Proceedings of the 52nd Annual Meeting of the New England Psychological Association

October 12-13, 2012
Worcester Polytechnic Institute
Worcester, Massachusetts
www.NEPsychological.org
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<th>Time Period</th>
<th>Campus Center, Third Floor</th>
<th>Salisbury Laboratories</th>
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<td>Odeum A</td>
<td>Odeum B</td>
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<td>7:00 AM to 9:00 AM</td>
<td>Registration will open at 7:00 A.M., Campus Center, Third Floor. Continental breakfast available at 7:30 AM in the Class of 1948 Cafe, Campus Center, Second Floor.</td>
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<td>9:00 AM to 10:00 AM</td>
<td>Psi Chi (4)</td>
<td>Symposium (5)</td>
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<td>10:10 AM to 11:10 AM</td>
<td>Psi Chi (51)</td>
<td>Symposium (52)</td>
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<td>11:20 AM to 12:20 AM</td>
<td>Honorary Undergraduate Scholar Awards &amp; Fellows +40 (97)</td>
<td>PSI CHI (98)</td>
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<td>12:30 PM to 1:30 PM</td>
<td>Symposium (101)</td>
<td>Poster Session III (102-133)</td>
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<td>1:40 PM to 2:40 PM</td>
<td>Symposium (140)</td>
<td>Symposium IV (142-176)</td>
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<td>4:00 PM to 5:00 PM</td>
<td>The New England Psychological Association and Psi Chi welcome your attendance at the awards and end-of-meeting reception (254), Campus Center, First Floor Lobby 4:00 PM - 5:00 PM</td>
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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.
The New England Psychological Association and the Northeast Conference for Teachers of Psychology would like to thank Worcester Polytechnic Institute for hosting their joint 2012 Annual Meetings, and recognize the following organizations, grants, and individuals for contributing to the success of the 2012 NECTOP meeting:

- Dennis Berkey, Ph.D., President, Worcester Polytechnic Institute
- Eric Overstrom, Ph.D., Provost, Worcester Polytechnic Institute
- Karen Oates, Ph.D., Dean, Arts & Sciences, Worcester Polytechnic Institute
- James Doyle, Ph.D., Professor and Chair, WPI Department of Social Sciences and Policy Studies
- Jeanine Skorinko, Ph.D., Local Arrangements Chair, WPI Department of Social Sciences and Policy Studies
- Jean Siequist, Worcester Polytechnic Institute, Administrative Assistant
- Worcester Polytechnic Institute Events Office
- Worcester Polytechnic Institute Facilities
- Worcester Polytechnic Institute Department of Social Sciences and Policy Studies
- Psychology Society, Worcester Polytechnic Institute Department of Social Sciences and Policy Studies
- American Psychological Association Education Directorate’s Board of Educational Affairs
- Society for the Teaching of Psychology
- Psi Chi Chapter of Assumption College

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Guest Wireless Network Access

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To connect as a wireless network guest user:
Use your wireless network connection software to connect to the wireless network named **WPI-Guest**. Launch a web browser like Windows Internet Explorer, Safari, or Firefox. Enter the user name and password exactly as shown below:

- **Username:** nepa
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- **Duration of Access:** 3 days

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Important

This coupon allows network access to guests and visitors. It is intended only for the designated recipient(s) and cannot be transferred or purchased. Usage will be monitored and may be terminated at any time.

All users of this network will be subject to the policies and guidelines concerning the use of WPI computer, network, and telecommunications resources. You may view these policies at [http://www.wpi.edu/+AUP](http://www.wpi.edu/+AUP).
NEPA will be using the Campus Center (#7) and Salisbury Laboratories (#28) on Saturday

Friday Evening Speaker
6:00 PM
Salisbury Laboratories (#28) Room 115

Recommended Parking

Friday Evening Dinner will be held in Alden Memorial (#2)
Friday Evening Reception (1)

Joint NECTOP and NEPA Social Hour

Odeum C: 5:00 PM - 6:00 PM

(#7 on campus map)

Please join us for a brief reception that concludes the 18th Annual Meeting of the Northeast Conference For Teachers of Psychology, that opens the 52nd Annual Meeting of the New England Psychological Association that continues through Saturday, October 13, and that precedes the Friday Evening Dinner.

Friday Evening Dinner (2)

Forkey Dining Commons: 6:15 PM - 7:45 PM

(#2 on campus map)

The Friday Evening Dinner is by prior reservation only (Alden Memorial, #2 on campus map) and is not included in general NEPA registration fees. The Friday Evening Speaker (Dr. Thomas Gilovich, Cornell University) will begin at 8:00 PM in Salisbury Laboratories Room 115 (#28 on campus map) and this presentation is open to all NEPA registrants and members of the Worcester Polytechnic Institute community.
8:00 PM – 9:00 PM Friday
Night Keynote Speaker (3)

Campus Center: Salisbury Laboratories 115

Opening Remarks:
Karen Oates, Ph.D.
Dean, Arts & Sciences, Worcester Polytechnic Institute

Featured Presenter:
Thomas Gilovich, Ph.D.
(Cornell University)

Getting the Most For Your Money:
The Hedonic Return on Experiential and Material Purchases

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

Thomas Gilovich is Professor of Psychology at Cornell University and co-director of the Cornell Center for Behavioral Economics and Decision Research. He received his B.A. in Psychology from the University of California and his Ph.D. in Psychology from Stanford University. His research focuses on how people evaluate information in their everyday and professional lives, and how they use that information to draw conclusions, form beliefs, and embark on courses of action. His research has been funded by the National Science Foundation and the National Institute of Mental Health. His books include *How We Know What Isn’t So* (1991), *Why Smart People Make Big Money Mistakes* (1999, with Gary Belsky), *Heuristics and Biases: The Psychology of Intuitive Judgment* (2002, with Dale Griffin and Daniel Kahneman), and *Social Psychology* (2004, with Dacher Keltner and Richard Nisbett). He is a member of the American Academy of Arts and Sciences and a Fellow of the American Psychological Association, the Association for Psychological Science, the Society of Experimental Social Psychology, and the Society for Personality and Social Psychology.

This presentation concludes NEPA’s Friday Evening programming.
Saturday 9:00 AM - 10:00 AM

Odeum A
Symposium

Psi Chi: Past, Present And Future (4)

- Chair: Florence L. Denmark, Past President of Psi Chi, Robert S. Pace Distinguished Research Professor (Pace University)
- Mercedes A. McCormick, VP Eastern Region, Psi Chi International Honor Society of Psychology, 2012 President APA Div. 52 International Psychology
- Deborah Harris-O'Brien, Chair of Psychology Department and Past Psi Chi Chapter Advisor (Trinity College)

This presentation will discuss Psi Chi’s past, present, and future significance as an International Honor Society in Psychology. Highlights of this presentation will focus on how Psi Chi's promotes student leadership, provides grant and research opportunities, and publication opportunities for student members. An educational CD featuring famous psychologists will be shown and supplement the discussion. The conclusion of the presentation will focus on publishing opportunities made available to Psi Chi Chapter members to advance their career in psychology. Key points from a proposed chapter (positive nations encourage students to pursue careers in psychology: Co-curricular activities and student development) in the book Positive Nations-Positive Communities (in press, Springer, 2013) will be addressed.

Odeum B
Symposium

Teaching Ethics in Research:
Discussions that Captivate Students (5)

- Bernard C. Beins, Ph.D. (Ithaca College)
- Dana S. Dunn, Ph.D. (Moravian College)
- Beth Morling, Ph.D. (University of Delaware), Discussant

Students may approach ethics in research as involving the list of aspirational goals and enforceable standards that the APA promulgates or accounts of ethical breaches. Neither of these alone may engage student interest. In our symposium, we will present examples that generate lively discussions on ethical issues. The examples will show gray areas in which there is no simple right or wrong answer. The ethical decisions involve the context of the research and real-world issues rather than any absolute set of decisions. We will present data on student interest in such discussions.
Saturday 9:00 AM - 10:00 AM

Odeum C

Poster Session I

Poster 1 (6)  Undergraduate Student Preferences of Teaching Assistants in Relation to Professors. Ethan Prentiss (American International College), Louis Fairve (American International College), Arianna Dallas-White (American International College) & Sandra A. Sego, Ph.D. (American International College)

Poster 2 (7)  Relationship Between Work, Levels Of Involvement And Academic Performance Between Residential And Commuter Students. Halley J. Alfano (Saint Joseph's College of Maine) & Nina B. Eduljee, Ph.D. (Saint Joseph's College of Maine)

Poster 3 (8)  Use of Technology, Mindfulness, and Academic Performance with Undergraduate College Students. Diane Shaw (St. Joseph's College of Maine) & Nina B. Eduljee, Ph.D. (St. Joseph's College of Maine)

Poster 4 (9)  Inter- and Intra-Personal Predictors of Sense of School Belonging in First-Year College Students. Laura J. Holt, Ph.D. (Trinity College) & Gracie Phillips (Trinity College)

Poster 5 (10)  Subjective Well-Being Predictors in the College to Career Transition. Brianna Goddard, B.A. (University of Vermont)

Poster 6 (11)  The Effect Of Student Success Courses On Retention: Reading Placement And Ethnicity. Brenda McGill, M.A. (University of Rhode Island) & Kathryn Quina, Ph.D. (University of Rhode Island)

Poster 7 (12)  Programmatic Change Effects on Middle School Writing High-Stakes Test Scores. Denise R. Foley, D.Ed. (Worcester State University) & Kelly Giorgi (Worcester State University)

Poster 8 (13)  Teaching Sport Psychology to Athletes, Teams, Coaches, and Practitioners. Nicole Gabana, B.A. (Springfield College)

Poster 9 (14)  Benefits of Teaching Mindfulness to Students in the Helping Professions. Champika K. Soysa (Worcester State University), Keith Lahikainen (Assumption College), Ashley Kabasinsky (Worcester State University), Elizabeth Contreras (Worcester State University), Samuel Lapoint (Worcester State University) & Colleen McKenna (Worcester State University)


Poster 11 (16)  Incidence of Unwanted Sexual Experiences Among College Students: Gender and The Red Zone. Elizabeth Wible, B.A., Victoria Banyard, Ph.D., Ellen Cohn, Ph.D., Katie Edwards, Ph.D., Mary Moynihan, Ph.D. & Wendy Walsh, Ph.D. (University of New Hampshire)

Saturday 9:00 AM - 10:00 AM

Poster 13 (18) Children And Violence: An Undergraduate Course Model of Interdisciplinary Co-Teaching. Linda Bucci, J.D. (Lasell College) & Sidney M. Trantham, Ph.D. (Lesley University)

Poster 14 (19) The Relationship Between Signature Strengths and the Digital Media Habits of Successful Online Learners. Mary Streit, Ph.D. (Kaplan University) & Jason Cammuse (Kaplan University)

Poster 15 (20) Mirrored Letters In Forward-And Backward-Spelled Word Recognition. Jeremy Grabbe, Ph.D. (State University of New York, Plattsburgh)

Poster 16 (21) Using Task Irrelevant Fact Retrieval To Test The Identical Elements Model Of Arithmetic Fact Representation. Loel N. Tronsky, Ph.D. (Albertus Magnus College), Andrea DeCusati (Albertus Magnus College) & Alexia Levin (Albertus Magnus College)

Poster 17 (22) A Selective Memory Advantage For Property. Nicole M. Rosa, M.S.W., M.A. (Brandeis University), Peter DeScioli, Ph.D. (Brandeis University) & Angela H. Gutchees, Ph.D. (Brandeis University)

Poster 18 (23) Can Instructions at Test Cause a Shift in Learning Strategy? Amanda Kelley (Plymouth State University), Amanda Comeau (Plymouth State University), Evan Kowalski (Plymouth State University) & Angela Kilb (Plymouth State University)


Poster 20 (25) Emergence of Human Episodic Memory and Future Thinking. Michelle Lee, B.A. (Wellesley College), Tracy R. Gleason, Ph.D. (Wellesley College) & Margaret M. Keane, Ph.D. (Wellesley College)


Poster 23 (28) The Effects of Sound Processing on Attention. Brittany Sorice, B.A (Emmanuel College), Xiaowei Zhao, Ph.D. (Emmanuel College) & Clare Mehta, Ph.D. (Emmanuel College)

Poster 24 (29) The Use Of Self-Report Diaries To Monitor Technology Use During Sleep: Issues and Future Directions. Sue K. Adams, Ph.D. (The University of Rhode Island), Jesse Bronstein, B.S. (The University of Rhode Island), Tiffani Kisler, Ph.D. (The University of Rhode Island), Jennifer Daly, B.A. (The University of Rhode Island), Abigail Johnston, B.S. (The University of Rhode Island) & Amy Gencarelli, B.A. (The University of Rhode Island)


Saturday 9:00 AM - 10:00 AM


Poster 28 (33) Private High School Teachers’ Accommodations and Attitudes towards ADHD and Bipolar Disorder Symptoms and Diagnoses. Sara Kerney, B.A. (Connecticut College) & Audrey Zakriski (Connecticut College)

Poster 29 (34) Grief and Attitudes Toward Suicide in Peers Affected By a Cluster of Suicides as Adolescents. Caroline Abbott, B.A. (Connecticut College) & Audrey Zakriski, Ph.D. (Connecticut College)


Poster 31 (36) Depression and Images of Fathers in Self-Defining Memories. Adam Kasmark, B.S., Jefferson Singer, Ph.D. (Connecticut College), Pavel Blagov, Ph.D. & Kathryn Oost (Whitman College)

Poster 32 (37) Athletic Identity and Intimacy: Relationship Satisfaction and ‘Hooking-up’ on a Small, Residential Campus. Alexandra Nobel, B.A. (Connecticut College)

Poster 33 (38) Memory Accuracy For Narratives: Investigating Influence Of Suggestive Misinformation In The Formation Of False Memories. Laura E. Paige, B.S. (Boston College) & Elizabeth Kensinger, Ph.D. (Massachusetts Institute of Technology)

Poster 34 (39) Age-Related Changes in Sleep-Dependent Consolidation of Visuomotor Adaptation. Kevin Fernandes, Kayla Rose, Jarrod Stein, Alycia Sullivan, Bengi Baran & Rebecca M.C. Spencer (University of Massachusetts, Amherst)

Poster 35 (40) Methylphenidate-Induced Disruption of Object Recognition Memory: Potential Role of NMDA Receptor Hyperactivation. Michael D. Fry, M.A. & Harald K. Taukulis, Ph.D. (University of New Brunswick)

Poster 36 (41) Effects of Music Tempo on Walking Pace and Heart Rate. Christina Scanlon (Stonehill College) & Katherine Ackerman (Stonehill College)

Poster 37 (41.1) The Effect Of An Enriched Environment And Cognitive Maturity On Long-Term Reactivation Of Object Recognition Memory In Male Sprague-Dawley Rats. Lisette Roman, B.A. (Connecticut College), Ishtiaq Mawla, B.A. (Connecticut College) & Ruth Grahn, Ph.D. (Connecticut College)
Saturday 9:00 AM - 10:00 AM

Salisbury Laboratories Room 104
Paper Session I: Social Identities & Well-Being

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

9:00 AM - 9:15 AM (42)

When the Half Affects the Whole: Priming Identity in Biracial Individuals in Interracial Interactions

Sarah E. Gaither, M.S. (Tufts University), Samuel R. Sommers, Ph.D. (Tufts University) & Nalini Ambady, Ph.D. (Stanford University)

We investigated biracial individuals’ racial identities within interracial interactions. In Study 1, Biracial Black/White participants were primed with either their Black or White identity and interacted with a Black confederate. Study 2 measured whether the racial prime altered racial identifications. Study 3 measured interaction effects with a White confederate. Overall, when the primed racial ingroup matched one’s interaction partner, participants behaved more like participants within same-race interactions exhibiting lower anxiety, whereas priming the opposite racial identity led to higher anxiety, mimicking results from interracial interactions. These results demonstrate the powerful intersection of context and racial identification on interactions among Biracials.

9:15 AM - 9:30 AM (43)

Mindstylz: A Culturally-Competent Tool To Promote Mental Health In Communities Of Color

Rée LeBlanc Gunter, Ph.D., Jan Owens-Lane, Ph.D., Gretchen Chase Vaughn, Ph.D., Miki Lasher, Ph.D. & Gifty Ampadu, M.A. (All authors are licensed psychologists or psychology graduate students who are members of Connecticut Psychological Association’s Ethnic Diversity Task Force.)

The Connecticut Psychological Association’s (CPA) Ethnic Diversity Task Force (EDTF) will present Mindstylz, a collaborative outreach initiative that trains hairstylists and barbers working in communities of color to recognize potential symptoms of depression and anxiety in their clients and provide information about making appropriate mental health referrals. Outcome evaluation data from a pilot study will also be discussed.

9:30 AM - 9:45 AM (44)

Do Outgroup Biases Function to Meet Self-Esteem Needs? A Meta-Analysis

Valerie L. Laws (Rutgers University, Newark) & Luis M. Rivera (Rutgers University, Newark)

A meta-analysis of 58 effect sizes (from 31 studies) that measured self-esteem and outgroup bias (independent of ingroup evaluations) found support for the self-protection hypothesis – that is low self-esteem is associated with greater outgroup bias. The grand mean effect size $r = -.140 [-.155, -.125]$. Moderator analyses revealed that the self-esteem and SPD effect was stronger when personal self-esteem was measured, low status groups judged high status groups, and when SPD was administered first as opposed to when collective self-esteem was measured, high status groups judged low status groups, and when self-esteem was administered first.
Leisure Activities and Subjective Well-Being in Older Adults

Dustin MacConnell, B.A. (Saint Anselm College) & Maria McKenna, Ph.D. (Saint Anselm College)

This study examined the role of serious and casual leisure in the subjective well-being of older individuals, while controlling for the effects of social support and health. Fifty-nine community-dwelling, healthy individuals aged 60-84 completed questionnaires measuring leisure activity and involvement, social support, self-efficacy and health. Regression analysis showed that participation in serious leisure activities predicted subjective well-being. These findings support recent research which has differentiated between serious and casual leisure, and the role each plays in optimizing the older individual's satisfaction with life.

Salisbury Laboratories Room 105
Paper Session II: Sociocognitive Perspectives on Weight

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

9:00 AM - 9:15 AM (46)

Weight-Based Prejudice Predicts Attitudes Towards Obesity-Reducing Public Policies Even When Controlling for Other Relevant Factors

Lauren Erickson, B.A. (Wheaton College), Samantha Walker, B.A. (Wheaton College) & Michael Berg, Ph.D. (Wheaton College)

This study examined the relationship between weight-based prejudice and obesity-reducing policies while statistically controlling for other relevant attitudinal and demographic information. Participants were surveyed on their attitudes towards overweight individuals and obesity-reducing public policies, along with the perception of obesity as an important health issue, beliefs regarding the causes of obesity, political leanings, and body mass index. The results indicated that weight-based prejudice uniquely predicts support for more punitive policies. These findings accent the need for thoughtful consideration of the best approach to separate prejudicial motives to punish from the need to promote health when choosing and implementing obesity-related policies.

9:15 AM - 9:30 AM (47)

The Influence of Family and Close Friends on Weight Expectations and Eating Disordered Attitudes

Lauren Kruczkowski, B.A. (Emmanuel College) & Linda Lin, Ph.D. (Emmanuel College)

The purpose of this study was to examine how female college student’s weight norms are influenced by the weight norms of mothers, fathers, and close friends. Participants were 118 college-aged, female students who completed an online survey. Results indicated that the perceived preferences of close female friends were the most predictive of adolescent's ideal body size and that feeling discrepant from close friends was related to eating disordered attitudes. Findings suggest that women's body image ideals are strongly influenced by the perceived weight norms of close friends.
Saturday 9:00 AM - 10:00 AM

9:30 AM - 9:45 AM (48)

The Perception of Weight Prejudice Norms

Frank DeCusati (Emmanuel College), Britney Merrill, B.A. (Emmanuel College)
& Linda Lin, Ph.D. (Emmanuel College)

This study examines how the participants own weight prejudice is related to their perceptions of other's weight prejudice. Participants were 173 undergraduates recruited from introductory psychology courses at a private co-educational liberal arts college in the Northeast. They completed surveys measuring their own levels of weight prejudice as well as their perception of other's weight prejudice. Results indicate that people overestimate the degree to which others endorse prejudice against the obese and that one's own level of weight prejudice is related to the degree of the overestimation of this norm.

9:45 AM - 10:00 AM (49)

Relations Among BMI, Impulsivity, and Locus of Control

Raena Beetham (Eastern Connecticut State University)
& Alita Cousins, Ph.D. (Eastern Connecticut State University)

In light of concern about increasing obesity rates, the current study explored correlations among Body Mass Index, impulsivity and locus of control. Participants were 63 undergraduates from Eastern Connecticut State University. A correlation between BMI and lack of perseverance was found, though future research could benefit from including more overweight and obese participants. Regardless, this study contributes to the literature that provides insight to weight-loss program clinicians, and can help them treat clients in the most effective, personalized ways.
Altruistic acts have been defined, in economic terms, as …costly acts that confer economic benefits on other individuals. The multi-player, prisoner’s dilemma game mirrors many real-life conflicts between individual and group benefits. In such games, a significant number of players behave altruistically; their behavior benefits each of the other players but is costly to them. A person's altruism in such situations may be explained as a straightforward balancing of undiscounted costs to that person against discounted benefits to others (social discounting).
Saturday 10:10 AM - 11:10 AM

Odeum A
Symposium

Psi Chi: Graduate School 101 (51)

• Chair: Mercedes A. McCormick, Ph.D., VP Eastern Region, Psi Chi International Honor Society of Psychology, 2012 President APA Div. 52 International Psychology
• Carlos A. Escoto, Ph.D., 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.

Odeum B
Symposium

The Use Of Qualitative Methods In Health Research: What, How, And Why? (52)

• Gifty Ampadu, M.A. (University of Rhode Island)
• Daphne J. Cole, B.A. (University of Rhode Island)
• Brittany Lavigne, B.S. (University of Rhode Island)
• Jasmine Mena, Ph.D. (University of Rhode Island)
• Jillian Vanhouwe (University of Rhode Island)

Three presentations involving the use of qualitative methodology in health research in psychology will be presented. The first describes the qualitative method Thematic Content Analysis and uses an investigation of health seeking behaviors among Ghanaian-Americans to illustrate methodological concepts. The second addresses team coding of qualitative data; an issue in qualitative research that has received increasing attention in the recent past. Finally, the third presentation will deliver some of the results of a qualitative Thematic Content Analysis of smoking cessation interventions. In particular this presentation will report on the findings related to participant satisfaction/dissatisfaction and recommendations to improve the program.

Odeum C
Poster Session II

Poster 1 (53) Protective Factors for Juvenile Delinquents at Risk for Re-Engaging in Delinquent Behaviors.
Kimberly Haller (Fairleigh Dickinson University) & Robert Prentky, Ph.D. (Fairleigh Dickinson University)

Poster 2 (54) The Effects of Divided Attention And Non-Clinical Depression On Young Adults' Memory.
Matthew R. Hall (Emmanuel College) & Katherine R. Mickley Steinmetz, Ph.D. (Boston College)
Saturday 10:10 AM - 11:10 AM

Poster 3 (55) Exploring Self-Reflection And Rumination In Stress Narratives of Emerging Adults. Elena Rotondo (Manhattan College) & Kelly Marin, Ph.D. (Manhattan College)

Poster 4 (56) Mental Health Issues Among College Students: Who Gets Referred for Psychopharmacology Evaluation. Leonard Doerfler (Assumption College and Department of Psychiatry, University of Massachusetts Medical School), Daniel Kirsch, M.D. (University of Massachusetts Medical School), Jennifer Kneeland (Assumption College), Debbie Truong, B.S. (Assumption College) & Michael McGrath (Assumption College)

Poster 5 (57) Relationship Between Sleep, Eating Habits, Alcohol Use, Workload, and Academic Achievement Among Undergraduate College Students. Courtney Lynn Sabasteanski (Saint Joseph's College of Maine) & Nina B. Eduljee (Saint Joseph's College of Maine)

Poster 6 (58) Gender Differences in Attitudes Toward Individuals with Body Image and Eating Disorders. Katherine Dunham, Ph.D. (SUNY Plattsburgh) & Kathryn Roushia (SUNY Plattsburgh)

Poster 7 (59) Unscheduled Behavioral Health Consults in Integrated Primary Care Settings. Gillian J. Donovan, B.A. (Fairleigh Dickinson University) & Robert E. McGrath, Ph.D. (Fairleigh Dickinson University)

Poster 8 (60) Balancing The Well-Being Of A College Student: Associations Among Problem Drinking And Sleep Quality. Amy M. Genecarelli (The University of Rhode Island), Sue K. Adams, Ph.D. (The University of Rhode Island), Andrea Paiva, Ph.D. (The Cancer Prevention Research Center, University of Rhode Island), Jennifer F. Daly, B.A. (The University of Rhode Island), Tiffani S. Kisler, Ph.D. (The University of Rhode Island), Abigail Johnston (The University of Rhode Island) & Jesse Bronstein (The University of Rhode Island)

Poster 9 (61) Impulsivity and Family Environment in Adolescence. Alicia J. Leland, B.S. (Worcester State University), Holly L. Ketterer, Ph.D. (Worcester State University) & Beth S. Russell, Ph.D. (University of Connecticut)

Poster 10 (62) The Nature and Factors Associated With Adverse Outcomes in Community Mental Health Center Patients. Leonard Doerfler, Ph.D. (Assumption College), Marie Hobart, M.D. (Community HealthLink and Department of Psychiatry, University of Massachusetts Medical School), Debbie Truong, B.A. (Assumption College) & Katherine Kus, B.A. (Assumption College)


Poster 12 (64) Life Satisfaction Following Trauma Experienced During Adolescence: The Roles of Posttraumatic Growth, Support, and Coping. Steven D. Schmidt, M.A. (University of Connecticut)

Poster 13 (65) Concussion Management In High School Athletes: A Survey Of School Administrators. Sandra L. Hunt, Ph.D. (CUNY-College of Staten Island) & Sarah Costa, M.S. (Roselle Park High School)

Poster 14 (66) Stressing Doesn’t Help! The Effects of Psychological Distress on Exercise. Nicole T. Gabana, B.A. (Springfield College)
Saturday 10:10 AM - 11:10 AM

Poster 15 (67) The Use of Exposure Therapy to Decrease Posttraumatic Nightmares. Robert Caver, M.S. (Hofstra University), Leah Jacobs, M.S. (Hofstra University) & Robert Motta, Ph.D., ABPP (Hofstra University)

Poster 16 (68) Deficits In Executive Functioning As A Trait Vulnerability For Depression. De Chang Daniel Lim (University at Buffalo), Yoonhee Kyung, M.A. (University at Buffalo), Paula K. Yanes, M.A. (University at Buffalo) & John E. Roberts, Ph.D. (University at Buffalo)

Poster 17 (69) Relationships Between Impulsivity, Procrastination, and Body Mass Index Among College Students. Bridget E. Grenier, M.A. (Rhode Island College) & Randi I. Kim, Ph.D. (Rhode Island College)

Poster 18 (70) Effects of a Telephone-Based Physical Activity Intervention on Body Esteem Among Breast Cancer Survivors. Marissa L. Waldemore, B.A. (The Miriam Hospital), Eric S. Zhou, M.S. (W. Alpert Medical School of Brown University), Shira I. Dunsiger, Ph.D. (The Miriam Hospital and W. Alpert Medical School of Brown University) & Bernardine M. Pinto, Ph.D. (The Miriam Hospital and W. Alpert Medical School of Brown University)

Poster 19 (71) The Effect Of Directed Goal Writing On Depression And Anxiety. Alexandra Michalowski, B.A. (Yeshiva University, Stern College for Women) & Robin Freyberg, Ph.D (Yeshiva University, Stern College for Women)


Poster 21 (73) Body Image Schemata of African American Women in R and B and Hip Hop/Rap Music. Shanette M. Harris, Ph.D. (University of Rhode Island) & Mary Adusei, B.A. (University of Rhode Island)

Poster 22 (74) The Utilization Of Music Therapy In Adolescent Mental Health Treatment. Shantay Mines, M.A., Ed.S., M.F.T. (Seton Hall University) & Sandra Lee, Ph.D. (Seton Hall University)

Poster 23 (75) The Effectiveness of Cognitive Behavioral Therapy for PTSD in New York City Transit Workers. Robert Jay Lowinger, Ph.D. (Bluefield State College), Howard Rombom, Ph.D. (Behavioral Medicine Associates), Stephanie Ramirez, B.A. (SUNY at Old Westbury) & Kamini Khan (SUNY at Old Westbury)

Poster 24 (76) Labeling and Its Influence on Perceptions of Social Anxiety Disorder. Alexandra N. Anastos (Framingham State University) & Angela E. Pandolfino, B.A. (Framingham State University)

Poster 25 (77) Gender and Depression: Sociotropy and Autonomy in Retrospective Accounts of Sadness and Anger Episodes. Holly R. Weisberg (Rutgers, The State University of NJ), Vincent Ciaccio, M.A. (Rutgers, The State University of NJ), Amoha Bajaj, B.A. (Rutgers, The State University of NJ), Theodora Church, B.A. (Rutgers, The State University of NJ) & Richard J. Contrada, Ph.D. (Rutgers, The State University of NJ)

Poster 26 (78) “It’s All Your Fault”: Responses to Disclosure, Social Support, and Posttraumatic Stress Symptom Severity. Jessica L. Armstrong, M.A. (Clark University)

Poster 27 (79) Positive Youth Development And Adolescent Substance Use. Stevy Scarbrough (Boise State University) & Mary Pritchard, Ph.D. (Boise State University)
Saturday 10:10 AM - 11:10 AM

Poster 28 (80) Girls and Cyberbullying: Transforming the Research Into Effective Programming. Meghan K. McCoy, M.Ed. (Program Coordinator, Massachusetts Aggression Reduction Center at Bridgewater State University)

Poster 29 (81) Careless and Random Responding to Measures of Addiction: A Concerning Problem and Methods for Detection. Tom Verdier (University of Rhode Island), Leah Del Giudice (University of Rhode Island), Joseph F. Meyer (University of Rhode Island), Kyle A. Faust (University of Rhode Island), David Faust (University of Rhode Island), Aaron M. Baker (University of Rhode Island) & Nathan E. Cook (University of Rhode Island)

Poster 30 (82) Attitudes Toward Individuals with Substance Dependence. Katherine Dunham, Ph.D. (SUNY at Plattsburgh) & Alyssa Slezak, B.A. (SUNY at Plattsburgh)

Poster 31 (83) College Roommate Conflict. Beth Giguere (University of New England), Michelle Arkow (University of New England) & Julie Longua Peterson, Ph.D. (University of New England)

Poster 32 (84) Violence Sensitivity And Affect. Justine N. Egan, B.A. & Charles E. Collyer, Ph.D. (University of Rhode Island)

Poster 33 (85) Effects of Acknowledgment of Past Victimization on Present-Day Intergroup Relation. Magali Lemahieu & Johanna Ray Vollhardt, Ph.D. (Clark University)


Salisbury Laboratories Room 104
Paper Session III:
Developmental and Educational Perspectives on Mental and Relational Health
Anne O'Dwyer, Ph.D. (Bard College at Simon's Rock), Chair

10:10 AM - 10:25 AM (88)

School Violence Prevention: The Role of School Administration in Fostering School Connectedness

Adam M. Volungis, Ph.D. (Assumption College), Debbie T. Truong, B.S. (Assumption College) & Dena S. Whittle, B.S. (Assumption College)

Preventing school violence can often be perceived as a daunting macro-level problem to be handled by formal protocols alone. However, as research has showed in the past decade, the quality of relationships between students and school personnel, also called 'school connectedness,' may ultimately influence violent incidents within and
outside the school. This paper provides the first known approach to foster school connectedness at the administrative level through an OCB lens.

10:25 AM 10:40 AM (89)

Quality of Friendships Developed or Maintained by Adolescents Using Electronic Communication

Barry H. Schneider (University of Ottawa), Robert J. Coplan (Carleton University), Yair Amichai-Hamburger Interdisciplinary Centre, Herzliya), Roberto Baiocco (University of Rome La Sapienza) & Fiorenzo Laghi (University of Rome La Sapienza)

According to both philosophical writings and empirical studies, friendship is a co-constructed dyadic phenomenon that is characterized by intimacy and the security in the longevity of the relationship. Recently the term friend has been co-opted by social websites. Few data are presently available to determine whether on-line friendships correspond to the classic understanding of the construct of friendship. The purpose of this paper is to review theoretical vantage points as well as two empirical studies on the quality of on-line friendship. Both studies featured daily logs of on-line contacts with friends, a distinct improvement over retrospective questionnaire methodology.

10:40 AM - 10:55 AM (90)

It's Just Weird: Formal And Informal Avenues Of Education About Menstruation

Theresa E. Jackson, M.A. (Clark University) & Kathryn E. Frazier, M.A. (Clark University)

Menarche is an important concrete developmental event occurring in the lives of adolescent girls. The education that girls receive concerning menarche and other pubertal changes affects whether they experience menarche positively or negatively and their feelings about their developing feminine bodies. This paper presents focus group data collected from an American sample of adolescent girls. Findings highlight the importance of informal education among peers and family members prior to menarche. It is also suggested that continuing education and open discussion among female peers contributes to positive menstrual experiences and understanding of changes occurring within the developing feminine body.

10:55- AM - 11:10 AM (91)

Violent Video Games And Affective State: The Effect Of Competition Or Cooperation

Shane Murphy (Western Connecticut State University) & Christopher A. Oswald (Western Connecticut State University)

Violent video games have been the focus of much psychological research over the past 2 decades, due to concern that experiencing game violence can lead to negative real world effects such as increased hostility, aggression and violence. The principal theoretical model that has guided research in this area, the General Aggression Model, suggests that game violence increases hostility and violence, in part, by increasing hostile emotions. The present study exposed subjects to a violent video game experience under two conditions - competitive and cooperative. Only the competitive condition resulted in increased negative emotions.
Saturday 10:10 AM - 11:10 AM

Salisbury Laboratories Room 105
Paper Session IV
Clinical Perspectives on Behavioral & Eating Disorders
Jacqueline Alfonso Barry, Ph.D. (Emmanuel College), Chair

10:10 AM - 10:25 AM (92)

The Effects of Cognitive Dissonance and Factual Information Interventions on the Reduction of Antifat Attitudes

Britney Merrill, B.A. (Emmanuel College) & Linda Lin, Ph.D. (Emmanuel College)

This study examined the effectiveness of a cognitive dissonance intervention and a factual information intervention at reducing antifat attitudes. The cognitive dissonance intervention was marginally significant at reducing the dislike of overweight and obese persons. The factual information intervention was marginally significant at increasing perceptions of overweight and obese persons as hardworking. Implicit antifat attitudes were not reduced across the three conditions. These results suggest that a cognitive dissonance or factual information intervention may be effective at reducing explicit antifat attitudes.

10:25 AM - 10:40 AM (93)

Using Tailored Normative Feedback as an Intervention For Eating Disordered Attitudes and Poor Body Image

Hannah McCormack, B.A. (Emmanuel College) & Linda Lin, Ph.D. (Emmanuel College)

This study evaluated the effect of two normative feedback interventions on eating disordered attitudes in women. Forty-nine undergraduate women completed online surveys measuring factors related to eating disordered attitudes and body image after being exposed to one of three feedback conditions: tailored normative feedback, generalized normative feedback, and a control condition. Tailored normative feedback and general normative feedback were found show equal reductions in eating disordered symptoms on participants who engaged in high rates of social comparison. Results suggest that either intervention may be effective at reducing eating disordered attitudes in women who tend to compare their appearance to others.

10:40 AM - 10:55 AM (94)

Conduct Problems among College Students With Attention-Deficit/Hyperactivity Disorder: Gender Differences and Medication Effects

Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

This study examined increased rates of conduct problems among college students with ongoing symptoms of Attention-Deficit / Hyperactivity Disorder (ADHD), compared to a normal comparison group. Students were psychometrically assessed for ADHD symptomatology and conduct problems during college, in addition to medication history. The ADHD group demonstrated higher rates of the following conduct problems: stealing, physical fighting, speeding (driving offense), selling and giving away illegal drugs, selling and giving away
prescription medications, and the academic offenses of cheating and plagiarism. Follow-up analyses examined gender differences and effects of medication status (stimulant medication vs. non-medicated) specifically within the ADHD group.

10:55 AM - 11:10 AM (95)

**Absence of Gender Differences in Co-Occurring Internalizing and Externalizing Disorders in Youth: A Network Conceptualization**

Adam M. Volungis, Ph.D. (Assumption College), Michael A. McGrath, B.A. (Assumption College) & Debbie T. Truong, B.S. (Assumption College)

A common theme in the comorbidity literature is that internalizing disorders are more prevalent among females, and externalizing disorders are more prevalent among males. The results of this study add two caveats to this theme: (a) prevalence rates for both groups of disorders was high for both genders, and (b) when the co-occurrence of internalizing and externalizing disorders was considered the gender differences collapsed. We use these caveats to support our argument for a network conceptualization of disorder symptomology in youth.

Salisbury Laboratories Room 115
Distinguished Contribution Award (96)

**How a Comparative Psychologist Looks at Psychology**

**Ethel Tobach, Ph.D.**
**Curator Emeritus, American Museum of Natural History**

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

Dr. Ethel Tobach is the recipient of the NEPA Distinguished Contribution Award. At the 2012 Annual Meeting, she will receive the award and address the conference, drawing on her extensive research, applied, teaching, and service experience, representing a broad spectrum of psychology. Dr. Ethel Tobach is the recipient of the NEPA Distinguished Contribution Award. Dr. Tobach is recognized nationally and internationally as a leader in several and diverse areas of psychology, representing the discipline as both a biological and as a social science, as both a research and as an applied endeavor. As an integrator and an enabler, she emphasizes the similarities among the diverse areas of psychology to which she has and continues to contribute; she refers to the differences in the context of their unique contributions to the discipline as a whole. Each area is a variation on a common theme with its own unique opportunities for enhancing our understanding, and the healthy development of, our planet and all its inhabitants.

As examples of her past and current diverse contributions in the areas of teaching and research, Professor Tobach has been affiliated with the Payne Whitney Psychiatric Clinic, Cornell Medical College; the U.S. Public Health
Research Institute of New York; Research Fellow and Curator of the Departments of Animal Behavior and Mammology, American Museum of Natural History; and Undergraduate and Graduate Departments of and/or Centers for: Psychology; The Study of Women, Society and Culture; Developmental Psychology, Social Psychology, and Environmental Psychology; Animal Behavior and Comparative Psychology; and Ethnic Minority Issues.

Representing these diverse perspectives, Dr. Tobach has over 180 books, chapters, and article publications. As examples of her service to psychology, she has also been Directing Officer and/or Board Member of the New York Academy of Sciences; the American Psychological Association; the International Union of Psychological Sciences; the International Society for Comparative Psychology; the Society for the Study of Peace, Conflict and Violence; and Population and Environmental Psychology. In addition, since 1965, Dr. Tobach has been in editorial positions in these contexts.

Recognition of Professor Tobach's many and diverse contributions to psychology include: the Association for Women in Psychology: Distinguished Career; the APA Kurt Lewin Award; the Gustav Myers Award for Outstanding Publication on Human Rights in North America: Challenging Racism and Sexism; and the APA Gold Medal Award for Lifetime Achievement in Psychology in the Public Interest. Not surprisingly, Professor Tobach has a reputation for being an indefatigable and outspoken promoter, motivator, and nurturing force wherever she is: in the classroom, the laboratory, and in the field.
Saturday 11:20 AM - 1:00 PM (HUS Ceremony Only)

Odeum A

2012 NEPA Honorary Undergraduate Awards and Fellows +40 (97)

- Donnah Canavan (Boston College)
- Marjy Ehmer (Southern Connecticut State University)

HUS is a designation we give to outstanding undergraduates who meet high standards of performance in course grades, research productivity, and various extracurricular and service activities. All of these students have achieved a very high GPA, have done research and have, in addition, done service work in the community, attended psychological conferences, done creative writing, and have as volunteers contributed to their undergraduate schools in many ways, in admissions, tutoring, and even fund raising. In addition to all of this, these 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.

2012 Honorary Undergraduate Scholars

ABBOTT, Caroline (Connecticut College)
Nominators: Audrey Zakriski, Ph.D., Sponsor, and Joan Chrisler, Ph.D.

LEE, Michelle (Wellesley College)
Nominators: Margaret Keane, Ph.D., Sponsor, and Tracy Gleason, Ph.D.

McLEAN, Meghan (Connecticut College; Graduate School at Rutgers University)
Nominators: Jason Nier, Ph.D., Sponsor, and Stuart Vyse, Ph.D.

MILLER, Satia (Worcester Polytechnic Institute; Graduate School at Tufts University)
Nominators: Jeanine Skorinko, Ph.D., Sponsor, and Jim Doyle, Ph.D.

RIOUX, Jocelyn Rose (Gordon College)
Nominators: Bryan Auday, Ph.D., Sponsor, and Kaye Cook, Ph.D.

ROBINSON, Charles Samuel Henry (Boston College; Graduate School at University of Pennsylvania)
Nominators: Donnah Canavan, Ph.D., Sponsor, and Susan Michalczyk, Ph.D.

SIM, DongGun (Gordon College; Graduate School at Harvard University)
Nominators: Kaye Cook, Ph.D., Sponsor, and Suzanne Phillips, Ph.D.

2012 Fellows +40

We are very pleased this year to welcome back three recipients of HUS degrees awarded 40 years ago. Each of them will speak briefly on their careers since 1972.

Mr. Clement Brown (Senior Operations Engineer, General Dynamic Electric Boat)
Dr. Elizabeth Sparks (Boston College Lynch School of Education)
Dr. Patricia Guerin Thomas (Taconic Counseling Group)
Saturday 11:20 AM - 12:20 PM

Odeum B

Psi Chi Symposium

Graduate Education in Psychology:
Opportunities and Options In a Challenging Market (98)

- Tony D. Crespi, Ed.D., A.B.P.P. (University of Hartford).
- Denise Laframboise, Ph.D. Denise is Assistant Professor of Psychology at the University of Hartford. Her interests include training and supervision in clinical psychology, women's issues, and body image. She completed a Post Doctoral residency at Yale University.
- Alyson Bevins, M.S. is presently completing her Sixth Year Certificate in school psychology at the University of Hartford and is an intern in the Glastonbury Public Schools in Connecticut. Her interests include personality assessment and child counseling.
- Tara DeLuco, M.S. (University of Hartford).
- Discussant: Mercedes A. McCormick, VP Eastern Region, Psi Chi International Honor Society of Psychology, 2012 President APA Div. 52 International Psychology.

The theme of this presentation is to discuss healthy choices of deciding upon a graduate program to meet career goals and job placement in the future. What degree program may be best for you is it? - an M.A., Ph.D., Psy.D. What field of interest for you to study: Clinical Psychology; School Psychology; Counseling; Marriage & Family Therapy? Indeed, for students interested in graduate education the choices can seem overwhelming: Full-Time; Part-Time; Master's Degree or Doctorate. More important, what employment opportunities accompany differing degrees? This presentation examines graduate education opportunities with attention to both doctoral and master's degree options and opportunities. For students interested in graduate education the applied nature of the presentation will be engaging and helpful. Ample opportunity for questions and discussion will be provided.
Saturday 11:20 AM - 12:20 PM

Salisbury Laboratories Room 115

NEPA Business Meeting (99)

Distinguished Contribution Award

and the

NEPA Presidential Address (100)

The Writes & Wrongs of Writing to Learn Pedagogy

Deborah Carroll, Ph.D.
(Southern Connecticut State University)

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

Deborah Carroll received her Ph.D. in Developmental Psychobiology in 1992 from the University of Connecticut. Upon completion of a 2-year NIMH postdoctoral fellowship at Columbia University, she began a tenure-track position at Southern Connecticut State University (SCSU), in New Haven, CT, where she is currently a tenured Professor. Her research areas of interest include the effects of technology on teaching and learning outcomes, and program assessment. Dr. Carroll teaches undergraduate and graduate courses in, brain and behavior, psychopharmacology, statistics, and research methods. She has been a member of NEPA since 1994 and a member of the NEPA steering committee since 2002.
Saturday 12:30 PM - 1:30 PM

Odeum B
Symposium

Collaboration Among Schools, Community Agencies, and Academic Institutions to Address Bullying in the Public Schools (101)

• Leonard A Doerfler, Ph.D. (Assumption College)
• Adam Volungis, Ph.D. (Assumption College)
• Michael McGrath, B.A. (Assumption College)
• Jennifer Angelone, B.A. (Assumption College)
• Jeffery Chin, MSW (Shrewsbury Youth and Family Services)
• Todd Bazydlo, M.Ed. (Shrewsbury Public Schools)
• Peter F. Toscano, Jr., Ph.D. (Assumption College)

This symposium will explore issues that can arise when attempting to evaluate antibullying programs without resources like research funding. This symposium includes 4 presentations reflecting perspectives of public school administrators, directors of community social service agencies, and academic researchers. These presentations will examine issues that arose when a community agency worked with a public school system to develop and implement a bullying intervention. Challenges that arose when trying to evaluate the impact of programs such as this will be explored.

Odeum C
Poster Session III


Poster 2 (103) Perceived Competence of Gender-Stereotype-Incongruent Positive Parenting Role. Corina Fusco (Stonehill College) & Christina DiIeso (Stonehill College)

Poster 3 (104) Everything You Can Do I Can Do Better: Women's and Men's Mate Guarding is Related. Christina M. Frugale, B.S. (Eastern Connecticut State University), Broderick A. Sawyer, B.S. (Eastern Connecticut State University) & Alita J. Cousins, Ph.D. (Eastern Connecticut State University)

Poster 4 (105) Prisoners of Love: Perspectives of Inmates’ Wives on Commitment, Stress, And The Prison System. Aliza Sial M.A (Boston University) & Marineh Lalikian M.A. (Boston University)


Saturday 12:30 PM - 1:30 PM


Poster 9 (110) Sense of Humor and Predictors of Gelotophobia. Kendra Doychak (Ithaca College), Pamela Ferrante (Ithaca College), Carly Herschman (Ithaca College), Daniel Leibel (Ithaca College), Natalie Mendes (Ithaca College), Samantha Sherry (Ithaca College) & Bernard C. Beins, Ph.D. (Ithaca College)

Poster 10 (111) Why Go Out? The Leaving Home Decisions Of Chinese Migrant Women Workers. Juan Zhong (Clark University) & Jeffrey Arnett, Ph.D. (Clark University)

Poster 11 (112) Negative Musical Response: Disgust Or Distaste? Lincoln Craton, Ph.D., Emily Palmisano, Gabriella Caruso, Ariana Geisse, Lisa Lombardini, Viki Pace, Erin Rielly & Christopher Poirier, Ph.D. (Stonehill College)


Poster 13 (114) Pluralistic Ignorance and Attitudes Toward Hooking Up. Caroline Cook (Bates College), Elizabeth Bowling (Bates College), Ansley Flanagan (Bates College) & Kathryn Low (Bates College)

Poster 14 (115) Race Perceptions and Aggression in College Students. Dorothea D. Braginsky, Ph.D. (Fairfield University), Judy Primavera, Ph.D. (Fairfield University), Josina James (Fairfield University), Emily Goodman (Fairfield University) & Emily Kupper, B.A. (Fairfield University)

Poster 15 (116) Children’s Collaboration And Communication Patterns In Indigenous And Cosmopolitan Mexican Communities Related To Gender. Stephanie Carteiro (Clark University), Heather Mangione, M.A. (Clark University) & Maricela Correa-Chávez, Ph.D. (Clark University)

Poster 16 (117) Approach Motivation: Individuals Completing Tasks Under Pressure Have a Right Side Bias. Miranda Williams (Stonehill College) & Rachel Enwright (Stonehill College)

Poster 17 (118) The Effects of Personal Control on Defense of Marriage. Laura Murphy, B.A. (Purchase College, State University of New York)

Poster 18 (119) Act Like You Live Here: Perceived Risk Leads People to Take Responsibility for Climate Change. Francesca Householder (Clark University)

Poster 19 (120) The Impact of Shared Storybook Reading on Children’s Biological Understanding of Inheritance. Megan Geerdts, M.A. (Rutgers University) & Vivian Kim, B.A. (Rutgers University)

Poster 20 (121) Video Game Perceptions and Interactions Among Parents and Their Children with Learning and Attentional Difficulties. Randy Kulman, Ph.D., Gary Stoner, Ph.D., Stephanie Marshall, M.A., Jennifer Slater, M.A., Amanda Dyl, M.A., Ashley Alves, M.A. & Lara Goodrich, M.A. (LearningWorks for Kids of Rhode Island, University of Rhode Island)

Poster 21 (122) Fat Talk In Women Of Color. Genevieve Camy (Bates College) & Kathryn G. Low (Bates College)
Saturday 12:30 PM - 1:30 PM

Poster 22 (123) Measuring the Attachment to Home: Extending Attachment Theory to Cover Attachment to Place. William S. Rogers Ph.D. (Hesser College), Victoria Spencer-Keene A.S. (Hesser College) & Claudine Durette A.S. (Hesser College)

Poster 23 (124) Mindfulness, Self-Compassion, And Self-Efficacy Are Gendered Predictors Of Well-Being. Carolyn J. Wilcomb (Worcester State University), Erin Borglund (Worcester State University), Samuel Lapoint (Worcester State University), Colleen McKenna (Worcester State University) & Champika K. Soysa (Worcester State University)

Poster 24 (125) Effects of Music Tempo on Walking Pace and Heart Rate. Christina Scanlon (Stonehill College) & Katherine Ackerman (Stonehill College)

Poster 25 (126) Do Women's Studies Courses or Sorority Membership Influence Feminist Values and Clothing Choices? Elizabeth Schroeder, B.A. (Quinnipiac University) & Michele Hoffnung, Ph.D. (Quinnipiac University)

Poster 26 (127) Effect of Primary and Secondary Control on Social Anxiety in Latinos and Asian Americans. Helena Zhang, B.S. & Janet Chang, Ph.D. (Trinity College)

Poster 27 (128) Public Integrity, Private Hypocrisy: How Privacy Moderates the Moral Licensing Effect. Meredith Greene (Bates College) & Kathryn Graff Low (Bates College)

Poster 28 (129) Acceptance of Stereotypes Mediates the Relationship Between Contact and Attitudes Toward Gay Men and Lesbians. Sara Phillips (Quinnipiac University), Nora Kalosky (Quinnipiac University) & William A. Jellison, Ph.D. (Quinnipiac University)

Poster 29 (130) Exploring The Relationship That Risk, Values, and Attitude Has With Pro-Environmental Action. Zarinah Skerritt (Clark University)

Poster 30 (131) Friendships Over Time. Sarah Hamilton (Emmanuel College), Tina Guzman (Emmanuel College) & Clare Mehta, Ph.D. (Emmanuel College)


Poster 32 (133) Exploring the New American Minstrelsy: Black Gender Role Behavior and Relations Among African Americans. Shanette M. Harris, Ph.D. (University of Rhode Island)
Saturday 12:30 PM - 1:30 PM

Salisbury Laboratories Room 104
Paper Session V
Cognition, Memory & Learning

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

12:30 PM - 12:45 PM (134)

Lateral and Frontal Long-Term Memory in Pigeons (Columba livia)

Matthew S. Murphy, M.S. (Tufts University) & Robert G. Cook, Ph.D. (Tufts University)

Birds as laterally-eyed animals have specialized retinal areas for frontal and lateral vision, which follow different visual neural pathways and have unique perceptual, anatomical, and cognitive properties. There is an additional difficulty in transferring information learned in one field to the other. However, prior research has not thoroughly investigated this area and has suggested that there is a separate long-term memory store for lateral and frontal information. We tested visual transfer of pictures between the fields in several ways with pigeons and found the first strong evidence of bidirectional intraocular transfer. Further results will be discussed.

12:45 PM - 1:00 PM (135)

Examining Explicit and Implicit Memory Performance
In a 3 Alternative Forced Choice Task

Richard Chechile, Ph.D. (Tufts University), Erin Warren, M.A. (Tufts University)
& Lara Sloboda, Ph.D. (Tufts University)

Memory researchers have used a number of cognitive tasks to access and measure explicit and implicit memory. A number of previous methodologies have had limitations and thus a mathematical model was needed to undeniably measure the different parameters of memory. Recently, Chechile, Sloboda, and Chamberland (2012) created an Implicit/Explicit Separation (IES) model that is able to quantitatively separate explicit memory, implicit memory, fractional storage, and non-storage. We will examine the results of applying the IES model to both a four alternative forced choice task (4AFC) and a three alternative forced choice task (3AFC).

1:00 PM - 1:15 PM (136)

The Implicit Self And The Specificity-Matching Principle:
Implicit Self-Concept Predicts Domain-Specific Outcomes

Melissa A. McWilliams, B.A. (Connecticut College), Jason A. Nier, Ph.D. (Connecticut College)
& Jefferson A. Singer, Ph.D. (Connecticut College)

The current study examines whether the specificity-matching principle, which holds that specific self-concept predicts domain-specific outcomes, extends to implicit self-concept. Correlational analyses indicated that we replicated the specificity-matching principle using a series of traditional (explicit) self-esteem measures. We found
that implicit self-concept correlates with a specific outcome (math achievement), but not global outcomes (satisfaction with life), as the specificity-matching principle predicts. Moreover, regression analyses indicated that implicit self-concept accounted for unique variance in the domain-specific outcome that other measures of the self could not account. Taken together, we conclude that the specificity-matching principle does indeed extend to the implicit self-concept.

1:15 PM - 1:30 PM (137)

What They Can’t Comprehend May Hurt Them: The Effect Of Reading Skill On Academic Success

Jennifer J. Stiegler-Balfour, Ph.D. (University of New England)

The current study aimed to determine what differentiates skilled- from less-skilled readers and what types of cues are necessary to increase comprehension levels of less-skilled readers. The results revealed that less-skilled readers had more difficulty suppressing irrelevant information than skilled readers, which sometimes prevented them from comprehending the most important aspects of text. Providing participants with cues that were embedded in guiding questions significantly raised less-skilled readers’ comprehension levels and allowed them to perform at the same academic level as skilled readers.

Salisbury Laboratories Room 105

Symposium
Teaching Psychology From Social Justice and Global Perspectives: An Experiential and Integrated Approach to Learning (138)

- Sukanya Ray, Ph.D. (Suffolk University)
- Diana Arntz, M.A. (Suffolk University)
- Lynsey Coville (Suffolk University)

This presentation will cover issues relevant to teaching of psychology and training of professionals from social justice and global perspectives today. Authors will address specifically the role of service learning incorporated in UG psychology courses, students’ feedback on effectiveness of service learning outcome on their lives. Authors will provide their own experience of the benefits of collaborative effort across educational institution/agencies and opportunities for students to deepen their worldview beyond classroom and cultural contexts of human experience. Finally, presenters will highlight the role of experiential/integrative learning strategies in fostering cultural sensitivity, mentoring model, community research/development, globalization and social responsibility orientation.
Dr. Sharon Gayle Horne will present a creative, contemporary discussion about LGBT issues concerning college students and their future psychosocial adjustment in society. She will draw upon LGBT research conducted by the speaker and her research team of students (e.g., attitudes, sexual minorities, and women's gender identity and expression). Dr. Horne will address international concerns and attitudes regarding LGBT Issues based on her research conducted in Russia, Central Asia, Romania, and Hungary. Dr. Horne will integrate into her talk her experience representing APA Network on LGBT at the International World Congress (2012) in Cape Town, South Africa.
Saturday 1:40 PM - 2:40 PM

Odeum A
Symposium

Changing Career Paths:
Diverging Choices In A Complex World (140)

- Tony D. Crespi, Ed.D., A.B.P.P. (University of Hartford)
- Scott Ratchford, Ph.D. (Berlin Public Schools, CT)
- Tara DeLuco, M.S. (University of Hartford)

Many professionals plan a career to discover that they are interested in a different path. While a career shift may seem ideal the reality of changing jobs, lost income, and changes in retirement can produce anxiety. Unknown to many the average person changes careers multiple times! What opportunities exist for career changers? Two presenters have changed careers and the third is in process! This presentation explores the opportunities available. From mental health workers interested in a graduate degree to Ph.D.'s interested in university teaching, this presentation will provide the audience with real life case illustrations and an opportunity for discussion.

Odeum B
Symposium

New Challenges Created by Success in Peace Psychology (141)

- Maggie Campbell, M.A. (Clark University)
- Katherine Lacasse, M.A. (Clark University)
- Lucas Mazur, M.A. (Jagiellonian University, Krakow, Poland)
- Rashmi Nair, M.Sc. (Christ University, Bangalore, India)

While addressing and at times even assuaging societal problems, advances in peace psychology come at a cost. The fact that advancement necessarily brings with it unintended and undesirable consequences has been discussed at length within the context of other fields, such as medicine, computer science, mass transportation, etc. It has not, however, received as much attention within psychology. The four speakers will present theoretical and empirical work highlighting how widely accepted advances in peace psychology have given rise to unintended and arguably undesirable consequences, and how these outcomes in turn, become the targets of subsequent psychological research.
Saturday 1:40 PM - 2:40 PM

Poster Session IV
Marjy Ehmer Poster Session

Poster 1 (142) Predicting Social Dysfunction Among College Students With ADHD Using Indices of Concurrent Psychopathology. Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 2 (143) Self-Esteem Versus Self-Control: Unique Associations With Subjective Health And Well-Being. Annamarie Rivieccio (University at Albany, State University of New York), Teresa Faulker (University at Albany, State University of New York), Lindsay Morton, M.S. (University at Albany, State University of New York) & Mark Muraven, Ph.D. (University at Albany, State University of New York)


Poster 4 (145) Bullying and Its Aftermath: Self-Esteem and Self-Control. Brashani Reece (University of Massachusetts at Lowell). Sponsor: Mary N. Duell, Ph.D. (University of Massachusetts at Lowell)

Poster 5 (146) Correlations Between Childhood Family Structures and Criminal Behaviors in Adult Sex Offenders. Megan O'Toole, B.A. (Wheaton College) & Elizabeth Jeglic, Ph.D. (John Jay College of Criminal Justice)

Poster 6 (147) The Relationship Between Facebook Use, Self-Esteem, And Class Standing. Jessiqua E. Claffey, Kayla M. Hopkins & Cynthia A. Prehar, Ph.D. (Framingham State University)


Poster 8 (149) Student, Faculty, and Staff Satisfaction at Pine Manor College. Diane Mello-Goldner, Ph.D. (Pine Manor College), Margaret Roberts, (Pine Manor College), Sparkle Calhoun (Pine Manor College), Devinnay Eke (Pine Manor College) & Melissa Yoffe, M.S.W. (Pine Manor College)


Saturday 1:40 PM - 2:40 PM

Poster 11 (152) Promoting Tobacco Cessation Efforts In Mental Health Treatment Programs Through Organizational Change Strategies. Makenzie Tonelli, B.A. (Department of Psychiatry, University of Massachusetts Medical School), Hillary Gleason, B.A. (Department of Psychiatry, University of Massachusetts Medical School; Community Healthlink), Monika Kolodziej, Ph.D. (Department of Psychiatry, University of Massachusetts Medical School; UMass Memorial Health Care), John O’Rourke, MSW (CommuniCare, Inc.), Tony Corniello, LCSW (CommuniCare, Inc.) & Douglas Ziedonis, M.D., MPH (Department of Psychiatry, University of Massachusetts Medical School; UMass Memorial Health Care)

Poster 12 (153) The First Six Months of Methadone Treatment. Eileen Cox, B.A. (Rider University), Gary Brosvic, Ph.D. (Rider University) & Joyce Suarez, B.S. (Rider University)

Poster 13 (154) Aggressive Behavior of Fragile-X Syndrome Mice Reflects A Lack of Social Awareness. Joyce D. Suarez, B.S. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 14 (155) Quality of Life For and Illicit Drug Use By Methadone Patients: To Use or Not To Use Is The Question. Eileen Cox, B.A. (Rider University) & Gary Brosvic, Ph.D. (Rider University)

Poster 15 (156) A Factoring of the Actively Open-Minded Thinking Scale. Catalin Lascu (Rider University), Gary Brosvic, Ph.D. (Rider University) & Melissa DeWees, Psy.D. (Rider University)

Poster 16 (157) Psychometric Properties and Heuristic Value of the Fan Motivation Scale. Gary M. Brosvic, Ph.D. (Rider University)

Poster 17 (158) Readiness For Training: The Making of a Good START. Catalin Lascu (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 18 (159) Three Open Fields For Working With Mice in the Classroom. Eric Balboa, B.S. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 19 (160) Social Dominance Hierarchies In Isolated and Group-Housed Mice. Eric Balboa, B.S. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 20 (161) Academic and Legal Issues Relative to Marijuana Consumption: More Does Not Make You Merrier. Emily Bernert, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 21 (162) Examining the Effects of Repeated Testing on Musical Learning. C. R. Howard, Ph.D. (Husson University), A. Baird (Husson University), K. Bennett (Husson University), A. Boynton (Husson University), K. Childs (Husson University), J. Panzieri (Husson University) & D. Sooklal (Husson University)

Poster 22 (163) Tympanic Membrane Temperature May Reflect Trait Individual Differences in Hemispheric Activity But Not State Differences. Ruth E. Propper, Michael Weiss, Karly Hrank, Sean McGraw (Montclair State University) & Tad T. Brunyé (Tufts University & US Army Natick Soldier Research, Development and Engineering Center)

Poster 23 (164) Stress-Induced Spatial Learning And Memory Deficits And Hippocampal Neuroprotection By The Glutamate Transporter Activator Ceftriaxone. Jillian C. Marshall, M.A. (Connecticut College), Joseph A. Schroeder, Ph.D. (Connecticut College), Scott M. Rawls, Ph.D. (Temple University School of Medicine and Center for Substance Abuse Research of Temple University)
Saturday 1:40 PM - 2:40 PM

Poster 24 (165) The Examination Of Narratives By Dual-Language Learners. Erin Donohue (Worcester State University), Carlene Mitchell, B.A. (Duke University), Makeba Wilbourn, Ph.D. (Duke University) & Vrinda Kalia, Ph.D. (Worcester State University)

Poster 25 (166) The Resilient Response To The Experience Of Trauma And Loss. Dhru Desai, M.A. (Marist College)

Poster 26 (167) Priming with a Positive Exemplar Can Increase Racial Prejudice Scores in the IAT. Lionel Standing, Ph.D. (Bishop's University) & Tiffany Duchesneau (Bishop's University)

Poster 27 (168) What Would You Do? Undergraduates' Reactions to Actual and Hypothetical Instances of Cyber Bullying. Pamela M. Ludemann, Ph.D. (Framingham State University), Deborah McMakin, Ed.D. (Framingham State University) & Kira Wong, B.A. (Framingham State University)

Poster 28 (169) The Influence of Creative Media on Medical Error Risk Perception. Emily-Ann Croke, B.A. (Providence College) & Mary O'Keeffe, Ph.D. (Providence College)

Poster 29 (170) The Effect of Transitional Programs on Scholastic and Functional Living Skills in Children with Autism. Francesco V. Nasso, B.S. (Fordham University), David S. Glenwick, Ph.D. (Fordham University) & Mark E. Mattson, Ph.D. (Fordham University)

Poster 30 (171) Comprehension of Nouns and Verbs: Comparing Parent Report and Laboratory Assessment. Kevin Fornari (Rhode Island College), Christina Gencarella (Rhode Island College), Kirstie Lepore (Rhode Island College) & Beverly Goldfield, Ed.D. (Rhode Island College)


Poster 32 (173) Cultural Values Instilled By Mothers of an Indigenous P'urepecha Community In Mexico. Maricela Correa-Chavez, Ph.D. (Clark University), Heather Mangione (Clark University) & Andrea Hernandez (Clark University)

Poster 33 (174) A Test of the MBA Model: PTC and High Intensity Tastes Among ADHD College Students. Kristen Fetzer (Quinnipiac University), Marissa Bayerl, B.S. (Quinnipiac University), Elijah Verheyen, B.S. (Quinnipiac University), Rose Smith (Quinnipiac University), Alyssa Costantini (Quinnipiac University) & Joan C. Bombace, Ph.D. (Quinnipiac University)


Poster 35 (176) Normal Range Personality and Behavioral Correlates of Artificial Tanning Tendencies. Holly L. Ketterer, Ph.D. (Worcester State University) & Carey J. Fitzgerald, Ph.D. (Oakland University)
Saturday 1:40 PM - 2:40 PM
Salisbury Laboratories Room 104
Paper Session VI
Cultural Perspectives on Relationships and Well-Being

Nina Eduljee, Ph.D. (Saint Joseph’s College of Maine), Chair

1:40 PM - 1:55 PM (177)

The Ethics and Values in the Acculturation of Korean Multicultural Christian College Students

DongGun Sim, B.A. (Gordon College)

This study explores the acculturation of Korean students into an American Christian college, with attention to their ethics (Autonomy, Community, Divinity; Shweder, Much, Mahapatra, & Park, 1997), the values that they hold (Schwartz, 1992), and the cultural expression of these values. Fifty individuals—25 multicultural Koreans and 25 monocultural Americans—completed the Triandis & Gelfand (1998) survey and answered two interview questions that were coded for Shweder’s ethics as well as for Schwartz values. Americans showed higher levels of horizontal individualism and favored the values of benevolence whereas multicultural Koreans favored security. Both valued tradition but understood this value distinctively.

1:55 PM - 2:10 PM (178)

A Cultural-Developmental Study Of Children’s Morality In An Indian Context

Niyati Pandya (Clark University) & Lene Jensen, Ph.D. (Clark University)

Third and sixth grade children of low and high socio-economic backgrounds from India were interviewed about diverse moral scenarios. Older children reasoned more in terms of the Ethic of Community but less in terms of the Ethic of Divinity. Children belonging to the high socio-economic group used more Ethics of Autonomy and Divinity.

2:10 PM - 2:25 PM (179)

Primed To Adjust: An Investigation of Chronic Collectivist Social Tuning


The present study investigates a possible factor leading to chronic social tuning in collectivist cultures. Social tuning is a mechanism by which individuals achieve shared reality with others (Lun, Sinclair, Whitchurch & Glenn, 2007; Hardin & Conley, 2001). Participants were primed to either adjust to others or influence others, and then asked to evaluate images either represented no views, or the perceived egalitarian view of the experimenter or other participants. Results suggest that participants tuned towards the egalitarian views of the experimenter, expressing significantly lower levels of implicit and explicit prejudice towards homosexuals when primed to adjust to others.
2:25 PM - 2:40 PM (180)

Self-Harm In Non-Western Cultures: A World Apart?

Joan Hanania, B.A. (McGill University), Yogini Nath, M.Sc. (McGill University), Maryam Gholamrezaei, M.A. (Shahid Beheshti University, Family Research Institute, Tehran, Iran) & Nancy Heath, Ph.D. (McGill University)

Although research in the area of non-suicidal self-injury (NSSI) in community samples is ever growing, it has been mainly limited to North America, the United Kingdom, and Australia. An understanding of NSSI within a cultural context remains limited. The current presentation will explore the prevalence and characteristics of NSSI among community samples in non-European descent cultures, particularly in Jordan and India. The presentation will also discuss cross-cultural considerations in NSSI, with a particular focus on exploring the unique challenges in providing clinical services around NSSI in Iran. Overall, findings emphasize the need for best practice to approach NSSI with cultural sensitivity.

Salisbury Laboratories Room 105

Psi Chi Symposium (181)

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

- Chair: Florence L. Denmark, Ph.D., Past President of Psi Chi, Robert S. Pace Distinguished Research Professor (Pace University)
- Paul E. Finn, Ph.D. (St. Anslem College). Conducting a research study.
- Elizabeth Ossoff, Ph.D. (St. Anslem College). What to expect from the Institutional Review Board (IRB)?
- Vincent Prohaska, Ph.D. (Lehman College). Getting Psi Chi chapters and members to apply for Psi Chi grants and research funding.

This panel presentation will be an interactive seminar where participants may learn more about conducting a research study; the Institutional Review Board (IRB) process and how Psi Chi chapters and members may become more involved in conducting research. It is expected that a lively atmosphere will be created that will enhance participants understanding of the research process.
Worcester, Massachusetts holds a special place in the history of psychology for it was at Clark University that developmental psychology was born. Two renowned psychologists, G. Stanley Hall (1844-1924) and Heinz Werner (1890-1964), were leaders in this field. Hall, the first President of the American Psychological Association, established the first Department of Genetic Psychology in the United States, inviting Sigmund Freud to deliver his only U.S. lectures there in 1909. Playing a pivotal role between European and American intellectual traditions, Werner established the prominent “Clark tradition” in American psychology in the 1950s. His “comparative-developmental” approach provided psychologists with broad concepts of holism and of development. Although critics have argued that this tradition has been recognized but underdeveloped, this address will focus on the ways in which Werner’s approach has been elaborated (initially with Clark psychologist, Seymour Wapner, 1917-2003) and employed in empirical research on problems relevant to science and society, revealing that HSDT is alive, well, and thriving in New England.

Presentation II: 3:20 PM - 3:50 PM (183)

When All the Tamil People Die: Conversations With Children in The Midst of a Long Ethnic War

Alice Locicero, Ph.D.
(Boston Medical Center)

Whether and how outsiders can assist communities at risk are questions that social scientists continue to debate. I will attempt to reflect on this debate by discussing my research and consultation trips to Sri Lanka. During their lengthy civil war, I interviewed children at risk for recruitment into the Liberation Tigers of Tamil Elaam (LTTE). The LTTE was a militant separatist group that engaged child soldiers to die purposely in attacks. I wanted to know why children might volunteer to do this. This was also one of the questions asked by students and colleagues in the days following September 11, 2001 when Americans were forced to consider why some individuals choose death to kill and terrorize others. My colleague, Samuel Justin Sinclair, and I decided to pursue this research in spite of the challenges of getting permission and interviewing these children. I visited again 3 years later when the war was officially over but this time at the request of a group of teachers (whose community had recently had an influx of 2,000 children from the Camps for Internally Displaced Persons) to provide information about the West’s understanding of Posttraumatic Stress Disorder (PTSD) in children including best practices to help them recover. The teachers were able to translate my language and concepts for use in their own culture.
2:50 PM - 3:05 PM (184)

Message Sent: An Analysis of Temporal Perspective on In-Class Texting and Other Deviant Behaviors

Matthew R. Couture (Castleton State College)

Is temporal-perspective (TP) a predictor of who texts in class and risky behaviors in individuals? By texting students amidst a lecture, the current study found that a TP was a significant predictor of deviant behaviors. A binary logistic regression was employed and found that future oriented individuals are less likely to text in class and engage in significantly fewer risky behaviors than presently oriented individuals.

3:05 PM - 3:20 PM (185)

Mindfulness, Contingencies and Anxiety/Depression: A Mediational Model

Dan D'Amelio (Westfield State University) & Rebecca Burwell, Ph.D. (Westfield State University)

Mindfulness treatments are effective in treating certain disorders, yet less is known about a lack of mindfulness being a risk factor. Previous research has found self-worth contingencies to be a process which increases the risk for symptoms of both anxiety and depression. The current study hypothesizes mindfulness as a mediator of the relationship between these contingencies and anxiety/depression among a sample of 243 students at a local college (mean age = 20.74, SD=3.3; 163 (67%) were female). Findings provide support for relationships between mindfulness, contingencies, and anxiety/depression, as well as mindfulness partially mediating the relationship between self-worth contingencies and anxiety/depression.

3:20 PM - 3:35 PM (186)

Motivational Beliefs and Use of Learning Strategies During the First-Year of College: A Longitudinal Study

Colleen Sullivan, Ph.D. (Saint Joseph’s College of Maine), Nina B. Eduljee, Ph.D. (Saint Joseph’s College of Maine) & Kyle Pinkham (Saint Joseph’s College of Maine)

This study examined the relationship between motivational beliefs and learning strategies during the first-year of college. The Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia, & McKeachie, 1991) was used. A total of 184 first-year students completed surveys at the end of the Fall semester and 191 first-year
students completed surveys at the end of the spring semester. The results indicated no differences for the motivational strategies between fall and spring semesters. For the learning strategies, significant differences were obtained for metacognitive self-regulation, time and study environment management, effort regulation, and help seeking. Implications of the results are discussed.

3:35 PM - 3:50 PM (187)

The Effects Of Trait Interest And Resilience On Task Preferences And Reactions To Goal-Related Setbacks

Jannay Morrow, Ph.D. (Vassar College) & Matthew R. Grossman, B.A. (South Florida University)

We examined trait interest and trait resilience and their relations to task preferences, reactions to performance feedback, risk-taking, decision-making, and goal orientation. Under heightened evaluative threat, resilience predicted choosing the more difficult task. When all tasks were goal relevant and required, trait interest better predicted tackling the difficult task first. Trait resilience moderated the effects of interest on confidence, affect following failure, and coping. Compared with resilience, interest was a stronger predictor of risk-taking and sunk cost bias resistance, whereas resilience was a stronger predictor of mastery oriented goals. We discuss the implications and limitations of these findings.

3:50 PM - 4:05 PM (188)

Different Worlds: How The Experiences Of College Students May Vary By Their Socioeconomic Status Background

Ryan Pickering (University of Maine) & Shannon K. McCoy (University of Maine)

Education is one of the largest predictors of socioeconomic status (SES). However, those from low-SES backgrounds are significantly underrepresented in higher education, and face a number of hurdles to attending and completing college. Because so few individuals from low-SES backgrounds go to and complete college, it is easy for those who do go to feel alienated or different from their peers. My research uses both survey and experimental design to study the unique challenges individuals from low-SES backgrounds face, including psychological and physiological reactivity, and how to improve the experiences of these individuals.

Odeum B

Symposium (189)

Enhancing Multicultural Sensitivity and Competence in Psychology Training

• Rod A. Gragg, Ph.D. (Clinical Assistant Professor of Psychiatry & Human Behavior, Alpert Medical School of Brown University & Clinical Director, Bradley School/Bradley Hospital)
• Maria Teresa Coutinho, Ph.D. (Postdoctoral Fellow, Alpert Medical School of Brown University & Postdoctoral Research Fellow in Pediatric Psychology, Rhode Island Hospital and the Bradley/Hasbro Children's Research Center)
APAs APS mandated education and training related to diversity issues; however, little research has been conducted to demonstrate the most effective means of disseminating, practicing, and evaluating culturally sensitive interventions and training methods. Dr. Gragg will discuss approaches for improving trainee engagement and attention to diversity issues within the context of supervision/seminars. Dr. Coutinho will discuss the implementation and evaluation of a Diversity Mentoring Program. Dr. Jandasek will describe strategies to improve faculty skills and competence in multicultural Issues. Participants will have an opportunity to ask questions and share their own successes and challenges with training in multicultural competence.

**Odeum C**

**Poster Session V**

**Poster 1 (190)**  The Spanos Attitudes Toward Hypnosis Questionnaire: Psychometric Characteristics and Normative Data. Leonard S. Milling (University of Hartford)

**Poster 2 (191)**  What Causes the Name Uniqueness Effect? John W. Kulig, Ph.D. (Plymouth State University) & Shoshannah E. Ryff (Plymouth State University)

**Poster 3 (192)**  Personality Correlates of a Vivid Imagination. John S. Kearns, Ph.D. (Mount Ida College) & Richard A. Brown, Ph.D. (Mount Ida College)


**Poster 5 (194)**  Prison Specific Experiences of Incarcerated Women and HIV Risk. Marlanea Peabody, B.S.P.H. (Brown University), Rochelle Rosen, Ph.D. (The Miriam Hospital, Brown University), Caroline Kuo, Ph.D. (Brown University), Wendee Wechsberg (Research Triangle Institute), Caron Zlotnick (Brown University, Butler Hospital, Women and Infants Hospital) & Jennifer Johnson, Ph.D. (Brown University)

**Poster 6 (195)**  Client Utilization Of Mental Health Services Across Race/Ethnicity: A Meta-Analytic Comparison. Timothy B. Smith, Ph.D. (Brigham Young University)

**Poster 7 (196)**  Gender Differences Of Mental Health Consumers Accessing Integrated Primary And Behavioral Care. Hillary Gleason, B.A. (Department of Psychiatry, University of Massachusetts Medical School; Community Healthlink), Makenzie Tonelli, B.A. (Department of Psychiatry, University of Massachusetts Medical School), Marie Hobart, M.D. (Department of Psychiatry, University of Massachusetts Medical School; Community Healthlink; University of Massachusetts Memorial Health Care), Leah Bradley, L.C.S.W. (Department of Psychiatry, University of Massachusetts Medical School), Joyce Landers, N.P. (Department of Psychiatry, University of Massachusetts Medical School; University of Massachusetts Memorial Health Care), Sarah Langenfeld, M.D. (Department of Psychiatry, University of Massachusetts Medical School; Community Healthlink; University of Massachusetts Memorial Health Care) & Monika Kolodziej Ph.D. (Department of Psychiatry, University of Massachusetts Medical School; University of Massachusetts Memorial Health Care)
Saturday 2:50 PM - 3:50 PM

Poster 8 (197)  Treatments For Selective Mutism in Children: An Analysis of Treatment Components With Applications For Schools. Natasha Segool, Ph.D. (University of Hartford) & Sheri Bednarz, M.A. (University of Hartford)

Poster 9 (198)  Pigeons Appear To Use Rule-Based Solutions On A Revised Version Of The Traveling Salesperson Problem. Jonathan Atwood, M.A. (University of New Hampshire), Brett Gibson, Ph.D. (University of New Hampshire) & Amanda Cavanaugh, B.S. (University of New Hampshire)

Poster 10 (199)  Socialization of Positive Emotion: A Qualitative Study of Single African American Mothers. Kelsey Spratt, B.A. (Clark University) & Laura G. McKee, Ph.D. (Clark University)

Poster 11 (200)  Error-Related Negativity, Executive Function and College Academic Performance. Bruce D. Steinberg, Ph.D. (Curry College), Otto Awqatty (Curry College), Calvin R. Bunton (Curry College) & Marie Murphy (Curry College)

Poster 12 (201)  The Importance of Understanding the Hearing Impaired Community. Gabriella Necklas (Marist College) & William Van Ornum, Ph.D. (Marist College)


Poster 15 (204)  Using Sentence Completions To Measure Extraversion. Stephen P. Joy, Ph.D. (Albertus Magnus College) & Michelle Battista, B.A. (Albertus Magnus College)

Poster 16 (205)  Predicting Creative Achievement: Contributions of Innovation Motivation and Personality Traits. Stephen P. Joy, Ph.D. (Albertus Magnus College) & Alexandria Gauthier, B.A. (Albertus Magnus College)

Poster 17 (206)  Expertise and Sketching in Science. Jack Butler (College of the Holy Cross) & Benjamin Jee, Ph.D. (College of the Holy Cross)

Poster 18 (207)  Imagine A Better World: Imagined Intergroup Contact Reduces Prejudice Towards Muslims. Charles J. Bergeron, B.A. (University of Maine) & Jordan P. LaBouff, Ph.D. (University of Maine)

Poster 19 (208)  Actual Conformity, Self-Perceived Conformity and the False Consensus Bias. Sara Nass (Salem State University) & Teresa Lyons, Ph.D. (Salem State University)

Poster 20 (209)  Alleviating the Negative Consequences of Teen Parenthood. Jessica Costeines, MSW (Yale University), Carmen Ayala, MSW (Bridgeport Board of Education), Joy S. Kaufman, Ph.D. (Yale University) & Cindy Huang, Ph.D. (Yale University)

Poster 21 (210)  Engaging Workers: The Effects Of Supervisory Guidance And Perceived Career Opportunities On Work Engagement. Vincent Ng, M.S. (Salem State University)

Poster 22 (211)  Trends In Domestic Violence Services Provided By Substance Abuse Facilities. Emily Schumacher (Stonehill College), Britney Brady (Stonehill College) & Nicole Capezza, Ph.D. (Stonehill College)
Saturday 2:50 PM - 3:50 PM

Poster 23 (212) **Anonymity and Attitudes Expressed on the Internet.** Torrie Kolb, B.A. (SUNY at Oneonta), Emily Cunningham, B.A. (SUNY at Oneonta) & Charlene Christie, Ph.D. (SUNY at Oneonta)

Poster 24 (213) **Recidivism Among Truant Juveniles In A Court Clinic Mental Health Sample.** Hannah Doucette, B.A. (Rhode Island Hospital), Scott Roye, B.A. (Rhode Island Hospital), Selby Conrad, Ph.D. (Bradley Hasbro Children's Research Center/Miriam Hospital and Brown Medical School) & Marina Tolou-Shams, Ph.D. (Bradley Hasbro Children's Research Center/Rhode Island Hospital and Brown Medical School)

Poster 25 (214) **Perceived Stigma and Social Influence: The Interplay of Substance Use Recovery Ethos and Adolescent Development.** Anne Thompson, M.A. (University of Connecticut) & Beth S. Russell, Ph.D. (University of Connecticut)

Poster 26 (215) **Race and Sexual Orientation in Evaluations of a Campus Leadership Position.** Kelly Brooks, Ph.D. (Roger Williams University) & Carla Yudin (Roger Williams University)

Poster 27 (216) **Validity of the Spanish-Language PAI in a Sample of Federal Inmates.** Marc W. Patry, Ph.D., M.I.S. (Saint Mary’s University), Jacqueline N. Boss, B.A. (Saint Mary’s University) & Philip R. Magaletta, Ph.D. (Federal Bureau of Prisons)

Poster 28 (217) **Certainty of Propositional Statements and the Belief Bias Effect on Syllogistic Reasoning.** Jay Kosegarten, Ph.D. (Southern New Hampshire University)

Poster 29 (218) **Do Drinking Games Matter? An Examination in a Mandated Student Sample.** Spencer D. Deschenes (Emmanuel College) & Jacqueline Alfonso Barry, Ph.D. (Emmanuel College)

Poster 30 (219) **Testing the “Motherhood Mentality Model”: The Link Between Nurturance and Environmental Concern in Women.** Rachel Jespersen (Baruch College-CUNY), Tiffani Ng, B.A. (Baruch College-CUNY) & Mindy Engle-Friedman, Ph.D. (Baruch College-CUNY)

Poster 31 (220) **The Depiction of Bipolar Disorder in Films.** Lasha Corbett, M.A. (University of Hartford)

Poster 32 (221) **The Young Entrepreneurship Study (YES) Project: Characteristics of Young Entrepreneurs.** Michelle B. Weiner (Tufts University), Sara M. Honickman (Tufts University), G. John Geldhof (Tufts University), Jennifer P. Agans (Tufts University), Richard M. Lerner (Tufts University) & Heidi Johnson (Tufts University)

Poster 33 (222) **Draw Your Relationship: Development And Validation Of An Art Therapy Assessment Tool.** Hilda Speicher, Ph.D. (Albertus Magnus College), Natalie Hughes (Albertus Magnus College) & Kristina Beckert (Albertus Magnus College)

Poster 34 (223) **Does Motor Synchrony Create Interpersonal Cooperation?** James Borders (College of the Holy Cross), Mark Hallahan, Ph.D. (College of the Holy Cross) & Richard Schmidt, Ph.D. (College of the Holy Cross)

Poster 35 (224) **A, B, C, or D? Maximizing, Psychological Well-Being, And Attitudes Towards Multiple-Choice Tests.** Allison M. Nagler (Connecticut College) & Stuart Vyse, Ph.D. (Connecticut College)
Saturday 2:50 PM - 3:50 PM

Poster 36 (225) Youth Intentional Self Regulation And Positive Youth Development: The Moderating Effect Of Mentor Relationship Quality. Samantha Glickman (Tufts University) & Edmond Bowers, Ph.D. (Tufts University)

Poster 37 (226) Barriers To and Facilitators of Implementation of Evidence Based Treatment in Prison Settings. Adam Chuong, B.A. (Brown University), Marlanea Peabody, B.A. (Brown University), Shannon Wiltsey-Stirman (Boston University) & Jennifer Johnson (Brown University)

Poster 38 (227) Macular Pigment Optical Density And C-Reactive Protein. Lydia M. Fortin (Saint Anselm College), Bianca M. Ciuffredo, B.A. (University of New Hampshire), Adam J. Wenzel, Ph.D. (Saint Anselm College) & Joanne Curran-Celetano, Ph.D. (University of New Hampshire)

Poster 39 (228) The Dynamic Consequences of Social Energy (Shared Enthusiasm) Examining Negative vs. Positive Shared Interest.) Charles Robinson, B.A. (Boston College) & Donnah Canavan, Ph.D. (Boston College)

Poster 40 (229) History of Abuse and Adult Interpersonal Difficulties in Incarcerated Women. Chien-Wen Kao, B.S. (Brown University), Collette Williams, B.A. (Brown University), Madhavi Reddy, Ph.D. (Brown University) & Jennifer Johnson, Ph.D. (Brown University)


Poster 42 (231) Racial Differences In Sensation Seeking And Self-Esteem. Laura A. Turiano, M.S. (Sacred Heart University), Dawn K. Melzer, Ph.D. (Sacred Heart University) & Michael C. Amico, Ph.D. (Housatonic Community College)


Poster 44 (233) Affluence And Poverty Within A Reciprocal Model Of Parent-child Metacognitive Language. R. Bruce Thompson, Ph.D. (University of Southern Maine), Brandon Foster (Tufts University), Jasmine Kirchner, B.A. (University of Southern Maine), Acacia Wakefield (University of Southern Maine), Emily Boyce (University of Southern Maine) & Jeffrey Venable, B.A. (University of Southern Maine)

Poster 45 (234) Evidence For Relative Roles Of Mesolimbic And Mesocortical Dopamine In Prepulse Inhibition In Mice. Tara Raj (College of the Holy Cross), Samantha Nardi (College of the Holy Cross), Gregory Peters (College of the Holy Cross) & Daniel Bitran, Ph.D. (College of the Holy Cross)

Poster 46 (235) Employee Engagement at a Lean US Manufacturer. Brian J. Hirschfeld (Salem State University) & Teresa Lyons, Ph.D. (Salem State University)

Poster 47 (236) Looking Beyond the Playground: College Students’ Perceptions of School vs. Workplace Bullying. Cori M. Ostrowski, B.A. (Framingham State University), Ashlee M. Rossi, B.A. (Framingham State University) & Nicholas R. Laquidara, B.A. (Framingham State University)
Saturday 2:50 PM - 3:50 PM

Poster 48 (237) The Impact Of Punishment On Stigma: Two Pathways. Marcus Patterson, Ph.D. (University of Massachusetts at Boston), Michael Milburn, Ph.D. (University of Massachusetts at Boston), Casey Conlon (University of Massachusetts at Boston), Frank Abbott (University of Massachusetts at Boston), Tomas Hernandez (University of Massachusetts at Boston), Chris Montiero (University of Massachusetts at Boston) & Shaun O'Grady (University of Massachusetts at Boston)

Poster 49 (238) Negative Reactions to the Measurement of Blood Pressure – An Archival Study. Kathleen Dillon, Ph.D. (Western New England University), Jason Seacat, Ph.D. (Western New England University) & Cory Saucier (Western New England University)

Poster 50 (239) Recasting The “Knowledge Gap” Via A Narrative Review Of The Literature. Leo W. Jeffres (Cleveland State University), David J. Atkin (University of Connecticut) & Hanlong Fu (Colby Sawyer College)

Poster 51 (240) Occupational Prestige and SES Related to Cognitive Performance. Lauren R. Papa (University of Massachusetts at Dartmouth) & Andrew J. Revell, Ph.D. (University of Massachusetts at Dartmouth and Ora M. DeJesus Gerontology Center)

Poster 52 (241) Predicting The Prominence Of Scholarship For Prolific Communication Scholars. Carolyn Lagoe, M.A. (University of Connecticut), David Atkin, Ph.D. (University of Connecticut) & Yi Mou, Ph.D. (University of Connecticut)

Poster 53 (242) Neurorealism: Role of Cognition in Interpreting the Validity and Scientific Importance of fMRI Studies. Maria Popescu (University of Southern Maine), R. Bruce Thompson, Ph.D. (University of Southern Maine), Vincent Markowski, Ph.D. (State University of New York at Geneseo) & William F. Gayton, Ph.D. (University of Southern Maine)

Poster 54 (243) The Correlations Between Attachment Categories and Aspects of the Self In Social Energy. Donnah Canavan (Boston College), Jessica Rolincik (Boston College) & Charles Robinson (Boston College)

Poster 55 (244) A Cross-Cultural Comparison of Perceptions of Depression and Help-Seeking Behaviors. Irene Zhang (Brigham and Women's Hospital), Laura G. McKee (Clark University) & Alyssa L. Faro (Clark University)

Poster 56 (245) The Effect Of Taboo Language On Memory For The Surrounding Context. Alexandria E. Guzman, Ph.D. (University of New Haven) & Derek LeDoux, B.A. (University of New Haven)

Poster 57 (246) A Meta-Analytic Investigation Of Peer Aggression As Correlate Of Mental State Reasoning Ability In Children. Kirill Grinchenko (University of Southern Maine) & R. Bruce Thompson, Ph.D. (University of Southern Maine)

Poster 58 (247) The Effect of Object Attractiveness on Heuristics Usage. Renelle Lawrence (Baruch College, City University of New York), Sara Dowd (Baruch College, City University of New York), Belki Matinez, B.A. (Baruch College, City University of New York) & Mindy Engle-Friedman, Ph.D. (Baruch College, City University of New York)

Poster 59 (248) Teaching Professors How to Collect Better Data From MTurk. Corey Sussman (William Paterson University), Corrine McCarthy (William Paterson University) & Justin Ali (William Paterson University)
Saturday 2:50 PM - 3:50 PM

Poster 59 (248.1) Predicting Adoption And Use Of Facebook: The Role Of Personality Traits And Media Use Motivations. Dan Hunt (Newbury College), David J. Atkin (University of Connecticut) & Archana Krishnan (Yale University)

Salisbury Laboratories Room 104
Paper Session VIII
Clinical Perspectives and Interventions

Lewis Lipsitt, Ph.D. (Brown University), Chair

2:50 PM - 3:05 PM (249)

How Do We Define Compassion? New Research and Theory

W. David Hoisington, Ph.D. (College of St. Joseph)

An Internet survey collected responses to a questionnaire about compassion including responders’ self definition of compassion. With over 400 respondents, the data allows for a glimpse into how society defines the term compassion. The definitions fell within the following six categories: Basic Compassion, Emotional Compassion, Cognitive Compassion, Advanced Emotional Compassion, Advanced Cognitive Compassion, and Strong Compassion. These thematic categories emerged from the written definitions and, aligned with responder demographic data, were found to fit into the Theory of Compassion Development.

3:05 PM - 3:20 PM (250)

In Shape with Autism: An Exercise Intervention Model to Target Behavior, Motor Skills and Compliance

Karim Ibrahim, M.S. (University of Hartford), Jennifer Zarcone, Ph.D. (Johns Hopkins University) & Nageatte Ibrahim, M.D. (Harvard University)

A multifaceted, community-based intervention model was evaluated using exercise to target behavior and cognitive abilities for two males with autism. The model was individualized to each participant's needs. Conditions implemented across the 12-month intervention included: adaption to setting, motor skills, language, left-right discrimination, and crossing-the-midline. Stereotypy was examined for one boy with stereotypic behavior using: exercise, exercise with a distractor, and exercise with response blocking plus relaxation. One year re-evaluation and a parent interview were completed. Compliance and task interaction improved 75% as did correct responding. Stereotypy decreased, particularly with response blocking plus relaxation. Parents also reported improvements in behavior.
The Performance of Death’s Avoidance: 
Ernest Becker on Hospital Care at the End of Life

Courtney Vataha, B.A. (Lesley University) & David M. Goodman, Ph.D. (Harvard Medical School/Lesley University)

Becker’s theory on the denial of death serves as a formidable explanation for the “mutual pretense awareness context” found in Glaser and Strauss’s sociological examination of the process of dying in hospitals. Becker’s work substantiates why patients and hospital personnel often disavow admittance of death, and serves as an impetus for medical teams to look more openly and carefully at the unconscious thresholds they hold patients to and how these standards inhibit their ability to show and practice empathetic hospital palliative care.

Saturday 2:50 PM - 3:50 PM

Detail Oriented: Deaf Adolescents Surpass Hearing Adolescents In Realistic Drawing

Kerrie Pieloch, B.A. (Boston College) & Ellen Winner, Ph.D. (Boston College)

Research with the deaf has shown that loss of auditory perception leads to compensatory improvement in visual perception (Neville, Schmidt, & Kutas, 1983). In this study, 20 deaf adolescents and 20 hearing adolescents completed a drawing and a visual memory task. After I controlled for non-verbal IQ, the deaf adolescents performed significantly better on the observational drawing task, but not on the visual memory task. The finding that deaf adolescents are superior to hearing adolescents in observational drawing is consistent with previous findings showing that visual perception improves with the loss of hearing.

Salisbury Laboratories Room 105

Psi Chi Symposium (253)

Find Your First Career With a B.A. Degree in Psychology

- Deborah Harris-O'Brien, Chair of Psychology Department and Past Psi Chi Chapter Advisor (Trinity College)
- Maggie R. Becker, Assistant Director, Career Development Center (Worcester Polytechnic Institute)

Psychology is a key area of interest for undergraduate students in today’s society, but what happens after one’s undergraduate career? This presentation will focus on career opportunities that follow after receiving a bachelor degree in psychology. Different career options, the importance of getting exposure in industry, and suggestions and resources for preparing for different career paths involving psychology will be discussed.
4:00 PM - 5:00 PM

Campus Center First Floor Lobby

Psi Chi and NEPA
Reception and Award Ceremony (254)

Psi Chi Student members presenting at 2012 NEPA will receive a certificate from Psi Chi, the International Honor Society of Psychology.

This reception concludes the 2012 Annual Meeting
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Submission of a proposal implies a commitment to attend the meeting and deliver the presentation if it is accepted. All attendees, presenters, and guests are required to register for the NECTOP meeting. Proposals will be accepted or rejected on the basis of peer review.

Priority will be given to Posters and Participant Idea Exchanges submitted between February 1, 2013 and June 8, 2013. NECTOP will continue to receive and review posters submitted after June 8, 2013 through September 21, 2013 on a space-available basis. 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 and 2012 NECTOP programs that are available for online review at NEPsychological.org. The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2013. 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.

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Friday, October 18, 2013
Housatonic Community College, Bridgeport, Connecticut

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53rd New England Psychological Association Meeting  
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NEPA Priority Submission Deadline: February 1 through June 8, 2013 for symposia, papers, and posters representing all areas of the psychological sciences. NEPA will continue to receive and review posters through September 21, 2013 on a space-available basis.

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 and submissions judged to be works in progress will be automatically rejected. The NEPA program committee reserves the right to request that papers for which thematic sessions are not available be presented as posters.

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

- A title and list of authors and affiliations.
- A short abstract of 50 to 100 words summarizing the research concept, the methods, and the main findings.
- A 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:

- A title and list of authors and affiliations.
- A short abstract of up to 250 words summarizing the themes and goals of the session and the audience for which the symposium is intended.
- A 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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