

2010

ANNUAL MEETING PROGRAM

**SOUTHEASTERN
PSYCHOLOGICAL ASSOCIATION**

Exploring the Breadth of Psychology:

Teaching, Research, and Service

Chattanooga Marriott and the
Chattanooga Convention Center
Chattanooga, Tennessee

MARCH 10-13, 2010

SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION

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Debra Sue Pate	Committee for Outstanding Professional Paper Awards

Administrative Office
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University of West Florida
Pensacola, FL 32514

(850) 474-2070 E-mail: sepa@uwf.edu Web: www.sepaonline.com

Administrative Officer: Rosemary Hays-Thomas
Administrative Assistants: Lyn Zittel and Linda Wasserman

CONVENTION ATTENDEES WILL RECEIVE ONE COPY OF THE SEPA PROGRAM BOOK. THERE WILL BE A \$5 CHARGE FOR ADDITIONAL PROGRAMS.

2010 SEPA PROGRAM COMMITTEE

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Gordon Brown, Jr.	Donald Hall	Wayne Messer	Cheryl Travis
Sheila Brownlow	Nilofar Halsted	Andrew Mienaltowski	Mary Utley
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John Carton	Matt Hayes	Roger Myers	Jennifer Webb
Kelly Cate	Michael Hein	Donna Webster Nelson	Sabina Widner
Jeffrey Chase	Joseph Scott Hinkle	Robert Nevels	Rihana Williams
Maria Carla Chiarella	David Hogan	J. Ian Norris	Adrienne Williamson
M. Cherie Clark	Rolf Holtz	Richard Osbaldiston	Rebecca Williamson
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Allison Deming	Linda Jones	Sean Reilley	
Heidi Dempsey	Theodore Joseph	Judith Rhue	

GENERAL INFORMATION

HEADQUARTERS for the 2010 SEPA annual meeting is the Chattanooga Convention Center in Chattanooga, Tennessee. Events will be held in the Convention Center and the Chattanooga Marriott Hotel.

REGISTRATION is in Ballrooms E, F on the first floor of the Convention Center. Everyone attending the meeting must register and must wear the SEPA identification badge.

Advance Registration: If you have registered in advance, come by the SEPA registration desk to pick up your badge and program.

On-Site Registration: Register as soon as possible after you arrive. The SEPA registration, information, workshop, and membership desk is located in Ballrooms E, F on the first floor of the Convention Center and will be open as follows:

Wednesday	4:00 pm - 7:00 pm
Thursday	8:00 am - 4:00 pm
Friday	8:00 am - 4:00 pm
Saturday	8:00 am - 9:30 am

Before After

1/22/10 1/22/10

Registration Categories:

\$ 55	\$ 75	SEPA members or affiliate members whose dues are current
30	50	Advanced graduate student members whose dues are current
30	50	Student Affiliates whose dues are current
110	130	Professional non-members
80	100	Student non-members (Undergraduates or graduate students with fewer than two years in their degree program)
10	20	Non-psychologist Spouse/Partner

In paper sessions throughout this program, the asterisks (**) denote finalists for monetary awards in the Outstanding Paper Award for Professional Members. These awards were funded through a grant from the American Psychological Association Science Directorate. Award winners will be announced at the Friday evening reception.

GENERAL INFORMATION

WORKSHOPS for Continuing Education credit are scheduled throughout the convention. (See sessions A-K at the beginning of the meeting schedule.) Workshop registration is at the main SEPA registration desk. SEPA registration is a prerequisite to workshop registration.

CONTINUING EDUCATION CREDIT will be offered for presentations of the SEPA Invited Speakers, marked with a **[CE]** throughout the program booklet. Each of these sessions will offer one hour of credit for a fee of \$10. Information on registration and payment will be available on-site at the convention. Persons who verify their attendance, remit payment, and submit an evaluation form for these sessions will receive a CE certificate for each session attended.

POSTER SESSIONS are scheduled in Ballrooms E, F on the first floor of the Convention Center. (See floor plan at the back of this program.)

EXHIBITS are located in Ballrooms E, F on the first floor of the Convention Center. Hours of operation are Wednesday from 5:00 pm to 8:00 pm, Thursday from 8:00 am to 4:00 pm, and Friday from 8:00 am to 4:00 pm.

MESSAGES may be left on the Message Board outside the exhibit area.

PSI CHI will sponsor a Psi Chi Orientation on Thursday from 9:00 am to 11:00 am in the second-floor Rotunda between the Marriott and the Convention Center. The Tennessee River Room meeting room (1st floor) of the Marriott Hotel will be used as the "Psi Chi Hospitality Room" Thursday and Friday from 8:00 am to 4:00 pm. You do not have to be a Psi Chi member to visit the Hospitality Room; all meeting attendees are welcome to meet students from other schools.

Receptions are scheduled in Ballrooms E, F of the Convention Center on Wednesday, and in Ballrooms H, I on Thursday and Friday.

The Administrative Officer is responsible for all arrangements (such as rooms for social functions or special meetings) and will make all such contacts with the hotel. Please send any requests to Rosemary Hays-Thomas at the SEPA e-mail address: sepa@uwf.edu.

SPECIAL PROGRAMMED EVENTS

GOVERNANCE

Executive Committee Meetings		
Wednesday, March 10	2:00 pm - 5:00 pm	MH Signal Room
Thursday, March 11	12:00 pm - 2:00 pm	MH Board Room
Saturday, March 13	12:00 pm - 2:00 pm	MH Board Room
Luncheon for Past Presidents		
Friday, March 12	12:00 pm - 2:00 pm	CC Meeting Rm 8
SEPA Business Meeting – All are welcome!		
Friday, March 12	4:00 pm - 4:50 pm	CC Ballroom G

INVITED ADDRESSES

These psychologists' presentations are invited and sponsored by SEPA and/or by affiliated organizations because their work is of significant interest to psychologists in many fields. Information about the speakers is available at the SEPA registration desk.

FREDDA BLANCHARD-FIELDS, PhD, Georgia Institute of Technology

APS William James Distinguished Lecturer

Thinking with Your Head and Your Heart: Developmental Dynamics in Everyday Problem Solving

Thursday, March 11, 10:00—10:50 am / Ballroom G, Convention Center

DERYL BAILEY, PhD, The University of Georgia

CEPO/SEPA Invited Address

African American Males/Empowering Youth

Thursday, March 11, 11:00—11:50 am / Ballroom G, Convention Center

Conversation Hour: 3:10-4:00 pm / Plaza B, Marriott Hotel

DAVID H. BARLOW, PhD, Boston University

APA G. Stanley Hall Lecturer

Diagnoses, Dimensions, DSM-V, and a Transdiagnostic Approach:

Time to Get Radical

Thursday, March 11, 2:00—2:50 pm / Ballroom G, Convention Center

Conversation Hour: 3:00-3:50 pm / Meeting Room 7, Convention Center

**DONELSON R. FORSYTH, PhD, Jepson School of Leadership Studies,
University of Richmond**

Rosecrans SEPA Invited Address (#1)

Move Over Individuals: Making Room for Groups in Teaching and Learning

Thursday, March 11, 3:00—3:50 pm / Ballroom G, Convention Center

DAVID A. WASHBURN, PhD, Georgia State University
SEPA Presidential Address
Good Monkeys Gone “Bad”
Thursday, March 11, 4:00—4:50 pm / Ballroom G, Convention Center

DAVID G. MYERS, PhD, Hope College
Rosecrans SEPA Invited Address (#2)
A Quiet World: The Psychology of Hearing and Hearing Loss
Friday, March 12, 10:00—10:50 am / Ballroom G, Convention Center
Conversation Hour: 11:10 am -12:00 pm / Plaza B, Marriott Hotel

**PATRICIA ADAIR GOWATY, PhD, Ecology and Evolutionary Biology and
Institute of Environment, University of California, Los Angeles**
Siegel-Wallston Invited Address
The Evolutionary Ecology of Sex Neutral “Sex Role” Behavior
Friday, March 12, 11:00—11:50 am / Ballroom G, Convention Center

HALL “SKIP” BECK, PhD, Appalachian State University
PSI CHI / SEPA Invited Address
Finding Little Albert: Adventures in Our Journey to Watson’s Infant Laboratory
Friday, March 12, 3:00—3:50 pm / Ballroom G, Convention Center



CEPO PROGRAMMING

The Committee on Equality of Professional Opportunity is a standing committee of SEPA. Its purpose is to provide information about and opportunity for persons from groups that are under-represented in the organization or in the broader community of psychologists. The Chair of CEPO is an ex-officio member of the Executive Committee.

CEPO/SEPA Student Research Semi-Finalists

Wednesday, March 10 6:00 pm — 7:30 pm Ballrooms E, F

CEPO/Psi Chi Undergraduate Research Program

Thursday, March 11 8:30 am—10:00 am Ballrooms E, F

CEPO Roundtable I

Thursday, March 11 10:00 am — 11:00 am Plaza B

CEPO/SEPA Invited Address: Deryl Bailey, PhD, *African American Males/Empowering Youth*

Thursday, March 11 11:00 am — 11:50 am Ballroom G

CEPO Roundtable II

Thursday, March 11 2:10 pm — 3:10 pm Plaza B

Conversation Hour with Dr. Deryl Bailey

Thursday, March 11 3:10 pm — 4:00 pm Plaza B

CEPO Graduate Student Network

Thursday, March 11 6:30 pm - 8:30 pm Rotunda

CEPO/Psi Chi Undergraduate Research Program

Friday, March 12 8:30 am—10:00 am Ballrooms E, F

CEPO Business Meeting

Friday, March 12 10:00 am—11:00 am Plaza B

CEPO Student Research Awards

Saturday, March 13 11:00 am — 11:40 am Meeting Room 4

AFFILIATED ORGANIZATIONS

CUPP	(Council of Undergraduate Psychology Programs)	Thursday, March 11	12:00 pm — 1:50 pm	Meeting Rm. 7
SEIOPA	(Southeastern Industrial/Organizational Psychological Association)	Thursday, March 11	1:00 pm — 4:00 pm	Plaza A
CAMPP I	(Council of Applied Masters Programs in Psychology)	Friday, March 12	1:00 pm — 1:50 pm	Plaza B
SWIM	(Southeastern Workers in Memory)	Friday, March 12	1:00 pm — 3:15 pm	Plaza A
AHDP-SEPA	(Association of Heads of Departments of Psychology—SEPA)	Friday, March 12	2:00 pm — 2:50 pm	Meeting Rm. 4
CAMPP II	(Council of Applied Masters Programs in Psychology)	Saturday, March 13	9:00 am — 12:00 pm	Meeting Rm. 7

RECEPTIONS

Welcome Reception

Wednesday, March 10 6:00 pm — 7:30 pm
 Poster / Exhibit area
 Convention Center
 Ballrooms E, F

Presidential Reception

Thursday, March 11 5:00 pm — 6:30 pm
 Convention Center
 Ballrooms H, I

This reception follows the Presidential Address and honors our President, David A. Washburn, Georgia State University. Come join us for music, food, and drink. Meet Dr. Washburn and members of the Executive Committee, as well as other SEPA friends. All are welcome.

Reception Honoring Past Presidents and Award Winners

Friday, March 12 5:00 pm — 6:30 pm
 Convention Center
 Ballrooms H, I

This reception follows the Business Meeting and honors SEPA's Past Presidents. It is also the occasion for presenting the Mentor Award, the Outstanding Professional Research Awards, and the Graduate Student Research Award(s). Join us for refreshments and meet SEPA's past and present leadership. All are welcome.

SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION

Past Presidents

1954-55	John B. Wolfe (Temporary during founding of SEPA)	1982-83	Pauline Rose Clance
1955-56	John B. Wolfe	1983-84	Joseph H. Grosslight
1956-57	Nicholas Hobbs	1984-85	C. J. Rosecrans
1957-58	E. E. Cureton	1985-86	William B. Pavlik
1958-59	Winthrop N. Kellogg	1986-87	Howard R. Pollio
1959-60	M. Curtis Langhorne	1987-88	David E. Clement
1960-61	John F. Dashiell	1988-89	W. Theodore May
1961-62	Stanford C. Ericksen	1989-90	Karen S. Calhoun
1962-63	Irwin A. Berg	1990-91	Cheryl B. Travis
1963-64	Susan W. Gray	1991-92	John E. Williams
1964-65	Louis D. Cohen	1992-93	Henry E. Adams
1965-66	Ralph Mason Dreger	1993-94	Charles L. Brewer
1966-67	Wilse B. Webb	1994-95	Judith Worell
1967-68	Ted Landsman	1995-96	Jennifer C. Friday
1968-69	Wallace A. Kennedy	1996-97	Jacquelyn W. White
1969-70	Earl C. Brown	1997-98	Nathan W. Perry
1970-71	Raymond R. Shrader	1998-99	W. Harold Moon
1971-72	Raymond D. Fowler	1999-00	Rosemary Hays-Thomas
1972-73	Charles D. Spielberger	2000-01	Sheila Eyberg
1973-74	William D. Spears	2001-02	Sheila Eyberg (Acting for the late Mervyn K. Wagner)
1974-75	Joseph C. Hammock	2002-03	Richard D. Tucker
1975-76	Marshall R. Jones	2003-04	Stephen H. Hobbs
1976-77	Edward H. Loveland	2004-05	A. J. Finch, Jr.
1977-78	Laurence Siegel	2005-06	Jean Spruill
1978-79	Ellen B. Kimmel	2006-07	Lillian Range
1979-80	Irwin J. Knopf	2007-08	Deborah South Richardson
1980-81	William H. Calhoun	2008-09	James L. Pate
1981-82	Dorothy D. Nevill		

SEPA WORKSHOP REGISTRATION

March 10-13, 2010 — Chattanooga, Tennessee

Date: _____
 Name: _____
 Address: _____
 City, State, Zip: _____
 Position/Title: _____
 Phone: (____) _____ E-mail: _____

Full-time graduate students only:
 University: _____ Department: _____

All workshop leaders this year will admit graduate students without faculty sponsorship. However, many of the workshops assume specific background knowledge. Be sure that you are eligible.

INSTRUCTIONS: Enter the appropriate fee in the space to the right of each workshop for which you wish to register. Fees below are explained on the next page.

A. (50/25) \$ _____	G. (50/25) \$ _____
B. (50/25) \$ _____	H. (100/50) \$ _____
C. (30/15) \$ _____	I. (50/25) \$ _____
D. (50/25) \$ _____	J. (50/25) \$ _____
E. (50/25) \$ _____	K. (50/25) \$ _____
F. (50/25) \$ _____	
TOTAL \$ _____	

Return this booklet page, your meeting registration form and a check for the total cost of the workshops you wish to attend (made payable to SEPA) to: SEPA, Psychology Department, University of West Florida, Pensacola, FL 32514. If you have not already registered for the meeting, you will find the form on the SEPA Web site at www.sepaonline.com, or you may register online.

**COMPLETE THE FORM BELOW—IT WILL BE RETURNED AS YOUR RECEIPT.
 YOU MUST PRESENT IT AT EACH SEPA WORKSHOP.**

Name: _____
 Workshop number(s): _____
 Total fees paid for SEPA Workshops 2010: _____

If you prefer to use your Visa or Master Card to register for the workshop(s), you may fax this form to the SEPA office at 1-850-857-6060, and then call 1-850-474-2070 to give your credit card information over the telephone. For your security, do not fax your credit card information, or you may register online.

**SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION
CONTINUING EDUCATION**

SEPA Convention

March 10-13, 2010 — Chattanooga, Tennessee

Elizabeth Brestan Knight, PhD
Director
Auburn University

Karena T. Valkyrie, PhD
Assistant to the Director
Troy University

The Southeastern Psychological Association is committed to a full program of continuing education for its members and for other interested colleagues. This year, continuing education opportunities include 3-hour workshops, a 6-hour workshop, a 2-hour workshop, and selected 1-hour speaker sessions.

PARTICIPATION: Workshops are open to all registered attendees of the SEPA meeting. Each workshop description details the intended audience. Graduate students may register to attend workshops without endorsement of a faculty member.

REGISTRATION: Pre-registration is strongly encouraged! Full refunds will be made for cancellations prior to March 1, 2010. For registration information, see the form on the previous page.

**SEPA is approved by the American Psychological Association
to sponsor continuing education for psychologists.
SEPA maintains responsibility for this program and its content.**

Workshops A, B, D, E, F, G, I, J, and K offer three (3) hours of CE credit. Workshop C offers two (2) hours, and Workshop H offers six (6) hours of CE credit. The cost for three-hour workshops is \$50 for professionals and \$25 for students. The cost for the six-hour workshop is \$100 for professionals and \$50 for students. The cost for the two-hour workshop is \$30 for professionals and \$15 for students. All on-site registrations and payment for CE workshops will be processed at the SEPA registration desk.

ATTEND INVITED SPEAKERS' PRESENTATIONS — RECEIVE CE

Continuing education credit will be offered for presentations of the SEPA Invited Speakers, marked with a **[CE]** throughout the Convention Program booklet. Each of these sessions will offer one hour of credit for a fee of \$10.

Information on registration and payment will be available online, in the printed program, and on-site at the meeting. You will receive a CE certificate for each one-hour session that you attend, and for which you remit payment and submit an evaluation form.

A. Thursday, 9:00-12:00	[3 CE Credits]	Room: Signal
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SUICIDE PREVENTION

This interactive and practice-based training is designed to increase awareness about suicide and suicide prevention on college campuses. Through discussion, role plays, lecture, and audiovisual presentations, workshop participants will learn factual information about suicide and suicide prevention (e.g., the incidence among college students, risk factors and warning signs). Through hands-on and practice activities they will also learn how to provide "first aid" for suicide prevention.

Workshop participants, at the completion of this activity, will be able to:

1. Articulate, using current statistical information, why suicide and suicide prevention services are needed on college campuses;
2. List at least five (5) of the common risk factors and warning signs for suicide among college students;
3. Describe several strategies one might use to respond effectively to an individual who is suicidal; and
4. Discuss resources available within the community, online, etc. that may be useful when dealing with a suicidal individual.

FOR: Anyone who comes in contact with college students. It may be particularly useful for individuals who serve as "gatekeepers" or points of contact for students on college campuses (e.g., resident advisors, counselors).

LEADERS: **Theresa Montgomery Okwumabua**, PhD, The University of Memphis
Mike Labonte, BS, The Crisis Center
Naomi Blake, BS, The University of Memphis

B. Thursday, 9:00-12:00	[3 CE Credits]	Room: Lookout
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ANGER MANAGEMENT IN CHILDREN AND ADOLESCENTS

Anger control problems in children and adolescents constitute one of the major reasons for referral for psychological services. It has been estimated that nearly two thirds of the referral for these groups contain some anger management problems. The current workshop will present a model for the understanding of anger control problems and an empirically based treatment program for helping these individuals better manage their anger. The treatment approach is based on extensive clinical and research findings and fits into the emerging number of empirically supported treatment programs for children and adolescents.

Workshop participants, at the completion of this activity, will be able to:

1. Explain the cognitive model of anger;
2. Apply the cognitive model of anger to various client anger management problems;
3. Explain the cognitive model for the treatment of anger management problems; and
4. Apply the principles of the cognitive model of anger management with their clients.

FOR: Graduate students and professionals in applied psychology.

LEADERS: **A. J Finch, Jr.**, PhD, ABPP, The Citadel
W. M. Nelson III, PhD, ABPP, Xavier University

C. Thursday, 12:00-2:00	[2 CE Credits]	Room: Plaza B
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ASSESSING AND IMPROVING UNDERGRADUATE RESEARCH

Calls for increased participation by undergraduates in research experiences has led to growth in these opportunities, but implementing both experimental and applied research experiences are still common issues with which departments struggle. Numerous resources now exist to assist departments with developing appropriate learning goals and assessment measures, implementing successful course sequences, and integrating summer and other non-classroom based research experiences. The first hour of this workshop will make use of discussion and exercises to examine the myriad implementation issues and some practical solutions. The second hour will focus on the assessment and ongoing improvement of those efforts.

Workshop participants, at the completion of this activity, will be able to:

1. Articulate the rationales for undergraduate psychology's curricular emphasis on statistics and research methods and translate these into relevant student learning outcomes that are consistent with a department's mission;
2. Compare and contrast their institution's curricular design with various successful and promoted models;
3. Identify aspects of curricular and course design that promote long-term student retention of statistical and methodological knowledge and skills;
4. Identify, construct, locate, select, and utilize appropriate assessment tools;
5. Identify opportunities in their undergraduate curriculum for both experimental and applied research opportunities, both in and out of the classroom; and
6. Identify current best practices regarding the incorporation of research and research methods in an undergraduate psychology curriculum.

FOR: Any department chair or area coordinator responsible for undergraduate program development and any college-level teacher or graduate student responsible for statistics, research methods, laboratory, and senior-thesis courses.

LEADERS: **Wayne S. Messer**, PhD, Berea College
Robert J. Smith, PhD, Berea College

D. Thursday, 1:00-4:00	[3 CE Credits]	Room: Signal
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ETHICAL CONCERNS WITH DUAL RELATIONSHIPS

Problematic dual relationships are among the most common reasons for malpractice lawsuits being lodged against mental health professionals. Dual relationships and related concerns will be discussed in an effort to heighten awareness and to avoid potential liability. The workshop will be conducted in both a lecture and discussion format. Attendees are asked to bring case examples of ethical dilemmas related to dual relationships to discuss as time allows.

Workshop participants, at the completion of this activity, will be able to:

1. Describe examples of potential problematic Dual Relationships;
2. Provide a rationale for avoiding Dual Relationships with clients;
3. Describe risks associated with Dual Relationships; and
4. Describe common dilemmas for the therapist relating to clients in dual roles.

FOR: Masters and PhD level professionals and graduate students.

LEADER: **Robert W. Hill**, PhD, Appalachian State University

E. Thursday, 1:00-4:00	[3 CE Credits]	Room: Lookout
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BETTER AGING: THE GOOD, BAD, AND UGLY

The purpose of the workshop is to promote preventive and remedial strategies for successful aging. These strategies, emphasizing prevention, are categorized into physical, psychological, and social domains. Both societal and personal rights and responsibilities will be identified, as well as technological advances that promote caregiving options. Participants will have opportunities to engage in preventive and remedial strategy exercises.

Workshop participants, at the completion of this activity, will be able to:

1. Demonstrate principles of successful, normal, and unsuccessful aging in the physical, psychological, and social realms;
2. Identify key factors promoting positive aging;
3. Promote successful aging strategies with focused personal and group activities; and
4. Advocate for personal and communal technologies to enhance self- and other- caregiving for better aging.

FOR: Open to all levels of academic and mental health professionals, but will especially benefit lifespan/adulthood and aging/mental health academics and practitioners.

LEADERS: **Douglas D. Friedrich**, PhD, University of West Florida
Neil Davis, EdD, University of West Florida
Jamie Partyka, BA, University of West Florida
Melissa Padgett, BA, University of West Florida

F. Friday, 9:00-12:00	[3 CE Credits]	Room: Plaza A
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EATING DISORDERS: FROM DIAGNOSIS TO TREATMENT

This workshop is designed to aid clinicians who are trying to assess and treat patients who present with eating disorders (Anorexia Nervosa, Bulimia Nervosa, Eating Disorder NOS, Binge Eating Disorder). Etiological theories, risk factors, and medical concerns will be presented, as will a multidisciplinary assessment process and empirically supported treatment approaches. Common therapeutic challenges and ethical issues specific to the treatment of eating disorders will be addressed. Case examples and accompanying food diaries, journal entries, art work, videotapes, etc., produced by former patients, will be used to highlight educational objectives.

Workshop participants, at the completion of this activity, will be able to:

1. Identify the diagnostic criteria that determine eating disorder diagnoses;
2. Discuss differential diagnosis considerations;
3. Describe the necessary components of a thorough biopsychosocial evaluation for patients suspected of eating disorders;
4. Identify the comorbid psychological factors that most often accompany eating disorders;
5. Discuss the ambivalence, denial and resistance often revealed by patients who present for treatment of eating disorders;
6. Recognize the importance of a comprehensive multidisciplinary treatment plan for typical eating disorder patients; and
7. Describe the common medical problems, refeeding challenges, and psychopharmacological approaches to the treatment of the eating disorders.

FOR: Open to all; however, those who work with clients with eating disorders, or plan to work with clients with eating disorders, will most benefit.

LEADERS: **Christian Lemmon**, PhD, Medical College of Georgia
Rebecca Rogers, PhD, Augusta State University

G. Friday, 9:00-12:00	[3 CE Credits]	Room: Lookout
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**DISSEMINATION AND TRANSPORTABILITY OF
PARENT CHILD INTERACTION THERAPY
TO COMMUNITY AND APPLIED SETTINGS**

Parent Child Interaction Therapy (PCIT) is an empirically supported treatment for children ages 2–7 with disruptive behavior problems. Although PCIT was originally designed for parents and children, it has been used to help other adult–child dyads such as grandparents, foster parents, and teachers. This workshop will provide an overview of PCIT and will engage participants in hands-on practice with the Child Directed Interaction skills. Presenters will also review recent research that has extended the applications of PCIT to include prevention efforts with community volunteers, mentors, and undergraduate psychology students.

Workshop participants, at the completion of this activity, will be able to:

1. Recognize the theoretical background for Parent Child Interaction Therapy (PCIT);
2. Recognize the skills for the Child Directed Interaction phase of PCIT;
3. Describe the differences between modifying, adapting, and tailoring treatment in PCIT;
4. Identify parenting skills that can be taught to non-parent populations as a means of intervention and prevention;
5. Describe the advantages and barriers of transporting intervention and research to classrooms and communities;
6. Discuss an innovative collaboration between professional psychologists in training, undergraduate volunteers, and a local community service agency involved in a project investigating the effectiveness of a modified child-directed interaction program working with high-risk children;
7. Discuss the effectiveness of modified and abbreviated trainings on comprehension and implementation of PCIT skills; and
8. Discuss the implications for using empirically supported techniques with new populations.

FOR: Open to all, but a background in learning and behavior theory would be helpful.

LEADERS: **Ember Lee**, PhD, Rady Children's Hospital
Elizabeth Brestan Knight, PhD, Auburn University
Shalonda Brooks, MS, Auburn University
Meenakshi Lambha, MS, Dupont Children's Hospital
Timothy Thornberry, BA, Auburn University

H. Friday, 9:00-4:00	[6 CE Credits]	Room: Signal
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LD AND ADHD: A LIFESPAN APPROACH

LD and ADHD are lifelong conditions although their impact is often overlooked in adults. Further, clinicians' training with regard to understanding, assessment and intervention for these conditions across the lifespan tends to be superficial. This workshop will provide an overview of current literature on the major subtypes of LD/ADHD. Through a combination of didactic presentation and case material, developmental issues, assessment, and intervention will be addressed.

Workshop participants will, at the completion of this activity, be able to:

1. Identify the major sub-types of LD and ADHD;
2. Formulate an appropriate assessment approach for children and adults with LD and ADHD;
3. Describe the psychological impact, developmentally, of LD and ADHD across the lifespan;
4. Discuss some of the ways that LD and ADHD factor into marital problems as well as performance problems in the workplace; and
5. Formulate more effective treatment plans, taking information processing style into account.

FOR: Open to all.

LEADERS: **Lori R. Muskat**, PhD, Georgia School of Professional Psychology, Argosy/Atlanta
April L. Coleman, MA, Georgia School of Professional Psychology, Argosy/Atlanta
Ben Garrison, MA, Georgia School of Professional Psychology, Argosy/Atlanta

I. Friday, 1:00-4:00	[3 CE Credits]	Room: Lookout
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ETHICAL DILEMMAS: TEACHING, RESEARCH, AND PRACTICE

A case-based approach to solving ethical dilemmas in teaching, research, and practice will be presented. Steps in an ethical decision model will be used and relevant ethical codes will be presented to support the decision. Participants will use an individual dilemma observed or experienced in their work.

Workshop participants, at the completion of this activity, will be able to:

1. Solve ethical dilemmas in teaching, research, and practice using an ethical decision model;
2. Locate the ethical principle or code that supports choices to make in decision making in conflict situations;
3. Identify potential dilemmas under each of the five ethical principles and 10 codes of APA;
4. Identify ways to prevent ethical dilemmas in their workplace in order to avoid risky behaviors with implications of legal or ethical recourse.

FOR: Instructors and professors who teach courses in psychology; professors who engage in research and supervise research of students' research in classes, theses, dissertations and publications of research; practitioners in the areas of Clinical, Counseling, School, and Industrial/Organizational Psychology; and Consultants in the field; psychology students at all levels

LEADER: **Annie M. Wells**, PhD, Alabama A&M University

J. Saturday, 9:00-12:00	[3 CE Credits]	Room: Signal
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THE ETHICAL PRACTICE OF FORENSIC PSYCHOLOGY

This workshop focuses on the ethical practice of forensic psychology. After a brief overview of the practice of forensic psychology, participants will learn the potential ethical pitfalls in the areas of forensic evaluations, forensic consultation and appearing as an expert witness. Participants will review relevant sections of the Ethics Code as well as the "Specialty Guidelines for Forensic Psychologists." Participants will be provided with an eight-step decision model developed for resolving ethical dilemmas in the practice of forensic psychology. Information will be presented didactically and through small-group experiential exercises in order to analyze case studies.

Workshop participants, at the completion of this activity, will be able to:

1. Describe the specialty of forensic psychology and identify specific activities within the specialty;
2. Identify potential ethical conflicts associated with forensic assessment;
3. Identify potential ethical conflicts associated with forensic consultation;
4. Identify potential ethical conflicts associated with appearing as an expert witness; and
5. Articulate an eight-step decision model for resolving ethical conflicts in forensic psychology.

FOR: Open to graduate students and mental health professionals who are considering entry into forensic psychology or who are currently practitioners in the field.

LEADER: Christopher Cronin, PhD, Saint Leo University

K. Saturday, 9:00-12:00	[3 CE Credits]	Room: Lookout
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rites of passage

This interactive workshop focuses on "rites of passage" as a strategy to prevent "at risk" youth from engaging in risky behaviors. Using the "*Let the Circle Be Unbroken*" approach as a model, participants will learn about implementing a "rites of passage" training program, including its intent (e.g., to help youth achieve a sense of who they are), process (e.g., how to get a program started, components of a successful program) and expected outcomes (e.g., confident youth). The importance of program evaluation will be addressed.

Workshop participants, at the completion of this activity, will be able to:

1. Discuss what "rites of passage" training is and is not, and how it might be used within each participant's community to reduce the likelihood that young people become involved in risky behaviors;
2. Discuss some theoretical approaches and findings from research that supports "rites of passage" as a strategy for prevention of risky behavior;
3. Discuss the intent, process and expected outcomes for a "rites of passage" training program;
4. Discuss the key components of an effective "rites of passage" program;
5. Discuss the process involved in establishing, implementing, evaluating, and sustaining a "rites of passage" program; and
6. Make contact with others who are also interested in utilizing "rites of passage" activities and programs with "at risk" youth.

FOR: Those working with "at risk" youth, especially those interested in implementing a holistic, comprehensive, culturally relevant and meaningful prevention or intervention program for adolescent risk behavior reduction.

LEADERS: Theresa Montgomery Okwumabua, PhD, The University of Memphis
Andrea Wheeler Watson, BS, The University of Memphis
Courtney Peasant, BS, The University of Memphis
Kristin Walker, PhD, Memphis City Schools, Urban Education Fellow

PROGRAM GUIDE

Each session is marked with either MH or CC in order to designate the location the session will be held. Those marked with MH will be held at the Marriott Hotel. Those marked with CC will be held at the Convention Center. For example, the Poster Session on the next page is marked with CC-Ballrooms E, F. That means the session is scheduled in Ballrooms E, F of the Convention Center.

The Ballrooms in the book may also be referred to as Banquet Rooms by the Convention Center.

Throughout the program some, not all, of the Paper Sessions will have individual presentations marked with ** right before their number and title. This denotes that these particular paper presentations are being considered for an Outstanding Professional Paper Award. The winners of the award will be announced at the Friday evening reception scheduled from 5:00-6:30 p.m. in Ballrooms H, I.

<p>Psychology def.: {of the mind} {discipline}</p> <p>Radford University offers the M.A. and M.S. degrees in Psychology with concentrations in Clinical, Experimental, and Industrial/Organizational, the Ed.S. in School Psychology and Psy.D. in Counseling Psychology.</p> <p>http://www.radford.edu/psyc-web/ 540.831.5361</p> <p>To apply contact: College of Graduate & Professional Studies 540.831.5431 www.radford.edu/gradcollege</p>	<p><i>Ranked among U.S. News & World Report's top master's universities in the South.</i></p> <p><i>Graduate assistantships available</i></p> <p><i>Excellent research and internship opportunities</i></p> <p><i>Small classes</i></p> <p><i>25 full-time faculty members</i></p> <p><i>Graduates go on to successful careers or doctoral programs</i></p> <p>RU RADFORD UNIVERSITY</p>
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WEDNESDAY, March 10, 2010

1. SEPA EXECUTIVE COMMITTEE MEETING

2:00 - 5:00 pm
MH - Signal Room

David A. Washburn, Georgia State University, *presiding*

2. POSTER SESSION: Aggression & Violence; Addictions; Student Research Award Semi-Finalists

6:00 - 7:30 pm
CC - Ballrooms E, F

In addition to topical posters, this session presents the semi-finalists for the Graduate Student Research Award and the CEPO Student Research Awards for Research on Women and Minorities.

Note: The semi-finalist posters are marked with Ψ . Finalists for the Graduate Student Award are scheduled for paper presentation on Thursday, March 11, at 9:00 a.m. in Meeting Room 3. Finalists for the CEPO Student Research Awards are scheduled for paper presentation on Saturday, March 13, at 11:00 a.m.

Steve Nida, The Citadel, *presiding*

2-1 *Health disparities among homeless males in Project Excell.* Medha Talpade, Clark Atlanta University; Barbara Lattimore and Kevin Larry, Fulton County Department of Behavioral Health and Developmental Disabilities; Marion Hughes, Fulton County, Court Services.

2-2 *Unassigned.*

2-3 *Alcohol use disorder indications from a brief structured interview.* Ashton Southard, Western Carolina University; Alice Williams, The Change Companies; Norman Hoffman, Evince Clinical Assessments.

2-4 *Relationship between delayed discounting, obesity, and problem drinking in undergraduates.* Amanda Webster and Heidi Dempsey, Jacksonville State University.

Ψ 2-5 *Gender differences in gossiping behaviors and attitudes toward gossiping.* Brandy Sims and Rod Vogl, Christian Brothers University.

Ψ 2-6 *Relationship models: Preliminary research on the heteronormative dichotomy.* W. Taylor Monson, University of Alabama.

Ψ 2-7 *Perceptions of physical assault: Effects of participant and perpetrator gender.* Zachary Barnes and Aimee Holt, Middle Tennessee State University.

Ψ 2-8 *Physiological responses to painful electrodermal stimulation and relationship to anxiety.* Jessica D. Hauf, Claude E. Davis, D. Erik Everhart, and Kathleen A Row, East Carolina University.

2-9 *Narcissism and psychopathy in college sexual-assault perpetrators.* Emily Mouliso, Karen Calhoun, and Dustin Harris, University of Georgia.

2-10 *Visual cue reactivity for caffeine.* Carime Bibb, Cassie Stutts, Elizabeth Morgan, and Aurora Torres, University of Alabama in Huntsville.

2-11 *Neuropsychological complaints associated with non-medical use of prescription psychostimulants.* Kristine Jacquin and Rachel Ford, Mississippi State University.

2-12 *Unassigned.*

2-13 *Drinking to cope: Impact of parental history of alcohol use.* Camila Pulgar, Shawn Mendez, Ashlyn Swartout, Kevin Swartout, and Jacquelyn White, University of North Carolina at Greensboro.

2-14 *Prevalence of substance abuse and dependence criteria among incarcerated adolescents.* Kristy Kelso and Kia Asberg, Western Carolina University; Norman Hoffman, Evinco Clinical Assessments.

2-15 *Psychopathic personality traits in relational aggression among young adults.* Kate Czar and Eric Dahlen, The University of Southern Mississippi.

2-16 *Is psychological abuse reciprocal in couples?* Maryanne Edmundson, Jill Rogers, and Diane Follingstad, University of Kentucky.

2-17 *Sticks and stones: Perceptions of physical and psychological aggression.* Zachary Martin, Jamie Cox, Celestine Williams, Angela Coleman, Georgina Hammock, and Deborah South Richardson, Augusta State University.

2-18 *Hope as a moderator in the narcissism-proactive aggression relation.* Marion Wallace, Christopher Barry, Jessica Pickard, and Mallory Malkin, The University of Southern Mississippi.

2-19 *Does social support protect against the consequences of violence exposure?* Audrey Masilla and Kristine Jacquin, Mississippi State University.

Ψ 2-20 *The effects of interstimulus intervals on the FVEP-P2.* Spencer Fix, Jameson Beach, and James Arruda, University of West Florida.

Ψ 2-21 *Women's body esteem and marriage.* Andrea Meltzer and James K. McNulty, University of Tennessee at Knoxville.

Ψ 2-22 *Training enhances accuracy when profiling sexual homicide offenders.* Annaliese Simms, Kristine Jacquin, and Chandler Yonge, Mississippi State University.

Ψ 2-23 *Hemispheric asymmetries in visual attention among polytrauma veterans.* Kristen Barlow-Ogden, Western Carolina University.

2-24 *A profile of child sexual abuse victims and their offenders.* Amanda Steely and Jonathan Roberts, Armstrong Atlantic State University.

2-25 *Exposure to media, identification with violent characters and aggression levels.* Jamal Phillips, Aysha Meadows, Paige Roper, and Merry Sleigh-Ritzer, Winthrop University.

2-26 *Anxious attachment and female unwanted pursuit behavior perpetration.* Erin Gallivanand and Jennifer Langhinrichsen-Rohling, University of South Alabama.

2-27 *Perceptions of male versus female DV perpetrators after victim infidelity.* Tiffany Misra, Jennifer Langhinrichsen-Rohling, and Joshua D. Foster, University of South Alabama.

2-28 *The mental health consequences of inter-partner aggression.* Lindsey Dunn and Jacquelyn White, University of North Carolina at Greensboro.

2-29 *Men's coping skills and intimate partner violence in Southern Appalachia.* James Gorniewicz, East Tennessee State University.

2-30 *Bystanders in cyber-bullying: What do they really think?* Kelly Gerrity, Robin Kowalski, Janet Marsch, Katie Bigalke, Chad Morgan, Melanie Bridwell, Haley Kimmons, Sarah Mauck, Sarah Heidel, Rebecca Fulmer, Jessica Gancar, Sarah Louderback, Stephanie Freeman, and Lauren Ourant, Clemson University.

2-31 *Parents of male versus female bully victims.* Risa Ikemoto and Renae Duncan, Murray State University.

Wednesday — 3/10/10

2-32 *Sexual aggression is a potential consequence of childhood violence exposure.* Audrey Masilla, Lisa Beck-Xaysuda, and Kristine Jacquin, Mississippi State University.

2-33 *Language matters: Perceptions of sexual assault severity.* Amanda Oerther, Greg Mauntel, Brenda Nash, Andrea Ballesteros, and Chris Leonard, Spalding University.

2-34 *Is self-monitoring a mediator in the cycle of violence?* Audrey Masilla and Kristine Jacquin, Mississippi State University.

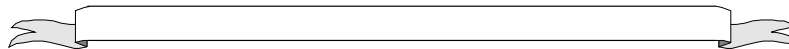
Ψ 2-35 *Emotional representations and self-regulation in functional somatic illnesses.* Samantha Poling, Lori Lange, Lindsey Roberts, and Katie Radcliff, University of North Florida.

Ψ 2-36 *The stigma of having a marginal diagnosis: Functional somatic syndromes.* Lindsey Roberts, Lori Lange, Katie Radcliff, and Samantha Poling, University of North Florida.

2-37 *What's in a name? Adjustment to functional somatic syndromes.* Katie Radcliff, Lori Lange, Lindsey Roberts, and Samantha Poling, University of North Florida.

2-38 *Core origin and relationship issues.* Ashton Southard, Western Carolina University; Norman Hoffman, Evince Clinical Assessments; Andrew Presnell, Western Carolina University.

2-39 *Piloting a novel video maze environment for path integration.* Spencer Fix, Jameson Beach, Steven Kass, and Lauren Corbett, University of West Florida; Anthony Greene, University of Wisconsin-Milwaukee.



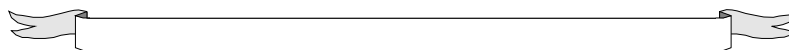
Welcome Reception

6:00-7:30 pm - Poster Room / Exhibit Area

Ballrooms E, F

Reception open to all convention attendees

(Cash Bar)



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SGP09A

THURSDAY, MARCH 11, 2010

4. CEPO/PSI CHI UNDERGRADUATE RESEARCH

8:30 - 10:00 am
CC - Ballrooms E, F

POSTER SESSION I

Rosemary Phelps and Georgia Calhoun, University of Georgia, *presiding*

5. PAPER SESSION: Perception and Cognition

8:30 - 9:50 am
CC - Meeting Room 4

James Arruda, University of West Florida, *presiding*

** Denotes nominee for Outstanding Professional Paper Award

8:30

** 5-1 *The effect of color cues on inhibiting irrelevant information.* Lisa VanWormer, University of West Florida.

8:50

** 5-2 *Chaos and cognitive development: Does gender matter?* Pinar Gurkas, Columbus State University.

9:10

** 5-3 *Music, exercise, and perceived exertion: A meta-analysis.* Nathan Deichert and Shannon Maxwell, Mount Olive College.

9:30

5-4 *Cognitive predictors of proenvironmental behavior.* Rebecca Francis, West Virginia State University.

6. PSI CHI ORIENTATION

9:00 - 11:00 am
CC - Rotunda

Amy Austin, Psi Chi National Office, *presiding*

7. GRADUATE STUDENT RESEARCH AWARD SESSION

8:30 - 9:50 am
CC - Meeting Room 3

Steve Nida, The Citadel, *presiding*

8:30

7-1 *Divergent thinking abilities across the schizophrenic spectrum.* Amanda Rodrigue and David R. Perkins, University of Louisiana at Lafayette.

8:50

7-2 *Rape myth and consent law education reduces mock juror bias.* Anna Warren, Ashley Norwood, and Kristine Jacquin, Mississippi State University.

9:10

7-3 *Strategic partner selection: A risk regulation model of partner choice.* Sadie Leder and Sandra Murray, University at Buffalo.

9:30

7-4 *Mental training increases mindfulness and moderates performance decrement.* Spencer Fix, Jennifer Brace, David Bumgarner, and William Mikulas, University of West Florida.

8. CONVERSATION HOUR

9:00 - 9:50 am
MH - Plaza B

"In Treatment": Learning Therapy Ethics From HBO's Dr. Paul Weston

HBO's series "In Treatment" depicts a fictional psychologist who practices therapy out of his home and has multiple ethical dilemmas with his patients. Three very brief provocative clips from this series will be conversation stimulators about ethical dilemmas and their ramifications for our own practices of psychotherapy.

Participants: Robert Nevels, Jackson State University
Alyssa Killebrew, Jackson State University

9. SYMPOSIUM

9:00 - 10:20 am
MH - Plaza A

Metacognitive Aging: Spared monitoring, impaired control?

Dayna Touron, University of North Carolina at Greensboro, *presiding*

Despite substantial age-related changes in memory abilities, most evidence indicates that metacognitive monitoring of learning does not decline with aging. The symposium will include four presenters and a discussant who will evaluate age differences in the accuracy of metacognitive monitoring as well as age differences in the utilization of metacognitive knowledge.

JOLs are related to both objective and subjective performance indices. Jarrod Hines, Georgia Institute of Technology.

Younger and older adults' metacognitive inferences for source monitoring. Beatrice Kuhlmann, University of North Carolina at Greensboro.

Are there age-related deficits in episodic feeling-of-knowing (FOK)? Starlette Sinclair, Georgia Institute of Technology.

Strategy self-reports and gazes during older adults' skill acquisition. David Frank, University of North Carolina at Greensboro.

Discussant: Christopher Hertzog, Georgia Institute of Technology

10. SYMPOSIUM

9:00 - 10:50 am
CC - Meeting Room 7

History of Departments of Psychology in the Southeast

James L. Pate, Georgia State University, *presiding*

A History of the Department of Psychology at Covenant College. Michael Rulon and Kevin J. Eames, Covenant College.

History of Psychology at the University of Tennessee at Chattanooga. Lynn Lester-Ourth and David F. Rose, University of Tennessee at Chattanooga.

A History of the Department of Psychology at Carson-Newman College. Laura Wadlington, Carson-Newman College.

An Updated History of the Psychology Department of Georgia State University. James L. Pate, Georgia State University.

11. CE WORKSHOP A

9:00 am - 12:00 pm
MH - Signal Room

SUICIDE PREVENTION

presented by

Theresa Okwumabua, PhD, The University of Memphis
Naomi Blake, The University of Memphis
Mike Labonte, The Crisis Center

[3 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “A” on page xiv.]

12. CE WORKSHOP B

9:00 am - 12:00 pm
MH - Lookout Room

ANGER MANAGEMENT IN CHILDREN AND ADOLESCENTS

presented by

A. J Finch, Jr., The Citadel
W. Michael Nelson III, Xavier University

[3 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “B” on page xiv.]

13. INVITED SPEAKER

10:00 - 10:50 am
CC - Ballroom G

WILLIAM JAMES DISTINGUISHED LECTURER

(Presentation supported by Association for Psychological Science)

**Thinking with Your Head and Your Heart:
Developmental Dynamics in Everyday Problem Solving**

Fredda Blanchard-Fields, Georgia Institute of Technology

David A. Washburn, Georgia State University, *presiding*

Dr. Blanchard-Fields will discuss the conditions under which older adults are most and least effective at problem-solving and emotion-regulation. She will examine this process in the lab and in everyday real time using behavioral and biomarker indices of effective emotion regulation and problem solving in young adulthood through older adulthood.

[1 CE credit – please sign up for credit at the door and complete evaluation after the session. Please pay at workshop station at registration desk to receive certificate.]

Participants, at the completion of this activity, will be able to:

1. Identify the conditions under which older adults can effectively regulate their emotions;
2. Describe converging methods for studying emotion regulation including behavioral and biomarker techniques;
3. Identify developmental differences in everyday problem solving and emotion regulation strategies and why; and
4. List advantages of a balance between emotion and cognition in solving everyday problems.

14. PSI CHI GRAD TALK I

10:00 - 10:50 am
CC - Meeting Room 3

Preparing for Graduate School I: Preparation Strategies

Maria Lavooy, University of Central Florida, *presiding*

Presenter: Linda Jones, Belmont University

15. CEPO ROUNDTABLE I

10:00 - 11:00 am
MH - Plaza B

Exploring the Breadth of Psychology

CEPO's Service to SEPA: The Early Years

Jennifer Friday, Friday Consulting Group, *presiding*

Presenters: Jeanne Stahl, Morris Brown College
Cheryl Travis, University of Tennessee

16. PAPER SESSION: Achievement and Careers

10:00 - 11:00 am
CC - Meeting Room 4

Susan Buckelew, University of Tennessee at Martin, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award*

10:00

**** 16-1 *Influences in career considerations among high school students.*** Cathy Hall, Jeremy Dickerson, David Batts, and Paul Kauffmann, East Carolina University.

10:20

**** 16-2 *Factors affecting college women's anticipation of work-family conflict.*** James Gedra and Katelyn Meredith, Murray State University.

10:40

**** 16-3 *Examining perfectionism through the lens of achievement goal theory.*** Timothy Hanchon, The Citadel.

17. PSI CHI GRAD TALK II

11:00 - 11:50 am
CC - Meeting Room 3

Preparing for Graduate School II: The Application Process

Maria Lavooy, University of Central Florida, *presiding*

Presenter: Maureen O'Brien, Christian Brothers University

18. INVITED SPEAKER

11:00 - 11:50 am
CC - Ballroom G

CEPO/SEPA INVITED ADDRESS

African American Males/Empowering Youth

Deryl Bailey, The University of Georgia

Jennifer Friday, Friday Consulting Group, *presiding*

(Conversation Hour to follow at 3:10 pm in Plaza B)

Organizations and communities are the sum of how their members think and behave. If we are to change the educational and life trajectory of ALL students, especially African American males, we must change the way we think about, talk about, and behave with these students. *Empowered Youth Programs* elevates its “talk to action” on behalf of these students in our schools and communities.

[1 CE credit – please sign up for credit at the door and complete evaluation after the session. Please pay at workshop station at registration desk to receive certificate.]

Participants will, at the completion of this activity, be able to:

1. Discuss the trajectory for African American males in education and society;
2. Describe the additional developmental tasks encountered by African American male adolescents and the unique challenges they face during adolescence;
3. Discuss basic assumptions that serve as a foundation for Empowered Youth Programs, specifically Project: Gentlemen on the Move, as they relate to developing and nurturing academic and social excellence in African American males; and
4. Discuss the importance of comprehensive and developmental approaches to empowering adolescent African American males and the promises and pitfalls of developing, implementing, and sustaining successful enrichment initiatives for African American males.

19. CONVERSATION HOUR

11:00 am - 11:50 pm
CC - Meeting Room 7

Improving Writing in Psychology: Perspectives from Professors and Students

Participants will discuss strategies for improving undergraduate students' writing, and their own findings on what works and what does not. They will also discuss the student perspective on this issue, with a successful undergraduate student writer sharing some specific suggestions with fellow psychology students.

Participants:

Erica Gannon, Clayton State University
Antoinette Miller, Clayton State University
William Bradley McKibben, Clayton State University

20. PAPER SESSION: Negative Aspects of Relationships

11:10 am - 12:50 pm
CC - Meeting Room 4

Mary Ellen Fromuth, Middle Tennessee State University, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award.*

11:10

**** 20-1 *The nature and prevalence of American adults' psychological abuse.*** Diane Follingstad, Jill Rogers, and Maryanne Edmundson, University of Kentucky.

11:30

**** 20-2 *Do anxiety and depression predict substance use and sexual activity?*** Sarah Stevens, University of South Carolina at Aiken; Chad Brice, Chelsea Ale, and Tracy Morris, West Virginia University.

11:50

**** 20-3 *Adapting dating violence prevention to Francophone Switzerland.*** Sherry Hamby and Kaki Nix, Sewanee: The University of the South; Jacqueline DePuy, University of Lausanne.

12:10

20-4 *Perpetrator gender patterns for 22 forms of youth victimization.* Sherry Hamby and Lucy Taylor, Sewanee: The University of the South; David Finkelhor and Heather Turner, University of New Hampshire.

12:30

20-5 *Self-construal and involvement in bullying among Americans and Japanese.* Renae Duncan and Risa Ikemoto, Murray State University.

**21. POSTER SESSION: Clinical and Health Psychology;
Working with College Students**

11:30 am - 1:00 pm
CC - Ballrooms E, F

Cynthia Jackson, Tennessee State University, *presiding*

21-1 *Global/dimensional self-esteem and obesity in children.* Carmen Edwards, Kendra King, Debra Terrell, Ravelle Clements, and Brittnee Johnson, Johnson C. Smith University.

21-2 *Coping strategies of pre-adolescent children when faced with fearful situations.* Carry Wallis, W. Michael Nelson III, Jennifer Daniel, and Amanda Ball, Xavier University.

21-3 *A case study of graduate student therapist training in Dialectical Behavior Therapy (DBT).* Amy Karbasi and Nicholas Salsman, Xavier University.

21-4 *Effects of sleep on mood.* Adam Reid, University of Florida.

21-5 *Personality trait clustering among college students in four academic majors.* Michael Soward, Cassandra McCoy, and Nanci Woods, Austin Peay State University.

21-6 *Mixed method analysis of reading comprehension among freshmen college students.* R. Crawford, A. Jabeen, Cynthia Jackson, Mary Shelton, Brandie Ramsey, and M. Walton, Tennessee State University.

21-7 *Prevalence of severe weather phobia in weather-trauma-exposed high school students.* Tera Mason and Kristine Jacquin, Mississippi State University.

21-8 *Self-help early intervention program for severe weather phobia.* Andrea Stripling and Kristine Jacquin, Mississippi State University.

21-9 *College students' personal problems and psychological help-seeking preferences.* Makenna Davis and Maria Carla Chiarella, Wingate University.

21-10 *College students' coping styles and attitudes toward seeking professional help.* Maria Carla Chiarella and Makenna Davis, Wingate University.

21-11 *Gender, self-esteem, self-control, and suicide proneness in college students.* Marlidna Pruden, Northwestern State University; Jennifer Langhinrichsen-Rohling, University of South Alabama; Jennifer Duhon, Northwestern State University.

21-12 *ADHD through adulthood: Vocational, educational, and marital outcomes.* Jared Cook, Emily Mancil, Will Canu, Joshua Broman-Fulks, and David Nieman, Appalachian State University.

21-13 *Parental differences in report of concerns in toddlers with autism spectrum disorders (ASD).* Amber Wimsatt, University of Tennessee; Diana L. Robins, Georgia State University.

21-14 *Parental stress and its relationship to parent-reported autistic behaviors.* Susan Kissel, W. Michael Nelson III, Elizabeth Williams, and Catherine Phillips, Xavier University.

21-15 *Unassigned.*

21-16 *Cross-informant and gender differences in parenting and adolescent adjustment.* Cliff McKinney, Mississippi State University; Kimberly Renk, University of Central Florida; Ashley Norwood, Leah Power, and Brandi Wynn, Mississippi State University.

21-17 *Exposure and response prevention for a male octogenarian.* Mark Price and Nicholas Salsman, Xavier University.

21-18 *Dimensions of college student suicidality: Relationships with separation-individuation and other-directedness.* Rebbecca Lowe, Jeff Klibert, and Megan Bourgeois, Northwestern State University.

21-19 *Life satisfaction in college students: Relationships with hardiness and coping.* Danielle Vrbka, Jeff Klibert, and Wade Arnold, Northwestern State University.

21-20 *Gender and personality on perceptions of inappropriate student-teacher relationships.* Craig Rogers and Nicole Rogers, Campbellsville University.

21-21 *Severe weather phobia and PTSD as consequences of weather-related trauma.* Marilyn Brodeur St-James and Kristine Jacquin, Mississippi State University.

21-22 *ADHD traits, anxiety sensitivity, and body vigilance in college students.* Martha Combs, Theresa Egan, Tyler Ellis, Will Canu, and Joshua Broman-Fulks, Appalachian State University.

21-23 *Socially-prescribed perfectionism, emotional distress, and over-vigilance schemas in college students.* Stacy Marengo and Jeff Klibert, Northwestern State University.

21-24 *Secondary personality traits and emotional distress in college students.* Jessica Paul and Jeff Klibert, Northwestern State University.

21-25 *College transition health survey.* Deanne Batorski and Thomas Brinthead, Middle Tennessee State University.

21-26 *DAS profiles of combat veterans' partners: Relationships among deployment factors.* Elizabeth Burns, Richard Elmore, and Gisela Bahr, Florida Institute of Technology.

21-27 *The relationship between peer rejection in childhood and maladaptive schemas.* Rod Vogl, Dana O'Hoyt, A. Paige Pirkey, and Kiley Farmer, Christian Brothers University

21-28 *Parenting, types of discipline, and late adolescent emotional functioning.* Cliff McKinney, Mississippi State University; Kimberly Renk, University of Central Florida; Lisa Beck-Xaysuda and Alexis Jones, Mississippi State University

21-29 *Psychophysiological effects of coping imagery and its implication.* Tadashi Kato, Timothy Rice, and Teresa Sestito, Fairmont State University.

21-30 *Repressive coping style and health maintenance behaviors.* Jessica Fulton, University of Southern Mississippi.

21-31 *Resilience: What doesn't kill you makes you...stronger?* Elise Labbé, Jessica Shenesey, and Melissa Womble, University of South Alabama.

21-32 *Body image: Does stress, social support, and emotion regulation matter?* Audra Wagaman, Kia Asberg, Teri L Carter, Courtney Pfeifer, and Daniel Strassburger, Western Carolina University.

21-33 *Regulatory focus and approach-avoidance dieting behaviors: Regulatory fit and success.* Rebecca Williams and J. Ian Norris, Murray State University.

21-34 *Pattern Perception in students with depression and headache.* Elizabeth Nelson, Maggie Foster, and Chanelle Houston, Christian Brothers University.

21-35 *Unassigned.*

21-36 *Analysis of college student drinking discussions.* Lisa Curtin, Matthew Barker, Peter Domanico, Jeremy Bryant, Jessica Kinsaul, and Akiko Tamamura, Appalachian State University.

21-37 *Body image and the Observer Memory Perspective.* Danay Downing and W. Scott Terry, University of North Carolina at Charlotte.

Thursday — 3/11/10

21-38 *Feminism and self-efficacy: Relationships with disordered body image and eating.* Jessica Kinsaul, Lisa Curtin, Doris Bazzini, and Denise Martz, Appalachian State University.

21-39 *Biological, psychological, and social variables associated with carbohydrate cravings.* Marian Maddox and Rebecca Rogers, Augusta State University.

21-40 *Community and vicarious stress predict illness in Black women.* Dee Lisa Cothran, Dorothy Williams, Chrystal Partridge, and Ju-Miao Cheng, University of Tennessee at Chattanooga.

21-41 *The effect of physician attractiveness on perceived patient satisfaction.* Rebecca Rogers and Brandi Dorsey, Augusta State University.

21-42 *Sleep deprivation and memory recall.* Michael Chesterman and Cynthia Vance, Piedmont College.

22. SYMPOSIUM

**12:00—12:50 pm
CC - Meeting Room 3**

Making Psychology Classes More Interactive by Using In-Class Activities

Jennifer Hughes, Agnes Scott College, *presiding*

Five faculty members will discuss the use of applied assignments/activities in human sexuality, introductory psychology, cognitive psychology, social psychology, and research methods courses. These assignments help to make the courses more interesting and allow for more engagement with the material.

Engaging students in human sexuality courses by answering anonymous questions. Jennifer Hughes, Agnes Scott College.

Using the game of “Hot and Cold” to teach shaping. John Carton, Oglethorpe University.

Referencing popular cultures vs. hands-on demonstrations in teaching cognitive psychology. Lisa VanWormer, University of West Florida.

Improving students’ understanding of the power of social influence. Kimberly Kinsey, Agnes Scott College.

Using a murder mystery to teach inductive and deductive reasoning. Leah Zinner, Oglethorpe University.

22–A. CONVERSATION HOUR

12:00 - 12:50 pm
MH - Plaza A

So You Want to Write A Book? Helpful Advice...

Jacquelyn White, University of North Carolina at Greensboro, *presiding*

In this informal session, psychologists who have authored and/or edited different types of books in psychology will discuss their experiences with the intent to inform and/or encourage others about the process.

Participants: Laura Koppes, University of West Florida
Jacquelyn White, University of North Carolina at Greensboro
Cheryl Travis, University of Tennessee

23. CUPP SYMPOSIUM

12:00 - 1:50 pm
CC - Meeting Room 7

CUPP

(Council of Undergraduate Psychology Programs)

Psychology Departments' Responses to University Challenges and Initiatives

Sharon Pearcey, Kennesaw State University, *presiding*

Tailoring departmental assessments using standardized measures and the senior thesis. Kevin J. Eames, Covenant College.

Why mentor undergraduates in research? Quentin Hartmann, Augusta State University.

Starting a PsyD program. John Murray, Georgia Southern University.

Incorporating high quality research experiences into the classroom. Kai McCormack, Spelman College.

24. CE WORKSHOP C

12:00 - 2:00 pm
MH - Plaza B

ASSESSING AND IMPROVING UNDERGRADUATE RESEARCH

presented by
Wayne S. Messer, Berea College
Robert J. Smith, Berea College

[2 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “C” on page xv.]

Thursday — 3/11/10

25. SEPA EXECUTIVE COMMITTEE MEETING

12:00 – 2:00 pm
MH - Board Room

David A. Washburn, Georgia State University, *presiding*

26. SYMPOSIUM

1:00 - 1:50 pm
CC - Meeting Room 4

Predictors and Vulnerabilities for Externalizing Disorders, Antisocial Tendencies, and Arrests

To enhance our understanding of predictors and mechanisms by which individuals engage in problematic behavior, this symposium will explore individual, family, and social vulnerabilities related specifically to externalizing disorders, antisocial behavior, and criminal histories (arrests) in both incarcerated and college student samples.

Relation of physiological reactivity and perceived coping to disinhibitory disorders. Leonardo Bobadilla, Western Carolina University.

Female inmate mental health: Effects of parenting and family characteristics. Cliff McKinney, Mississippi State University.

Substance use, victimization, and arrest histories among female inmates. Kia Asberg, Western Carolina University.

27. PAPER SESSION: Motivational and Cognitive Issues in Learning

1:00 - 2:20 pm
CC - Meeting Room 3

Adam Lawson, Eastern Kentucky University, *presiding*

1:00

27-1 *The Academic Entitlement Scale (AES): Development and validation.* Megan Poore, Marcelle Clavette, Collin Hawkes, and Stephen King, Radford University.

1:20

27-2 *Academic motivation and personal control related to academic honesty.* Mary Jo Carnot, Chadron State College; Sally Blomstrom, Embry-Riddle Aeronautical University; Kathleen Kirsch, Susan Schaeffer, Rhea Jost, and LaRae Tronstad, Chadron State College.

1:40

27-3 *Implicit sequence learning and expertise.* Jonathan Mahlandt and Thomas Green, Elon University.

2:00

27-4 *The relationships of working memory, secondary memory, and fluid intelligence.* Jill Shelton, Washington University; Emily Elliott and Russell Matthews, Louisiana State University; Ben Hill, Brown University; William Gouvier, Louisiana State University.

27-A. SEIOPA MEETING

**1:00 - 4:00 pm
MH - Plaza A**

SEIOPA

*(Southeastern Industrial/Organizational
Psychological Association)*

See program addendum at the meeting for update.

28. CE WORKSHOP D

**1:00 - 4:00 pm
MH - Signal Room**

ETHICAL CONCERNS WITH DUAL RELATIONSHIPS

presented by

Robert Hill, Appalachian State University

[3 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “D” on page xv.]

29. CE WORKSHOP E

**1:00 - 4:00 pm
MH - Lookout Room**

BETTER AGING: THE GOOD, BAD, AND UGLY

presented by

Douglas D. Friedrich, University of West Florida

Neil Davis, University of West Florida

Jamie Partyka, University of West Florida

Melissa Padgett, University of West Florida

[3 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “E” on page xvi.]

30. POSTER SESSION: Social Psychology; Stereotypes, Attitudes, Prejudice

1:15 - 2:45 pm
Ballrooms E, F

David McCord, Western Carolina University, *presiding*

30-1 *Will they or won't they? Secret telling in interpersonal interactions.* Chad Morgan, Robin Kowalski, Lindsey Sporrer, Maurissa Tower, Mary Beth Bultman, Jessica Dean, Andy Patterson, and Peter Smith, Clemson University.

30-2 *Enhancing interpersonal communication: Positive mood effects.* Donna Webster Nelson and Brittany Brock, Winthrop University.

30-3 *Investigating texting as diminishing our ability for interpersonal communication.* Willis Deitz, Campbellsville University.

30-4 *Perceptions of competency as a function of accent and education.* Cheryl Boucher, Kelsey Henry, Selina McLaughlin, and Georgina Hammock, Augusta State University.

30-5 *The Protestant Work Ethic: Implications for interracial interactions.* Kathleen Klik and David Butz, Morehead State University.

30-6 *Happy ghosts create negative standards: Semantic shifts in episodic memory.* James Collins II, Bryce Carter, Tyler Jordan, Christopher Karr, Elizabeth Stringer, and Hope Watts, Carson-Newman College.

30-7 *Non-computer, non-console gaming and social development.* Michell Drury and Thomas Brinthaup, Middle Tennessee State University.

30-8 *Parameters of brand recall with body image as salient stimuli.* Alex Ison, Alyssa Colbert, Megan Osburn, and Patrick Smith, Florida Southern College.

30-9 *Implicit attitudes as a cause of cognitive dissonance.* Jody Thompson, and Heidi Dempsey, Jacksonville State University.

30-10 *Can self-compassion and forgiveness moderate the effects of cognitive dissonance?* Randi Williams, Danielle Tanner, Thomas Harlow, and J. Brian Pope, Tusculum College.

30-11 *The benefits of prior exposure to international cultures.* Alice Valdetaro, Janet Griffin, Judith Kizer, and Susan Ruppel, University of South Carolina Upstate.

30-12 *Perfectionism and anxiety: The effects of expectations and comparisons.* Ilana Olin and John Carton, Oglethorpe University.

30-13 *To climb or not to climb: Changing self-efficacy.* Susan Denny and Winford Gordon, Western Carolina University.

30-14 *Early maladaptive schemas and depression.* Megan McFarland, Natasha Laurent, Bradley Green, and Karyn Stahl, The University of Southern Mississippi.

30-15 *Holiday attire and charitable giving: How well would Santa do?* Richard Osbaldiston and Brittany DeBoer, Eastern Kentucky University.

30-16 *The effects of mandatory volunteering on adolescents' self-awareness.* Abby Kent, Academic Magnet High School; Christina Sinisi, Charleston Southern University.

30-17 *Reactions to justice violations among female college students.* Kimberly Kinsey, Shelley Barber, and Shantara Strickland, Agnes Scott College.

30-18 *How subtle cues to victim ethnicity influence empathetic responses.* Lauren Graham, Andrea Clabaugh, Peter Glisson, and Sheila Brownlow, Catawba College.

30-19 *Perceptions of personality based on skin tone and hair texture.* Jennifer Butler, Lara Ault, Shameka Harmon, and Cierra Johnson, Tennessee State University.

30-20 *Prejudice regulation during a dynamic intergroup interaction.* Leah Zinner and Patricia Devine, University of Wisconsin-Madison.

30-21 and 30-22 *Unassigned.*

30-23 *The Environmental Sustainability Scale: A validation study.* David Sharrer, Robert Lytle, Derek Hommema, and Princess Clark, Radford University.

30-24 *Confronting prejudice: Who will speak up?* Erin Murdoch, Maria Lavooy, Sandra DeLuca, Kayla Meglio, and Cindy Rhoton, University of Central Florida; Chelsea Strunk, Florida Institute of Technology.

30-25 *Predictors of prejudice: Right-wing authoritarianism and Big Five factors.* Jessica Anderson, Marian R. Beasley, and Georgina Hammock, Augusta State University.

30-26 *Healthy, but violent? Misperceptions of the martial arts.* David Biek and Steven J. McLemore, Macon State College.

30-27 *Cosmetic surgery pictures: Does type of picture affect surgery acceptance?* Lindsay Fuzzell, University of North Florida.

30-28 *The effect of model body weight on food advertisement effectiveness.* Mary Beth Bidgood and Leah Zinner, Oglethorpe University.

30-29 *First impression formation as a function of media introduction.* Michael Davidson and Lara Ault, Tennessee State University.

30-30 *Performance differences in the presence of the U.S. flag.* Kristi Hamil and David Butz, Morehead State University.

30-31 *Political knowledge and political media use among college students.* Steven Walker, Naudia Johnson, Charles Fischer, Brigette Robinson, Eileen Wolfe, Kaitlyn Gillespie, and Susan Walch, University of West Florida.

30-32 *Impact of societal change on young adults.* Harvey Richman and Naomi Vigrass, Columbus State University.

30-33 *The cross-race effect: The influence of stereotypicality on face recognition.* Leslie Knuycky and Heather Kleider, Georgia State University.

30-34 *Anti-discrimination evaluation strategies elicit egalitarian, not over-compensatory, hiring practices.* Glenna L. Read, Ashley C. Myers, Dana Donohue, and Tracie L. Stewart, Georgia State University.

30-35 *Relationship between attitudes toward survey participation and validity of responding.* Robert Donegan and Beverly Burke, Middle Tennessee State University.

30-36 *Examining modality-related stereotype threat at an historically Black university.* Dolf Johnson, Staci Stephens, Mohammed Khabeer, Sherrika Hamilton, Latanya Gater, Araine Narain, and Adina Gociu, Tennessee State University.

30-37 *Can incentives improve men's verbal abilities under stereotype threat?* Paula Nobles, Tiffany Sowers, Albina Bahic, and Sheila Brownlow, Catawba College.

30-38 *Dimensionality analysis of the Homophobia Scale.* Jwa Kim, Middle Tennessee State University.

30-39 *Ostracism in middle and high schools.* Beth Warren and Steve Nida, The Citadel.

30-40 *The relationship between self-compassion, self-control, and physical health.* Travis Clark, Jessica Williamson, Cassie Watkins, and Ginette Blackhart, East Tennessee State University.

30-41 *The adequacy of manipulation checks following deception.* Kelly E. Brown, Donald L. Pierce, Kelsye Roark, Ginette Blackhart, East Tennessee State University.

30-42 *Unassigned.*

31. INVITED SPEAKER

2:00 - 2:50 pm
CC - Ballroom G

G. STANLEY HALL LECTURER

(Sponsored by the American Psychological Association)

Diagnoses, Dimensions, DSM-V, and a Transdiagnostic Approach: Time to Get Radical

David H. Barlow, Boston University

David A. Washburn, Georgia State University, *presiding*

(Conversation Hour to follow at 3:00 p.m. in Meeting Room 7)

To address issues of comorbidity, subthreshold presentations, and the large number of NOS diagnoses, DSM-V will likely organize groups of disorders, including emotional disorders, along dimensions. A scheme will be presented that collapses current DSM-IV emotional disorders into empirically supported common dimensions shared by all disorders, including temperaments, mood, current disorder constructs or “key features,” and extent and types of avoidance. This approach integrates fully with new transdiagnostic unified treatment approaches applied to a variety of emotional disorders by targeting their shared features.

[1 CE credit – please sign up for credit at the door and complete evaluation after the session. Please pay at workshop station at registration desk to receive certificate.]

Participants, at the completion of this activity, will be able to:

1. List dimensions of temperament and key features that comprise the emotional disorders;
2. Describe the Triple Vulnerability Theory of the etiology of emotional disorders;
3. List different emotional avoidance strategies; and
4. Describe core therapeutic strategies used to treat emotional disorders.

Thursday — 3/11/10

32. CONVERSATION HOUR

2:00 pm - 2:50 pm
CC - Meeting Room 7

It's No Problem! Problem-Based Learning (PBL) Across the Psychology Curriculum

Participants will discuss the possible applications of Problem-Based Learning (PBL) at various levels and in a myriad of course contents and formats in undergraduate psychology. They will also share their own “on the ground” experiences in some of their classes, including survey data that speak to the students’ experiences.

Participants: Antoinette Miller, Clayton State University
 Erica Gannon, Clayton State University

33. CEPO ROUNDTABLE II

2:10 - 3:10 pm
MH - Plaza B

Exploring the Breadth of Psychology CEPO's Service to SEPA: The Present and the Future

Patricia Donat, North Georgia College and State University, *presiding*

Presenter: Pamela G. Banks, Jackson State University

Discussant: Jennifer Friday, Friday Consulting Group

34. HISTORIAN'S LECTURE

2:30 - 3:20 pm
CC - Meeting Room 3

Some More SEPA History

James L. Pate, Georgia State University, and
Debra Sue Pate, Jackson State University, *presiding*

35. PAPER SESSION: Adjustment

2:10 - 3:50 pm
CC - Meeting Room 4

Karen Zabrucky, Georgia State University, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award*

2:10

**** 35-1 *Emotional roller-coaster or merry-go-round: Mood volatility maintains stress and resentment.*** James Collins II, Emily Tuten, Kaitlin Moore, Laura Johnson, and Tyler Engle, Carson-Newman College.

2:30

**** 35-2 *Parenting, family environment, and conflict predict internalizing and externalizing behaviors.*** Cliff McKinney, Mississippi State University; Kimberly Renk, University of Central Florida; Tiffany Woodcock, Laura Haines, and Maria Schoen, Mississippi State University.

2:50

**** 35-3 *Substance use and sexual activity in foster and community youth.*** Sarah Stevens, University of South Carolina at Aiken; Chad Brice, Chelsea Ale, and Tracy Morris, West Virginia University.

3:10

**** 35-4 *Comparing self-focused and other-focused journaling effects on happiness.*** Scott Frein, Virginia Military Institute.

3:30

35-3 *Beyond medicine: Illness representations for medically unexplained and functional illnesses.* Lori Lange, Katie Radcliff, Lindsey Roberts, Samantha Poling, Kerry Eldred, Lindsay Balfour, and Devon Murray, University of North Florida.

36. CONVERSATION HOUR

3:00 - 3:50 pm
CC - Meeting Room 7

Conversation Hour with Dr. David Barlow

To follow his 2:00 p.m. G. Stanley Hall Lecture on Thursday:

Diagnoses, Dimensions, DSM-V, and a Transdiagnostic Approach:
Time to Get Radical

37. INVITED SPEAKER

3:00 - 3:50 pm
CC - Ballroom G

ROSECRANS INVITED SPEAKER (#1)

Move Over Individuals: Making Room for Groups in Teaching and Learning

Donelson R. Forsyth, Jepson School of Leadership Studies,
University of Richmond

Patricia Donat, North Georgia College and State University, *presiding*

Whereas psychologists traditionally adopt a person-centered approach to understanding individuals' thoughts, action, and emotions, a multilevel perspective recognizes that individuals are also members of larger social units that seek shared, collective outcomes. Teachers and learners are embedded within groups, teams, organizations, and communities and so teaching and learning is influenced not only by the microlevel, individualistic processes, but also mesolevel and macrolevel processes examined by social and organizational psychologists. Viewing students as both individual learners and group members requires examining group-level processes in the classroom, including social networking, learning in teams, and normative pressures. Similarly, for instructors, a multilevel approach provides new insights into old issues of pedagogy and assessment, including the use of group discussion, classroom climate, and the difficulties in team approaches to teaching. Practical suggestions for approaching teaching and learning from multiple levels are considered.

[1 CE credit – please sign up for credit at the door and complete evaluation after the session. Please pay at workshop station at registration desk to receive certificate.]

Participants, at the completion of this activity, will be able to:

1. Describe a multilevel perspective on teaching and learning that considers both psychological and interpersonal influences on human behavior, cognition, and emotion;
2. Analyze the implications of a group-level approach to individual learners' outcomes, including collaborative learning, the development of norms that support or conflict with learning goals, and studying in groups;
3. Analysis of the implications of a group-level approach to teaching, including team teaching and using team-based learning methods; and
4. Identification of practical suggestions for strengthening learning outcomes by harnessing the power of group approaches in teaching and learning.

Thursday — 3/11/10

38. CONVERSATION HOUR

3:10 - 4:00 pm
MH - Plaza B

Conversation Hour with Dr. Deryl Bailey

To follow his 11:00 a.m. CEPO/SEPA Invited Address on Thursday:
African American Males/Empowering Youth

39. SEPA PRESIDENTIAL ADDRESS

4:00 - 4:50 pm
CC - Ballroom G

PRESIDENTIAL ADDRESS

Good Monkeys Gone “Bad”

David A. Washburn, Georgia State University

Michael Rulon, Covenant College, *presiding*

In recent years, monkeys and apes tested on game-like computerized tasks have demonstrated amazing competencies that were previously undocumented in animals. In this talk, however, we will focus on some surprising “failures to learn” by these monkeys, and see what can be learned about learning when monkeys fail to learn.

[1 CE credit – please sign up for credit at the door and complete evaluation after the session. Please pay at workshop station at registration desk to receive certificate.]

Participants, at the completion of this activity, will be able to:

1. Distinguish between relational learning and associative learning, as types of learning that characterize human as well as animal behavior;
2. Discuss new research paradigms that have been developed for research with nonhuman primates, children, and human adults; and
3. Discuss, after having received instruction on the value of the comparative perspective in psychological inquiry, that human behavior can be seen in a broader biological context.

Thursday — 3/11/10



Presidential Reception

in honor of

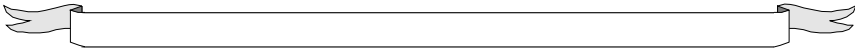
David A. Washburn

Georgia State University

5:00 pm — 6:30 pm
Ballrooms H, I

Reception open to all convention attendees

(Cash bar)



40. CEPO GRADUATE STUDENT NETWORKING

6:30 - 8:30 pm

Amy Shadoin, Premier Evaluations, Inc., *presiding*

Meet at Rotunda
(between Marriott Hotel and Convention Center)
at 6:30 pm for off-site networking session



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- Health Psychology
- Leadership

FACULTY RESEARCH PROGRAMS

- Addictions*
- Adulthood and Aging*
- Biological Psychology*
- Child/adolescent Development*
- Cognitive Neuroscience*
- Employment and Personnel*
- Group Dynamics*
- Health Psychology*

- Human Factors*
- Leadership*
- Memory and Learning*
- Organizational Development*
- Pain and Biofeedback*
- Vocational Decisions*
- Women's Issues*
- Work-life Effectiveness*



JOB PROSPECTS FOR PSYCHOLOGY GRADUATES

Psychology graduates work in a variety of settings following their undergraduate work: schools, health care, human services, research, government and business; or they continue their education by pursuing a graduate degree in psychology or other related fields.



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FRIDAY, MARCH 12, 2010

41. CEPO/PSI CHI UNDERGRADUATE RESEARCH

8:30 - 10:00 am
CC - Ballrooms E, F

POSTER SESSION II

Rosemary Phelps and Georgia Calhoun, University of Georgia, *presiding*

42. PAPER SESSION: Physiological Methods and Effects

8:40 - 10:00 am
CC - Meeting Room 4

Stephen H. Hobbs, Augusta State University, *presiding*

8:40

**** 42-1 *Magno-parvocellular integration training improves motion sensitivity in reading disabled children.*** John Shelley-Tremblay, Sarah Syklawer, J. Gaines Betbeze, Rachel Hoadley, and Lauren Mininger, University of South Alabama.

9:00

42-2 *The effects of EEG data transformations on principal component analysis.* James Arruda and Heather McGee, University of West Florida; Hongmei Zhang, Epidemiology and Biostatistics; Claudia Stanny, University of West Florida.

9:20

42-3 *The TAP-TAR Substance Dependence Animal Model: Retrospective and prospective.* Stephen Hobbs, Augusta State University; Jennifer Whitford, Augusta VA Medical Center; T. Edward Orr and Paul Walters, Augusta Center for Psychological Services; Ralph Elkins, Schick Shadel Hospital.

9:40

42-4 *Nicotine abstinence and cognitive performance in light smokers.* Erika Fulton, Georgia Institute of Technology; William Kelemen, California State University, Long Beach.

Coffee with the Executive Committee

9:00 – 9:50 am

Ballroom G

Coffee and Chat with the EC — information, ideas, questions...



43. SYMPOSIUM

9:00 - 10:20 am
CC - Meeting Room 3

The Role of Affect in Public and Private Flashbulb Memories

Rod Vogl, Christian Brothers University, *presiding*

The contributors examined the accuracy and predictors of flashbulb memories. More specifically, they investigated the role of affect in both public and private flashbulb memories. Overall, affect significantly influenced the recall of flashbulb memories. Also, the Fading Affect Bias was observed in public and private flashbulb memories.

Affective modulation of autobiographical memory: Evidence from public/private flashbulbs. John N. Bohannon III, Butler University; Megan Julian, University of Pittsburgh; William Aue, Syracuse University; Brett Agypt, University of North Carolina-Charlotte; M. Hinton, Western Michigan University; Adam Hilliard, University of Akron; Christopher Henry, University of Texas at Austin.

Individual differences in religiosity/spirituality as predictors of Fading Affect Bias. Jeffrey Gibbons, Sherman A. Lee, Jennifer Gamble, Angela Toscano, Andrew Hartzler, Stephanie Kofron, Sarah White, and Benjamin Roseberry, Christopher Newport University.

Flashbulb memories of the election of President Barack Obama. W. Richard Walker, Rosalyn Shelton, and Sarah Forbess, Winston-Salem State University; Rodney J. Vogl, Christian Brothers University.

Fading Affect Bias for flashbulb memories: Rehearsal and emotional impact. Rodney J. Vogl, Valerie L. Burton, Carla J. Liles, and A. Paige Pirkey, Christian Brothers University; W. Richard Walker, Winston-Salem State University.

44. INTEREST GROUP

9:00 - 9:50 am
MH - Plaza B

Quantitative/Qualitative Experiences of a Psychology Post-doc in Urban Education

Kristin Walker, Memphis City Schools, *presiding*

This discussion will focus on a post-doctoral experience in urban education, with emphasis on the importance of mixed method approaches to psychological research and application. The presenter will discuss both advantages and challenges to the interdisciplinary approach to data collection, documentation, and reporting in urban education research.

**45. INTERACTIVE POSTER SESSION: Electronic
Communication**

**9:00 - 10:00 am
CC - Meeting Room 7**

Alvin Wang, University of Central Florida, *presiding*

(Posters plus facilitated discussion)

45-1 *Experiences of cyber-bullying in college freshman versus college seniors.* Tammy Lowery Zacchilli, Saint Leo University; Chenelia Valerio, Lynn University.

45-2 *SMS communication among college students: When, where, & why?* John Raacke and Jennifer Bonds-Raacke, University of North Carolina at Pembroke.

45-3 *Unassigned.*

45-4 *LOL Cant Wait 2 C U: Text-messaging among college students.* Roxana Anderson, Palm Beach State College; The Reverend Dr. Mary Mroczka; Thiago Coelho, Palm Beach State College.

45-5 *Bystander intervention involved with witnessing cyber-bullying.* Chad Morgan, Robin Kowalski, Kelly Gerrity, Katie Bigalke, Janet Marsch, Melanie Bridwell, Haley Kimmons, Stephanie Freeman, Jessica Gancar, Sarah Mauck, Sarah Louderback, Sarah Heidel, Rebecca Fulmer, and Lauren Ourant, Clemson University.

45-6 *The relationship between text messaging and self-esteem.* Nathali Blackwell and Rod Vogl, Christian Brothers University.

46. CE WORKSHOP F

**9:00 am - 12:00 pm
MH - Plaza A**

EATING DISORDERS: FROM DIAGNOSIS TO TREATMENT

presented by

Rebecca Rogers, Augusta State University
Christian Lemmon, Medical College of Georgia

[3 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “F” on page xvi.]

47. CE WORKSHOP G

9:00 am - 12:00 pm
MH - Lookout Room

**DISSEMINATION AND TRANSPORTABILITY OF
PARENT CHILD INTERACTION THERAPY**

presented by

Ember Lee, Rady Children's Hospital
Elizabeth Brestan Knight, Auburn University
Shalonda Brooks, Auburn University
Meenakshi Lambha, Auburn University
Timothy Thornbery, Auburn University

[3 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “G” on page xvii.]

48. INVITED SPEAKER

10:00 - 10:50 am
CC - Ballroom G

ROSECRANS INVITED SPEAKER (#2)

**A Quiet World: The Psychology of Hearing
and Hearing Loss**

David G. Myers, Hope College

Patricia Donat, North Georgia College and State University, *presiding*

(Conversation Hour to follow at 11:00 a.m. in Meeting Room 7)

Drawing on personal experience and psychological science, David Myers will explore the psychology of hearing and hearing loss. He will also explore user-friendly assistive technologies that reflect “the human factor,” and will describe efforts to transform American assistive listening technology and to double the functionality of hearing aids and cochlear implants.

[1 CE credit – please sign up for credit at the door and complete evaluation after the session. Please pay at workshop station at registration desk to receive certificate.]

Participants, at the completion of this activity, will be able to:

1. Summarize how our experience of sound arises from bottom-up processing and top-down expectations;
2. Describe the prevalence and consequences of hearing loss, and influences on people's acknowledgement of hearing loss;
3. Identify new assistive technologies for people with hearing loss; and
4. Explain how American assistive listening technology might better appreciate the “human factor.”

49. CE WORKSHOP H

**9:00 am - 12:00 pm
and 1:00 pm - 4:00 pm
MH - Signal Room**

LD AND ADHD: A LIFESPAN APPROACH

presented by

Lori R. Muskat, Georgia School of Professional Psychology, Argosy/Atlanta
April L. Coleman, Georgia School of Professional Psychology, Argosy/Atlanta
Ben Garrison, Georgia School of Professional Psychology, Argosy/Atlanta

[6 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “H” on page xviii.]

50. CEPO BUSINESS MEETING

**10:00 - 11:00 am
MH - Plaza B**

CEPO Business Meeting

(Committee on Equality of Professional Opportunity)

Jennifer Friday, Friday Consulting Group, *presiding*

All are welcome to attend.

51. INTERACTIVE POSTER SESSION: Music and Art

**10:10 - 11:10 am
CC - Meeting Room 7**

Tom Reiner, University of West Florida, *presiding*

(Posters plus facilitated discussion)

51-1 *Mention of musical instrument playing in personal ads.* Donald Hall and Jamie Purvis, Radford University.

51-2 *Psychological assessment of non-traditional art media.* Lauren Lisko, Lauren Primarolo, Patrick Smith, and Bruce Darby, Florida Southern College.

51-3 *Misandry in popular music: Portrayals of men by female artists.* Lilah Campbell, Heather Ernst, Aletheia Fadness, and Darren Ritzer, Winthrop University.

51-4 *Music and mood: A six-day investigation.* Adrian Janit, Michael Rauls, Alana Enslein, and Ashley Hagee, Augusta State University.

51-5 *The mental music scales: Validation and factor structure.* Lucy Gilliam, J. Brian Pope, and Thomas Harlow, Tusculum College.

Friday — 3/12/10

52. PAPER SESSION: Personality Patterns

10:10 - 11:30 am
CC - Meeting Room 4

Mary Utley, Drury University, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award*

10:10

**** 52-1 *Emotional responsiveness, individuation, and differentiation of self in adolescence.*** Christopher Bjornsen, Longwood University.

10:30

52-2 *Comparing measures of depression: Clinical versus the Five Factor Model.* Adam Hicks and David McCord, Western Carolina University.

10:50

52-3 *Physiological and personality correlates of proactive and reactive aggression.* Leonardo Bobadilla, Western Carolina University.

11:10

52-4 *Anxiety and substance use: Mediating role of irrational health beliefs.* Jessica Fulton and Kathleen Payne, The University of Southern Mississippi.

53. PANEL DISCUSSION

10:30 - 11:50 pm
CC - Meeting Room 3

University/Juvenile Justice Collaboration: Benefits & Challenges

James Stefurak, University of South Alabama, *presiding*

Psychologists who collaborate with juvenile justice experience unique opportunities and challenges in working to meet the goals of their collaborators, while focusing on the effective translation of science into practice. A panel of researchers and graduate students will address these issues by exploring the evolution of various university/community collaborations.

Panelists: Georgia Calhoun, University of Georgia
Jennifer Langhinrichsen-Rohling, University of South Alabama
John Friend, University of South Alabama
Ashley Powell, University of South Alabama
Shannon Shelley-Tremblay, University of South Alabama
Rebecca Bodiford, University of South Alabama

54. POSTER SESSION: Education and School Psychology; Cognition and Learning

10:30 - 12:00 am
CC - Ballrooms E, F

Dan Mossler, Hampden-Sydney College, *presiding*

54-1 *What students really want in an undergraduate research mentor.* Karen Mottarella, Shannon Whitten, Anna Ashby, Sally Clausen, DeAnn Collins, Ashley Harper, Brooke LaJoie, Alexis Vallas, and Pilar Walker, University of Central Florida.

54-2 *Young adults' exposure to, interest in, and fear of science.* Maria Schmelzer, Cassie Rodenberg, and Merry Sleigh-Ritzer, Winthrop University.

54-3 *Motivated Strategies for Learning Questionnaire: Factor structure in college sample.* Alice Carter, Mary Livingston, and Tracy Harper, Louisiana Tech University.

54-4 *Subject-verb agreement and working memory.* S. Colter Frideley and Janet McDonald, Louisiana State University.

54-5 *Read or listen: Working memory performance of adult readers.* Jessica Bramlett, Rihana Williams, Omer Ari, and Rachel Burson, Georgia State University.

54-6 *Factors that affect commitment to a small liberal arts college.* Lyn Boulter, Catawba College; Hall P. Beck, Appalachian State University; Carla Eastis, Catawba College.

54-7 *How sweet it isn't: Glucose effects on autobiographical memory.* Sarah Gillott, Alissa Fritz, Michael Leider, and John N. Bohannon III, Butler University.

54-8 *Kiss memory alters mood but not vice versa.* Elsa Carodenuto, Sarah Pajkos, Sarah Gillott, and John N. Bohannon III, Butler University.

54-9 *Subjective well-being, achievement motivation and engaged learning.* Faith Cheyne, William Compton, and James Rust, Middle Tennessee State University.

54-10 *Ethnicity of student and participation in outside of class instruction.* Jennifer Bonds-Raacke, Sabrina Leshore, Darcy Hayes, and Gina Gerera, University of North Carolina at Pembroke.

54-11 *ePortfolio-based assessment of an undergraduate research program.* Benjamin Stephens, Katherine Harrill, Lauralee Gray, Linda McJeans, and Brianna Jones, Clemson University.

Friday — 3/12/10

54-12 *ePortfolio-based assessment of educational outcomes: artifacts and reflections.* Brittney Getz, Wofford College; Ana Rondon, University of Central Florida; Ira Harper, Tamera Dekine, Alison Anders, Julie Brickbichler, and Benjamin Stephens, Clemson University.

54-13 *ePortfolio, interactive resume, and evaluation of job applications.* Brittney Getz, Wofford College; Ana Rondon, University of Central Florida; Alison Anders, Ira Harper, Tamera Dekine, Julie Brickbichler, and Benjamin Stephens, Clemson University.

54-14 *Gender differences in academic self-efficacy among adolescents.* Hope Reuschel, Debra Blaacker, Alyssa Seibers, and Robert Smith, Berea College.

54-15 *Academic orientation as a function of thinking styles.* Debra Blaacker, Robert Smith, Hope Reuschel, and Alyssa Seibers, Berea College.

54-16 *Thinking creatively in education: Thinking styles and creative self-efficacy.* Alyssa Seibers, Robert Smith, Debra Blaacker, and Hope Reuschel, Berea College.

54-17 *Study strategies and resource use: Change across the semester.* Matthew Hayes and Wesley Allen, Winthrop University.

54-18 *Knowing who and where helps eyewitness memory for what.* K. Meredith Webster, Matthew Douglass, and Deborah Eakin, Mississippi State University.

54-19 *What's your name again? Age effects on metamemory of faces.* William Harris, Melanie Walsh, and Deborah Eakin, Mississippi State University.

54-20 *Media shaping reality: The effects of media exposure on perception.* John Raacke, Jennifer Bonds-Raacke, Martin Slann, and Kelly Niccum, University of North Carolina at Pembroke.

54-21 *What Memphis do you speak?* Caitlin Mills, Christian Brothers University; Jenny Roche and Rick Dale, University of Memphis; Thomas Farmer, Cornell University; Jason Zevin.

54-22 *Necessities vs. luxuries: Are there tradeoffs?* David Adams and Paula Waddill, Murray State University.

54-23 *Effect of preview time on change detection.* Michael Marcell, Keavy McAbee, and Erin Williams, College of Charleston.

54-24 *Does increasing metacognitive awareness alleviate retrieval-induced forgetting effects?* Lauren Jones, Meredith Knight, Melissa Cavins, Joshlyn Shareck, Michael Mueller, Lauren Burns, and Jodi Price, University of Alabama in Huntsville.

54-25 *Election 2008: Flashbulb memories of Obama's victory.* Robert Warren, Jasmen Rice, Alissa Fritz, and John N. Bohannon III, Butler University.

54-26 *Social and academic correlates of a common reading experience.* Timothy Daugherty, Matthew Hayes, and Andrew Carrier, Winthrop University.

54-27 *The effectiveness and constraints of visual examples on creativity.* Kristin Vdorick and Gayle Dow, Christopher Newport University.

54-28 *Withdrawn.*

54-29 *First generation college freshmen: Perceived social support and college adjustment.* Margo Villarosa, Nicole Rossi, and Christopher Bell, Augusta State University.

54-30 *Attachment to institution and first generation college students.* Marcia Calloway, Nicole Rossi, and Christopher Bell, Augusta State University.

54-31 *Community service: Survey of senior undergraduate psychology majors.* Susan Kissel and W. Michael Nelson III, Xavier University.

54-32 *Do pictures move you? A non-evaluative approach avoidance behavior investigation.* David Adams and J. Ian Norris, Murray State University.

54-33 *The Mindfulness Questionnaire: A factorial analysis.* Jennifer Brace, Spencer Fix, William Mikulas, and Steven Kass, University of West Florida.

54-34 *Time constraint differentially affects high and low print exposure writers.* Kimberly Epting, Stephanie Hicks, Evan Gallena, Elizabeth Palmer, Traci Weisberg, and Sarah Borowski, Elon University.

54-35 *Are study habits influenced by social temptations?* Tomesha Manora, Heidi Dempsey, and Iyanna Cammack, Jacksonville State University.

54-36 *Working memory: The effects of incongruent information on source monitoring.* Thomas Hancock, Ari Seifried, and Kelly Wilkerson, Georgia Gwinnett College.

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54-37 *Cheers vs. jeers: Effects of audience feedback on sports tasks.* Kristen Riggs and Kimberly Epting, Elon University; Joseph Knowles and Brian Rolander, Hampden-Sydney College.

54-38 *Collaborative inhibition: A counterintuitive phenomenon.* Lauren McClure, Dominick Atkinson, and John N. Bohannon III, Butler University.

54-39 *Comparing three computerized methods of assessing delayed discounting.* Heidi Dempsey, David Dempsey, Tomesha Manora, Amanda Webster, Jody Thompson, Aaron Garrett, Iyanna Cammack, Yawa Dossou, Angel Johnston, and Michael Mitchell, Jacksonville State University.

54-40 *Identity styles' effects on relationship between school stress and grades.* Javier Gonzalez, Barry University; Joe F. Pittman, Jennifer Kerpelman, and Francesca Adler-Baeder, Auburn University.

54-41 *Social support and future orientation as predictors of academic success.* Elizabeth Staines, Enas Yousef, Christopher Bell, and Nicole Rossi, Augusta State University.

54-42 *Anticipating a good grade: Student appraisal styles.* Susan Buckelew, Chance Littrell, Joseph Manley, and Jana Dickey, University of Tennessee at Martin.

55. CONVERSATION HOUR

**11:10 am - 12:00 pm
MH - Plaza B**

Conversation Hour with David G. Myers, Hope College

To follow his 10:00 a.m. Rosecrans Invited Address on Friday:
A Quiet World: The Psychology of Hearing and Hearing Loss



56. INVITED ADDRESS

11:00 - 11:50 am
CC - Ballroom G

SIEGEL-WALLSTON INVITED ADDRESS

**The Evolutionary Ecology
of Sex Neutral 'Sex Role' Behavior**

Patricia Adair Gowaty, University of California, Los Angeles

Patricia Donat, North Georgia College and State University, *presiding*

A new model that takes into account demographic stochasticity, time available for mating, and likely fitness outcomes of initial reproductive decisions provides a novel, sex neutral hypothesis for the evolution of individuals who express adaptive (fitness enhancing), flexible "sex role" behavior. The model requires no assumptions about past selection favoring sex differences in reproductive decision-making.

[1 CE credit – please sign up for credit at the door and complete evaluation after the session. Please pay at workshop station at registration desk to receive certificate.]

Participants, at the completion of this activity, will be able to:

1. Discuss alternative hypotheses for the causation of sex roles;
2. Describe the role of demographic stochasticity in the induction of behavior including sex typical behavior; and
3. Discuss a new concept in evolutionary biology: the distribution of "fitness that would be conferred."

57. INTERACTIVE POSTER SESSION: Depression

11:20 am - 12:20 pm
CC - Meeting Room 7

Sabina Widner, Augusta State University, *presiding*
(*Posters plus facilitated discussion*)

57-1 *A study of social support and depression in college freshmen.* Joseph Molitor, Stephanie McCollum, Christopher Bell, and Nicole Rossi, Augusta State University.

57-2 *Withdrawn.*

57-3 *Can an older population recognize symptoms of depression in elderly?* Susan Ruppel, Janet Griffin, Judith Kizer, and William Jenkins, Mercer University.

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57-4 *The relationship between peer rejection in childhood and adult depression.* Rod Vogl, Dana O'Hoyt, Kiley Farmer, and A. Paige Pirkey, Christian Brothers University.

57-5 *The impact of depressive symptomatology on negative facial expression discrimination.* Rebecca Wittman and Andrew Mienaltowski, Western Kentucky University.

58. PAPER SESSION: Academic Performance

11:40 am-1:00 pm
CC - Meeting Room 4

Lisa VanWormer, University of West Florida, *presiding*

11:40

58-1 *Evaluating the effectiveness of peer assisted study sessions.* Amber Lumpkin, Joshlyn Shareck, Jodi Price, Eric Seemann, and Diana Bell, University of Alabama in Huntsville.

12:00

58-2 *The importance of freshman experiences in determining students' retention decisions.* Jessica N. Gore, Tarayan Houston, April Oster, Erin Dobbins, Amanda Thompson, and Hall P. Beck, Appalachian State University; William B. Davidson, Angelo State University.

12:20

58-3 *Academic supports and growth in mathematics achievement for blind youth.* J. Martin Giesen, Mississippi State University; Brenda S. Cavanaugh and Michele Capella McDonnall, Rehabilitation Research & Training Center on Blindness and Low Vision.

12:40

58-4 *An investigation of excessive cell phone use on academic performance.* Scott Hutchens, Delta State University.

59. PAPER SESSION: Caregiving; Stress; Coping

12:00 - 1:20 pm
CC - Meeting Room 3

William Canu, Appalachian State University, *presiding*

12:00

59-1 *Stage of caring for the elderly.* Neil Davis, Dorothy Messier, and Douglas Friedrich, University of West Florida.

12:20

59-2 *Stressed out: An examination of stress in a clinical sample.* Michael Burkeen and Laura Liljequist, Murray State University.

12:40

59-3 *Adults' metaphoric production about health experiences.* Nicholas Rudd, Morehead State University.

1:00

59-4 *Prayer, happiness, life meaning, and personal growth in college students.* Ruth WilliamsMorris and Edely Yopez, Southern Adventist University.

60. SEPA PAST PRESIDENTS' LUNCHEON

12:00 - 2:00 pm
CC - Meeting Room 8

James L. Pate, Georgia State University, *presiding*

61. INTERACTIVE POSTER SESSION: Humor

12:30 - 1:30 pm
CC - Meeting Room 7

Rolf Holtz, Troy State University, *presiding*

(Posters plus facilitated discussion)

61-1 *That's not funny: How comedic race and audience influence humor.* John Raacke, Jennifer Bonds-Raacke, Jorge Piocuda, and Sabrina Leshore, University of North Carolina at Pembroke; Fantasy Lozada, North Carolina State University.

61-2 *The role of similar humor styles in initial attraction.* Justin Moss and Shanhong Luo, University of North Carolina - Wilmington.

61-3 *Location and sex of joke teller related to sexist humor.* Jared Gray and Millicent Abel, Western Carolina University.

61-4 *Sexist humor and the justification of prejudice against women.* Thomas Ford, Western Carolina University; Julie Woodzicka, Washington and Lee University; Shane Triplett, Sarah Jennings, Michael McGathy, and Dustin Callahan, Western Carolina University.

Friday — 3/12/10

**62. POSTER SESSION: Industrial/Organizational;
Human Factors; Forensic Psychology**

12:30 - 2:00 pm
CC - Ballrooms E, F

William D. Siegfried, University of North Carolina-Charlotte, *presiding*

62-1 *Preferences for supervisor behaviors: Influence of gender and parenthood.* Catherine Bogese, Sherry Schneider, and Laura Koppes, University of West Florida.

62-2 *An analysis of the relationship between personality and leader emergence.* Bart Weathington, Rhett Smith, Brian O'Leary, and Chris Cunningham, University of Tennessee at Chattanooga.

62-3 *Change in status and conspicuous consumption under economic strain.* Chad Morgan and Robin Kowalski, Clemson University.

62-4 through 62-9 *Unassigned.*

62-10 *The task of a juror: Empathy, socialization, and trial type.* Sabrina Leshore and John Raacke, University of North Carolina at Pembroke.

62-11 *Authoritarianism and legal authoritarianism: Correlation with juror judgments.* Jonathan Peterson, Erin Cooke, Rachel Rock, Chelsea Evans, Cody Nicholson, Joseph Gentry, Nicholas Romeo, Tiffany Veniez, and Bryan Myers, University of North Carolina-Wilmington.

62-12 *Importance of issues and candidate characteristics in the presidential election.* Witsinee Bovornusvakool, Sakkaphat Ngamake, Alyinth Bowen, Mia McMillan, Melissa Lane, Christine Thomas, and Susan Walch, University of West Florida.

62-13 *The relation between loyalty to supervisor and intent to turnover.* Bart Weathington, Christie Cunningham, Chris Cunningham, and Brian O'Leary, University of Tennessee at Chattanooga.

62-14 *Effects of transformational and servant leadership on employee work-life balance.* Maren Dollwet, Sherry Schneider, and Laura Koppes, University of West Florida.

62-15 *An evaluation of alternate realistic job preview formats.* Bart Weathington, Laure Rodebaugh, Chris Cunningham, and Michael Biderman, University of Tennessee at Chattanooga.

62-16 *Understanding organizational deviance: The role of satisfaction and stress.* Bart Weathington, University of Tennessee at Chattanooga; Terran Brown, Seattle Pacific University; Rebecca Elliott, Chris Cunningham, and Brian O'Leary, University of Tennessee at Chattanooga.

62-17 *Variables based on first names.* Jacob Jessie, Alysia D. Ritter, and Joel Royalty, Murray State University.

62-18 *Authoritarianism and dangerousness as predictors of jurors' sentencing severity.* Jessica Graner, Brittany Weiner, and John Carton, Oglethorpe University.

62-19 *Gender, ethnicity, sexual orientation impact jurors in same-sex rape trial.* Jacklyn Nagle and Kristine Jacquin, Mississippi State University.

62-20 *Juror decision making, perceived fairness, and attitudes about litigation crisis.* Courtney Pfeifer and Kia Asberg, Western Carolina University; Paul A. Fox, Appalachian State University.

62-21 through 62-23 *Unassigned.*

62-24 *Personality, Political Ideology, & Civil Commitment of Sex Offenders.* Alicia Isenberg and L. Alvin Malesky, Western Carolina University.

62-25 *Demographic and historical differences by gender in public safety applicants.* Benjamin Locklair and L. Alvin Malesky, Western Carolina University; John Warren, FMRT Group.

62-26 *Effects of attractiveness, gender, and job-type on personnel selection.* Bozhidar Bashkov, Berea College.

62-27 *Improving the classroom experience: Applying job characteristics theory to school.* Jasmine Khosravi, Steven Kass, Adam Smith, and Christopher Gregory, University of West Florida.

62-28 *Thinking inside the box: Effects of mental training on driving.* David Bumgarner, Steven Kass, William Mikulas, and Spencer Fix, University of West Florida.

62-29 *College-aged drivers: Internet technology on phones may pose driving risks.* Elizabeth O'Neal, University of Alabama at Birmingham; Tiffany Davis; David Schwebel.

62-30 *Videogame-based training motivation, goal-setting, and performance: Role of trainee affect.* Julie Waples, Sarah Finley, and Karin Orvis, Old Dominion University.

Friday — 3/12/10

62-31 *At the movies: The effects of cinematography on memory.* Kirsten Wildermuth, Augusta State University; Robert Keeler, United States Army; Zachary Martin, Rick Pukis, and Richard Topolski, Augusta State University.

62-32 *Impact of crisis intervention training on identification of co-occurring disorders.* Medha Talpade, Clark Atlanta University; Marion Hughes, Fulton County, Court Services; Barbara Lattimore, Fulton County Department of Behavioral Health and Developmental Disabilities.

62-33 *Mnemonic strategies: Effect on city name and location recall.* Mary Crowe and Alysia D. Ritter, Murray State University.

62-34 *Taking breaks may impair the completion of future actions.* Arlo Clark-Foos, University of Michigan, Dearborn; Richard Marsh, University of Georgia; Paul Foos, University of North Carolina-Charlotte; M. Cherie Clark, Queens University of Charlotte.

62-35 through 62-42 *Unassigned.*

63. CAMPP CONVERSATION HOUR

1:00 pm - 1:50 pm
MH - Plaza B

CAMPP

(Council of Applied Masters Programs in Psychology)

Updates from the CAMPP/NAMP Conference

Sabina Widner, Augusta State University, *presiding*

64. UNASSIGNED

65. CE WORKSHOP I

1:00 - 4:00 pm
MH - Lookout

ETHICAL DILEMMAS: TEACHING, RESEARCH, AND PRACTICE

presented by
Annie Wells, Alabama A&M University

[3 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “I” on page xviii.]

66. SWIM SESSION

1:00 - 3:15 pm
MH - Plaza A

SWIM

(Southeastern Workers in Memory)

Elizabeth J. Marsh, Duke University, *presiding*

1:00 - 2:00

Hand-eye coordination:

The mysterious effects of handedness and saccades on memory.

Keith B. Lyle, University of Louisville

2:00 - 2:15

Break

2:15 - 3:15

Human spatial memory and navigation.

Timothy P. McNamara, Vanderbilt University

67. PAPER SESSION: Problematic Relationships

1:30 - 2:30 pm
CC - Meeting Room 3

Chuck Robertson, North Georgia College and State University, *presiding*

1:30

67-1 *Indignation or insecurity? How mate value influences responses to infidelity.* April Phillips, Columbus State University.

1:50

67-2 *Childhood experiences of aggression as related to dating aggression.* Robert Milletich, Old Dominion University.

2:10

67-3 *Demanding too much from demand-withdraw? Methodological issues in assessment.* Daniel McKelvey and Sherry Hamby, Sewanee: The University of the South.

Friday — 3/12/10

68. INTERACTIVE POSTER SESSION: Troubled Youth

1:40 - 2:40 pm
CC - Meeting Room 7

Sam Mathews, University of West Florida, *presiding*

(Posters plus facilitated discussion)

68-1 *Zero tolerance expulsions and first-time offender youth.* April D. Glenn, Mary Rogers, Janet Pilcher, Robert Rotunda, and Joyce Nichols, University of West Florida.

68-2 *Academic performance of early juvenile offenders.* Sarah Bucher, Kathleen Hart, and Shelby Spare-Werner, Xavier University.

68-3 *Hanging not banging: Evaluation of a youth violence prevention program.* M. Cherie Clark, Queens University Charlotte; Ruth Stephenson, Presbyterian School of Nursing at Queens University of Charlotte; Sarah Chestnut; Paul Foos, University of North Carolina at Charlotte; Arlo Clark-Foos, University of Michigan, Dearborn.

68-4 *Parental ratings of children in high conflict custody/visitation conflicts.* W. Michael Nelson III, Xavier University; Mary Markivich, United States Army; Lisa Suttman, Xavier University.

68-5 *Recidivism data from juvenile delinquents and juvenile sex offenders.* Patrick Cook and Barry Burkhart, Auburn University.

69. PSI CHI SESSION

2:00 - 2:50 pm
MH - Plaza B

**Advice to Students and Faculty Mentors
from the Interim Editors and Managing Editor**

The presenters will discuss the submission requirements for the Psi Chi Journal of Undergraduate Research, including advice to undergraduate students and faculty mentors of student research projects. The editors will address recent and upcoming changes in the submission process, expectations of the faculty mentor, common mistakes, the review and notification process, and timelines. Time will be left for questions and answers.

Participants: Martha S. Zlokovich, Psi Chi National Office
Susan Iles, Psi Chi National Office
Randolph Smith, Lamar University

70. POSTER SESSION: Developmental; Animal Behavior; Physiological Psychology; Personality

2:20 - 3:50 pm
CC - Ballrooms E, F

Shannon Dobson, University of South Carolina, *presiding*

70-1 Investigating predictors of ageism: Supportive relationship with older adult wanted. DeAnn Collins, Shannon Whitten, Erin Murdoch, and Karen Mottarella, University of Central Florida.

70-2 Analysis of mental status exams: Screening instruments in nursing homes. Adam Zimmer and William Chovan, Western Carolina University.

70-3 Attachment, self-criticism and depression among undergraduates across first semester. Marian R. Beasley, Stephanie McCollum, Christopher Bell, and Nicole Rossi, Augusta State University.

70-4 A national survey of late adolescents' marriage plans. Qing Zeng and Yong Dai, Arkansas Tech University.

70-5 Self-esteem and family moral-religious emphasis of female adolescent Honduran orphans. Virginia Inge, University of Alabama; John Friend and Jennifer Langhinrichsen-Rohling, University of South Alabama; George Inge.

70-6 Anxiety sensitivity and quality of life in a community sample. Chelsea Price, Martha Combs, Laci Zawilinski, Carissa Orlando, Joshua Broman-Fulks, Will Canu, and David Nieman, Appalachian State University.

70-7 Comfort seeking: Preliminary psychometrics of a new measure. Michael Brady, Rachel Kravitz, Elizabeth Magrath, Ann Thomasson, and Carl Bardi, Sewanee: The University of the South.

70-8 ERP response to emotion words modulated by psychopathy traits. John Shelley-Tremblay, Candice Selwyn, Dennis Reidy, Jacob Langham, J. Gaines Betbeze, and Hayden Collier, University of South Alabama.

70-9 Worry-related EEG differences in emotion processing. Dory R. Simonsen, Claude E. Davis, Jessica D. Hauf, and D. Erik Everhart, East Carolina University.

70-10 Contagious yawning: Primitive emotional contagion and group size. Janelle Engel, Kelly Forsythe, and Mary Utley, Drury University.

70-11 Social competence and social/emotional comorbidity in high functioning autism. Krystal Lago, Barry University; Camilla Hileman, Heather Henderson, and Caley Schwartz, University of Miami.

Friday — 3/12/10

70-12 *Life after youth soccer: Challenges and benefits of sport participation.* Grace Srigley, Melissa Himelein, and Kristen Keathley, University of North Carolina at Asheville.

70-13 *Linking APOE status with health and cognitive functioning in adulthood.* Jennifer Silva Brown, Drury University; Katie Cherry, Louisiana State University; Julia Voluafova, Louisiana State University Health Science Center; S. Michal Jazwinski, Tulane University School of Medicine.

70-14 *Young adults' similarity to and likeliness to deceive their parents.* Jason Laboe, Alexandra Gyenes, and Merry Sleigh-Ritzer, Winthrop University.

70-15 *Middle school students show change-blindness to a person change.* Brennan Baylis and Mackenzie Sunday, University of South Carolina.

70-16 *Childhood imaginary friendships, current loneliness, social support, and schizotypal thoughts.* Daniel Strassburger and Kia Asberg, Western Carolina University.

70-17 *University and elementary school students working toward shared goals.* Marti Wilkerson and Qing Zeng, Arkansas Tech University.

70-18 *Psychometric analysis of life and academic satisfaction scales.* Megan Turner, Dana Fuller, and Jwa Kim, Middle Tennessee State University.

70-19 *The effects of personality and preparedness on group work.* Christine Morris, Berea College.

70-20 *The role of self-talk during good and bad events.* Jennifer Henslee and Thomas Brinthaup, Middle Tennessee State University.

70-21 *Validation of the Almost Perfect Scales-Revised with military students.* Sarah Miles, Timothy Hanchon, Lori Fernald, and Kerry Lassiter, The Citadel.

70-22 *Constitutional psychology revisited.* Harvey Richman, Jenine Caddell, Herman Cummings, and Michael Facciolo, Columbus State University.

70-23 *Narcissism and ethnocentrism.* Marcia Calloway, Bradley Hawkins, and Georgina Hammock, Augusta State University.

70-24 *The relationship of optimism, locus of control, and multiple intelligences.* Laura Wadlington, Carson-Newman College; Shelley Barber, Agnes Scott College.

70-25 *An analysis of coping with lonely feelings.* Laurie Couch and T. Zacharey H. Goble, Morehead State University.

70-26 *The influence of lunch status on children's vocabulary test performance.* Van Jones and Rihana Williams, Georgia State University.

70-27 *Child routines: Mediator between dyadic adjustment and children's externalizing behavior.* Kristen Tyson, Mallory Malkin, and Sara Systma Jordan, The University of Southern Mississippi.

70-28 *Are letters words? Exploring preschoolers' names, letter knowledge, and vocabulary.* Rebecca A. Marcon, Rachel Roth, Heidi Agar, Mary Duckworth, and Danielle Weitzel, University of North Florida.

70-29 *Personality domains and implicit entity theory in pediatric camp counselors.* Sara Soyars, Western Carolina University.

70-30 *Personality trait differences between American and Jamaican preschool children.* Amy Hurt and Cathy Grist, Western Carolina University.

70-31 *Brain lateralization as a predictor of team performance.* James Bohnsack, University of Central Florida.

70-32 *Online networking sites: The final frontier for testosterone research.* Jesse Rockmore and Kelly Cate, North Georgia College and State University.

70-33 *P300 attenuation in simulated malingering on a WMT analogue.* John Shelley-Tremblay, Martin Rohling, Sara Baghaei, and Tiffany Murphree, University of South Alabama.

70-34 *Memory-enhancing effects of music during sleep on declarative memory.* Marissa Roffler, Ann-Marie Rabalais, Allison Rocco, John Widholm, and Suzanne Woodward, College of Charleston.

70-35 *Unassigned.*

70-36 *How does temporal discounting relate to traditional personality variables?* Heidi Dempsey and David Dempsey, Jacksonville State University.

70-37 *The scope of preschoolers' and adults' generalization of others' preferences.* Rebecca Williamson, Patrick Williams, and Vasthi Reyes, Georgia State University.

70-38 *Behavioral treatment of encopresis: A single-case design study.* John Carton, Amanda Carton, Jessica Graner, and Brittany Weiner, Oglethorpe University.

Friday — 3/12/10

70-39 *Novel methodology for the non-invasive measure of cholinergic functioning.* Jameson Beach, Spencer Fix, and James Arruda, University of West Florida.

70-40 *Extinction with a single stimulus attenuates reinstatement to a compound.* Edward Callen and Krista L. Lange, University of South Carolina - Aiken.

70-41 *Effects of deprivation state on activity-based anorexia in rats.* Krista L. Lange and Edward Callen, University of South Carolina - Aiken.

70-42 *Play initiation and maintenance in captive Western Lowland Gorillas.* Quentin Hartmann and Mira Stallings, Augusta State University.

71. PAPER SESSION: Cognition, Adjustment, and Risk

2:40 - 3:40 pm

CC - Meeting Room 3

Richard Topolski, Augusta State University, *presiding*

2:40

71-1 *Analysis of sex-related alcohol expectancies moderating alcohol use/risky sex.* Bradley Wetzell, Matthew R. Pearson, and James M. Henson, Old Dominion University.

3:00

71-2 *Actions in simulated environments: The role of perspective and memory.* Terry Rawlinson, Walters State Community College; Shulan Lu, Texas A&M University-Commerce; Patrick Coleman, University of Toronto; Tracy Henley, Texas A&M University-Commerce.

3:20

71-3 *Risky sexual behavior: Effects of cocaine dependence, PTSD, and gender.* Rachel Brooks, University of Mississippi Medical Center; Jessica Fulton, University of Southern Mississippi; Michael McDermott, University of Mississippi; Kendra Johnson, Mississippi State Department of Health; Kim Gratz and Matthew Tull, University of Mississippi Medical Center.

72. AHDP SESSION

2:00 - 2:50 pm
CC - Meeting Room 4

AHDP - SEPA

(Association of Heads of Departments of Psychology - SEPA)

Assessing the Undergraduate Major

Rena Duncan, Murray State University, *presiding*

Participants:

Bette Ackerman, Rhodes College
Donna McCarty, Clayton State University
Rena Duncan, Murray State University

72-A. INVITED ADDRESS

3:00 pm - 3:50 pm
CC - Ballroom G

PSI CHI / SEPA INVITED ADDRESS

Finding Little Albert: Adventures in Our Journey to Watson's Infant Laboratory

Hall P. Beck, Appalachian State University

Maria Lavooy, University of Central Florida, *presiding*

In 1920, Watson and Rayner claimed to have conditioned a baby boy, Albert, to fear a laboratory rat. Albert disappeared after the last testing session, creating one of psychology's greatest mysteries. This talk chronicles a seven-year search that led to the individual believed to be Little Albert.

[1 CE credit – please sign up for credit at the door and complete evaluation after the session. Please pay at workshop station at registration desk to receive certificate.]

Participants, at the completion of this activity, will be able to:

1. Describe the relevance of historical studies, such as the Watson and Rayner (1920) investigation, to current psychological research and practice;
2. Describe how historical inquiries, like the search for Little Albert, can be used to train student investigators and to resolve historical mysteries; and
3. Analyze historical evidence, in particular the validity of Beck's claim that Douglas Merritte was Little Albert.

Friday — 3/12/10

73. CONVERSATION HOUR

3:00 - 3:50 pm
MH - Meeting Room 7

Exploring a Treatment for Rape Victims Using CBT and Exercise

Erika Smith, University of West Florida, *presiding*

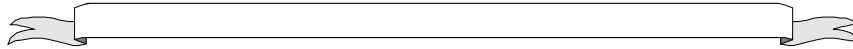
This conversation will explore the experiences of the lead investigator of an exploratory study with female rape victims. As therapist for all the clients who were assigned to either a cognitive behavioral therapy group (CBT) or a CBT plus group aerobic exercise group, the researcher-therapist will focus on the process of conducting the study and on logistical recommendations for future research.

74. SEPA BUSINESS MEETING

4:00 - 5:00 pm
CC - Ballroom G

David A. Washburn, Georgia State University, *presiding*

All are welcome to attend.



Reception

Honoring Past Presidents

& Award Winners

5:00 pm — 6:30 pm
Ballrooms H, I

Reception open to all convention attendees

(Cash bar)



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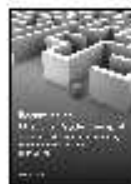
Please stop by the APA Bookstore at the 55th Annual Convention of the Southeastern Psychological Association to peruse and purchase a wide range of professional and scholarly books, children's books, training videos for professional development, and always popular APA novelty items (including t-shirts and more). Many items are available at convention discounts.

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SATURDAY, March 13, 2010

76. PAPER SESSION: Clinical Psychology

9:00– 10:00 am
CC - Meeting Room 1

Elise Labbé, University of South Alabama, *presiding*

9:00

76-1 *Parenting, parental stress, and internalizing symptoms in children with ASDs.* Stephanie Bader, Theodore Tomeny, Tammy Barry, and Jill Henderson, The University of Southern Mississippi.

9:20

76-2 *Gender differences in reporting psychological abuse in a national sample.* Jill Rogers and Diane Follingstad, University of Kentucky.

9:40

76-3 *Clinical conceptualization of comorbid cases: Evidence of a non-additive model.* Jared Keeley and Roger Blashfield, Auburn University.

77. PAPER SESSION: College Adjustment and Retention

9:00–10:20 am
CC - Meeting Room 4

Lyn Boulter, Catawba College, *presiding*

9:00

77-1 *Adjustment to university at Augusta State University (A2U @ ASU).* Nicole Rossi and Christopher Bell, Augusta State University.

9:20

77-2 *College Persistence Questionnaire predicts freshman retention at four Southeastern colleges.* Jacob Lindheimer, Anna L. Dudley, Danielle R. Hennis, Madison Garrett, Sean Warren, and Hall P. Beck, Appalachian State University; Meg Milligan, Troy University.

9:40

77-3 *The College Persistence Questionnaire (Version 2) predicts online student retention.* Meg Milligan, Troy University; Hall P. Beck, Appalachian State University; William B. Davidson, Angelo State University; Megan Milligan, Auburn University.

10:00

77-4 *Service-learning: Preservice perceptions.* Angie MacKewn and Jessica Butkovic, University of Tennessee at Martin.

78. SYMPOSIUM

9:00 -10:50 am
CC - Meeting Room 2

Eminent Southeastern Psychologists

Debra Sue Pate, Jackson State University, *presiding*

Dorothy W. Seago: Early development psychologist. Debra Sue Pate, Jackson State University.

Irwin Jay Knopf: SEPA president (1979-1980). Eugene Winograd and Michael D. Zeiler, Emory University.

Lulu Steven: Charter member and early life member. James L. Pate, Georgia State University.

79. CE WORKSHOP J

9:00 am - 12:00 am
MH - Signal

THE ETHICAL PRACTICE OF FORENSIC PSYCHOLOGY

presented by
Christopher Cronin, Saint Leo University

[3 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “J” on page xix.]

80. CE WORKSHOP K

9:00 am-12:00 pm
MH - Lookout

rites of passage

presented by
Kristin Walker, Memphis City Schools
Courtney Peasant, The University of Memphis
Theresa Montgomery Okwumabua, The University of Memphis
Andrea Wheeler Watson, The University of Memphis

[3 CE credits – Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information for this workshop under “K” on page xix.]

Saturday — 3/13/10

81. WAR SYMPOSIUM

9:30-11:00 am
CC - Meeting Room 3

PAPER PRESENTATIONS

9:30-10:00

Rolf Holtz, Troy University, *presiding*

9:30

81-1 *Wartime violence, collectivism, and social uncertainty in Aceh, Indonesia.* Rolf Holtz, Troy University; Fajran Zain, The Aceh Institute.

9:45

81-2 *Wartime brutality and right-wing authoritarianism: The mediation of social threat.* Rolf Holtz, Troy University; Benjamin L. Houchen, Ball State University; Christen L. Luther, Troy University.

CONVERSATION HOUR

10:00-11:00

81-3 *Child Soldiers in Armed Conflict: Developmental Issues and Outcomes*

Sam Mathews and Melissa Padgett, University of West Florida, *presiding*

Our conversation hour focuses on problem-focused discussion on themes of recruitment, level of participation, resiliency, and outcomes for children who have experienced armed conflict as child soldiers. We will then examine the gang culture in the USA as it parallels the life course of child soldiers in armed conflict.

82. CAMPP - WORKING SESSION

9:00 am - 12:00 pm
CC - Meeting Room 7

CAMPP

(Council of Applied Masters Program in Psychology)

Issues in Masters Education: A Working Session

Sabina Widner, Augusta State University, and
Jaime Henning, Eastern Kentucky University, *presiding*

Participants will discuss current issues in master's level education including student competencies and accreditation standards.

**83. POSTER SESSION: GENDER; SEXUALITY AND
SEXUAL BEHAVIOR; RELATIONSHIPS**

**9:30-11:00 am
CC - Ballrooms E, F**

Kelly Cate, North Georgia College and State University, *presiding*

83-1 *Ego identity development and gender-role ideology in academic sojourners.* Gabie Smith, Elon University.

83-2 *Current trends in feminist identity, eating problems, and body image.* Emily Russell, Allegra Hartman, David Garcia, and Greg Cook, Loyola University New Orleans.

83-3 *The effects of sex and relationship status on body image.* Ashley Bridges, Joanna Carr, Jennifer Sherrill, Ashton Southard, and Millicent Abel, Western Carolina University.

83-4 *Withdrawn.*

83-5 *AID Atlanta AIDS educational programs: A systematic assessment of effectiveness.* Tammy Grim and Christine Ziegler, Kennesaw State University.

83-6 *Revisiting past findings in gender and the pratfall effect.* L. Brooke Bennett-Day, Krista Ivanova, Yi Wang, Ying Tang, Marilyn French, Christy Askew, Hannah Gibson, Nicole Gallagher, and Cecelia Batt, Wesleyan College.

83-7 *Unassigned.*

83-8 *Gender roles and career development in preschool children.* John Raacke, Jennifer Bonds-Raacke, and Melanie Hoy, University of North Carolina at Pembroke

83-9 *I feel for you: Predicting interpersonal problems with empathy.* Tiffany Lange and Laurie Couch, Morehead State University.

83-10 *What's the key: Passion, intimacy, or commitment?* Lyston Skerritt, Meagan Annis, and Quentin Hartmann, Augusta State University.

83-11 *Dating behaviors today: Is evolutionary psychology wrong?* Christy Cowan, University of South Carolina.

83-12 *Familial incarceration predicts risky sexual behaviors in young adulthood.* Lisa Beck-Xaysuda, Audrey Masilla, Lacey Leachman, and Kristine Jacquin, Mississippi State University.

83-13 *Development and psychometric properties of the Male Feminist Identity Scale.* Emily Russell, David Garcia, Greg Cook, and Allegra Hartman, Loyola University New Orleans.

83-14 *Adult promiscuity and perceptions of parenting practices.* Meghan Gondron, Sarah Winograd, and Christine Ziegler, Kennesaw State University.

83-15 *Friends with benefits relationships: Sexual behaviors and alcohol expectancies.* Elyssa Nadler, Reena Jayasegar, and Michael Stasio, The University of Tampa.

83-16 *Sexual-identity development and alcohol risk-taking: Heterosexual and homosexual women.* Grace Helms and Gabie Smith, Elon University.

83-17 *Sexual assertiveness and victimization in college women: Longitudinal examination.* Emily Mouilso, Karen Calhoun, Catherine Thompson, Felicia Tidimane, Sarah Fischer, and Monika Stojek, University of Georgia.

83-18 *Mate poaching infidelity, empathy, adult attachment, and social skills.* James Gorniewicz, East Tennessee State University.

83-19 *Predicting the quality of romantic relationships.* Lena Eidson-Kelly, Dustin Collins, Jessimine Strauss, J. Brian Pope, and Thomas Harlow, Tusculum College.

83-20 *A value system approach to empathy.* Joseph Pastuszak, Erin Froman, and Gabriela Carrasco, University of North Alabama.

83-21 *Sexism: Confronting or self-silencing.* Maria Lavooy and Erin Murdoch, University of Central Florida; Sandra DeLuca, Florida Institute of Technology; Kayla Meglio and Cindy Rhoton, University of Central Florida; Chelsea Strunk, Florida Institute of Technology.

83-22 *Gender, coaches, and communication.* Michelle Holland and Cynthia Vance, Piedmont College.

83-23 *Correlates of self-actualization: Parental style and relationship well-being.* John Carton, Sara Zipperer, Brandi Wilson, Whitney Wood, and Caiti Grendahl, Oglethorpe University.

83-24 *Food sharing and relationships in couples: An observational study.* Thomas Alley, Jenna Rykiel, Brittany Lehmann, and Amber Standridge, Clemson University.

83-25 16PF CCR: Predictors of marital satisfaction, personality similarity, relationship adjustment. Sarah Arnett, Florida Institute of Technology.

83-26 Are you attractive? Individuals' sensitivity to number of sexual partners. Cristina Valdivieso and Danielle Jagoda, Longwood University.

83-27 Effect of teacher attractiveness on perceptions of teacher/student sexual involvement. Mary Ellen Fromuth, Amy Wilson, LanJericha Finch, Lindsey Scruggs, and David Kelly, Middle Tennessee State University.

83-28 LGBTQ psychology: Parents, self-construals, and self-esteem. Gregory Wilson and Qing Zeng, Arkansas Tech University.

83-29 Christian beliefs and egalitarian goal activation in response to homosexuals. Thomas Ford, Shane Triplett, Dustin Callahan, Michael McGathy, and Sarah Jennings, Western Carolina University.

83-30 Perceptions of homosexual and heterosexual couples. Cherina Slepceki, Tammy Lowery Zacchilli, and Melissa Zumstein, Saint Leo University.

83-31 Religious versus material relationships: God attachment, materialism, and parental attachment. Taylor Dentinger and J. Ian Norris, Murray State University.

83-32 Male scarcity and mate selection in African Americans. Lara Ault and Bonita Southard, Tennessee State University.

83-33 Flirting: Is it really harmless? Jenny Wilkins and J. Ian Norris, Murray State University.

83-34 Effects of social rejection and acceptance among varying social relationships. Eric Goodman, Candace Hawkes, and Ginette Blackhart, East Tennessee State University.

83-35 and 83-36 Unassigned.

83-37 A methodological comparison of the sexual double standard. Emily Beamon and Katherine Bruce, University of North Carolina Wilmington.

83-38 Assessing control in relationships from a dyadic perspective. Ivelina Naydenova, Gardner-Webb University.

83-39 Working together: Investigating dyad study habits. Jennifer Bonds-Raacke and Jorge PIOCUDA, University of North Carolina at Pembroke.

83-40 Effects of free will and determinism priming on relationship strategies. Tiffany L. Smith and Michael A. Olson, University of Tennessee, Knoxville.

Saturday — 3/13/10

83-41 *Memories for sexual encounters: Effects of sexual attitudes, personality, gender.* Nicholas Comotto and John N. Bohannon III, Butler University.

83-42 *Religious commitment, sexual attitudes, and sexual behavior among undergraduates.* Richard Carr, University of West Florida.

84. PAPER SESSION: Healthy Behavior and Environments

10:30-11:30 am
CC - Meeting Room 1

Thomas Brinthaup, Middle Tennessee State University, *presiding*

10:30

84-1 *Hypocrisy induction as a means to create better eating habits.* Jonathan Hood and Heidi Dempsey, Jacksonville State University.

10:50

84-2 *Motivations for youth sport participation: Gender similarities and differences.* Kristen Keathley, Melissa Himelein, and Grace Srigley, University of North Carolina at Asheville.

11:10

84-3 *Meta-analysis of responsible environmental behavior experiments since 1980.* Richard Osbaldiston, Eastern Kentucky University.

85. PAPER SESSION: CEPO Student Research Awards

11:00 - 11:40 am
CC - Meeting Room 4

Jennifer Friday, Friday Consulting Group, *presiding*

11:00

85-1 *Predicting workplace inequities through the Successful Manager Implicit Association Task.* Claire Lisco, Tracie L. Stewart, Ioana M. Latu, and Ashley Myers, Georgia State University.

11:20

85-2 *Honeymoon vacation: The link between sexual-orientation attitudes and behavioral responses.* Dawn M. Howerton, Michael A. Olson, and Rebecca D. Hatmaker, University of Tennessee, Knoxville.

86. SEPA EXECUTIVE COMMITTEE MEETING

12:00 - 2:00 pm
MH - Board Room

Patricia Donat, North Georgia College and State University, *presiding*

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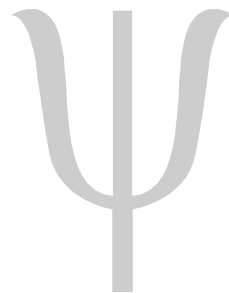
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Joel Robert "Bob" Butler
Elsie Moses Harlin
George Nagle
Morton H. Rabin
Robert Youth

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