davila, Heather Mangione & Maricela Correa-Chavez (Clark University)


(15) Poster 8: The Effects Of An Intervention On The Duration Of Breastfeeding In A Sample Of Low-Income, Ethnically Diverse Women. Ralitsa Todorova, Sandrine Guilherme (Women And Infants), Kristina Davis (Women And Infants) & Caron Zlotnick (Women And Infants And Warren Alpert Brown School Of Medicine)

(16) Poster 9: Strategies For Enhancing Kindergartners' Math Skills. Oksana Ostrovskaya, MA, MBA (PACE University)

(17) Poster 10: Validation Of A Predictive Index For Antenatal Depression In Financially Disadvantaged Women. Sandrine Guilherme, Ralitsa Todorova (Women And Infants), Kristina Davis (Women And Infants) & Caron Zlotnick (Women And Infants And Warren Alpert Brown School Of Medicine)
(18) Poster 11: Motivational Factors In Conservation: Analysis Of A Dormitory Electricity Competition. Morgan Vinyard & Anne O'Dwyer (Bard College At Simon's Rock)

(19) Poster 12: The Role Of Rumination In The Function, Content, And Affective Quality Of Self-Defining Memories. Mary Gover & Jefferson Singer, PhD (Connecticut College)

(20) Poster 13: Partner Preferences In Current Verses Ideal Relationship In Heterosexual Couples. Samantha Petrella & Alita Cousins (Eastern Connecticut State University)

(21) Poster 14: Risky Behaviors And Attitudes Towards Tattoos In College Students. Bethany Huard, Kathleen Nolan & Michele Hoffnung (Quinnipiac University)

(22) Poster 15: Rejection Sensitivity, Attachment Styles, And Autobiographical Memory. Aili Weeks & Jefferson Singer, Ph.D. (Connecticut College)

(23) Poster 16: Sociosexual Orientation On Relationship Dynamics. Rachel Bibee & Alita J. Cousins (Eastern Connecticut State University)

(24) Poster 17: Plasma Ghrelin Levels Correlate With Alcohol Drinking And Craving In Alcohol-Dependent Subjects. Samuel Fricchione, Steven Edwards (Brown University), Tonya Tavares (Brown University), James Clifford (Brown University), Anna Ferrulli (Catholic University Of Rome), Antonio Miceli (Catholic University Of Rome), Giovanni Addolorato (Catholic University Of Rome), George Kenna (Brown University), Robert Swift (Brown University) & Lorenzo Leggio (Brown University)


(27) Poster 20: Toning Down Stress: The Use Of Isochronic Tones To Relieve Stress. Brian Pugliese (Kean University)

(28) Poster 21: Gender, Ethnicity And Qualitative Explanations For Condom Non-Use In College Students. Peter Hildebrand, Michelle Meoli, Carlos A. Escoto, Geeta Pfau & Peter Bachiochi (Eastern Connecticut State University)


(30) Poster 23: Attempts At Alleviation Of Pavlovian Learning Deficits In ADHD With Increased Stimulus Intensity. Alyssa Costantini, Elijah Verheyen, Michael Tarr & Joan Bombace (Quinnipiac University)


(32) Poster 25: Travel Anger: An Exploratory Study. Megan Heise & Anne O'Dwyer, Ph.D. (Bard College At Simon's Rock)

(33) Poster 26: The Influence Of Srcablemed Lttrees On Text Comprehension. Mary Harmon-Vuki, Kaitlin Gillard & Lauren Wentworth (Providence College)


(36) Poster 29: The Effects Of Priming On False Consensus On Behavioral And Dispositional Items. Shaun Butt, Michael Petrocelli, Adam Sarmiento, Devon Testa & Wendy Wyler (Southern CT State University)


(38) Psi Chi / Bannow Science Center Room 131 (Building #11)

Ps Chi Goes International: Why and How?

- Kate Marsland (Southern Connecticut College), Chair
- Harold Takooshian (Fordham University) & Alex Voronov (State Academic University for Humanities, Moscow, Russia). Psi Chi Outreach To The Eastern Hemisphere
- Nritya V. Ramani & Kevin Rustam (Pace University). International Students In The USA
- Mercedes A. McCormick, (Pace University, VP Eastern Region Psi Chi and President-Elect-APA Div. 52: International Psychology). Fulbright Scholarships: Sending And Receiving International Students And Faculty
- Florence L. Denmark, Past President of Psi Chi and Robert S. Pace Distinguished Research Professor (Pace University), Discussant

Psi Chi voted to make history as an international honor society on its 80th anniversary in 2009. Now how can Psi Chi International Honor Society of Psychology most effectively extend its benefits to other nations less familiar with the value of honor societies? Faculty and students are invited to listen to current initiatives and incentives to promote Psi Chi international psychology around the globe and to share their ideas and concerns about the field of international psychology.

This completes programming for the 8:30 AM - 9:30 AM time period.

The next session begins at 9:45 AM.
Saturday Programming: 9:45 AM - 10:45 AM

(39) Speaker Series / Barone Campus Center Oak Room

*Apples & Oranges? Are Organizational Behavior Management and Industrial-Organizational Psychology Really So Different?*

Alicia M. Alvero, Ph.D.
(Queens College, City University of New York)

G. Stanley Hall Lecture

Introduced by: Donnah Canavan (Boston College)

Dr. Alvero is an Associate Professor at Queens College, The City University of New York. She received her B.A. in Psychology from Florida International University, her M.A. in Industrial-Organizational Psychology and her Ph.D. in Applied Behavior Analysis from Western Michigan University (WMU). Dr. Alvero was awarded the prestigious Ford Foundation Fellowship while at WMU for her research in behavioral safety and the effects of safety observations. Her research in the areas of performance feedback, behavioral safety, time sampling procedures, and training have been published in peer-reviewed journals such as Professional Safety, the Journal of Organizational Behavior Management, Journal of Applied Behavior Analysis, Journal of Safety Research, Analysis of Verbal Behavior, and Journal of Agricultural Safety and Health. She is the author of several book chapters, and is an editorial board member for the Journal of Safety Research and an Associate Editor for the Journal of Organizational Behavior Management. Some of Dr. Alvero’s current behavioral safety research has been funded through NIOSH.

This presentation was partially supported by the Education Directorate of the American Psychological Association.

(40) Symposium / Bannow Science Center Room 166 (Building #11)

*Graduate Education And Training in Professional Psychology: Forensic Psychology To School Psychology*

Dr. Tony D. Crespi (University of Hartford), Dr. Denise La Framboise (University of Hartford) & Bronna Romanoff, Ph.D. (The Sage Colleges and Council of Applied Master's Programs in Psychology)

Graduate education represents an important decision point for aspiring graduate students as well as for professionals interested in respecialization training. Unfortunately, the options are diverse, the job market competitive, and many students are simply unaware of the full range of options. While many students possess some understanding about clinical psychology, and may be interested in private practice, many are unaware of shortages and opportunities in related specialties. Within school psychology, for example, there are numerous shortages, with U.S. New and World Report highlighting school psychology as a "hot" area for practice. Similarly, while many students possess an interest in forensic psychology as an outgrowth of media exposure, many are unaware of specific training demands nor of true practice opportunities. This presentation is intended to provide participants with a lively interactive dialogue outlining graduate education opportunities. Highlights will include an examination of master's degree versus doctoral options, participants will explore differences between Ph.D. and Psy.D. options, and related professions such as marriage and family therapy will also be considered. Participants interested in pursuing graduate education in the immediate future will find it of the most interest.

9:45 AM - 10:45 AM   Abstracts 39 - 40
An Introduction To Sport And Exercise Psychology

Dr. Judy Van Raalte, Ph.D. (Springfield College) & Alicia Johnson (Springfield College)

Sport and exercise psychology is a diverse field that has roots in both psychology and the sport sciences. Applied sport and exercise psychology focuses on the mental aspects of performance in a variety of sport and other activities. Services are provided to a range of populations (Murphy, 1995; Singer et al., 2001) and encompass a variety of specializations such as youth sport, counseling, and performance enhancement (Brewer & Van Raalte, 2002). The presenters will discuss education, training, and professional opportunities within the field of sport and exercise psychology. Time will be allotted for discussion and questions.

Personality and Social Comparisons

Session Chair: Paul Cunningham (Rivier College)

(42) 9:45 AM – 10:00 AM

Media Influence On Social Comparisons. Meaghan Welch & Elizabeth Ossoff, Ph.D. (Saint Anselm College)

The study aimed to investigate the relationship between media exposure, body dissatisfaction, and actual food intake. A sample of 101 male and female undergraduate students was exposed to a series of thin and average weight fashion images where body dissatisfaction and actual food intake were measured. It was found that those viewing the average weight images consumed more than those viewing the thin images and that females experienced more dissatisfaction than males. The body size of magazine images significantly affects food intake and body dissatisfaction, demonstrating that young men and women are influenced by images appearing in the media.

(43) 10:00 AM – 10:15 AM

The Relationship Between Antifat Prejudice, Political Leanings, And Attitudes Towards Obesity-Reducing Public Policies. Sara Hollar, Samantha Walker, Kyle Syc & Michael Berg (Wheaton College)

The obesity epidemic in America has prompted the consideration of a number of public policy options. The current study examined the potential relationship between such policies and antifat prejudice. Participants at two local malls were surveyed on their attitudes towards three types of public polices and three antifat prejudice subscales, along with other relevant demographic information. After splitting the data into two age groups, hypotheses regarding associations between prejudice and policy attitudes were supported with younger participants, and the hypothesis that more conservative political leanings would be associated with lower support for redistributive policies was supported with older participants.
Despite the wealth of research on obesity stereotypes, few studies have examined whether or not certain characteristics of the obese target influence stereotyped perceptions. The current study investigated seven proposed subtypes for the obesity stereotype. Participants rated an obese “control” category and seven proposed subtype categories on 23 attributes. Analyses of six key attributes revealed that, for five of the seven proposed subtypes, participants rated those individuals significantly differently than they rated the individuals in the control category. The results of this study support the existence of obesity subtypes.

We examined how narcissism influences behavioral responses to threatening romantic relationship interactions using an experimental methodology (Study 1) and a couples conflict interaction (Study 2). In Study 1 people high (vs. low) in narcissism reported engaging in fewer negative behaviors during a past threatening interaction with their partner. Conversely, in Study 2 independent observers rated people high (vs. low) in narcissism as engaging in more negative behaviors during the conflict interaction. Because our results were opposite across the two methodologies, we suggest that narcissists defensively misconstrue the realities of their past relationship interactions as a way to resist relationship-threat.

Poster Session II / Barone Campus Center Lobby

Poster 1. The Relationship Of Athleticism And Facial Attractiveness Of National Hockey League Goalies. Tara Ouellette & William F. Gayton PhD (University Of Southern Maine)

Poster 2. A New Measure of Tolerance for Ambiguity. Ashley Fresenius, Ashley Williams, Mairead McConnell & Taylor McGuinness (Fairfield University)


Poster 4. The Development Of Forgiveness And Apology In Relation To Childhood Maltreatment Across Age In Females And Males. Matthew Aboukhalil, Adriana Estevez, Robert Collins, John Doherty, Samantha Murphy (Merrimack College), Majed Ashy, Ph.D. (Merrimack College And McLean Hospital/Harvard University) & Kathleen Malley-Morrison, Ed.D. (Boston University)

Poster 5. Alexithymia And Its Relationships With Awareness And Mindfulness. Scott Patterson, B.A. & Gary M. Brosvic, Ph.D. (Rider University)

Poster 6. Exercise Dependence And Addiction. John Clark, B.A. & Gary M. Brosvic, Ph.D. (Rider University)


(55) Poster 10. *Perceived Organizational Control Over Work Conditions, Perceived Support And Negative Mood.* Lisa-Marie Curti & Stephen Armeli, Ph.D. (Fairleigh Dickinson University)

(56) Poster 11. *New Media Use And Youth Substance Use In Rural Populations.* William Meub (University Of New Hampshire)


(60) Poster 15. *Dating History, Sociosexual Behaviors, And Jealousy.* Allison Arel & Alita Cousins (Eastern Connecticut State University)


(62) Poster 17. *Neuroticism And Humor: Different Factor Structures In High And Low Scorers.* Andrew Etherington, Amanda Espinosa & Bernard C. Beins (Ithaca College)


(64) Poster 19. *Does The Obligatory Activation Of Multiplication Answers Extend To Complex Problems?* Loel Tronsky & Amy Benvenuto (Albertus Magnus College)


(66) Poster 21. *The Relation Of College Student Preference For Mode Of Communication To Social Anxiety And Loneliness.* Makenzie Mulcahy & Jacqueline Alfonso Barry, Ph.D. (Emmanuel College)

(67) Poster 22. *An Empirical Evaluation Of A University-Wide “Eating Concerns Mentoring (ECM)” Program.* Eva-Molly Petitto Dunbar & Dr. Victoria Banyard (University Of New Hampshire)

(68) Poster 23. *‘I Would Not Want To Walk Down That Street’: Women’s Constructions Of Safety.* Cat Lenis, Kathryn Abell & Kathryn Frazier (Clark University)
(69) **Poster 24. Help-Seeking For Depression In Japan.** Elijah Bullard (Emory University)

(70) **Poster 25. Creating And Using A Light Box To Measure Anxiety In Control And Fragile X Mice.** Jennifer Lopez, Joyce Suarez, Kelly Leacock, Chris Petraglia, Gerry Green & Gary Brosvic (Rider University)

(71) **Poster 26. Laterality Of Olfactory Memory And Olfactory Preference.** Ashley A. Motta & Adam J. Wenzel, PhD (Saint Anselm College)

(72) **Poster 27. A Mindfulness Based Intervention Program For Obesity: Breaking The Link Between Stress And Over-Eating.** Keri L. Tuit, Psy.D., Zubaida Dabre, B.A., Elizabeth Rathbun, M.A., Peihua Gu, M.S. (Yale University School Of Medicine) & Rajita Sinha, Ph.D. (Yale University School Of Medicine, Yale Child Study Center)

(73) **Poster 28. Relations Among Self-Worth Contingencies, Victimization And Psychological Adjustment In Adolescents.** Assia Ghoul, B.A. & Paul Boxer, Ph.D. (Rutgers University-Newark)

(74) **Poster 29. Juvenile Incarceration And Substance Abuse In A Court Clinic Mental Health Sample.** Cassandra Oliveira, ScB, Sarah Johnson, MA (RI Hospital), Jodi Ann Dattadeen (Brown University), Christie Rizzo, PhD, Selby Conrad, PhD & Marina Tolou-Shams, PhD (RI Hospital)

(75) **Poster 30. Black Women And Resilience.** Terri H. Houston, MA & Rebecca C. Curtis, PhD (Adelphi University)

(76) **Psi Chi Workshop / Bannow Science Center Room 131 (Building #11)**

*Seminar: Graduate School 101*

Carlos A. Escoto, PhD (Eastern Connecticut State University)

This seminar will provide an overview on graduate training in psychology. The seminar is designed for advisors and students. Topics to be covered include acceptance rates, tools for selecting graduate programs, preparing graduate school applications and costs of graduate school.

This completes programming for the 9:45 AM - 10:45 AM time period.

The next session begins at 11:00 AM.

| 9:45 AM - 10:45 AM | Abstracts 69 - 76 |
There is Always a Clue: Research on Memory Distortion and Implications for Law Enforcement

Peter Frost, Ph.D.
(Southern New Hampshire University)
NEPA Presidential Address

Introduced by: Paul Cunningham, Ph.D. (Rivier College)

This presentation will explore the reasons for false memory and ways of using cuing to overcome memory impairment associated with exposure to misinformation. Research has also clarified the phenomenological qualities and individual differences that make some people prone to memory distortion. According to The Innocence Project—an independent non-profit legal clinic—273 people since 2004 have been exonerated through DNA testing, some associated with faulty eyewitness testimony. Our findings from research on false memory suggest best policy and practices for law enforcement. Peter Frost received his Ph.D. from Baylor University and is Professor of Psychology at Southern New Hampshire University. His teaching and research interests include the application of cognitive psychology to legal settings. He recently published research examining the relationship between personality and false memory. His research on eyewitness memory has been featured in the media, including the New York Times, USA Today, New Hampshire Chronicle, and The New Hampshire Union Leader. In 2007, he was awarded the Excellence in Teaching Award by Southern New Hampshire University.

Improving Preparation for Graduate School Through Understanding Factors That Impact Doctoral Training in Professional Psychology

- John G. Mehm, Ph.D. (University of Hartford), Impacts Of Accreditation Criteria On Doctoral Training
- Anne E. Pidano, Ph.D. (University of Hartford), The Ongoing Internship Shortage And Its Impact On Doctoral Training
- Allison N. Ponce, Ph.D. (Yale University School of Medicine), The Impact Of Competency Benchmarks On Training And Evaluation Of Student Performance During Doctoral And Internship Training

This presentation examines three areas of ongoing development in doctoral education that have impacted graduate programs in professional psychology in the recent past. These developments include the ongoing changes in program accreditation criteria as specified by the American Psychological Association (APA), the continuing shortage of predoctoral internships to meet the demand of doctoral students in professional psychology, and the emergence of detailed core competencies that students are expected to achieve during their graduate training. Although the internship imbalance seems a familiar topic to undergraduate students and those advising them with their graduate school applications, developments in accreditation criteria and the emergence of competency benchmarks have received less attention outside the graduate and internship programs themselves. A wider discussion of these developments would likely improve the advising and preparation of students applying to doctoral programs, give applicants a more realistic expectation of doctoral training, and better inform curriculum developments at the undergraduate level.
(79) Symposium / Bannow Science Center Room 167 (Building #11)

**Engineering Student Success**

Sandra A. Sego, Ph.D., Anne E. Stuart, Ph.D. & Heidi O'Connor, Ph.D. (American International College)

Faculty express frustration when students have not mastered skills or knowledge by the end of a course. Faculty can blame poorly prepared students or low motivation, but neither rectify the problem. How can we design courses to help students develop the skills they need? One strategy is to begin with an ideal of where students should be at the end of the program and backwards engineer the scaffolding necessary for student success. By reinforcing skills across the curriculum, students will show growth. Participants will discuss how to structure steps to aid students in developing skills and reaching APA’s learning objectives.

Paper Session / Bannow Science Center Room 254 (Building #11)

**Clinical Issues and Applications**

Session Chair: Rebecca Burwell (Westfield State College)

(80) 11:00 AM – 11:15 AM

*The Effect Of Media Exposure On Appearance Investment And Physical Appearance Comparisons In Women.* Lauren Kruczkowski, Hannah McCormack, Frank DeCusati & Linda Lin (Emmanuel College)

This study examined the impact of media exposure on appearance-related attitudes and behaviors in women. Participants were 65 female undergraduates randomly assigned to look at either general interest magazines or fashion magazines. After reviewing the magazines, participants were asked to complete measures of appearance investment and appearance comparisons, in addition to measures of body dissatisfaction and explicit and implicit antifat attitudes. Results indicated that fashion magazine exposure caused women with higher body mass indexes to show greater body dissatisfaction, dysfunctional appearance beliefs, and a greater tendency to compare one’s physical appearance to those considered more attractive.

(81) 11:15 AM – 11:30 AM

*The Effect Of Pheromones On Subjective And Objective Arousal.* Kelly A. Rudolph & Adam J. Wenzel (Saint Anselm College)

Commercially-available male pheromones are advertised to induce sexual arousal among females despite inconsistent scientific findings. A sample of college women rated their arousal in response to images from the International Affective Picture System. Physiological arousal, defined by blood glucose concentration, did not differ between females exposed to androstenone (experimental group) and those not exposed to pheromone (control group) after viewing images of males. Subjective arousal defined by Likert scale, however, was significantly higher in the experimental group, suggesting that pheromones may facilitate arousal.
The Relationship Between Diet Motivations And Psychological Outcomes: The Development Of The Diet Motivations Scale. Britney Merrill, Lauren M. Kruczkowski, Frank DeCusati & Linda Lin (Emmanuel College)

This study examined the relationship between diet motivations and positive and negative psychological outcomes. Participants were 156 undergraduates at a private coeducational liberal arts college in the Northeast. The Diet Motivations Scale was developed to measure healthy and unhealthy diet motivations and yielded three subscales: Appearance, Health-Self, and Health-Other. Results indicated that the Appearance and Health-Other subscales were related to unhealthy dieting practices and negative psychological outcomes, and the Health-Self subscale was related to healthier dieting behaviors. This study supports the use of the Diet Motivations Scale as a measure of healthy and unhealthy diet motivations.

Normative Perceptions Of Weight Preferences And Eating Disordered Attitudes In Women. Hannah McCormack, Britney Merrill & Linda Lin (Emmanuel College)

Although initial research has been conducted on the relationship between weight norms and eating disordered symptoms in women, little is known about which specific weight norms have the most influence on the development of eating disorders. This study examines how the gender and relationship proximity of the comparison group impact the relationship between normative weight discrepancies and eating disordered attitudes in women. Results suggested that perceived discrepancies with close friends are more predictive of eating disordered attitudes than discrepancies with more distal relationships, and that discrepancies with close female friends are more predictive than discrepancies with close male friends.

Poster Session III / Barone Campus Center Lobby

Poster 1. Interpersonal Rejection: How Attribution Style Moderates Negative State Mood. Jenna Meisenhelder (Gordon College)

Poster 2. Can Biases Of Poverty Create False Memories Of Child Abuse? Angela Kilb & Lindsey DePorter (Plymouth State University)

Poster 3. The Learning And Study Strategies Inventory: Assessing Students' Learning And Study Strategies. Tiffany DeLaney & Gary Brosvic (Rider University)

Poster 4. The Fear Avoidance Beliefs Questionnaire-Revised. Samantha Bremerman & Gary Brosvic (Rider University)

Poster 5. Public Health Warning! Men Are Less Likely To Wash Their Hands After Toilet Use. Gregory Denke, Constance Lizotte & John P. Broida, Ph.D. (University Of Southern Maine)


Poster 7. Reaction To Beer Advertisements: College Students’ Responses To Sexualized Female Images. Nicole C. Mason & Amanda T. Baldwin (University Of Massachusetts At Lowell). (Sponsor: Dr. Mary Duell)
(91) Poster 8. Neuroticism And The Factor Structure Of The Sense Of Humor. Peter Russell, Jamie Lefebvre & Bernard C. Beins (Ithaca College)

(92) Poster 9. Patterns Of Intentional Interaction: Instrumental And Psychological Requests Between 18 And 24 Months. Isabel Mengual-Luna, José Antonio Carranza, Alfonso José Escudero (University of Murcia) & Michael Morales (SUNY at Plattsburgh)


(95) Poster 12. Stimulant Effects Of Alcohol And Alcohol Craving: Is There A Relationship? J. Shoaff, T. Tavares, J.S. Clifford, R.M. Swift, MD, PhD, L. Leggio, MD, G. Kenna, PhD, J. McGeary, PhD, W. Zywiak, PhD, A. Grenga & J. Kim (Brown University)


(97) Poster 14. Racial Attitudes Of Black Preschool Children. Judy Primavera, Ph.D., Dorothea Braginsky, Ph.D., Michael Andreychik, Ph.D., Joseph Calvaruso, B.A., Vianette Hernandez & Niles Muzyk (Fairfield University)

(98) Poster 15. Processing Speed And White Matter Volume In Adult Children Of Alzheimer's Disease. Maheen Chaudhry, Kelly Schatz, Rebecca Spencer, Bengi Baran & Rebecca Ready, Ph.D (University Of Massachusetts At Amherst)


(101) Poster 18. Hispanic Children's Doll Preferences And The Obama Effect. Charles Gordon (Fairfield University), Michael David Mangini (University Of Pennsylvania) & Dorothea Braginsky (Fairfield University)


(103) Poster 20. First-Year College Women And The Alcoholic Munchies: A Brief Intervention Focusing On Decreasing Alcohol Use. Danielle L. Apodaca, Elizabeth E. Richardson, Ph.D., B. Ayotte, Ph.D. & D. Corriveau, Ph.D. (University Of Massachusetts At Dartmouth)

(104) Poster 21. Contrasting Dyads And Triads As They Build A Positive Alliance Through Jumpstart: A Randomized Observational Study. Samantha Goodrich & Hannah Mudrick, BA (University Of Connecticut)

11:00 AM - Noon   Abstracts 91 - 104
(105) Poster 22. *Childhood Maltreatment And Symptoms Of Social Phobia.* Monica Nanda, Elizabeth Reichert & Uchenna Eneh (University Of Rhode Island)

(106) Poster 23. *Coping In Context: Personal Determinants Associated With Academic Achievement In Middle School Urban And Suburban Youth.* Rachael Donalds, Megan Boben & Kenneth K. Wong (Brown University)


(110) Poster 27. *Effective Connectivity In Brain Networks Of Current And Former Smokers.* Colleen Finnerty, B.A., Stephen Hanson, Ph.D., Catherine Hanson, Ph.D. (Rutgers University), Lawrence Sweet, Ph.D., Uraina Clark, Ph.D. & Raymond Niaura, Ph.D. (Brown University)

(111) Poster 28. *Are Students Receiving Special Education Services At Greater Risk For Bullying And/Or Cyber-Bullying Involvement?* Michael Sassin, B.S. (Eastern Michigan University And Bridgewater State University), P. Max Quinn, Massachusetts Aggression Reduction Center And Bridgewater State University) & Elizabeth Englander, Ph.D. (Director Of The Massachusetts Aggression Reduction Center And Bridgewater State University)

(112) Poster 29. *Preterm And Full-Term Infants’ Sensitivity To Native-Language Phonotactics.* Glenda Molina & James Morgan (Brown University)

(113) Poster 30. *Examining The Effects Of Texting On Language Use In Other Forms Of Communication?* Emily Matousek, Michelle Battista, Rebecca Ludwig & Hilda Speicher, Ph.D. (Albertus Magnus College)

(114) Psi Chi Symposium / Bannow Science Center Room 131 (Building #11)

**Encouraging Undergraduate Student Research in Psychology: From Start to Contribution in the Field**

- Harold Takooshian, PhD (Fordham University), Chair
- Paul E. Finn (St. Anslem College), Conducting a Research Study
- Elizabeth Ossoff (St. Anselm College), Institutional Review Board—What Is This Process?
- Mercedes A. McCormick, VP Psi Chi, Eastern Region; President-Elect APA Division 52, International Psychology, Pace University, New York), Organizing A Conference
- Vincent Prohaska, Lehman (City University of New York), Discussant

This panel presentation will be an interactive seminar where participants may learn more about conducting a Research Study; the Institutional Review Board process and the importance of organizing a psychology conference for undergraduate students and faculty advisors. It is expected that a lively atmosphere will be created that will enhance participants understanding of the research process.

11:00 AM - Noon     Abstracts 105 - 114
This completes programming during the 11:00 AM - Noon time period. The Noon - 1:00 PM hour is reserved for the NEPA General Meeting in the Oak Room of the Barone Campus Center.

Members and guests who have pre-ordered lunches may pick them up at the Registration Area in the Barone Campus Center Lobby, beginning at 11:30 AM.

The next session begins at 1:15 PM.
Saturday Programming: Noon - 1:00 PM

(115) NEPA General Meeting / Barone Campus Center Oak Room

• Opening Remarks: Jeffrey von Arx, S.J., President of Fairfield University
• Approval of Minutes and Announcement of Election Results
• Approval of 2011-2012 Budget
• Introduction of Honorary Undergraduate Scholar Awards
  o Dr. Donnah Canavan (Boston College), Chair
    • Elizabeth Cox (University of Rhode Island). Sponsors: Kathryn Quina Ph.D. & Patricia Morokoff, Ph.D.
    • Mary Catherine Gover (Connecticut College). Sponsors: Jefferson Singer, Ph.D. & Audrey Zakriski, Ph.D.
    • Melissa Ann McWilliams (Connecticut College). Sponsors: Jefferson A. Singer, Ph.D. & Jason Nier, Ph.D.
    • Adam Hoffman (Quinnipiac University). Sponsors: Anne O'Donnell Eisbach, Ph.D. & William Jellison, Ph.D.
    • Landon Ranck (Gordon College). Sponsors: Kaye V. Cook, Ph.D. & Suzanne Phillips, Ph.D.
    • Niles Muzyk (Fairfield University). Sponsors: Judy Primavera, Ph.D. & Michael R. Andreychik, Ph.D.
• Fellows Plus 40: Thomas Condon
  o Marjy Ehmer (Southern Connecticut State University, Emeritus), Chair, with Ron Salafia (Fairfield University)
    • Thomas Condon, Ph.D. received his B.S. degree in Psychology from Fairfield University in 1972. Following his receipt of the NEPA Honorary Undergraduate Scholarship award, Dr. Condon went on to earn his Masters and Ph.D. in Clinical Psychology from the University of Connecticut. Dr. Condon has spent many years in clinical practice working with children, adolescents and their families in a variety of settings including community-outpatient facilities, schools, and private practice. Dr. Condon's current clinical work includes assisting couples and parents with conflict resolution. He also works with an attorney to provide divorce co-mediation through the Candlewood Mediation Center, LLC in New Milford and Brookfield, CT.
• Distinguished Contribution Award: Dr. Eric Kandel (Columbia University)
  o Joan Bombace (Quinnipiac University) and Duncan White (Rhode Island College), Co-Chairs
    Professor Kandel is best known for his work on the physiology of memory. Professor Kandel received the Nobel Prize in Physiology or Medicine in 2000 (with two other recipients) and is also a recipient of many other prestigious awards. Professor Kandel's contributions to psychology and neuroscience have been far reaching. There probably is not one student that takes a course in memory or physiology in psychology that hasn't heard about his research with Aplysia and the gill withdrawal reflex that demonstrated both habituation and sensitization and led to our understanding of the physiological processes underlying memory. It is for these achievements and his continuing research, mentorship of students and far reaching influence that Professor Kandel is the recipient of the NEPA Distinguished Contribution Award.

The NEPA General Meeting is the exclusive activity of the Noon - 1:00 PM time period. The next session begins at 1:15 PM.
Primary and Secondary Prevention of HIV Among Persons With Mental Illnesses

Science and Society Speaker

Michael B. Blank, Ph.D.  
(University of Pennsylvania)

Introduced by: Jacqueline Alfonso, Ph.D. (Emmanuel College)

Dr. Blank received his BA with distinction in psychology from the University of Rochester and his MA and PhD in psychology from the University of Virginia. Dr. Blank's research and writing focus on integration of health and mental health services delivery systems including treatment for co-morbid illness such as HIV/AIDS. Other areas of interest include informal care and its impact on consumers and families, rural mental health, ethics in prevention, and applications of technology and computer-assisted care in mental health service delivery. Dr. Blank's primary affiliation is with the Center for Mental Health Policy and Services Research in the Psychiatry Department, and he also holds appointments as a senior fellow at the Leonard Davis Institute for Health Economics, and the Schools of Nursing at Penn and the University of Virginia. He also serves as co-director of the Behavioral and Social Sciences Core of the Penn Center for AIDS Research (CFAR) and has been a member of the Institutional Review Board (IRB) of the Philadelphia Health Department since 2002. He serves as associate editor of the Journal of Community Psychology, and is on the editorial boards of Psychological Assessment, Community Mental Health Journal, and Journal of Rural Community Psychology. Dr. Blank was elected to the Governing Council of the American Public Health Association in 2006. At Penn, Dr. Blank teaches Behavioral and Social Sciences in Public Health in the Master’s in Public Health Program, Ethical Issues in HIV Prevention, Treatment, and Research in the Department of Bioethics, and a Clinical Seminar in Community Psychology and Mental Health Services Research in the Department of Psychology. He also is a member of the Executive Committee of the Social and Behavioral Sciences Research Network, which is intended to foster multi-site collaboration among the NIH-funded Centers for AIDS Research in the behavioral and social sciences. He is currently a standing member of the NIH study section for Behavioral and Social Science Approaches to the Prevention of HIV/AIDS and has served as an ad hoc member on a number of other study sections.
Is It Really So Bad To Watch TV While You Study? The Effect Of Programmed Texts. Lauren Pirrmann, Marissa Dickinson, Maria Garcia, Elizabeth Hamer, Melissa Lombardo, Matthew Maynard, Amanda Narciso, Allyson Neurohr, Lauren Scott & Sheila Quinn, PhD. (Salve Regina University)

This study examined the effects programmed texts and multitasking on students’ retention of written material. Based on previous research we hypothesized that programmed texts would result in better retention than traditionally presented text. It was further hypothesized that the beneficial effects of programmed texts would be apparent under experimental conditions involving multitasking.

Does Discrete Trial Teaching Trump Experimenter Differences? Marissa Dickinson, Maria Garcia, Samantha DeMartin, Rachel Basset & Lauren Pirrmann (Salve Regina University)

This study examined the discrete trial teaching results of 4 adolescent boys with autism to determine if different experimenters using identical protocols would yield different results. Dependent variable was the percent of correct responses for each experimenter across all 4 boys. The analysis of the data indicated that there was no significant difference among the experimenters. This is preliminary evidence that discrete trial teaching is not strongly influenced by individual experimenter differences and that rapport or lack of rapport may be a secondary consideration.


A majority of college students engage in risky behaviors. If these become habits, they may negatively affect long-term health status (Taylor, McCarthy, Herbert, & Smith, 2009). One hundred and fifty-one undergraduates completed a survey measuring health, social and academic behaviors. Hierarchical regression analyses controlling for sex, age, relationship status, and year in college established that few social and health choices were indicative of drinking, sexual partners, and Facebook usage. Additionally, increased time on Facebook predicted lower GPA. Intervention programs focusing on students’ long-term goals may be helpful in shifting students’ focus on moderation of time consuming and/or health compromising behaviors.
This study partially replicated and extended Choi’s research on procrastination. We surveyed 312 Midwestern college students on several measures of procrastination, general and academic self-efficacy, boredom proneness, five factors of personality and GPA. Following Chu and Choi (2005), our three groups included nonprocrastinators, intentional and unintentional delayers. Planned contrasts in ANOVA comparing nonprocrastinators to procrastinators, and intentional to unintentional delayers, yielded small effect sizes comparable to extant literature. Nonprocrastinators (vs. procrastinators) were higher on general and academic self-efficacy, conscientiousness, and GPA, and lower on boredom proneness and neuroticism. Intentional delayers (vs. unintentional) were more self-efficacious and conscientious.

**Paper Session / Bannow Science Center Room 254 (Building #11)**

*Changing Behaviors and Attitudes*

**Session Chair: Emily Soltano (Worcester State University)**

**Abstracts 120 - 122**
College Students’ Perceptions Of Severity And Willingness To Seek Psychological Help For Drug And Alcohol Problems. Robert Jay Lowinger (SUNY College at Old Westbury)

This study employed a survey to ascertain college students’ beliefs about the severity of drug and alcohol problems and their willingness to seek help for these problems. Participants were 201 college students. Alcohol problems were perceived as significantly less severe than drug problems. Women perceived drug problems as more severe than men and were more willing to get help for both drug and alcohol problems. The influence of various severity variables on willingness to seek help was also investigated.

Who Likes A Self-Handicapper? When Socialization Is Differentiated From Collaboration. Sun W. Park, Christina M. Brown (Saint Louis University) & Chloe L. Carlton (Northeastern University)

We investigated the effectiveness of self-handicapping as an impression management strategy. Previous research has found that men evaluate self-handicappers more positively than women. We extended the idea by manipulating two factors: relationship with a target (socialization vs. collaboration) and the target’s status (college student vs. adult worker). Although men expressed more desire to socialize with a self-handicapping student than women, there was no gender difference in desire to collaborate, regardless of the target’s status. Furthermore, when the target was a self-handicapping worker, men’s desire to socialize with the target significantly decreased such that no gender difference was found.

Poster Session IV / Barone Campus Center Lobby

Attachment And Resilience In Military Families: What The At-Home Parent Is Faced With And How It Impacts Children And Adolescents. Sapna J. Mendon (New York State Psychiatric Institute, Research Foundation for Mental Hygiene)

Joint Attention And Emotion Regulation In Preschool-Age Children. Michael Morales, Paula Rehm, Antonia Forbes, Isabelle Creste, Charlynn Caputo, Lacy Niles & Angelina Pascarella (SUNY at Plattsburgh)

Effects Of The Color Red On Task Performance. Katherine Dunham, Ph.D. (SUNY at Plattsburgh)

Leadership And Fit Interviews As Predictors Of Retail Store Manager Job Performance. Matthew Minton & Lauren Connelly (Fairleigh Dickinson University)

Americans Love Affair With Text Messaging: Does It Come At A Social Cost? Amy Cota-McKinley (Worcester State University)

Psychological And Biological Measures Of Depression And Anxiety Over The Fall Semester. Amy Corbett (SUNY at Cobleskill)

Functional Academic Difficulties Among College Students With Attention-Deficit / Hyperactivity Disorder. Kenneth Walters, Ph.D. (SUNY at Oneonta)

Conduct Problems Among College Students As A Function Of Attention-Deficit / Hyperactivity Disorder. Kenneth Walters, Ph.D. (SUNY at Oneonta)
(133) Poster 9. Self-Concept Difficulties Among College Students With Attention-Deficit / Hyperactivity Disorder. Kenneth Walters, Ph.D. (SUNY at Oneonta)


(135) Poster 11. False Consensus Or False Uniqueness? It Depends On How You Ask The Question. John W. Kulig & Jacob Topliffe (Plymouth State University)

(136) Poster 12. Gender And Class Standing Differences In Classroom Strategies And Course Grades For Undergraduate Psychology Majors. Nina B. Eduljee (St. Joseph's College of Maine) & Lindsey K. Le (University of Connecticut)

(137) Poster 13. The Relationship Between Readability Grade Levels And Voter Behavior In Massachusetts Ballot Questions. Kathleen Dillon, Ph.D., Peter Fairman, Ph.D. & Ryan Thoma (Western New England University)


(139) Poster 15. Acculturation and Depression: Gender Differences In A Mexican-American Sample. Victor Figuereo, Oswaldo Moreno, B.A. & Esteban Cardemil, Ph.D. (Clark University)


(141) Poster 17. Prejudice And Explanation: Highlighting Outgroup Control More Effective Justifies Prejudice Than Does Highlighting Outgroup Inferiority. Lucas Nixon & Michael R. Andreychik, Ph.D. (Fairfield University)


(143) Poster 19. Fantasy And Depression. Portnow, Samuel, B.A. (New York University)

(144) Poster 20. The Role Of Financial Resources And Age On Mate Guarding. Broderick A. Sawyer & Alita J. Cousins, Ph.D. (Eastern Connecticut State University)


(146) Poster 22. Cognitive Biases In The Construction Of Criminal Profiles. Christina Sales, M.A. & Christine Marco, Ph.D. (Rhode Island College)

(147) Poster 23. Attachment, Psychological Well-Being, and Relationship Quality In A Clinical Sample. Kayla T. MacArthur, B.A. (Regis College), David M. Goodman, PhD, Lydia Onofrei, MSW, Shelby Ortega, PhD, Rebecca L. Drill, PhD, Jack Beinashowitz, PhD (Cambridge Health Alliance) & Barbara Noel Dowds, PhD (Regis College)

(148) Poster 24. Memory Distortion And Personality: Fantasy Prone And Compliant Personalities As Predictors Of False Recognition. Taylor Loconto, Valerie Kingsley & Peter Frost, Ph.D. (Southern New Hampshire University)

(149) Poster 25. The Role Of Parental Involvement, Structure And Autonomy Support In The Lives Of Children-At-Risk. Shayl Griffith, B.A., Wendy Grolnick, PhD, Jackie Raftery, MA & Elizabeth Flamm, B.A. (Clark University)
Saturday Programming: 2:30 - 3:30 PM

(150) Speaker Series / Barone Campus Center Oak Room

Psi Chi Invited Address

Toward a Healthy Embodiment for Women

Joan Chrisler, Ph.D.
(Connecticut College)

Introduced by: Mercedes A. McCormick, PhD (Pace University)

Joan C. Chrisler is Class of 1943 Professor of Psychology at Connecticut College, where she teaches courses on health psychology and the psychology of women. She has published extensively on issues related to women’s health and embodiment, especially on attitudes toward menstruation, premenstrual syndrome, body image, and weight. She edited Sex Roles: A Journal of Research from 2002 to 2006, and is editor or co-editor of 10 books, including Reproductive Justice: A Global Concern (forthcoming, Praeger), Handbook of Gender Research in Psychology (2010, Springer), Women over 50: Psychological Perspectives (2007, Springer), and From Menarche to Menopause: The Female Body in Feminist Therapy (2004, Haworth).

Paper Session / Applications of Social Psychology I /Bannow Science Center Room 166 (Building #11)

Session Chair: Elizabeth Ossoff (Saint Anselm College)

(151) 2:30 PM – 2:45 PM

How Participants Understand Their Video Game Experience: Implications For Sport Psychology. Christopher A. Oswald, Chris Prorock, B.A. (Western Connecticut State University) & Shane Murphy, Ph.D. (Western Connecticut State University)

Is video game participation a form of entertainment or a recreational activity? The present study surveyed 92 undergraduates and 81 respondents from a computer gaming website and asked them to describe what their most recent gaming experience meant to them. A qualitative analysis of the 173 participants revealed 57 themes that best captured the gaming experience, falling into six general categories: emotional responses, game play, social, outcomes of game play, goals, and personal qualities. The results strongly support the viability of a sport psychology approach to gaming research, as video game players see their participation as a goal-directed activity with strong social and emotional relevance.

(152) 2:45 PM – 3:00 PM

Does Attachment Shape Morality? Religiosity As A Key Factor In Moral Development. Landon Ranck, Faith Clasby, Tor Eksstrom, Rebecca Ross, Claire Lawes, Ashley Moulton (Gordon College), Kathleen Leonard (University of Massachusetts at Lowell) & Kaye V. Cook (Gordon College)

Kohlberg and Diessner (1991) propose that attachments with others shape the moral self, though subsequent studies found limited support for this hypothesis. In the current study, with generally strongly religious participants
from two Christian colleges, attachment predicted religiosity and, weakly, morality; religiosity predicted morality. Further, attachment predicted morality only for those low in two (i.e., Quest, Religious Identity) of our four measures of religiosity. We argue that Kohlberg and Diessner's model, though widely cited, has limited validity, and moral education should take into account the religious commitments of its recipients.

(153) 3:00 PM – 3:15 PM

The Relationships Among Internet Use, Personality Factors, GPA And Academic Self-Regulation. Joan H. Rollins & Traci Rossi (Rhode Island College)

This study examined relationships among time spent in online communication (Facebook, Email, IM, and Chatting) and Extroversion, Honesty, Academic Self-Regulation, Happiness, and GPA of 137 undergraduate students. Results found that students who spent 7+ hours per day in online social communication score higher (p < .05) in Extroversion and lower in Honesty (in person) (p < .05), but higher in Online Honesty (p < .05) than those online fewer than 3 hours per day. The Academic Self-Regulation Scale was a significant predictor of GPA (r = 0.26, p < .05).

(154) 3:15 PM – 3:30 PM

Inter-Ethnic Friendship, Co-Ethnic Friendship And Acculturation Among Adolescent Immigrants To Spain. Barry H. Schneider (University of Ottawa) & Ibis Marlene Alvarez Valdivia (Autonomous University of Barcelona)

Spain is a country where immigration has increased rapidly in the past 20 years. Immigrants now face challenges of adapting to a country experiencing marked economic problems as well as alienation and violence in schools. We studied the qualities of inter-ethnic and co-ethnic friendships among 672 adolescents in Barcelona, Spain. A disproportionate number of their friendships were within the same ethnic groups. However, inter-ethnic and co-ethnic friendships did not differ in quality or conflict. Identification with the host culture was correlated with achievement at school. However, maintaining the culture of origin was correlated with friendship quality.

Poster Session V /Barone Campus Center Lobby

(155) Poster 1. How Brazilian Immigrant Parents Raise Their Children In A New Culture- Exploratory Study Of Acculturation. Ana Mendoza (Adelphi University)


(157) Poster 3. The Relationship Between Services And Outcomes For A Prison Reentry Population Of Those With SMI. Kristin L. Serowik (Yale University)

(158) Poster 4. An Investigation Of Home Disadvantage In Fed Cup Tennis. Lindsey Theriault, Peter Morneau & William F. Gayton (University Of Southern Maine)

(159) Poster 5. Sign-Tracking Model Of Drug Addiction. Nikyta Sharma & Arthur Tomie (Center of Alcohol Studies, Rutgers University)


(162) Poster 8. Differential Validity Of The Nelson Denny Reading Comprehension Test Based On IQ And Reading Skills. Maheen Chaudhry, Victoria Creedon & Rebecca Ready, Ph.D (University of Massachusetts)


(174) Poster 20. What We Talk About When We Talk About Energy. Donnah Canavan Ph.D., Shannon Grady B.A. & Jessica Rolincik (Boston College)
(175) Poster 21. Experiences Of Work, And Career Aspirations For Bolivian Street Involved Youth. Nicole M. Duffy, M.A., Meghan Commins, M.A., Belle Liang, Ph.D. (Boston College) & Kristin Huang, Ed.D. (Kaya International)

(176) Poster 22. Inspiring Versus Non-Inspiring Religious Images In College Students. Lindsay Blevins, Ryan Kinlaw & William Van Ornum (Marist College)

(177) Poster 23. Life Satisfaction And Gaming Habits. Marc J Wagoner, PhD (Worcester State University)

(178) Poster 24. Does Carrying In Infancy Promote Social Behavior? Katherine Halloran, MA & Kathleen Gorman, PhD (University of Rhode Island)

(179) Poster 25. Cognitive Flexibility, Chronic Worry, And Generalized Anxiety Disorder: Preliminary Results And Comparison Across Ethnic Groups. Broderick A. Sawyer & Kristalyn Salters-Pedneault, Ph.D. (Eastern Connecticut State University) & Lizabeth Roemer, Ph.D. (University of Massachusetts At Boston)

(180) Poster 26. Religious Belief Systems Of Persons With High Functioning Autism. Caitlin Fox Murphy, B.A., Catherine Caldwell-Harris, PhD., Tessa Velazquez (Boston University) & Patrick McNamara PhD. (Boston University School of Medicine, Department of Neurology)

(181) Poster 27. The Relationship Between Difficulties In Emotion Regulation And Quality Of Life In The Anxiety Disorders. Millstein, Daniel J, B.A. & Klemanski, David H, Psy.D. (Yale University)

(182) PSI CHI/NEPA Reception & Award Ceremony

Psi Chi Certificates

Convener: Mercedes A. McCormick, Ph.D.

(Psi Chi Eastern Regional Vice-President and Pace University)

Psi Chi Student Members presenting at NEPA will receive a certificate from

Psi Chi International Honor Society of Psychology.
## Saturday Programming

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Bannow Science Center</th>
<th>Barone Campus Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Room 166</td>
<td>Room 167</td>
</tr>
<tr>
<td></td>
<td>Room 254</td>
<td>Room 131</td>
</tr>
<tr>
<td></td>
<td>Lobby (First Floor)</td>
<td>Oak Room (Second Floor)</td>
</tr>
<tr>
<td>8:30 AM to 9:30 AM</td>
<td>Symposium (2)</td>
<td>Workshop (3)</td>
</tr>
<tr>
<td></td>
<td>Paper Session (4 - 7)</td>
<td>Psi Chi (38)</td>
</tr>
<tr>
<td>9:45 AM to 10:45 AM</td>
<td>Symposium (40)</td>
<td>Symposium (41)</td>
</tr>
<tr>
<td></td>
<td>Paper Session (42 - 45)</td>
<td>Psi Chi (76)</td>
</tr>
<tr>
<td>11:00 AM to Noon</td>
<td>Symposium (78)</td>
<td>Symposium (79)</td>
</tr>
<tr>
<td></td>
<td>Paper Session (80 - 83)</td>
<td>Psi Chi (114)</td>
</tr>
<tr>
<td>Noon to 1:00 PM</td>
<td>The NEPA General Meeting is the only activity scheduled for the Noon - 1 PM time period, and you are encouraged to attend. Pre-ordered lunches will be available by 11:30 AM at the Registration Area in the Barone Campus Center.</td>
<td>NEPA General Meeting (115)</td>
</tr>
<tr>
<td>1:15 PM to 2:15 PM</td>
<td>Paper Session (117 - 120)</td>
<td>Paper Session (121 - 124)</td>
</tr>
<tr>
<td></td>
<td>Poster Session IV (125 - 149)</td>
<td>Michael Blank (116)</td>
</tr>
<tr>
<td>2:30 PM to 3:30 PM</td>
<td>Paper Session (151 - 154)</td>
<td>Poster Session V (155 - 181)</td>
</tr>
<tr>
<td>3:45 PM to 4:45 PM</td>
<td>The New England Psychological Association, and Psi Chi, welcome your attendance at the awards and end-of-meeting reception (182) in the lobby of the Barone Campus Center.</td>
<td>Joan Chrisler (150)</td>
</tr>
</tbody>
</table>

Abstracts in this book are numbered sequentially, and abstract numbers should be used to locate presentations of interest. Short abstracts are provided for symposia, papers and featured speakers. Titles and authors are provided for posters.
ACCESSING THE FAIRFIELD UNIVERSITY WIRELESS NETWORK WITH A NON-UNIVERSITY COMPUTER

In order to properly protect the Fairfield University campus network and computers like yours that need to run on it, Computing & Network Services requires all guests who wish to use our wireless Internet access to adhere to a strict set of guidelines.

We require that any machine that connects to our network has the latest operating system updates and security updates (Windows: Windows Update, Mac OS X: Software Update). Additionally, we require that your all Windows and Mac OS X machines have an antivirus application with up-to-date virus definitions. We support most major antivirus programs, including free applications such as AVG (Windows) or ClamXav 2.x (OS X).

Before attempting to connect to the University network, please make sure that all of these updates (Software, Security, and Antivirus) have been downloaded and installed on your computer. Please be aware that when you first try to connect, your computer will be scanned by a security application to verify that the most recent updates have been installed. Once verified, you will need to provide some registration information. You will then be given access to the network for the time specified.

To make your time on campus as productive as possible, Computing & Network Services recommends that you run operating system and anti-virus updates BEFORE arriving on campus.

TO CONNECT TO THE FAIRFIELD WIRELESS NETWORK:

1. Turn on your computer’s wireless network connection and choose the network labeled Student.

2. Open a web browser and go to any website outside of the University (e.g., www.cnn.com, etc.).

3. You will be presented with two pages that contain Acceptable Use information; please read and verify your acceptance by clicking the two Continue button.

4. From the next screen, click the Start button to the right of the word Guest. On the following screen click Continue to begin the registration process.

5. Enter your name, the name of the conference you’re attending (or affiliation, as appropriate), the number of days the device will be active on our network, and the device type (wired laptop, wireless laptop, or desktop), then click the Download button.

6. A small program called the Bradford Dissolvable Agent will be downloaded to your computer. If you are on a Windows machine, you will be prompted with a box that asks if you want to Save the program or Run it; choose Run. If you are on a Macintosh, the program will be placed in your Downloads folder; from there you should just double click the file to run it.

7. Depending on your machine, the Bradford Dissolvable Agent may take a few minutes to run. When it finishes, you will either see a web page telling you what your computer is missing (operating system/security updates or an anti-virus application and/or updated virus definition files), or a page that indicates you have successfully registered.

NOTE: If your operating system or virus application is not up to date and prevents your computer from passing the security test, you will be able to run Windows Update, Macintosh Software Update, and your anti-virus program’s update feature. Simply run the update processes repeatedly until you get the messages that everything is up to date.

If you encounter problems with the above process, please phone the Computing & Network Services Help Desk at 203-254-4069 (ext. 4069) from an on-campus phone.