Proceedings of the 58th Annual Meeting of the New England Psychological Association

November 9th and 10th at Worcester Polytechnic Institute
Worcester, MA

www.NEPsycho.l.co.org

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<td>Primary Care Behavioral Health: The Leadership Roles of Psychologists</td>
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Note: Parking is also allowed on the one side of Salisbury Street and other streets surrounding campus. There are Accessible spots in each lot on campus, as well as two outside Salisbury Labs, Goddard Hall, and Boynton Hall.
Worcester Polytechnic Institute for hosting the 2018 Annual Meeting and recognizes the following organizations, grants, and individuals for contributing to the success of the 2018 Annual Meeting:

- APA
- President Laurie Leshin
- Provost Winston Soboyejo
- Dean Jean King
- Emily Douglas, Department Head of Social Science and Policy Studies
- WPI Psychology Society
Friday 5:00 PM - 5:30 PM

NEPA and NECTOP Wine & Cheese Cocktail Reception & Opening Remarks by Arts & Sciences Dean Jean King
3rd Floor Campus Center Lobby (Hall of Luminaries)
Please join us for some hor d’oeuvres, drinks, and socializing. We look forward to seeing you!

Friday 5:45 PM– 6:45 PM
Ted Bosack Lecture Series Keynote Address
Odeum A
Campus Center

Psychology from Beginning to End: What Do We Want Our Students to Learn?

Bernard C. Beins
Ithaca College

Introduced by: Jeanine Skorinko (Worcester Polytechnic Institute)

Psychology is one of the most popular disciplines in higher education, often being an institution’s largest major and serving general education requirements for vast numbers of non-majors. In this talk, I will address issues of how we might maximize the value of introductory psychology, the single psychology course to which millions of students are exposed. In addition, I will discuss an additional question that merits more attention than we generally allocate: What do we really want our majors to know
after they take psychology courses and enter post-collegiate life? What our students take away from their psychology major matters as much to our students who do not pursue graduate degrees as it does to those who do. The answers to these important questions and how we achieve our goals is fraught with difficulty and complexity. But once we understand the questions, we can begin to work on the answers.

This concludes NEPA Friday programming. NEPA programming will continue Saturday morning.

Please check out a number of wonderful local restaurants for dinner.
Saturday 8:00 AM - 9:00 AM

Registration 3rd Floor Lobby Campus Center

Coffee, Tea, and Light Refreshments will be available in the Mid-Century Room (Campus Center)

Dunkin Donuts on the 2nd floor of the Campus Center will also be open.
According to research, it was found that people with anxiety/depression have higher risk of chronic physical conditions than those with no depression or anxiety. (Bhattacharya, Shen and Sambamoorthi, 2014). Further research found that internalizing mental health issues significantly predicts somatic complaints over time (Ruchkin & Schwab-Stone, 2013). Powers & Oltmanns, (2012) discovered patients with mood and somatic symptoms utilized more medical resources than those without a psychological component. This presentation is focused on developing better understanding the psychological, biological and behavioral characteristics of patients with mood and somatic symptoms in relation to their actual or perceived physical functioning and how we can better treat these patients.

It has been shown that mental and physical health are interconnected. The goal of this research was to determine how such physical, somatic complaints are related to anxiety and depression and linked to physical symptoms such as headaches (migraine), back pain, stomach aches, and other physical health conditions. According to this research, only a small percentage of patients with somatic complaints presenting with depression or anxiety are accurately diagnosed by psychologists and primary care physicians. (Gates, Peterson, Wingrove, Miller, & Klink, 2016). This shows just how little the connection between mental and physical symptoms are identifiable. The goal is to train and educate clinicians and physicians how to differentiate physical symptoms from psychosomatic pathology and to increase collaboration between mental and medical health providers to promote better therapeutic strategies and interventions to treat these clients/patients.
Odeum B & C (Campus Center)
General Poster Session I

Poster 1  *No Effect of Individual Differences in Handedness On Baseline Mindfulness*
Ruth E. Propper and Andrew Wolfarth, Montclair State University; Christophe Carlei, University of Geneva; Stephen D. Christman, University of Toledo.

Poster 2  *Individual Differences in Handedness and Gender in the Processing of Garden Path Sentences*
Ruth E. Propper, Alexis Grant, & Ryan King, Montclair State University

Poster 3  *Social Networks of Preschoolers: Comparing Self-Reports and Observed Behavior*
Talia Berkowitz, Suzanne Rose, Haley Subocz, and Dr. John Tawa (Mount Holyoke College)

Poster 4  *An examination of the potential lingering effects of smartphone use on cognition*
Peter Frost, PhD, Patrick Donahue, Keith Goeben, Megan Connor, Hoong Sing Cheong, Aaron Schroeder (Southern New Hampshire University)

Poster 5  *Utilizing Outcome Harvesting in Program Evaluation*

Poster 6  *The Social Pain Model: Understanding Suicide Through Evolutionary Psychology*
John F. Gunn III, Montclair State University

Poster 7  *The Relationship Between Perfectionism and Task-Based Performance Anxiety in Children*
Sarah Kendrick and Alexandra M. Burgess
Poster 8  *Age, Race, and Perceptions of Criminal Defendants*
Abdurrahman Padela, Dianna Gomez, & Donna Crawley (Ramapo College of New Jersey)

Poster 9  *Non-Medical Opioid Use and Self-Concept Among College Students*
Jillian Chambers, Michael J. Chernesky, Jenna Deluca, Emelia Imperati, Amanda Jurgens, Paul McKee, Joey Pascale, & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 10  *Non-Medical Opioid Use and Antisocial and Aggressive Traits Among College Students*
Michael J. Chernesky, Jenna Deluca, Emelia Imperati, Amanda Jurgens, Paul McKee, Joey Pascale, Jillian Chambers, & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 11  *Non-Medical Opioid Use and the Five Factor Model of Personality Among College Students*
Jenna Deluca, Emelia Imperati, Amanda Jurgens, Paul McKee, Joey Pascale, Jillian Chambers, Michael J. Chernesky, & Kenneth S. Walters, Ph.D. (Southern Connecticut State University).

Poster 12  *Non-Medical Opioid Use, Depression, and Anxiety Among College Students*
Emelia Imperati, Amanda Jurgens, Paul McKee, Joey Pascale, Jillian Chambers, Michael J. Chernesky, Jenna Deluca, & Kenneth S. Walters, Ph.D.

Poster 13  *Non-Medical Opioid Use and Conduct Problems Among College Students*
Amanda Jurgens, Paul McKee, Joey Pascale, Jillian Chambers, Michael J. Chernesky, Jenna Deluca, Emelia Imperati, & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 14  *Non-Medical Opioid Use and Other Substance Use and Abuse Among College Students*
Paul McKee, Joey Pascale, Jillian Chambers, Michael J. Chernesky, Jenna Deluca, Emelia Imperati, Amanda Jurgens, & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)
Poster 15  Non-Medical Opioid Use and Academic Problems Among College Students
Joey Pascale, Jillian Chambers, Michael J. Chernesky, Jenna Deluca, Emelia Imperati, Amanda Jurgens, Paul McKee, & Kenneth S. Walters, Ph.D. (Southern Connecticut State University)

Poster 16  Artificial Intelligence? A study of preference in Google DeepMind AI CNN/Daily Mail Reading Comprehension Corpus
Rachel Hara (Southern Connecticut State University)

Poster 17  Assessing the Alcohol Treatment Experience
Megan Weindorfer, B.S. (Rider University) and Gary M. Brosvic, Ph.D. (Rider University)

Poster 18  Influences of Parental and Relative Alcoholism on Recovery
Megan Weindorfer, B.S. (Rider University) and Gary M. Brosvic, Ph.D. (Rider University)

Poster 19  The Early Methadone Experience
Morgan Driscoll, B.A. (Rider University) and Gary M. Brosvic, Ph.D. (Rider University)

Poster 20  Assessing Methadone Patients’ Quality of Life
Morgan Driscoll, B.A. (Rider University) and Gary M. Brosvic, Ph.D. (Rider University)

Poster 21  Multidimensional Measurement of Drinking Behavior
Karly VanBrunt, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 22  Drug Abuse Screening Test Standing Predicts Addiction Beliefs
Megan Gallagher, B.A. (Rider University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 23  The Drive for Muscularity
Joshua M. Brosvic, M.S. (American University) & Gary M. Brosvic, Ph.D. (Rider University)

Poster 24  Muscle Body Checking in Men and Women
Joshua M. Brosvic, M.S. (American University) & Gary M. Brosvic, Ph.D. (Rider University)
Poster 25  
**Correlates of Juvenile Firesetting Behavior**  
Champika K. Soysa, PhD, Monica Ferraro, PhD, Robert Stadolnik, EdD, George Dilling, BS, Ngoc Nguyen, Allison Zeena, and Michelle Henry, (Worcester State University)

Poster 26  
**Parenting a child with chronic pain: A qualitative study of provider beliefs**  
Hannah Scott, Mina Wilcha, Elizabeth Donovan

Poster 27  
**Adolescent Girls & Menarche: Empowerment over Negativity**  
Kiley Kozlowski, Emily Bradley and Theresa Jackson, Bridgewater State University

Poster 28  
**Gelotophobia: Lack of Optimism and Fear of Happiness**  
Maiah Overdorf, Anise McCroskey-Neff, and Bernard C. Beins

Poster 29  
**The Effects of Participation in Activities on Well-Being**  
Catherine Bergeron, Worcester State University

Poster 30  
**Openness to Multicultural Messages: The Roles of Situationally-Activated Needs for Differentiation and Similarity**  
Kaytlin Nelson, Arianna Surprise, Kevin Zabel (PhD.) of Western New England University

Poster 31  
**The Effect of Phone Notifications on Memory Retention**  
Natalie Bills (Marist College) and Kimery Levering (Marist College)

Poster 32  
**Perceptions of gender microaggressions: Effects of setting and severity.**  
Katherine Dunham, Ph.D., Liza Matula, B.A., & Abrianna Mihalkovic. Psychology Department, SUNY Plattsburgh

Poster 33  
**Empathy and Spatial Working Memory Deficits in Schizotypy**  
Silvia Corbera1, Franchesca Kuhney2, Soniya Assudani Patel2 & Robert S. Astur2 1Department of Psychological Science, Central Connecticut State University, New Britain, CT 06050 2Department of Psychological Sciences, University of Connecticut, Storrs, CT 0
Hagglund Room (Campus Center)
Paper Session I: Education

Chair: Dov Kugelmass, Ph. D.
(Three Rivers Community College)

9:00 AM - 9:20 AM

Relation between mastery goals, persistence, and math grade in first-year college students.

Lindsey Caola, Boston College; Dr. Marina Vasilyeva, Boston College

Given the role of students’ initial experiences in their first college-level classes in later decisions to pursue majors or remain at the university, the current study examined several motivational factors in relation to college students’ grades in their first math course. First-year college students (n=116) reported their goal orientation in their math course and completed math value and math persistence measures in the fall of the academic year. Then, in the spring semester, participants reported their math grade from the fall semester. Mediation analyses revealed that a mastery-approach goal orientation influenced math grade through math persistence and math value.

9:20 AM - 9:40 AM

Relationship between Personality Type and Preferred Teaching Methods for Social Science Majors

Laurie Murphy, Nina B. Eduljee, Karen Croteau & Suzanne Parkman

This study examined the relationship between MBTI personality types and preferred teaching methods in the classroom for 52 undergraduate social
science majors. Significant differences were obtained between the four dichotomies of the MBTI and preferred teaching methods. Students who identified on the extravert, sensing, thinking, or perceiving (E, S, T, P) dichotomies indicated preferred teaching methods that involved greater professor-student interaction in the classroom. Students who were identified as introverts, intuitive, feeling, or judging (I, S, T, J) tended to prefer hands-on activities that afforded them the opportunity to work independently and clarify their thoughts in the classroom. Across all four dichotomies, students preferred hands-on activities that involved demonstrations and practice as well as including guest speakers (related to course topics) in the classroom. Implications of the results are discussed

9:40 AM - 10:00 AM

Getting To Know Psychic Life In Clinical Psychology Training: Exploring The Universality of Exclusive Experience In Groups

Theodore Ellenhorn, Ph.D., ABPP. Antioch University New England. Alicia MacDougall, BA Antioch University New England

We are proposing a teaching model for psychology students that will assist professors and students in understanding psychic life—the area of personal construction and idiomatic expression, along with compromise formations and manifested repressed and dissociated experience—in a group setting that normalizes otherwise seemingly odd and usually unwanted experience. In a sense, a true psychological model not borrowed from other sciences or compared to the arts, but something truly psychological for getting to know psychic life.
Higgins Labs 116
Symposium

Substance Abuse and Mental Health in College Students: Perspectives from Research, Clinical Practice, and Students

William Nall, MA
Catherine Calise, LICSW
Brianna Brigidi

Introduced by Sue Adams, Ph. D. (University of Rhode Island) & Leonard Doerfler, Ph. D. (Assumption College)

Substance abuse issues plague students across the nation’s colleges and universities. Substance abuse not only takes a biological toll, but also affects and is affected by students’ social environments and psychological well-being. As part of the New England Psychological Association’s 3-year college student mental health initiative, we have invited speakers from three different perspectives to provide an overview of the issue of substance abuse and mental health in college students. William Nall will present research examining alcohol use and psychological factors in college students, Catherine Calise LICSW will present clinical approaches to working with this population on college campuses, and Brianna Brigidi will share her personal narrative as a student with first-hand experience battling these issues.
Interested in Graduate School? A panel discussion with graduate students

Discussants:
Lexie Ford-Clottey (Clinical Psych at Assumption)
Avery Harrison (Learning Science at WPI)
Taylyn Hulse (Learning Science at WPI)
Gregory Moore (Information Systems at Florida State University, now at Mass General Hospital)

Interested in learning more about graduate school and what it is like? Come join this panel discussion. Participants in this panel discussion are currently enrolled in a graduate program or recently graduated. They will share their experiences in deciding whether to pursue a graduate degree. Panelists will consider the following questions during their discussion:

- Why go to graduate school?
- How did you decide on the type of graduate program or specialty?
- How did you decide whether to pursue a masters or doctoral degree?
- What is graduate school like?

There will be an opportunity to ask questions as well!

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

Coffee & Tea are available in Mid-Century Room. Dunkin Donuts is also open.
Saturday 10:10 AM - 11:10 AM

Odeum A (Campus Center)
Keynote Address

Neural signatures of thoughts:
Breaking the brain’s neural code for representing concepts

Dr. Marcel Adam Just
Carnegie Mellon University

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

Recent computational techniques, particularly machine learning, are being applied to fMRI brain imaging data, making it possible for the first time to relate patterns of brain activity to specific thoughts.

This approach started by identifying and analyzing the neural signatures of concrete concepts, like the thought of an *apple* or a *hammer*. It progressed to identifying the experience of emotions, making it possible to tell whether someone was feeling *happiness* or *disgust*, for example. The scientific significance is that we are beginning to understand the basic neural building blocks of more and more types of concepts, from the thought of an *apple* to the thoughts of abstract physics concepts such as *wavelength*. One of the most stunning outcomes of this research is the finding of very high commonality across people and across languages in how concepts are neurally represented. And excellent progress is being made in understanding how simpler
concepts combine to compose more complex thoughts sentence-length or paragraph-length thoughts.

One application of this “brain reading” approach is its potential to diagnose and suggest treatments for some thought disorders or psychopathologies. For example, in Autism Spectrum Disorder, the neural representations of thoughts of social interactions like hugging or insulting are altered in a very specific way, in terms of a key component of the concept. A similar approach applies to the identification of suicidal ideation, where thoughts of death as well as thoughts of positive aspects of life are systematically altered.

A second potential application is in educational design, where knowing the neural end-state of a domain expert in a field like physics might enable the design of an instructional program that optimally provides and assembles the building blocks that compose a targeted concept. The investigation of physics concepts representations reveals how relatively recent physics concepts (formalized only in the last few centuries) are organized in the millennia-old information system of the human brain.

This research is in its infancy, but it is advancing rapidly and could revolutionize what we can do with our brains.

Several relevant publications are available at: http://www.ccbi.cmu.edu/publications.html#neurosemantics
Odeum B & C (Campus Center)
General Poster Session II

**Poster 1**  *Impacts of Parental Marital Status on College Student Psychosocial Development*
Elise N. Pepin, Ph.D.; Southern New Hampshire University

**Poster 2**  *The Relationship between Eating Disorders and Depression Symptoms*
Julissa Godin, Angela Darosh, Celina Whitmore, & Nicole H. Weiss, Ph.D.

**Poster 3**  *Posttraumatic Stress Disorder Severity and Alcohol Misuse Among Women*
Bella A. Zarrella, Angela G. Darosh, M.S., & Nicole H. Weiss, Ph.D.

**Poster 4**  *Posttraumatic Symptomatology and Alcohol Misuse among Black College Students: Examining the Influence of Anxiety Sensitivity Domains*
Alicia R. Haas, B.A. (Boston College), Shannon R. Forkus, M.A. (University of Rhode Island), Nicole H. Weiss, Ph.D. (University of Rhode Island)

**Poster 5**  *Moderating Post-Identification Feedback Effects Through Recognition Memory Instructions*
Jessica Muñoz, Alexandra Melishkevich, and Laura Smalarz (PhD) from Williams College.

**Poster 6**  *Exonerees Back On Trial: How Compensation for a Wrongful Conviction Affects Subsequent Judgments of Guilt*
Alexandra Melishkevich; Jessica Muñoz; Laura Smalarz. Williams College.

**Poster 7**  *Double-Blind Lineup Administrators Can Influence Eyewitnesses Through Process Feedback*
Hussein Ireri, Jacob Fink, and Laura Smalarz

**Poster 8**  *A Language Analysis of TED Psychology Talks*
Shu Jiang and Nairan Ramirez-Esparza, University of Connecticut
Poster 9  **Victim Impact Statements as Narratives: An Opportunity for Resolution**  
Charlotte L. Wilinsky, University of Massachusetts Lowell; Allyssa McCabe, University of Massachusetts Lowell

Poster 10  **The First Twitter Handle(s) of the United States: An information processing perspective on Twitter use by the POTUS**  
John Xeller, University of Connecticut and David Atkin, University of Connecticut

Poster 11  **The effect of test anxiety on test performance in timed and untimed problem-solving questions**  
Rampapo College of New Jersey; Dr. Naseem Choudhury, Sarah Keir, Samantha Stolker

Poster 12  **Age and Gender Differences in Mindfulness**  
Alicia Corbo, M.A.; Christine Marco, PhD, Randi Kim, PhD; Desiree Ciambrone, PhD; Rhode Island College

Poster 13  **Replicating the Treatment Fidelity of POWERED Strategies in the Dialogic Reading with Integrated Vocabulary Enrichment Intervention**  
Carrie Anne Faber, Southern Connecticut State University

Poster 14  **Concerned but Context-Dependent Responses to Peer Depression in Military Academy and Liberal Arts College Students**  
Zakriski, Audrey; Zebroski, Micaela; Camargo, Lissett; Manning, Bobby; & Boyle, Catherine; Connecticut College

Poster 15  **An experience sampling approach to understanding links between technology use and psychological functioning**  
Kilic, Z., Hamlett, N., Zakriski, A., Drummond, N., Hunnewell, J., Lundegard, L., & Vitagliano, J.

Poster 16  **Great Expectations: Narcissism and Mindset Predict Academic Entitlement at Two-Year Colleges**  
Vanessa A. Hanger, Katherine A. Berry, Adam A. Maarij, Brien T. Marsh, Sophia E. Farnsworth, Chloe M. Current, Eric W. Mania, and Valarie A. Clemente-Crain (Quinsigamond Community College)
Poster 17  **Learning Disability, Learning Discrepancy, Achievement**  
Clyde Xu (the Hill School), Hallie R. Brown and Elizabeth A. Harvey  
(University of Massachusetts Amherst)

Poster 18  **Measuring Implicit Attitudes towards Hispanic People: The Hispanic Implicit Association Test**  
Ava Friedlander(1) & James R. Rae(2), Barnard College(1) & University of Massachusetts Amherst(2)

Poster 19  **Helping Fellow Students in Distress: Self Efficacy and the Effectiveness of Kognito Bystander Training**  
Mary O’Keeffe, Patrick Duryea, Cheryl Granai, and James Campbell, Providence College

Poster 20  **Manic/Hypomaniac episodes predict shorter length of treatment in patients with bipolar disorder**  
Loretta Eboigbe, Luwei Quan, Sophie Kerr, B.A., Reina Kiefer B.A., Mark Zimmerman, M.D.

Poster 21  **Self injurious behavior in patients with BPD and comorbid substance use or binge type eating disorders**  
Madeline Ward, Giuliana Centofanti, Elizabeth Heistand, Sophie Kerr B.A., Reina Kiefer B.A., Mark Zimmerman MD

Poster 22  **Does being “gritty” aid in adjustment to college?**  
Teresa DiTommaso, BA & Alison Stoner, PhD (Assumption College)

Poster 23  **Grit in action: Exploring the interrelationships between grit and coping styles in college students**  
Alison M. Stoner, PhD (Assumption College), Jacquelyn N. Raftery-Helmer, PhD (Worcester State University), & Teresa DiTommaso, BA (Assumption College)

Poster 24  **Intimate Partner Violence and Psychological Well-Being among Lesbian, Gay, and Bisexual Individuals**  
Danielle M. Farrell, B.A., Emily M. Roskopf, William A. Jellison, PhD, & Penny A. Leisring, PhD, Quinnipiac University
Poster 25  *Moral Disengagement as a Mediator of the Relationship Between Beliefs About Aggression and Aggressive Behavior in Emerging Adults*
Hailey E. Dias & Michael J. Sheehan, Ph.D. (Quinnipiac University)

Poster 26  *Attitudes Towards Gluten and Gluten-Free Individuals*
Mallory Cannon (Marist College), Dr. Jason Trent (Marist College)

Poster 27  *Relationships Among Social Media Habits, Self-Esteem, and Social Anxiety*
Emmanuelle Farrell, Mallory Cannon, and Dr. C. Ryan Kinlaw (Faculty Advisor), Marist College

Poster 28  *Adolescent Perspectives on Digital Dating Abuse*
Kelsi Ovca (Fordham University) & Sarah Johnson (Brown University)

Poster 29  *The Relationships Between Income and Education on Cognitive Function*
Amanda Laverdiere, Rebecca MacAulay, Angel Boeve

Poster 30  *Superstitious beliefs without settings and their influence on consumption behaviors*
Zhou Fang, Department of Economics, Claremont Graduate University

Poster 31  *Draw-A-Person-in-the-Rain (DAP-Rain): A Weak Correlate of Self-Reported Stress and Coping*
Stephen P. Joy, Albertus Magnus College, New Haven CT

Poster 32  *Social Relations Using Technology Relate to Intimacy Skill and Motivation*
Speicher, H., & Swiantek, M. (Albertus Magnus College)
The Impact of Famous Suicides on Search Trends: Using Google Trends to Test the Werther and Papageno Effects

John F. Gunn III, Montclair State University, Sara E. Goldstein, Montclair State University, David Lester, Stockton University

The present paper examined the impact of famous suicides (e.g., Robin Williams) on search trends using google.com/trends data. We suspected that there would be differences between the period before a famous suicide and the period after a famous suicide in relation internet searches for "how to suicide" and "suicide prevention." Partial support was found for these hypotheses, with some famous suicides, such as Robin Williams (2014) and Chester Bennington (2017), having significant impacts on search volume while others, such as Jeret Peterson (2011) and Mindy McCready (2013), did not. Based on these findings, the impact of a famous suicide on search trends for "how to suicide" and "suicide prevention," two proxies of risk and protective factors, may differ according to the celebrity status of those famous suicides, with more famous suicides having a great impact on search trends than less famous suicides.
Ashley Kosikowski B.A. and Adam J. Wenzel PhD.  
Saint Anselm College

Extending from Gestalt psychology, cross modality matching is the cognitive process of integrating various sensory information during perceptions; more specifically, it is matching the quality of a stimulus presented to one sense to a quality of a stimulus presented to another sense. The current study investigated cross modal matching between olfactory by standardized odors and visual stimuli of two “test” figures. The study further investigated preference for shape stimuli predicated by odor association. This study determines present sex differences during odor recognition, as indicated by previous studies (Doty, Shaman, & Dann, 1984). Undergraduate students from a small liberal arts college in New England were presented with the University of Pennsylvania Smell Identification Test (UPSIT) and Köhler’s (1929) Kiki Bouba shape stimuli. Participants completed 9- point Likert scales and multiple-choice questions indicating cross modal matching, preference, and odor identification. Sex differences were observed in odor identification tests. Results indicated a strong linear relationship between cross modal associations and odor preference, specifically projecting a strong preference for the Bouba shape as opposed to the Kiki shape when matched with odors. Unlike previous studies, there were no significant data supporting sex differences for odor recognition, however there were significant sex differences in cross modal matching and odor preference.

10:50 AM-11:10AM

Tattoos, Handedness, and Aggression

Richard P. Conti (Kean University), Joseph H. Preckajlo (Kean University), & Fernanda Moura (Kean University)

Previous research has measured the relationship between handedness and aggression and tattoos and aggression. However, there is a paucity of research measuring these variables in the same study. The present study examined handedness, tattoos, and aggression in a student population. Participants completed questionnaires measuring aggression, handedness, tattoos, and a
demographic survey. Results indicated that left-handed participants reported higher total aggression scores and higher physical aggression scores. Tattooed left-handed participants also reported higher physical aggression scores. No significant differences were found for handedness or tattoos on measures of verbal aggression, anger, or hostility. Implications for further research are discussed.

Higgins Labs 116
(continued session that started at 9:00 AM)

Substance Abuse and Mental Health in College Students: Perspectives from Research, Clinical Practice, and Students

William Nall, MA
Catherine Calise, LICSW
Brianna Brigidi

Substance abuse issues plague students across the nation’s colleges and universities. Substance abuse not only takes a biological toll, but also affects and is affected by students’ social environments and psychological well-being. As part of the New England Psychological Association’s 3-year college student mental health initiative, we have invited speakers from three different perspectives to provide an overview of the issue of substance abuse and mental health in college students. Jason Prior will present research examining alcohol use and psychological factors in college students, Catherine Calise LICSW will present clinical approaches to working with this population on college campuses, and Brianna Brigidi will share her personal narrative as a student with first-hand experience battling these issues.

Foise Innovation Studio 105
Symposium

Autism Spectrum Disorder: It’s a Family Affair.

Rosales, R., Hillier, A., & Arcus, D.
Department of Psychology
Center for Autism Research and Education (CARE),
University of Massachusetts Lowell

This symposium will present three research projects focused on autism spectrum disorder (ASD). The goal of this symposium is to provide NEPA attendees the opportunity to consider the impact of ASD on family members, both positive aspects and challenges. With rates of ASD continuing to rise there is significant concern regarding how to best support those on the autism spectrum. Less work has focused on family members including parents and siblings. This symposium will focus on parents of both young children (Rosales et al.), and adolescents and adults (Hillier et al.). The third presentation will focus on siblings, a particularly neglected group (Arcus). Both quantitative and qualitative data will be presented. Through this symposium attendees will gain increased understanding of a range of topics including strategies to support parents whose children have recently been diagnosed, impact of an autism spectrum diagnosis on Spanish speaking families, potential challenges for those with ASD who are college bound, and “parentification” of siblings of those with autism.

This concludes programming for the 10:10 AM - 11:10 AM time period. The next time period begins at 11:20 AM.

Coffee & Tea are available in Mid-Century Room.
Lunch options on-campus: Dunkin Donuts, Campus Center Food Court, Foise Innovation Studio, Campus Dining Hall in Morgan Hall

Off-campus lunch options: Thai Time, Dragon Dynasty, Boomers Subs, The Boynton, Sole Proprietor, Sahara, Lucky’s Café, The Fix
Saturday 11:20 AM - 12:30 PM

Odeum A (Campus Center)
NEPA Business Meeting

NEPA Presidential Address
Introduced by: Dov Kugelmass, Ph. D.
(Three Rivers Community College)

Dodging a Bludger: Sorting Out Psychology Through Harry Potter

Diane Mello-Goldner, Ph. D.
Pine Manor College
President
New England Psychological Association

Who says psychology is not magical? If making classrooms more engaging and interactive is an important goal of today’s colleges, why not incorporate pop culture to teach some key elements of psychology? Given the immense popularity of the Harry Potter book and film series (and the immense Harry Potter obsession of the current NEPA President) a course titled PY109 3/4 The Psychology of Harry Potter was developed to introduce students to key psychological topics such as attachment styles, identity, group dynamics, prejudice and discrimination, morality and evil, and mental illness and therapy. This talk will address how the world of Harry Potter is very much related to many of the topics taught in an Introduction to Psychology course and will hopefully convert some of the Muggles in the audience to the community of Harry Potter fandom.
Hagglund Room (Campus Center)

Long-Term Impacts of Project-Based Learning

Paula Quinn

Associate Director of the Center for Project-Based Learning
Worcester Polytechnic Institute

Worcester Polytechnic Institute is known as a leader in project-based learning with its project-based curriculum, and unique global project opportunities. This session will go over the long-term impacts that result from project-based learning.

This concludes 11:20 AM - 12:30 PM programming. The next time period begins at 12:40 PM.

Coffee & Tea are available in Mid-Century Room.

Lunch options on-campus: Dunkin Donuts, Campus Center Food Court, Foise Innovation Studio, Campus Dining Hall in Morgan Hall

Off-campus lunch options: Thai Time, Dragon Dynasty, Boomers Subs, The Boynton, Sole Proprietor, Sahara, Lucky’s Café, The Fix
Saturday 12:40 PM - 1:40 PM

Higgins Labs 116
2018 NEPA Honorary Undergraduate Scholar Awards and Research Presentations

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

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

2018 Honorary Undergraduate Scholars

Samantha Kent (University of New Haven)
Nominated by Michael Amico, Ph. D. (Housatonic Community College)
&
Melissa L. Whitson, Ph. D. (University of New Haven)

Roxxanne Newman (Rhode Island College)
Nominated by David B. Sugarman, Ph. D. (Rhode Island College)
&
Beverly A. Goldfield, Ed. D. (Rhode Island College)
Joseph Ryan (University of Massachusetts Lowell)
Nominated by Ashleigh Hillier, Ph. D. (University of Massachusetts Lowell)
&
Mary N. Duell, Ph. D. (University of Massachusetts Lowell)

Victoria Stephenson (Stonehill College)
Nominated by Nicole Capezza, Ph. D. (Stonehill College)
&
Jane G. Nash, Ph. D. (Stonehill College)

Audrianna Vito (Rhode Island College)
Nominated by Megan Sumeracki, Ph. D. (Rhode Island College)
&
Jayson Spas, Ph. D. (Rhode Island College)

2018 NEPA Honorary Undergraduate Scholar Awardees
Research Poster Presentations

What Aspects Cause Engagement with Facebook Posts: A Study of Contextual Language

Asia Chuaviriya, Samantha A. Kent, Rebecca Parker
University of New Haven

Written communication through social media platforms such as Facebook are missing pragmatic and verbal social cues that people rely on to interpret emotion and determine engagement. Researchers investigated what factors cause people to respond with posts on Facebook when pragmatic and verbal cues are missing from the interaction. Undergraduate students at the University of New Haven were investigated to test the hypothesis that participants will respond more to posts with positive content than posts with negative content. Participants read nine generated Facebook posts and chose four posts to write a written response to. The frequency of responses to the data did not support the hypothesis; however, the findings were significant. Participants responded more to negative and neutral posts than positive posts. While participants chose to engage with negative posts, they responded in a positive manner, thus suggesting that written communication may have its own set of emotional cues. Future studies may choose to investigate the use of participants’ Facebook accounts and personal relationships.
The Process: Undergraduate's Experiences in Psychological Research

Roxxanne Newman

Undergraduate students interested in pursuing careers in psychological and social research, as well as the public, are accustomed to seeing the project’s finished product. They are often unaware of the tediousness and frustrations that encompasses the process of conducting research. Undergraduates seeking to gain experience with research, do so with a variety of motivations, expectations, and acquire an array of experiences and skills. The present research is an exploratory qualitative study to gain understanding of the undergraduate’s experiences regarding their engagement with the research process. Participants are undergraduates in Psychology at Rhode Island College who are working directly with a faculty mentor in the research endeavor. Participants were requested to respond to open-ended questions regarding their motivations to do, expectations of, and experiences with their research project. Results were then examined to gain insight into an undergraduate’s experience with the process of research, as well as common themes among the participants responses. The present work can be used to aid in the formulation of more formal evaluations of the student research experience across the campus.

Mentoring College Students with Disabilities: Achievement of Goals

1Department of Psychology, University of Massachusetts Lowell
2Student Disability Services, University of Massachusetts Lowell

1Joseph Ryan, 1Ashleigh Hillier, 2Jody Goldstein, 2Lauren Tornatore, and 1Emily Byrne

Purpose: An increasing number of individuals with disabilities are pursuing higher education after high school. Disability Service Offices are often unable to meet all of the support needs of this rising population, particularly in regards to the social and relational needs of these students. Peer mentoring programs can serve to address these deficits when applied in a university setting for students with disabilities. This study assesses a peer mentoring program for university students with disabilities. Of interest are the respective ratings of progress towards weekly goals amongst mentors and mentees. Specifically: how well do ratings of goals match within mentor relationships; are there any goals which tend to match less often; are certain goals
more difficult to achieve than others?

**Method:** Mentors and mentees were asked to answer weekly surveys on qualitative regarding their meetings. Goal progress in meetings was rated as “no progress = 0”, “some progress = 1”, “a lot of progress = 2”, or “met goal = 3”. Averages were calculated for reported progress on specific goals by mentors and mentees across two cohorts. Additionally, a non-parametric (Mann-Whitney U) test was conducted to compare for differences between these average scores (goal n=25 for each group).

**Findings:** The overall averages of ratings of progress for mentors and mentees were 1.947 and 2.042 respectively, indicating scores that centered on the “a lot of progress” rating. Results of the Mann-Whitney U tests revealed no significant difference between groups in ratings of progress towards goals (p=0.275), indicating that mentors and mentees are generally in agreement regarding weekly goal attainment.

**Implications:** Mentors and mentees appear to be in agreement on the effectiveness of their weekly meetings towards achieving mentee goals. This accordance may point to the strength of the mentoring relationships, as mentors and mentees were able to jointly recognize when objectives were and were not achieved; had disparate scores been found, this would instead signify conflicts of understanding between mentors and mentees. Furthermore, the average ratings of goal attainment were high, indicating that participants found the meetings effective for reaching prescribed goals. The strong ratings of goal attainment indicate that this peer mentoring model was effective in promoting commonly beneficial competencies for first-year students.

**“You look like a slut in that picture.”**: Comparing perceptions of face-to-face and online forms of psychological abuse

**Victoria Stephenson, Victoria Scarfo, Nicole Capezza**

Psychological abuse has been found to produce more long-term negative effects on victims than physical abuse. Most research on psychological abuse focuses on in-person abuse. As technology continues to advance, we must examine other means for psychological abuse. Social media platforms are relatively new, which means we may not be familiar with the ways that abuse plays out through certain types of electronic communication. This study explores whether or not college students can recognize psychological abuse in differing situations of in-person versus online interaction. In this study, participants (N = 61) were randomly assigned to read one of two scenarios (in-person abuse vs. online abuse) in which facets of psychological abuse between a romantic couple was present. Participants then were asked to provide their
perceptions about the individuals in the relationship, “Molly” and “Tom”. Our results indicated that participant gender significantly impacted the findings. Female participants indicated that the incident was more serious when it took place online, while males considered the situation to be more serious when it occurred in person. Also, both male and females viewed Tom as more understandable and a better person in the face-to-face interaction, rather than online. These findings suggest that gender plays an important role in perceptions of online abuse. Females may be aware of the harm of cyber abuse to a greater extent than males. Males may consider some abusive actions as justifiable (such as perceiving the act as mate guarding). Future research is needed to further explore these perceptions.

Audrianna Vito Bio

“My undergraduate studies at Rhode Island College provided many opportunities within the realm of research, initially prompting my strong interest in psychological research. As a research assistant, I became well-versed within a multitude of research settings, including developmental psychology, cognitive psychology, as well as clinical psychology. Much of my contributions as a research assistant have included studying developmental stressors, physiological reactivity, and adolescent risk behavior for Dr. Cook’s research lab. Additionally, I have performed research work with a second professor, Dr. Sumeracki, focusing on retrieval-based learning. Lastly, as an undergraduate student at Rhode Island College, I contributed to the compilation of a poster titled “Performance versus Social Stressors” for Dr. Cook’s research grant, along with a poster titled “Biobehavioral Intervention Simultaneously Targeting Smoking Cessation and Weight Loss” for Dr. Spas’ research grant in spring of 2017.”

Audrianna graduated from Rhode Island College in May 2018 with a bachelor’s degree in Psychology (B.A.) and is currently a graduate student at Rhode Island College, in the Clinical Mental Health Counseling Program.

Higgins Labs 116

Meeting of the State Psychology Association Presidents
Facilitated by Dov Kugelmass

(Past President of the New England Psychological Association)
Foise Innovation Studio 105
Symposium

Pursuing Graduate School: Hot Topics and Employability in Dynamic Times

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

Natasha K. Segool, Ph.D., N.C.S.P.
Associate Professor of Psychology and Director, Undergraduate Studies
The University of Hartford

Ph. D.? Psy. D.? MA? Clinical Psychology? Counseling Psychology? School Psychology? Marriage and Family Therapy? Counselor Education? Truly, from traditional universities to on-line programs students are faced with a proliferation of options. At the same time, employment from degree program to degree program, and from specialty to specialty is not necessarily comparable. Some areas are experiencing issues of over production while other specialties are facing shortages. In addition, issues surrounding certification, licensure, and program accreditation can create confusion. With so many issues it is not surprising that many undergraduates feel overwhelmed. This presentation examines graduate education from multiple lenses, with consideration to employability in a challenging market, financing education, and multiple degree options. Time will be provided for questions and answers with participants actively encouraged to participate.

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

Light Snacks Coffee & Tea are available in Mid-Century Room.
As our teaching methods in higher education are becoming more varied and diverse, so are our physical classroom spaces. In institutions across the country, theater-style and fixed-seat classrooms are gradually being replaced with “innovative” environments that have more flexible configurations and an array of high- and low-tech tools. Yet, to teach effectively in these spaces instructors often find themselves going "back to the drawing board" in terms of course design. In this session, we will discuss the benefits and challenges of active learning classrooms. I will share research conducted at Ohio State on students’ experiences in active learning versus traditional classrooms, and together we will consider the impact of active learning spaces on classroom community.
Poster 1  
*The Sleepy Faces Study: Examining the Effects of Sleepiness on Emotion*  
Zoe Mushkat, Jared Minkel Ph.D., Hannah Ragozzino, Alyssa Greenberg, Sue K. Adams, Ph.D. URI

Poster 2  
*Kiki- Bouba and Odor Cross- Modality Associations*  
Ashley Kosikowski B.A. and Adam J. Wenzel PhD. (Saint Anselm College)

Poster 3  
*Can Resting-Physiology Predict Stress-Physiology?*  
Sandry M. Garcia, Sarah Kark, Kevin Frederiks, and Elizabeth A. Kensinger, PhD. Boston College, Chestnut Hill, MA, USA

Poster 4  
*Implicit Biases: Who Associates Men with Science?*  
Amina Djotas, Worcester Polytechnic Institute and Burncoat High School; Avery Harrison, Worcester Polytechnic Institute; Taylyn Hulse, Worcester Polytechnic Institute

Poster 5  
*Alcohol Consumption Among Individuals with Different Levels of Depression Severity*  
Devon Quinn, Melissa R. Schick, B.S., Nicole H. Weiss, Ph. D., STRESS Lab, University of Rhode Island Department of Psychology

Poster 6  
*Examination of Emotion Dysregulation in PTSD, BPD, and their Occurrence*  
Jennifer Allen, Nicole Weiss & Angela Darosh

Poster 7  
*Toward the Quantification & Optimization of Impact of Museum Exhibits on Mental Health*  
Alexandra P. Orlandi & Paul M. Piwko, Assumption College; Adam Volungis, Assumption College

Poster 8  
*Does Alcohol Sensitivity Moderate Effects of Alcohol on Cognitive Control? A Psychophysiological Investigation*  
Aleksandra Fryc; University of Rhode Island and Bruce Bartholow; University of Missouri
Poster 9  
**Familjily: Navigating Filial Responsibility, Self-Esteem, and Well-Being in Emerging Adult College Students**
Amanda N. Faherty1, Ana K. Marcelo1, & Tuppett M. Yates2; Clark University1; University of California, Riverside2

Poster 10  
**Perfectionism and Self-Worth of First Generation Latinx College Students**
Fatima Orta Arenas & Ana K. Marcelo

Poster 11  
**Effects of Gender and Intoxication on Objectification, Dehumanization, and Sexual Availability**
Anastasia Karapanagou (WPI), Katie Nugai (WPI), & Jeanine Skorinko (WPI)

Poster 12  
**The Relationship Between Self-Injurious Behavior and Suicidal Behavior in Pediatric Populations**
Xhesika Begaj, John Boekamp, PhD., Mia DeMarco, Lauren Mernick, Sarah Martin, PhD., affiliated with Bradley Hospital

Poster 13  
**Aggression, Self-Esteem, and Academic Achievement**
Richard P. Conti (Kean University), Joseph H. Preckajlo (Kean University), & Fernanda Moura (Kean University)

Poster 14  
**Language and romantic relationships: Discrepant views of relationship problems predict how partners describe their relationship**
Sruti Kanthan (Mount Holyoke College), Yoon Jung Jeong (Mount Holyoke College), KC Haydon (Mount Holyoke College)

Poster 15  
**Effect of Phonemic Awareness Intervention on Word Recognition Skills in Kindergarteners**
Samantha Wandling, Amy Karlberg, Sarah Pap, Sarah Carter, & Deborah A Carroll Psychology Department Southern Connecticut State University

Poster 16  
**Combat Exposure and PTSD: The Contrasting Moderational Effects of Emotional Versus Sexual Abuse**
Brittany Hampton and Matthew Dykas, Ph.D., NSF Undergraduate Trauma Research Training Program, Syracuse University
Poster 17  *Forgiveness in the context of Brazilian- and Chinese-American subcultures*
Sara LePine, Gordon College; Caleb Chang, Gordon College; Kylee Chase, Gordon College; Grace Chiou, Gordon College; Kaye Cook, Gordon College

Poster 18  *Growth Mindset, Self-Efficacy, and Job-Related Outcomes among Elementary and Secondary School Teachers*
Michael J. Sheehan, Ph.D. & Carrie A. Bulger, Ph.D. Quinnipiac University

Poster 19  *An Exploration of the Effects of Racial Self-Presentation, Stigma Consciousness, and Public Self-Consciousness on Friendship Quality in Intergroup Relationships*
Asha Hinson, Smith College. Advisor: Randi L. Garcia, Ph.D.

Poster 20  *Mind the Gap: The Role of Identity Gaps in Cultural Adaptation*
Amado Selen, Snyder R. Hannah, Gutchess Angela

Poster 21  *Exploring the relationship between depression and engagement in cyber-digital relationship aggression*
Tiffani S. Kisler, PhD, LMFT (University of Rhode Island), Hans Saint-Eloi Cadely, PhD. (URI), Steven Raboin, M.S., MFT (URI), Victoria Schnepf (URI)

Poster 22  *Child Compliance with Statement versus Question, and Directive versus Prohibitive Commands*
Danielle Berube, Eastern Connecticut State University: Jeffrey Danforth, Eastern Connecticut State University

Poster 23  *An Examination of Family Warmth and Perfectionism in Hoarding Disorder*
Yujia Ning, Smith College

Poster 24  *Cyberbullying and The Bystander Effect*
Erin McGuinness, Marist College
Poster 25  **The Effects of Preschool ADHD on Later Academic Achievement—a Longitudinal Study**  
Huichen Wang, Shanghai Foreign Language School (completed this study in UMass Amherst); Hallie R. Brown, University of Massachusetts Amherst; Elizabeth A. Harvey, University of Massachusetts Amherst

Poster 26  **Who Are Vulnerable Narcissists Attracted To?**  
Sarah Davidson, Bridgewater State University; Travis Cloutier, Bridgewater State University; Shawn Morin, Bridgewater State University; Ashley Hansen-Brown, Bridgewater State University

Poster 27  **Types of Eating Pathology in Vietnamese and Caucasian College Students**  
Ngoc Nguyen, Worcester State University and Champika K. Soysa, PhD, Worcester State University

Poster 28  **Considerations for Visual Design in STEM Education: The Spatial Alignment Factor**  
Monica Greenlaw, Kelsey Bedard, Michaela White, Amy Nguyen, & Benjamin Jee, Ph.D., Worcester State University

Poster 29  **Do We Dislike College Men Who Intervene When They See Sexism? College Students’ Perceptions of Men Who Intervene or Are Bystanders Following Sexism and Other Inappropriate Behavior**  
Julia Beebe, Kristin Macek, Olivia Kudas, Savannah Van Duyn, Jade Glidden, Abigail Beaulieu, Ben Katz, Jacob Barry, & Patricia Long, PhD, University of New England

Poster 30  **Fairness and Inequity in Cooperative Tasks**  
Anthea Oikonomou, Adriana Savage, and Karen M. Lionello-DeNolf, & Joseph Malmbory, Assumption College

Poster 31  **Narcissism, Interpersonal Rejection, and Cosmetic Pricing**  
Hannah Christian, Mackenzie Deveau, Allie Symonds, Julie Peterson, Ph.D

Poster 32  **Caffeine Reduces Attention Variability**  
Dr. Thomas A Daniel and Ashley Giglietti
1:50 PM - 2:10 PM

Does rurality matter? Investigating differences in the rate of antipsychotic reduction in United States nursing homes

Rouba Youssef, PhD; Daniel A. Harris, MPH; Jacqueline Haskell, MS; Blake Morphis, BS; Rebekah Gardner, MD

We examined the effect of nursing home rurality on antipsychotic medication reduction from 2013 to 2015. Urban nursing home homes have lower prevalence of antipsychotic use compared to rural nursing homes throughout the study period (B=-1.43; SE=0.18; p<.0001); however, we found no difference in the rate of antipsychotic reduction over time between nursing homes in rural versus urban settings. Future research can explore whether there are state and/or additional regional factors (e.g., quality improvement initiatives and policy changes) that are associated with the rate of reduction in antipsychotic use over time.

2:10 PM - 2:30 PM

Self-reinforcement predicts increased flexibility and moderates the effects of flexibility on psychological distress

Carley Vornlocher, Vassar College '18; Jannay Morrow, Vassar College
Using a multimethod approach, we conducted a series of studies exploring the relationship between self-reinforcement and flexibility. Our research found that both trait and induced self-reinforcement predicted greater flexibility, and these effects were not explained by the other traits and states we examined (e.g., behavioral inhibition, pride, interest, self-compassion, and happiness). Self-reinforcement and flexibility interacted to predict psychological distress, suggesting an important interplay between these phenomena in understanding well-being and related outcomes.

2:30 PM- 2:50 PM

Understanding the Multifaceted Challenges in Addressing Body Image Issues among Women: A Contextual Perspective

Brianna Driscoll, B.S. Sukanya Ray, PhD, Yanxi Liu, Charlotte Cole and Tamara Camargo, Suffolk University

This presentation will provide an overview of current literature on body image issues and eating disorders among women. Authors will address the complexity and multifaceted challenges that are prevalent across cultures and contexts which affect women’s perception of beauty, attractiveness and subsequent mental health risks. Preliminary findings on two projects will highlight women’s perception of their body, standard of beauty as determined by societal standard and perceived barriers to address these mental health risks issues across settings including healthcare providers. Presenters will address perceived stigma, barriers and need for preventative strategies and research across family, educational and healthcare domains.
Higgins Labs 116
Keynote Address

Science and Society
Introduced by: Leonard Doerfler, Ph. D.
(Assumption College)

Blending Science and Practice

David F. Tolin, Ph. D., ABPP

Bridging the science-practice gap is often difficult. This presentation is aimed at clinicians who wish to incorporate more science into their practice, providing 4 concrete steps that clinicians can take. Specifically, we will discuss how practicing psychologists can use empirically informed treatment, act as “local clinical scientists,” conduct quality improvement projects at an institutional level, and participate in practice research networks.
Securing a position as a college professor is enviable. Teaching, scholarship, mentoring students, and a uniquely flexible schedule is often highly appealing. Yet, academic life is often different on the inside then it appears from the outside. In point of fact, from research universities to community colleges academic searches are highly competitive and many applicants lack specifics regarding how to maximize success. Unfortunately, many graduate students are not fully aware of the full array of positions available in this changing academic landscape. From “clinical” faculty appointments to tenure track positions the opportunities are wide. In addition, positions are also available in such areas as residential life, student affairs, career and counseling centers, as well as from medical schools to art schools. This presentation, an interactive format with ample opportunity for questions and answers, explores options and opportunities.

This concludes the 1:50 PM – 2:50 PM session. The next time period begins at 3:00 PM.

Coffee & Tea will be available in the Mid-Century Room. Light snacks may still be available. Dunkin Donuts is also open.
Saturday 3:00 PM- 4:00 PM

Odeum A (Campus Center)
Keynote Address

Primary Care Behavioral Health: The Leadership Roles of Psychologists

Alexander Blount, Ed. D.

Professor of Clinical Psychology, Antioch University New England. Professor of Family Medicine and Psychiatry, University of Massachusetts Medical School.

The role of psychologists and other mental health professionals as part of the healthcare team in primary medical care settings is growing extremely quickly. The Health Resources and Services Administration (HRSA) sees developing a workforce adequate to the need for behavioral health services in primary care as a top priority for US healthcare and is pouring an increasing number of millions of dollars into the effort every year. In this growth, the role of psychologists is emerging as leaders in practice, program design, trainers, and evaluation and quality improvement data resources. They are also leaders in creating the theory and articulation of the development of the field. The session will offer a brief introduction to primary care behavioral health practice and to the training that can lead to working in this exciting field. It will discuss the Major Area of Study in Clinical Health Psychology in Primary Care at Antioch University New England and to the HRSA grant program that offers stipends to support psychology practicum students in primary care settings.
Odeum B & C (Campus Center)  
Poster Session IV

Poster 1  *Psychological Differences of BDSM Practitioners*  
Sabrina Jefferson, Bridgewater State University; Ashley Hansen-Brown, Bridgewater State University

Poster 2  *Performance over Preference: The Influence of Typographical Features of Electronic Readers on Reading Comprehension*  
Ellie Leighton, University of New England; Nicole Martin, University of New England; Courtney Parent, University of New England; & Jennifer Stiegler-Balfour, University New England

Poster 3  *Stressors and Supports Among First-Generation College Students*  
Gagan S. Khera, PhD, Emily Whalen, B.A., Julianna Petrucelli, B.A., Kimberly Livingstone, Paulina Adams, Brittney Shane, Victoria Parks, Erin Scanlon, Khiala Fitzgerald, B.A all at Curry College

Poster 4  *Adults with autism discuss their experiences of foreign language learning: an exploration of the "different strategies" hypothesis*  
Catherine Caldwell-Harris, Shirui Chen, Meghan Garrity, Mia Lomasney, Tiffany McGlowan, Vivien Nguyen, Marina Rodriguez-Alonso, Juliana Wall, Boston University

Poster 5  *Visitor Empowerment Tools at the Worcester Art Museum: “Sharing a Vision” through Gallery Guides in Remastered*  
Amy Cota-McKinley, Worcester State University and Leonardo Quezada, Worcester State University

Poster 6  *Comprehending Words for Actions*  
Beverly A. Goldfield, Rhode Island College; Ashley Bazin, Rhode Island College; Roxanne Newman, Rhode Island College; Samantha Silvia, Rhode Island College; Kristen Petagna, Rhode Island College

Poster 7  *The effects of phenotype and perspective taking on stereotyping*  
Mariam Kobeissi, Dan Perkins, Jeannine Skorinko, Kristin Dukes, Saaid Mendoza, Asia McCleary Gaddy, Satia Marotta
Poster 8  **Menstrual cycle phase differences in cognition and autobiographical memory phenomenological characteristics**  
Erin Hunt, Jillian Minahan, Neshat Yazdani, Karen Siedlecki, PhD., Fordham University

Poster 9  **Exploring the relationship between menstrual distress symptomology and autobiographical memory phenomenological characteristics**  
Erin Hunt, Jillian Minahan, Neshat Yazdani, Karen Siedlecki, PhD., Fordham University

Poster 10  **Impact of Stress on Cognitive Functioning**  
Gabrielle Jasmin and Dr. Leamarie Gordon

Poster 11  **The Impact of Grandparenting on Retirement**  
Janelle Fassi and Elizabeth Rickenbach PhD

Poster 12  **How do Mindfulness Practitioners Describe Pausing?: A Qualitative Interview Study.**  
Benjamin Feldman, Bridgewater State University

Poster 13  **Gender Differences in Sustainable Behaviors and Efficacy in Reducing or Stopping Climate Change**  
Kristina A. Horne (Baruch College- CUNY), Minkyung Lee (Dartmouth College), Yelizaveta Skorokhod (Baruch College), Mindy Engle-Friedman, PhD (Baruch College- CUNY)

Poster 14  **Satisfaction with Objectification?: The Role of Body Image in Interactions with Objectification**  
Katerina Kyuchukova, Randi Garcia, Smith College

Poster 15  **From cleats to cognition: Exploring whether playing soccer improves visuospatial working memory**  
Emily Burns, Princy Quadros Mennella, PhD Affiliation: Neuroscience Program, Science Department, Bay Path University, Longmeadow, MA

Poster 16  **Facial Attractiveness, Social Status and Recognition Memory**  
Carissa DiPietro, Christine Curley, Casey Silva & Thomas Malloy; Rhode Island College
Poster 17  *Frequency of Alcohol or Drug Misuse After Sexual Victimization*  
Leslie A. Hammer, Melissa R. Schick, Svetlana Goncharenko, Nicole H. Weiss (all URI)

Poster 18  *The Relationships between Sexual Violence and Substance Misuse*  
Allison Tobar-Santamaria, Shannon F. Forkus, M.S., Rebecaa Nelson, M.A. & Nicole H. Weiss, Ph.D.

Poster 19  *Implications of Social Support from Mothers, Fathers, and Peers on Young Adults’ Negative Mental Health Across Ethnic-Racial Groups*  
Adrienne Sanchez & Ana K. Marcelo

Poster 20  *Evaluating Different Predictors of Children’s Feelings about School*  
Jazelle Pilato and Ana K. Marcelo

Poster 21  *Exploring decision making for genetic testing using the Possibility Probability Questionnaire*  
Caroline Forest, Dana Blasi, Prerna Dayal, Heather Lacey, PhD., Steven Lacey PhD.

Poster 22  *I Had No Choice: The Roles of Agency and Communion in Traumatic Birth*  
Hannah Tello, University of Massachusetts Lowell

Poster 23  *The Link Between Intergenerational Socioeconomic Status and Child Theory of Mind*  
Sheila Venturini & Dr. R Bruce Thompson--Psychology Department, University of Southern Maine

Poster 24  *An Examination of the Relationship Between Gender, Emotional Avoidance, and PTSD*  
Nazaret C. Suazo (University of Rhode Island), Miranda Reyes (University of Rhode Island), Melissa Schick (University of Rhode Island), Dr. Nicole H. Weiss (University of Rhode Island)

Poster 25  *The Effect of Relaxation Techniques on Recall*  
Natalie Bills (Marist College) and Melissa Fletcher (Marist College)
Poster 26  **An Exploratory Analysis of Division II Team Sport Athletes: Constructs of Athletic Identity**  
Maria Besselink, University of Bridgeport; Dr. Jessica Nelson, University of Bridgeport

Poster 27  **The relationships between locus of control, rejection sensitivity, and anxiety sensitivity: Impacts on adjustment to college**  
Jasmine Ayad, University of Bridgeport; Maria Besselink, University of Bridgeport, Dr. David Oberleitner, University of Bridgeport

Poster 28  **Student perceptions of drugs and drug use: Stigmas and expectations in a student sample**  
Yaileen Tovar, University of Bridgeport; Dr. David Oberleitner, University of Bridgeport

Poster 29  **Campus Connectedness and Anxiety Among College Students.**  
Colangelo, A., Buckingham, A., Cozzens, R., & Hillier, A. University of Massachusetts Lowell.

Poster 30  **Gestures as embodiments of doubling and covariation**  
Mirjana Hotomski, Tufts University and Marcus Patterson UMass Boston

Poster 31  **The Independent and Interactive Effects of Gender and Narcissism on College Student Engagement with Facebook and Snapchat.**  
Mackenzie Deveau, Hannah Christian, Lacey Durkee, Jill Cassazza, & Julie Longua Peterson, Ph.D.

Poster 32  **If Perceived Control Mediates Grandiose Narcissism and Risky Behavior**  
Shawn Morin, Ashley Hiller, Sarah Davidson, Piero Goytizolo

Poster 33  **The relationship between adaptive functioning and quality of life in individuals on the autism spectrum receiving residential care**  
Emmanuelle Farrell, Karolina Callahan, and Dr. Mary Stone, Marist College

Poster 34  **The Impact of Six Types of Past Trauma on Future Trust**
Sarah Verrochi (Salem State University) and Teresa M. Lyons, PhD, (Salem State University)

Poster 35  *Propaganda and Deception in the Age of Social Media and Fake News*
Marcus D. Patterson

Poster 36  *Exploring the Effectiveness of Trauma Systems Therapy in Home-Based versus Residential Care Settings*
Lisandra Dju, M.S. and Tiffani S. Kisler, PhD

Poster 37  *Virtual employment over time: Is it a sustainable practice?*
Mary Streit, Ph.D. – NCU

**Hagglund Room (Campus Center)**
**Paper Session IV: Clinical II**
**Chair: Peter Frost, Ph. D.**
(Southern New Hampshire University)

3:00 PM - 3:30 PM

**Association of Anger with Anxiety, Depression, and Alcohol-Related Problems in College Students**

Lisa Mazzola, Jason Prior, Matthew Collin, William Nall, Leonard A. Doerfler, Ph.D.

This study examined the association of anger (using the Anger Disorders Scale) with anxiety, depression, and problematic alcohol use among college students. It was hypothesized that self-reported anger would correlate positively with depression, anxiety, and alcohol-related problems. The sample for the study included 250 college students (72% female; 82% Caucasian) who completed all measure anonymously on an online data collection platform. Results indicated that ADS subscales were significantly correlated with scores on the BDI-II (r’s = .34 to .46), Anxiety Sensitivity Index (r’s = .26 to .38), and number of anger attack symptoms (r’s = .41 to .59).
Parents’ Experiences of a Child Coming Out as Transgender or Gender Nonconforming

Vitrano, D. N., Jayaraman, N., & Borden, K. A.

With increased recognition and acceptance of diverse gender identities, children are coming out earlier, and adults in their lives recognize this may not be “just a phase” (Herman, Flores, Brown, Wilson, & Conon, 2017). Parent support is a protective factor for these children (Simons, Schrager, Clark, Belzer, & Olson, 2013). We interviewed parents of transgender and gender nonconforming children about how they reacted, disclosed, and sought support for their own transition after learning about their child’s identity. Most parents were supportive. Themes of outside support, politics and popular culture, altered generational hierarchies, optimism/pessimism, and “the pronoun issue” will be discussed.

Higgins Labs 116
Symposium

Interdisciplinary Faculty Collaboration in Experiential Learning Projects and Impact Areas

Sukanya Ray, PhD, Psychology Dept. Suffolk University
Michael Dunlop, PhD, SBS Rita Dally, Program Director, Graphic Design, Sean Solley, Program Director, Interior Architecture Design. Sabrina Ozit, Charlotte Cole, Yanxi Lee, Jenny Lee

This symposium will present information about our current experiential learning projects across disciplines with shared pedagogy, collaborative partnership and their impact on students’ learning and grow domains. Presenters will highlight on selection of content, teaching/mentoring strategies and process used for
interdisciplinary projects. We will explain how adoption of diverse perspectives, creative problem solving approach and reflectivity model have facilitated experiential learning projects and specific impact areas of students’ professional and personal growth. We will discuss theoretical and practical framework of interdisciplinary collaboration, mentoring as well as consultation strategies to demonstrate incorporation of ideas into students’ design of experiential projects. Presenters will discuss both contents and processes involved in planning, mentoring and guidance for students’ project portfolios. We will share student’s feedback on interdisciplinary faculty mentoring, team work experiences, challenges and impact on academic as well as personal growth domains. Presenters will discuss the narrative themes of impact and outcome areas to highlight both challenges and students’ learning, reflection and growth domains. Finally, presenters will highlight on their experiences of challenges and success in collaborative approaches and integration of knowledge across disciplines which will be useful for educators and researchers of diverse backgrounds in higher education

Foise Innovation Studio 105
Symposium

The Identification and Modelling of Unobserved Sample Heterogeneity
Joseph E. Gonzales (University of Massachusetts, Lowell) & Yan Wang (University of Massachusetts, Lowell)

The session will provide a conceptual overview of unobserved measurement and process heterogeneity that often exist in empirical research samples. The presenters will address the following topics in their symposium: (a) a comparison of typical reliability testing (Cronbach’s Alpha) compared with confirmatory factor analysis invariance testing; (b) bias of parameter estimates and statistical decisions that can occur when a measurement model is misspecified; (c) the effect of covariates in identifying subclasses using Factor Mixture Modeling; and (d) the challenge of integrating intraindividual effects into interindividual analyses (e.g., in daily diary studies) due to interindividual heterogeneity of intraindividual factor structure. After this talk, attendees will appreciate the nature of unobserved heterogeneity, and how failure to address these differences can impact research outcomes through biased effects, reductions in power, and inflation of Type I error rates. Attendees will also gain exposure to methods for detecting and addressing unobserved heterogeneity in their own work. Due to the pervasiveness of heterogeneity and its potential impact
on the research process, the symposium would be valuable for students, research consumers, and active researchers alike.

This concludes programming for the 3:00 PM - 4:00 PM time period as well as the 2018 New England Psychological Association Annual Meeting.

We look forward to seeing you in 2019 at Southern New Hampshire University.
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UMASS LOWELL
New England Psychological Association Meeting  
Saturday, October 19, 2019  
Southern New Hampshire University

Call for Submissions

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

NEPA Priority Submission Deadline: February 1, 2019 through July 1, 2019 for symposia, papers, and posters representing all areas of the psychological sciences. NEPA will continue to receive and review posters through September 23, 2019.

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

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

- title and list of authors and affiliations.
- short abstract of 50 to 100 words summarizing the research concept, the methods, and the main findings.
- long abstract of 1000 to 1500 words with separate sections that clearly state the:
  - Research problem and hypotheses.
  - Methodology.
  - Results or findings with statistical tests (e.g., means and standard deviations) embedded within explanations, where appropriate.
  - Implications of the results within the context of the stated problem and hypotheses.

A Symposium submission should include the following content:

- title and list of authors and affiliations.
- short abstract of up to 250 words summarizing the themes and goals of the session and the audience for which the symposium is intended.
- long abstract of 1000 to 1500 words summarizing each presenter’s contribution to the submission and expertise to participate in the symposium.
- All proposals must be submitted using the NEPA Submission Portal at NEPsychological.org.

NEPsychological@Gmail.com  
www.NEPsychological.org
Northeast Conference for Teachers of Psychology Annual Meeting

Friday, October 18, 2019
Southern New Hampshire University
Call for Submissions

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

Priority will be given to Posters, Participant Idea Exchanges and Demonstrations of Classroom Activities including those connected to mental health issues related to teacher/student interactions submitted between February 1, 2019 and July 1, 2019. NECTOP will continue to receive and review posters submitted through September 23, 2019.

Posters provide a medium for the visual presentation of information and discussion with attendees.

Participant Idea Exchanges are 30-minute roundtable discussions related to the teaching of psychology, including but not limited to research on the effectiveness of a teaching method or strategy, demonstration of a teaching technique, cooperative and/or interdisciplinary projects.

Demonstrations of Classroom Activities (10 to 15 minutes maximum) are used to engage students and to teach effectively a psychological principle, perspective, phenomenon, or theory. These activities should actually be performed in the presentation at NECTOP and actively engage audience members. Authors should follow the directions below for submitting to NECTOP and should include in the statement an indication of the principle being demonstrated, description of the activity, and an explanation of how the audience will be engaged. The priority deadline for submissions is July 1, 2019.

One-hour interactive sessions/workshops/Concurrent Sessions dealing with instructional methods or strategies in the teaching of psychology. Examples of the sorts of sessions that will be considered may be found in the 2011-2016 NECTOP programs that are available for online review at NewEnglandPsychological.org. The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2019.

Decisions about including sessions in the program will be made after the submission deadline and will consider both the quality of the proposal and achievement of balance in the NECTOP program.

In order to be reviewed all proposals must be clearly related to the teaching of psychology, submitted at NewEnglandPsychological.org, and include:
• A title and list of authors and affiliations.
• A short abstract of 50 to 100 words summarizing the technique or project being presented.
• A statement of 400 to 600 words that clearly summarizes:
  • The teaching technique or project.
  • If and where appropriate, the procedures used to evaluate the technique or idea.
  • Implications of the results for the teaching of psychology.

Proposals must be submitted at NewEnglandPsychological.org