

2011

ANNUAL MEETING PROGRAM

**SOUTHEASTERN
PSYCHOLOGICAL ASSOCIATION**

57th Annual Meeting

The Hyatt Regency Jacksonville Riverfront
Jacksonville, Florida

March 2-5, 2011

SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION

Officers and Executive Committee, 2010-2011

President	Patricia L. Donat
Past President	David A. Washburn
President-Elect	Debra Sue Pate
Secretary-Treasurer	Sabina C. Widner
Members-at-Large	Steve A. Nida Georgina S. Hammock Joan D. Duer
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Historian	James L. Pate
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Rosemary E. Phelps	Sub-Committee on CEPO/Psi Chi Undergraduate Research
Amy E. Lyndon	Sub-Committee on Student Research Awards
Steve A. Nida	Committee on Graduate Student Research Awards
Georgina S. Hammock	Committee for Outstanding Professional Paper Awards

Administrative Office
Department of Psychology
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 Assistant: Lyn Zittel

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

2011 SEPA PROGRAM COMMITTEE

Lin-Miao Agler	Samuel Gontkovsky	Ivelina Naydenova
William Aitken, Jr.	C. Dominik Güss	Maureen O'Brien
Roxanna Anderson	Cathy Hall	Richard Osbaldiston
Harvard Armus	Pamela Hall	Derek Pasisz
James Arruda	Timothy Hanchon	James L. Pate
Karin Asberg	Kathleen Hart	Sharon Pearcey
Pamela Banks	Quentin Hartmann	Rose Marie Perrine
Ami L. Barile-Spears	Daniel Hatch	P. Michael Politano
Tammy Barry	Matt Hayes	Jodi Price
John Batson	Rolf Holtz	Jennifer Queen
Hall Beck	Michelle Horhota	Deborah Racey
Brooke Bennett-Day	Jennifer Hughes	Lillian Range
Beth Blickensderfer	Walter Isaac	Christopher Reilly
Stephanie Boswell	Cynthia Jackson	Harvey Richman
Lyn Boulter	William Jenkins	Craig Rogers
Thomas Brinthaup	Theodore Joseph	Sherry Roth
Michelle Broth	Katherine Karraker	Genelle Sawyer
Stella Brown	Steven Kass	Mark Schmidt
Blaine Browne	JongHan Kim	Bennett Schwartz
Sheila Brownlow	Kimberly Kinsey	Melina Sevlever
Kimberly Buch	Jeff Klibert	John Shelley-Tremblay
Amy Buddie	Amy Kolak	Jennifer Silva Brown
David Butz	Peter Kranz	Merry Sleigh-Ritzer
Edward Callen	Cynthia Kreutzer	Jeanne Stahl
Will Canu	Jennifer Langhinrichsen-Rohling	Michael Stasio
John Carton	Maria Lavooy	Sarah Stevens
Kelly Leach Cate	Adam Lawson	Lenore Szuchman
Jeffrey Chase	Kathryn Lawson	Medha Talpade
M. Cherie Clark	Steven Lloyd	Debra Terrell
Arlo Clark-Foos	Bruce MacEwen	Karin Thompson
Laurie Couch	Angelina MacKewn	Kerry Towler
Viviane Daigle	L. Alvin Malesky	Mary Utley
Bruce Darby	Rebecca Marcon	Cynthia Vance
Shoshana Dayanim	Cecile Marczinski	Lisa VanWormer
Deborah Deckner	Janet Matthews	Rachel Walker
Nathan Deichert	Laura May	Douglas Waring
Shannon Dobson	David McCord	Donna Webster Nelson
Melinda Dukes	Cliff McKinney	Sabina Widner
April Dye	Corinne McNamara	Ruth WilliamsMorris
Kimberly Epting	Andrew Mienaltowski	Erin Wood
Jennifer Friday	Antoinette Miller	Karen Zabrocky
Mary Ellen Fromuth	Aubrey Moore	Tammy Lowery Zacchilli
Samuel Fung	Dan Mossler	Matthew J. Zagumny
James Gedra	Karen Mottarella	Christine Ziegler
Linda Giesbrecht-Bettoli	Lori Muskat	

GENERAL INFORMATION

HEADQUARTERS for the 2011 SEPA annual meeting is the Hyatt Regency Jacksonville Riverfront Hotel in Jacksonville, Florida. This year, SEPA Invited Speaker sessions and the Business Meeting will be held in Grand Ballroom 2-3 on the second floor of the Hotel. All other sessions are scheduled in meeting space on the third floor conference area across the Skybridge from the main Hotel.

REGISTRATION is in the Grand Ballroom 2-3. Everyone attending the meeting must register and must wear the SEPA identification badge to each session.

Advance Registration: If you have registered in advance, come to 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 the Terrace Pavilion 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
<u>1/24/11</u>	<u>1/24/11</u>

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 award in the Outstanding Paper Award for Professional Members. This award is funded through a grant from the American Psychological Association Science Directorate. All award winners will be announced at the Friday evening reception.

GENERAL INFORMATION

WORKSHOPS for Continuing Education credit are scheduled throughout the convention beginning Thursday morning. (See sessions A-I 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.

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

POSTER SESSIONS are scheduled in the Terrace Pavilion. (See floor plan at the back of this program.) To facilitate scheduling, this year posters are distributed into more poster sessions. For this reason, some sessions contain fewer posters.

EXHIBITS are located in the Terrace Pavilion. Hours of operation are Wednesday from 4:00 pm to 8:00 pm, Thursday from 8:00 am to 5:00 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 Information Session on Thursday from 9:00 am to 11:00 am in the Pre-convene Area outside River Terrace I and II. The City Terrace 9 room will be used as the SEPA Student Hospitality Room hosted by Psi Chi 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 the Terrace Pavilion on Wednesday, and in River Terrace 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 2	2:00 pm - 5:00 pm	Suite 4104
Thursday, March 3	12:00 pm - 2:00 pm	Suite 4104
Saturday, March 5	12:00 pm - 3:00 pm	Suite 4104
Luncheon for Past Presidents		
Friday, March 4	12:00 pm - 2:00 pm	Suite 4104
SEPA Business Meeting – All are welcome!		
Friday, March 5	10:00 am - 10:50 am	Grand Ballroom 2-3
Note: This is a change from prior years.		

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.

SAM GOSLING, PHD, University of Texas

Rosecrans SEPA Invited Address I

Snoop Dreams: The Expression of Personality in Everyday Contexts

Thursday, March 3, 10:00—10:50 am / Grand Ballroom 2-3

ROBERT F. KRUEGER, PHD, University of Minnesota

APA Distinguished Scientist Lecture

Sponsored by the American Psychological Association Science Directorate

Toward an Empirical Classification of Mental Disorders

Thursday, March 3, 11:00—11:50 am / Grand Ballroom 2-3

MYRNA F. SCHWARTZ, PHD, Moss Rehabilitation Hospital

Siegel-Wallston Invited Address

How the Mind and Brain Access the Names for Things: Evidence from Access Failures in Aphasia

Thursday, March 3, 3:00—3:50 pm / Grand Ballroom 2-3

PATRICIA L. DONAT, PHD, North Georgia College & State University

SEPA Presidential Address

High Impact Practices for Student Success: Psychologists as Important Contributors to Higher Education Research and Applied Practice

Thursday, March 3, 4:00—4:50 pm / Grand Ballroom 2-3

ALICE F. HEALY, PHD, University of Colorado

Rosecrans SEPA Invited Address II

Principles of Training

Friday, March 4, 9:00—9:50 am / Grand Ballroom 2-3

Training Symposium: 10:00 am—12:30 pm / City Terrace 12

Conversation Hour: 3:30—4:30 pm / City Terrace 12

ROSEMARY E. PHELPS, PHD, University of Georgia

CEPO Keynote Address

The Theoretical and Personal Dimensions of Mentoring

Friday, March 4, 9:05—9:55 am / City Terrace 10

PAULINE ROSE CLANCE, PHD, Private Practice, Atlanta, Georgia

CEPO / SEPA Invited Address

Is the Impostor Phenomenon Still Relevant? Updates on Research and Clinical Implications

Friday, March 4, 2:00—2:50 pm / Grand Ballroom 2-3

Conversation Hour: 3:00—3:50 pm / City Terrace 11

JANET SHIBLEY HYDE, PHD, University of Wisconsin, Madison

Psi Chi / SEPA Invited Address

Men Are from Earth, Women Are from Earth: The Gender Similarities Hypothesis

Friday, March 4, 4:00—4:50 pm / Grand Ballroom 2-3



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 2 5:30 pm — 7:30 pm Terrace Pavilion

CEPO/Psi Chi Undergraduate Research Program / Poster Session #1

Thursday, March 3 8:30 am—10:00 am Terrace Pavilion

CEPO Invited Symposium

Thursday, March 3 10:00 am—11:30 am City Terrace 10

CEPO Invited Symposium

Thursday, March 3 2:00 pm—3:50 pm City Terrace 10

CEPO/Psi Chi Undergraduate Research Program / Poster Session #2

Friday, March 4 8:15 am—9:45 am Terrace Pavilion

CEPO Keynote Address: Rosemary E. Phelps, PhD

The Theoretical and Personal Dimensions of Mentoring

Friday, March 4 9:05 am—9:55 am City Terrace 10

CEPO Business Meeting

Friday, March 4 11:00 am—11:50 am City Terrace 10

CEPO/SEPA Invited Address: Pauline Rose Clance, PhD

Is the Impostor Phenomenon Still Relevant? Updates on Research and Clinical Implication

Friday, March 4 2:00 pm — 2:50 pm Grand Ballroom 2-3

Conversation Hour with Pauline Rose Clance, PhD

Friday, March 4 3:00 pm — 3:50 pm City Terrace 11

CEPO Graduate Student Network *(meet Dr. Shadoin at door of River Terrace I and go as group)*

Friday, March 5 6:45 pm - 8:45 pm River Terrace I

CEPO LEADERSHIP Institute for Women and People of Color

Saturday, March 5 8:00 am — 10:50 am City Terrace 10

CEPO Student Research Awards—Paper Session

Saturday, March 5 11:00 am — 12:00 noon City Terrace 7

AFFILIATED ORGANIZATIONS

SEIOPA	(Southeastern Industrial/Organizational Psychological Association)	Thursday, March 3	9:00 am — 11:50 pm	City Terrace 12
CAMPP	(Council of Applied Masters Programs in Psychology)	Thursday, March 3	10:00 am — 10:50 pm	City Terrace 11
CUPP	(Council of Undergraduate Psychology Programs)	Thursday, March 3	12:30 pm — 1:50 pm	River Terrace II
SWIM	(Southeastern Workers in Memory)	Friday, March 4	1:00 pm — 3:15 pm	City Terrace 12

RECEPTIONS

Welcome Reception

Wednesday, March 2

5:30 pm — 7:30 pm
Poster / Exhibit area
Terrace Pavilion

Presidential Reception

Thursday, March 3

5:15 pm — 6:45 pm
River Terrace I

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

Reception Honoring Past Presidents and Award Winners

Friday, March 4

5:15 pm — 6:45 pm
River Terrace I

This reception follows the Psi Chi / SEPA Invited Address and honors SEPA's Past Presidents. It is also the occasion for presenting the Outstanding Professional Paper Award, the Mentor Award, the Graduate Student Research Award(s) and the CEPO Student Research Awards. 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	2009-10	David A. Washburn

SEPA WORKSHOP REGISTRATION

March 3-5, 2011 — Jacksonville, Florida

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)	\$ _____	F. (50/25)	\$ _____
B. (50/25)	\$ _____	G. (50/25)	\$ _____
C. (50/25)	\$ _____	H. (50/25)	\$ _____
D. (50/25)	\$ _____	I. (50/25)	\$ _____
E. (30/15)	\$ _____		
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 call the SEPA Office to pay with your Visa or Master Card (850-474-2070).

**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 2011: _____

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.

**SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION
CONTINUING EDUCATION
SEPA Annual Meeting
March 3-5, 2011 — Jacksonville, Florida**

Elizabeth Brestan Knight, PhD
Director
Auburn University

Jared W. Keeley, PhD
Assistant to the Director
Mississippi State 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 2-hour workshop, and selected 1-hour speaker sessions.

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

REGISTRATION: Preregistration is strongly encouraged! Full refunds will be made for cancellations prior to February 25, 2011. For registration information, see the form on the previous page.

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SEPA maintains responsibility for this program and its content.**

Workshops A, B, C, D, F, G, H, and I offer three (3) hours of CE credit each. Workshop E offers two (2) hours. The cost for three-hour workshops is \$50 for professionals and \$25 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 (found on the SEPA website). 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 conference. 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: City Terrace 4
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DISSEMINATION OF PARENT CHILD INTERACTION THERAPY TO COMMUNITY SETTINGS

Parent Child Interaction Therapy (PCIT) is a two-phase, empirically supported treatment for children ages 2–7 with disruptive behavior problems. The first phase, Child Directed Interaction (CDI), focuses on building warmth and attachment while the second phase, Parent Directed Interaction (PDI), focuses on teaching parents effective discipline strategies. PCIT was originally designed for use with parents and children; however, it has been used to help other adult-child dyads that include grandparents, foster parents, and teachers. This workshop will review recent research that has extended the applications of PCIT to include preventative psychoeducation and relationship building for community volunteers and mentors. Barriers to transportability and dissemination will be discussed.

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. Recognize 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 of using empirical supported techniques with new populations and purposes that have yet to be supported by research.

For: All audiences; a background in learning and behavior theory will be helpful.

Leaders: **Meena Lambha, PhD**, Children's Health Care Center of Atlanta
Carisa Wilsie, MS, Auburn University
Timothy Thornberry, Jr., MS, Auburn University
Jamie Travis, BA, Auburn University
Elizabeth Brestan Knight, PhD, Auburn University

B. Thursday, 9:00-12:00	[3 CE Credits]	Room: City Terrace 5
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“OUT-LIVING”: COUNSELING AGING SEXUAL AND GENDER MINORITIES

This workshop will address salient mental health issues in aging sexual and gender minorities. Research has suggested that the experiences of sexual and gender minority aged are much like those of the general elderly; however, additional psychosocial stressors affect this population (i.e., special challenges of maintaining alternative families, issues related to pension benefits and rights, discrimination and bias in retirement care facilities, etc.). Current research, as well as practical tools and resources for use in the provision of affirmative counseling, advocacy, and social service provision in the context of a frequently hostile and ageist culture, will be presented.

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

1. Describe the impact of cohort differences on the aging experiences of sexual and gender minorities;
2. Discuss psychosocial stressors which are particularly salient in aging sexual and gender minorities, including definitions of family, health care concerns, legal discrimination, and bias in retirement care facilities and housing issues;
3. Discuss cultural dynamics in gay communities which exacerbate the psychosocial stressors associated with aging
4. Identify and access resources and organizations for older sexual and gender minorities; and
5. Describe ways to respond more effectively to the specialized counseling needs (i.e., disenfranchised grief) which often accompany aging.

For: Open to all, but will most likely appeal to clinicians and faculty in counseling programs.

Leaders: **Lynne Carroll, PhD**, University of North Florida

Andy A. Gauler, MS, University of North Florida

C. Thursday, 1:00-4:00	[3 CE Credits]	Room: City Terrace 4
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**ETHICS AND LAW TO REDUCE RISK FACTORS IN PSYCHOLOGY WORK:
TEACHING, RESEARCH, AND PRACTICE**

This workshop is designed to address theories, research, and skills that will help reduce risks that young/novice and veteran psychologists experience in their teaching, research, and practice (T, R, P). Examples of risks in doing psychological or counseling work in the three main work areas, as well as similar risk situations in corporate America, religious settings, and the government will be provided and discussed. Case law, legal applications and exceptions to ethical perspectives will be addressed. Group work is included.

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

1. List and review risks and problems in Teaching (T), Research (R), and Practice (P), for the novice and the veteran psychologist;
2. Share mentoring skills for new and veteran professionals and discuss what each can teach the other;
3. List and describe professional codes that are unique to each group, as well as those common to each;
4. Review law and court cases related to risk reduction and ethical decision making;
5. Analyze the Risk Management Formula; and
6. Discuss the application of law and other regulatory issues relating to ethics.

For: Teachers and university faculty; researchers in university settings and in other agencies; students in psychology, counseling, and social work.

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

Rhonda Sherrod, JD, PhD, Alabama A&M University

D. Thursday, 1:00-4:00	[3 CE Credits]	Room: City Terrace 5
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MINDFUL PARENTING: A STRATEGY TO IMPROVE PARENT-BASED INTERVENTIONS

Mindfulness-based interventions have been incorporated into traditional cognitive-behavioral therapies and have received strong empirical support. More recently, mindfulness has been utilized in parent training programs to reduce parent distress and improve the quality of parent-child interactions. Further, recent studies provide support for the effectiveness of mindful parenting interventions, suggesting that this is a promising direction for clinical intervention and research. The goals of this workshop are to provide an overview of the effectiveness of mindful parenting programs, to provide the rationale behind the use of mindful parenting interventions, and to provide an overview of mindfulness techniques that can be incorporated into clinical practice. The workshop will be primarily didactic.

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

1. Provide an overview of the published research on mindful parenting programs;
2. Discuss the evidence supporting the effectiveness of mindful parenting programs;
3. Discuss the rationale for the use of mindful parenting as a form of clinical intervention; and
4. Discuss mindful parenting techniques that can be incorporated into clinical practice.

For: Individuals with clinical training (professionals and clinical/counseling graduate students) will benefit most from the program; however, the program is open to all.

Leader: **Brian Fisak, PhD**, University of North Florida

E. Friday, 8:15-10:15	[2 CE Credits]	Room: City Terrace 5
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USEFUL TEACHING TECHNIQUES TO ENHANCE DIVERSITY LEARNING

The purpose of this workshop is to familiarize the audience with a number of effective action techniques that have been implemented in the classroom to enhance understanding of diversity issues. These techniques are both didactic and experiential, but mostly interactive in nature. Handouts will be provided to participants.

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

1. Describe a variety of techniques that can be implemented in and out of the classroom to enhance cultural diversity;
2. Discuss the means to combine both didactic and experiential components within a teaching repertoire;
3. Describe ways to stimulate students' interest and involvement in cultural diversity;
4. Describe ways to stimulate possible ideas in the area of cultural diversity research; and
5. Design a class in cultural diversity.

For: Open to all interested in the subject matter.

Leader: **Peter L. Kranz, PhD**, University of Texas-Pan American

F. Friday, 1:00-4:00	[3 CE Credits]	Room: City Terrace 4
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BULLYING AND OSTRACISM: DETECTION AND PREVENTION

This didactic workshop provides an introduction to bullying and ostracism in students with and without disabilities in grades 3-12. New research in ostracism will be presented and approaches to physical bullying, verbal-social bullying, and cyber-bullying will be discussed. Student roles as target, bully, bully-victim, and/or bystander will be explained, along with the roles of others in the system: parents, educators, and health providers. The elevated vulnerability of students with disabilities and the adaptations needed to include them in school-wide interventions will be highlighted. Information about screening tools for research or clinical purposes will be offered, along with an overview of empirically based interventions.

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

1. Define ostracism and three types of bullying: physical, verbal/social, and cyber-bullying;
2. Describe roles students may play in bullying and ostracism: bully, target (victim), bully-victim, and bystander;
3. Recognize heightened vulnerability of youth with special needs to bullying, ostracism, and their aftermath;
4. Access and utilize empirically based instruments for school-wide assessment of bullying and ostracism;
5. Determine ways to advocate for system-wide inclusive prevention efforts to address bullying and ostracism; and
6. Critically review research in prevention and intervention for bullying and ostracism.

For: Open to all; will assume participants have basic knowledge of research methods, psychometrics, systems theory, and disabilities

Leader: Conway F. Saylor, PhD, ABPP, The Citadel

G. Friday, 1:00-4:00	[3 CE Credits]	Room: City Terrace 5
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PROMOTING POSITIVE ATTACHMENT IN INFANCY

The purpose of this workshop is to provide an overview of attachment theory and translational strategies for disseminating key research findings to caregivers, parents and other members of the community who work with children. This workshop will also provide practical strategies for promoting positive attachment between caregivers/parents and children. The instructional approach will be primarily didactic but will also include some experiential components.

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

1. Explain the theoretical framework of attachment and its significance for parents/caregivers and children;
2. Describe key longitudinal and relational findings linking attachment to the long-term functioning of children;
3. Explain key research findings to stakeholders such as childcare providers, educators, parents, and others who work with young children; and
4. Describe strategies for promoting positive attachment relationships between parents and/or caregivers and children during infancy and early childhood.

For: Open to all.

Leader: Erica Florence Jordan, PhD, University of West Florida

H. Saturday, 9:00-12:00	[3 CE Credits]	Room: City Terrace 4
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CONDUCTING MINDFULNESS-BASED INTERVENTIONS

The purpose of this workshop is to introduce participants to mindfulness and how it can be used in health, clinical and research settings. The presenters will examine different perspectives on defining and measuring mindfulness and will discuss research evaluating the effectiveness of mindfulness-based interventions. Participants will learn about the core components of mindfulness-based interventions. As a case example, the presenters will discuss a mindfulness-based intervention for chronic pain, illness and stress from an evidenced-based perspective. The workshop format will be both didactic and experiential and will include case examples. The presenters will use video and PowerPoint presentations and will provide handouts for mindfulness exercises and assessments.

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

1. Identify the different perspectives on defining mindfulness and the origins of mindfulness-based approaches to psychotherapy;
2. Analyze the psychometric properties of mindfulness measures;
3. Identify and choose process and outcome measures to assess the effectiveness of mindfulness-based interventions;
4. Describe the core components of mindfulness-based interventions and implement basic mindfulness meditation exercises; and
5. Describe a mindfulness-based intervention for chronic pain, illness and stress from an evidenced-based perspective.

For: Open to all.

Leaders: **Elise E. Labbé, PhD**, University of South Alabama
Brittany Escuriex, MS, University of South Alabama
Jessica Shenese, MS, University of South Alabama

I. Saturday, 9:00-12:00	[3 CE Credits]	Room: City Terrace 5
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BEYOND MULTICULTURAL COMPETENCY: IN PURSUIT OF CRITICAL CONSCIOUSNESS

The purpose of this diversity workshop is to look beyond the traditional notions of cultural competency of knowledge, skills, and attitudes. The goals are to: 1) critically assess and discuss the cultural competency training in the mental health profession, and 2) develop an orientation, a *critical consciousness*, which situates mental health services in a social, cultural, and historical context. Working from the underlying principle that cultural proficiency involves more than just a process of learning about "others," participants will learn how achieving *critical consciousness* of self, others, and the world can be an essential tool in delivering culturally competent services. This workshop is presented through a combination of lecture, discussion, and small group activities.

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

1. Identify and explain the principles of *critical consciousness*;
2. Identify specific skills and strategies used in the process of achieving critical consciousness;
3. Explain how the theory of critical consciousness can be used as a tool to enhance multicultural competency training;
4. Assess ways in which sociocultural constructs shape one's cultural identities, experiences, and perceptions;
5. Identify and explain how one's assumptions, values, and beliefs influence his/her response to multicultural competency training;
6. Identify and explain the interconnectedness of identities across differences and their relationships to power and privilege and their effect on mental health service delivery; and
7. Discuss ways to effectively apply critical-multicultural learning at the personal, interpersonal, institutional and cultural levels.

FOR: Educators, graduate students, and mental health professionals.

LEADER: **Vannee Cao-Nguyen, EdD**, University of West Florida



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SGP09A

PROGRAM GUIDE

Throughout the program some, but not all, of the Paper Sessions will include individual presentations marked with ** before their number and title. This denotes that these particular paper presentations are being considered for an Outstanding Professional Paper Award. Funding from the American Psychological Association Science Directorate supports this Award Program.

Winners of all the SEPA award programs will be announced at the Friday evening reception that is scheduled from 5:15 – 6:45 in River Terrace II:

Outstanding Professional Paper Award
Mentor Award
Graduate Student Research Awards
CEPO Student Research Awards

This year, SEPA Invited Speaker sessions and the Business Meeting will be held in Grand Ballroom 2-3 on the second floor of the Hotel. All other sessions are scheduled in meeting space on the third floor conference area across the Skybridge from the main Hotel.

The Business Meeting this year is scheduled for 10:00 – 10:50 am on Friday in Grand Ballroom 2-3. This is a scheduling change from our practice in past years.

This year for scheduling purposes we have increased the number of poster sessions. As a result, some sessions will have fewer posters (and more space for conversations).

WEDNESDAY, March 2, 2011

1. SEPA EXECUTIVE COMMITTEE MEETING

2:00 - 5:00 pm
Suite 4104

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

2. POSTER SESSION: SEPA Sampler

5:30 - 7:30 pm
Terrace Pavilion

A selection of highly rated posters from various subject areas and semi-finalists from the Student Research Award and CEPO Student Research Award submissions.

Amy Lyndon, East Carolina University,
and Steve Nida, The Citadel, *presiding*

Note: The semi-finalist student award posters are marked with **Y**. Finalists for the **Graduate Student Award** are scheduled for paper presentation on Friday, March 4, at 11:00 a.m. in City Terrace 9. Finalists for the **CEPO Student Research Awards** are scheduled for paper presentation on Saturday, March 5, at 11:00 a.m. in City Terrace 7.

2-1 *“Love will keep us together” – or not.* David Beane, Christopher Leone, and Dustin Thomas, University of North Florida.

2-2 *Coping and its relationship to perfectionism and test anxiety.* Brittany Weiner, Morghan Brandon, Jolinda Powell, Tiffany Zimniak, and John Carton, Oglethorpe University.

2-3 *Ethnocentrism, personality and willingness to learn a second language.* Hui Wang and Renae Duncan, Murray State University.

2-4 *Mutual alignment facilitates abstraction and transfer of complex scientific principles.* Judy Orton, Georgia State University; Florencia Anggoro and Benjamin Jee, College of the Holy Cross.

2-5 *How sweet is it? Effects of glucose on movie memory.* Sarah Gillott, Alex Lange, Michael Leider, and John N. Bohannon III, Butler University.

2-6 *Eat your heart out: Social influences on feeding behavior.* Kristin Buechel and Patrick Smith, Florida Southern College.

2-7 *Corporal punishment, maltreatment, and personality as predictors of wellbeing.* David Solomon, Kia Asberg, and Felicia Pude, Western Carolina University.

2-8 *Clinicians' conceptualizations of comorbid cases: A replication and extension.* Hannah Morton, Chafen DeLao, Brittany Rowe, Tim Thompson, Whitney Whites, Audrey Von Kanel, and Jared Keeley, Mississippi State University.

Ψ 2-9 *PTSD in young adults two years after the Sichuan Earthquake.* Mengqiao Liu and L. Brooke Bennett-Day, Wesleyan College.

Ψ 2-10 *Hostile and benevolent sexism among African American and Caucasian females.* Ashley Hagee, Amanda Perkins, Lolita Turner, and Deborah South Richardson, Augusta State University.

Ψ 2-11 *To bind or not to bind.* Shriradha Sengupta and Paul Verhaeghen, Georgia Institute of Technology.

2-12 through 2-15 *Unassigned.*

2-16 *Predicting first-generation students' college self-efficacy using motivation, age, and semester.* Stefanie Boswell, University of the Incarnate Word.

2-17 *Unassigned*

Ψ 2-18 *Testing the reliability of the Patient-Empowerment Evaluation Inventory.* Khanh Nghiem, Carolyn Tucker, Alexandra Monaco, Rachel Johnson, Brian Frank, and Suna Park, University of Florida.

Ψ 2-19 *Perceived interpersonal control with treatment adherence among patients with diabetes.* Khanh Nghiem, Carolyn Tucker, Alexandra Monaco, Rachel Johnson, Brian Frank, and Suna Park, University of Florida.

Ψ 2-20 *Bullying and ostracism of students with special needs versus peers.* Melissa Miles Dunn and Conway Saylor, The Citadel.

Ψ 2-21 *Reading motivation across grade and ability levels.* Derek Pasisz, Sarah Kershaw, and Chris Schatschneider, Florida State University.

2-22 *Unassigned.*

2-23 *Insecure attachment and the perpetration of psychological and physical aggression.* Courtney Cavin, Jennifer Langhinrichsen-Rohling, and Lisa Turner, University of South Alabama.

2-24 *Reinforcement sensitivity theory and sexual coercion in college males.* Emily Marcinowski, Kevin Swartout, and Jacquelyn White, University of North Carolina at Greensboro.

2-25 *Relationships among sexual orientation, internalized homophobia, disclosure, and distress.* Christine Thomas, Torin Howland, Jennifer Albesa, Samantha Lyons, Sarah Kane, and Susan Walch, University of West Florida.

2-26 *Gendered career-family attitudes among current-generation university students.* Hilary Lips, Alynn Gordon, and Katie Lawson, Radford University.

2-27 *Unassigned.*

2-28 *Social anxiety and alcohol use problems in college students.* Marlinda Pruden, University of South Alabama; Patrice Moulton, Northwestern State University; Jennifer Langhinrichsen-Rohling, University of South Alabama.

2-29 *Relationships among body satisfaction and shame and judging others.* Ashley Bridges, Audra Wagaman, and Kia Asberg, Western Carolina University.

2-30 *Age, gender, and pace effects on perceptions of working professionals.* William Hills and JongHan Kim, Coastal Carolina University.

2-31 *Aversive bias in hiring Latinos under ambiguous social circumstances.* Jessica Jordan, Melanie Mishue, Toni Jones, and Sheila Brownlow, Catawba College.

2-32 and 2-33 *Unassigned.*

2-34 *Psychological distress as a mediator between rape attribution and PTSD.* Karyn Stahl, Megan McFarland, Natasha Laurent, and Bradley Green, The University of Southern Mississippi.

2-35 *College student suicide: Associations with gender and maladaptive schemas.* James Goss and Jeff Klibert, Georgia Southern University.

2-36 *Parenting behaviors, parental influences, and body image.* Emily Pitman, Hillary Leibold, Leah Power, Mary Milone, and Cliff McKinney, Mississippi State University.

2-37 *Predictors of buying behaviors in a controlled setting.* Selina McLaughlin, Sabina Widner, and Robert Reeves, Augusta State University.

2-38 *Traumatic frequency and traumatic load as trauma symptomatology predictors.* Courtney Pfeifer and Kia Asberg, Western Carolina University.

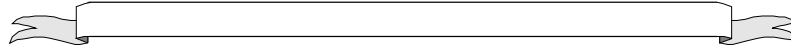
2-39 *The relation between parent worry and adolescent worry.* Angela Mann, University of South Florida; Kristin Heggeli, University College London; Justin Perth and Brian Fisak, University of North Florida.

2-40 *Unassigned.*

2-41 *Analysis of baseline concussion assessment instruments in college athletes.* Adam Zimmer, Kyle Piccora, and Frank Webbe, Florida Institute of Psychology.

2-42 *Association of college student anger and dispositional traits across gender.* Walt Collins, Georgia Southern University; Jeff Klibert, Northwestern State University.

3.



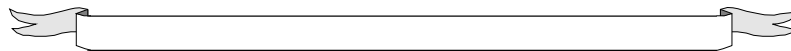
Welcome Reception

5:30-7:30 pm - Poster Room / Exhibit Area

Terrace Pavilion

Reception open to all convention attendees

(Cash Bar)





MSP

AT CLAYTON STATE UNIVERSITY

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THURSDAY, MARCH 3, 2011

4. CEPO/PSI CHI UNDERGRADUATE RESEARCH POSTER SESSION I

8:30 –10:00 am
Terrace Pavilion

Rosemary E. Phelps, University of Georgia
and Rihana Williams, Emanuel College, *presiding*

5. PAPER SESSION: Eating, Drinking, Body Consciousness

8:50 – 9:50 am
City Terrace 7

Sharon Pearcey, Kennesaw State University, *presiding*

** *Denotes nominee for Outstanding Professional Paper Award*

8:50

** 5-1 *Parents stressing limits: A method of reducing college freshmen drinking?* Debra Ainbinder, Robert Riedel, and Bradley Trager, Lynn University.

9:10

5-2 *Binge drinking and anorexic/bulimic eating patterns among college students.* Wade Morris, Chenelia Valerio, Debra Ainbinder, and Robert Riedel, Lynn University.

9:30

**5-3 *Objectified body consciousness: Personality traits and gender differences.* J. Brian Pope, Thomas Harlow, Kristy Crawley, and Sierra Sims, Tusculum College.

6. CONVERSATION HOUR

9:00 – 9:50 am
City Terrace 11

Labs in Psychology Courses at Small Colleges: Why Do It?

Daniel Hatch, North Georgia College and State University, *presiding*

The advantages of lab-based supplements to upper-level psychology courses will be discussed. Presenters will provide empirical data supporting the use of these labs for students and faculty. They will also discuss challenges and benefits of lab-based collaborative learning with an eye to helping others develop similar labs.

Presenters:

Steven Lloyd, North Georgia College and State University
Michele Hill, North Georgia College and State University
Kelly Leach Cate, North Georgia College and State University
Chuck Robertson, North Georgia College and State University
Ryan Shanks, North Georgia College and State University

Thursday — 3/3/11

7. HISTORIAN'S LECTURE

9:00 – 9:50 am
City Terrace 10

Geographic and Other Attributes of SEPA Members and Participants

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

8. PAPER SESSION: Social Interaction

9:00 – 10:00 am
City Terrace 8

David McCord, Western Carolina University, *presiding*

9:00

8-1 *The role of openness in interracial interactions.* Kathleen Klik and David Butz, Morehead State University.

9:20

8-2 *Does politeness in interactions limit feedback and promote overconfident self-views?* Adam Fay and Joyce Ehrlinger, Florida State University.

9:40

8-3 *Positive feelings about “friends with benefits” relationships.* Theodore Joseph, Paine College.

9. PSI CHI INFORMATION SESSION

9:00 – 11:00 am
River Terrace Pre-Convene Foyer

Amy Austin, National Psi Chi Office, *presiding*

10. SEIOPA MEETING #1

9:00 – 9:50 am
City Terrace 12

SEIOPA

(Southeastern Industrial/Organizational Psychological Association)

Networking Group

Jennifer Hughes, Agnes Scott College, *presiding*

An informal forum will be provided for those interested in industrial-organizational psychology. The purpose of the forum is to network. We hope that forum participants will generate research collaborations, discuss job and consulting opportunities, and discuss applying to, being in, or teaching in undergraduate and graduate programs.

(Note: Second session of SEIOPA is scheduled from 10:00 – 11:50 am in City Terrace 12.)

11. APA PRESENTS

9:30 – 10:45 am
City Terrace 6

Academic Careers: Advice for Aspiring Faculty

Rachel Martin, American Psychological Association, *presiding*

Participants in this session represent a variety of academic settings and will discuss the benefits and challenges of faculty careers in different types of academic institutions. This session is sponsored by the American Psychological Association.

12-A. CE WORKSHOP – “A”

9:00 am – 12:00 noon
City Terrace 4

**DISSEMINATION OF PARENT CHILD INTERACTION
THERAPY TO COMMUNITY SETTINGS**

presented by

Meenakshi Lambha, Children’s Health Care Center of Atlanta
Carisa Wilsie, Timothy Thornberry, Jr., Jamie Travis, and Elizabeth Brestan Knight,
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 “A” on page xiv of this program.]

12-B. CE WORKSHOP – “B”

9:00 am – 12:00 noon
City Terrace 5

**“OUT-LIVING”: COUNSELING AGING SEXUAL
AND GENDER MINORITIES**

presented by

Lynne Carroll and Andy A. Gauler, University of North 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 “B” on page xv of this program.]

13. SEIOPA MEETING #2

10:00 – 11:50 am
City Terrace 12

SEIOPA

(Southeastern Industrial/Organizational Psychological Association)

Jennifer Hughes, Agnes Scott College, *presiding*

The Southeastern Industrial and Organizational Psychological Association (SEIOPA) is pleased to have five speakers as part of an Industrial Organizational Psychology discussion. The speakers are industrial-organizational psychologists working in industry in the Jacksonville, Florida, area and will share their experiences as practitioners in I-O psychology.

(Note: First session of SEIOPA is scheduled 9:00 – 9:50 am in City Terrace 12.)

Presenters:

Corina Rice, CSX Transportation
Margaret Barton, U.S. Office of Personnel Management's HR Solutions Group
Chris Steilberg, Assessment Technologies Group
Karin Fulton, Assessment & Development Concepts
Greg Barnett, Hogan Assessment Systems
Suzanne Montgomery, Montgomery, Copley & Associates, Inc.

14. PAPER SESSION: Aging

10:00 – 11:00 am
City Terrace 7

Lyn Boulter, Catawba College, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award*

10:00

14-1 *The role of warnings in older adults' retrieval-induced forgetting.*
Michael Mueller, Barbara Wright, Jonathan Berry, Lauren Jones, and Jodi Price, The University of Alabama in Huntsville.

10:20

****14-2** *Knowledge, anxiety, compassion, and contact with older adults: Predicting ageism.* Stefanie Boswell, University of the Incarnate Word.

10:40

****14-3** *Caring for the elderly: Quantitative validation of five stage theory.*
Neil Davis, University of West Florida; Dorothy Davis, Pensacola, Florida; Douglas Friedrich, Jamie Partyka, and Kristen Palazzo, University of West Florida.

15. CEPO INVITED SYMPOSIUM

**10:00 – 11:30 am
City Terrace 10**

Minority Students' Well-Being in the College Environment

Anika Fields, Florida A&M University, *presiding*

Presenters:

Yolanda Bogan, Florida A&M University

Deanna Burney, Florida A&M University

16. INVITED SPEAKER

**10:00 – 10:50 am
Grand Ballroom 2-3**

Rosecrans Invited Address I

**Snoop Dreams: The Expression of Personality
in Everyday Contexts**

Sam Gosling, University of Texas

Debra Sue Pate, Jackson State University, *presiding*

How are we connected to the spaces in which we live and work? This talk will present findings from a series of studies examining how our living rooms, bedrooms, offices, music collections, and Facebook profiles are rich with information about our values, attitudes, preferences, and personalities.

[**1 CE credit** – To earn CE credit, please sign up at the door and complete an evaluation after the session. When you then submit the evaluation and payment to the workshop station at the registration desk, you will receive your CE certificate.]

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

1. Describe how individuals use their spaces deliberately to send signals about themselves to others;
2. Describe how individuals use their spaces to regulate their thoughts and feelings;
3. Illustrate how individuals inadvertently leave traces of their behavior in their spaces; and
4. Explain how individuals form perceptions of others on the basis of clues left in everyday environments.

Thursday — 3/3/11

17-A. PSI CHI

10:00 – 10:50 am
River Terrace II

Preparing for Graduate School I: Preparation Strategies

Maria Lavooy, Florida Institute of Technology, *presiding*

Presenter:

Beth Blickensderfer, Embry-Riddle Aeronautical University

17-B. CAMPP CONVERSATION HOUR

10:00 – 10:50 am
City Terrace 11

CAMPP

(Council of Applied Masters Programs in Psychology)

Accreditation Crisis in Counseling Psychology

Joan Duer, University of West Florida, *presiding*

Changes in CACREP accreditation standards are creating an accreditation crisis in Counseling Psychology programs. Solutions will be discussed. Other topics of interest will also be welcomed.

18. PAPER SESSION: Biology and Behavior

10:10 – 11:30 am
City Terrace 8

Jeanne M. Stahl, Morris Brown College, *presiding*

10:10

18-1 *N400 reveals operation of attentional center-surround mechanism in vocabulary acquisition.* John Shelley-Tremblay, Tiffany Murphree, and Morgan Glusman, University of South Alabama.

10:30

18-2 *The impact of acute psychological stress on spatial learning.* Carlos Garcia, Christine Klopp, Jaime Tartar, and Allan Schulman, Nova Southeastern University.

10:50

18-3 *The effects of caffeine on temporal perception.* Richard Keen and H. Neval Erturk, Converse College; Elizabeth Powell, Auburn University; Dalene Prouty and Xochitl Arzetta-Ferrer, Converse College.

11:10

18-4 *Effects of hunger on mate preferences in males and females.* Christopher J. Holden, Jen Taylor, and Harold Herzog, Western Carolina University.

19. POSTER SESSION: Learning and Cognition

10:15 – 11:45 am
Terrace Pavilion

Douglas Waring, Appalachian State University, *presiding*

- 19-1** *A psychological analysis of Adolf Hitler's decision making.* C. Dominik Güss, University of North Florida; Dietrich Dörner, Otto-Friedrich Universität Bamberg.
- 19-2** *Unassigned.*
- 19-3** *"Loading" up on emotions: Cognitive interference and moral judgment.* Sarah Cavrak and Heather Kleider, Georgia State University.
- 19-4** *Prison field trips: Meaningful experiential learning tools?* Jennie Long and Mary Utley, Drury University.
- 19-5** *The benefit of collaborative practice in the teaching of research.* Toni Blum, Stetson University.
- 19-6 through 19-8** *Unassigned.*
- 19-9** *Pessimism, optimism, and directed forgetting of valenced stimuli.* Leilani Goodmon, Florida Southern College; Oliviya Harris, Saint Leo University; Kelsey Owen, Shannon Davis, Sarah Hester, and Melissa Bequillard, Florida Southern College.
- 19-10** *Unassigned.*
- 19-11** *Flashbulb memories: The roles of personal significance and emotional impact.* Rod Vogl, Nathali Blackwell, and Carla Liles, Christian Brothers University.
- 19-12** *Unassigned.*
- 19-13** *Election 2008: Flashbulb memories of Obama's victory.* Jasmen Rice, Alissa Fritz, Laura Fels, and Kendall Sauer, Butler University; Rosalyn Shelton and W. Richard Walker, Winston-Salem State University; John N. Bohannon III, Butler University.
- 19-14** *Unassigned.*
- 19-15** *How warnings and integration instructions affect retrieval-induced forgetting.* Justin Wright, Heath Hill, Lauren Berck, Allison Wright, Michael Mueller, Lindsey Clement, and Jodi Price, The University of Alabama in Huntsville.

19-16 *Unassigned.*

19-17 *Pigeon and human performance in a multi-armed bandit task.* Deborah Racey, Western Carolina University; Michael Young, Southern Illinois University Carbondale; Dennis Garlick, Jennifer Ngoc-Minh Pham, and Aaron Blaisdell, University of California, Los Angeles.

19-18 *Unassigned.*

19-19 *Increase in stimulus generalization of reinstated fear.* Edward Callen and Krista L. Lange, University of South Carolina Aiken.

19-20 *Unassigned.*

19-21 *Two heads are better than one: Collaborative inhibition is artifactual.* Dominick Atkinson, Elizabeth Jennings, and John N. Bohannon III, Butler University.

19-22 *Using meditation to clear interference from working memory.* David Crane and Douglas Waring, Appalachian State University.

19-23 *Unassigned.*

19-24 *Gender biases in source monitoring of natural and artificial nouns.* Arlo Clark-Foos, Nitya Sethuraman, Curtis D. Dobbs, Jonathan Schick, Tyler Wydendorf, and Sara Hurt, University of Michigan – Dearborn.

19-25 *Unassigned.*

19-26 *Culture and gender differences in the use of backchannels.* Stephen Koncsol, Barry University.

19-27 *Unassigned.*

19-28 *Congruency versus non-congruency in the Stroop experiment.* Evelyn Blanch-Payne, Georgia Gwinnett College.

19-29 *Unassigned.*

19-30 *Do points and presentation format affect learning of Chinese characters?* Michael Mueller, Sarah Meacham, Emily Mann, Caitlin Youngblood, Jonathan Berry, Krista Bond, and Jodi Price, The University of Alabama in Huntsville.

19-31 *Unassigned.*

19-32 *Visual communication using digital photography.* Vanessa Volkema and Jennifer Queen, Rollins College.

19-33 *Unassigned.*

19-34 *The voice of retroactive interference.* Laura Pearson, Nailah Horne, and Deborah Eakin, Mississippi State University.

19-35 *Refining cue-set-size effects on metamemory and memory: Shared associate strength.* Sarah Reaves, Willie Brown, and Deborah Eakin, Mississippi State University.

19-36 *Metamemory and memory under retroactive interference: The role of relatedness.* Myra Reid and Deborah Eakin, Mississippi State University.

19-37 *Unassigned.*

19-38 *Need for cognition and false recall in the DRM paradigm.* Juliana Leding, Susan Garcia, and Farrell Hoffman, University of North Florida.

19-39 *Unassigned.*

19-40 *Context dependent memory with nonsense words.* Alissa Fritz and John N. Bohannon III, Butler University.

19-41 *Parent-child relationships and academic achievement among college students.* Kevin Young, Southern Adventist University.

19-42 *Unconditioned love: Relationships between music preference, affect, and memory.* Audra Gold, Kelsey Owen, Adrienne Mann, and Patrick Smith, Florida Southern College.

20. SESSION Unassigned.

21. PSI CHI

11:00 – 11:50 am
River Terrace II

Preparing for Graduate School II: The Application Process

Maria Lavooy, Florida Institute of Technology, *presiding*

Presenter:

Linda Jones, Belmont University

Thursday — 3/3/11

22. INVITED SPEAKER

11:00 – 11:50 am
Grand Ballroom 2-3

APA Distinguished Scientist Lecture

(Sponsored by the American Psychological Association)

Toward an Empirical Classification of Mental Disorders

Robert F. Krueger, University of Minnesota

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

Existing systems for classifying mental disorders have a number of shortcomings (e.g., comorbidity and heterogeneity within categories). The goal of the research described in this address is to rectify these shortcomings by developing an approach to classifying mental disorders that is based on data, using tools developed in quantitative psychology. The address will review recent developments in this area and ways in which these developments intersect with directions being taken in the development of official nosologies, such as DSM-5.

[1 CE credit – To earn CE credit, please sign up at the door and complete an evaluation after the session. When you then submit the evaluation and payment to the workshop station at the registration desk, you will receive your CE certificate.]

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

1. Discuss developments leading to DSM-5;
2. Explain the role of data in constructing a classification system;
3. Explain the role of personality in psychopathology; and
4. Discuss the role of statistical modeling in linking psychopathology classification systems with data.

23. SESSION Unassigned.



24. PAPER SESSION: Sexual and Intimate Relationships

11:10 am – 12:10 pm
City Terrace 7

Sherry Roth, Private Practice, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award*

11:10

****24-1 *Consenting to unwanted sex: Effects of gender and relationship type.*** Amy Buddie, McKenzi Myers, Cara Sperry, and Stephanie Dulaney, Kennesaw State University.

11:30

24-2 *ADHD predicts victimization: Mediating effects of risky sexual behavior.* Jacquelyn White and Cheryl Buehler, University of North Carolina at Greensboro.

11:50

24-3 *A model predicting unwanted pursuit among revenge-seeking and intimacy-seeking perpetrators.* Amy Lyndon, East Carolina University; Leila Dutton, University of New Haven.

**24-A. INTERACTIVE POSTER SESSION:
Technology and Relationships**

11:30 am – 12:20 pm
City Terrace 6

Steven Kass, University of West Florida, and
Beth Blickensderfer, Embry-Riddle University, *presiding*

(Posters plus facilitated discussion)

24-A-1 *Gender, personality, and texting habits on perceived interpersonal communication skills.* Craig Rogers and Willis Deitz, Campbellsville University.

24-A-2 *Electronic media and self-discrepancy: Updating status to “unaware.”* Paul Harris, John Houston, and Michelle Wilson, Rollins College.

24-A-3 *Facebook use and personality: Relationship to negative affect.* Rachel Walker and Susan Styles, Charleston Southern University.

24-A-4 *Effects of experiencing cyber-incivility in the workplace.* Andrea Hatfield, Ohio Wesleyan University; Gary Giumetti and Robin Kowalski, Clemson University.

Thursday — 3/3/11

25. PANEL DISCUSSION

12:00 – 1:50 pm
City Terrace 10

**Efficacy of Programs to Increase
Underrepresented Populations in Psychology**

Theresa Okwumabua, The University of Memphis, *presiding*

Recruiting and retaining individuals from underrepresented populations into psychology is challenging. This panel will discuss their experiences as interns and mentors in various programs targeting underrepresented populations. They also will share their perceptions of what worked and what did not work in regards to students making decisions about pursuing a career in psychology or further study within psychology.

Panelists:

Ebony Barnes, The University of Memphis
Jarrett Lewis, Jackson State University
Scotty Craig, The University of Memphis
Andrea Watson, The University of Memphis
Courtney Peasant, The University of Memphis
Kristin Walker, The University of Memphis
Lakeshia McGill, Rhodes College
Alicia White, Johns Hopkins
Courtney Maclin, Florida A & M University
Melissa Etheridge, The University of Memphis
Joe Blome, The University of Memphis
Erica Booker, Jackson State University
Nathali Blackwell, Christian Brothers University
Caitlin Mills, The University of Memphis
Amelia Wilkerson, The University of Memphis

26. SEPA EXECUTIVE COMMITTEE MEETING

12:00 – 2:00 pm
Suite 4104

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

27. PANEL DISCUSSION

12:30 – 1:50 pm
River Terrace II

CUPP

(Council of Undergraduate Psychology Programs)

Mentoring and Supervising Adjunct Faculty Members

Sharon Pearcey, Kennesaw State University, *presiding*

As adjunct faculty become the fastest growing constituency in higher education, successful strategies to meet the needs of this group are essential. Individuals from varying backgrounds will discuss strategies for hiring, mentoring, and supervising contingent faculty.

Panelists:

Karen Brakke, Spelman College
Amy Buddie, Kennesaw State University
Edward Callen, University of South Carolina Aiken
Gail Scott, Kennesaw State University

**28. POSTER SESSION: Social/Personality, Emotion and
Motivation, Biological Factors**

12:30 – 2:00 pm
Terrace Pavilion

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

28-1 *Perceptions of adult faces based on age and skin tone.* Shanice Dickerson, Shantese Cullins, and Sujala Maharjan, Wesleyan College.

28-2 *Unassigned.*

28-3 *Perfection: Facial symmetry/asymmetry, physical attractiveness, trust, and suspicion.* Alyssa Huebner and Bruce Darby, Florida Southern College.

28-4 *Unassigned.*

28-5 *Defensive high self-esteem and narcissism.* Ashton Southard and Virgil Zeigler-Hill, The University of Southern Mississippi.

28-6 through 28-8 *Unassigned.*

28-9 *Contingent self-esteem and alcohol use.* Amy Ricedorf, Virgil Zeigler-Hill, and Michael Madson, The University of Southern Mississippi.

28-10 *Unassigned.*

28-11 *Correlates of the NCBR (Need for Cognition about Behavior in Relationships) Scale.* Rachel Connor, Lara Ault, and Brian Williams, Tennessee State University.

28-12 *Unassigned.*

28-13 *The accuracy of first impressions: Stranger ratings of photographs.* Lyndsay Nelson and Rose Mary Webb, Appalachian State University; April Bleske-Rechek, University of Wisconsin-Eau Claire; Tim Huelsman, and Douglas Waring, Appalachian State University.

28-14 *Do nursing home residents correctly recognize depression in the elderly?* Janet Griffin, University of South Carolina Upstate; William Jenkins, Mercer University; Susan Ruppel and Judy Kizer, University of South Carolina Upstate.

28-15 *Music as a self-regulated strategy to change mood.* A. Nikki Williams and Merry Sleigh-Ritzer, Winthrop University.

28-16 *Unassigned.*

28-17 *Perceptions of a sexual harassment investigation: Justice matters.* Kimberly M. Cummings, Khristy Nguyen, and Ivelisse Ruiz Lugo, University of Tampa.

28-18 *Unassigned.*

28-19 *Effects of reinforcement on intrinsic motivation.* Rebecca McAlister, Nicholas Etherington, and John Carton, Oglethorpe University.

28-20 *Alcohol, religion, spirituality, and the fading affect bias.* Angela Toscano, Ashely Fehr, Jackie Lentz, Joel Arcieri, Janet Brantley, and Jeffrey Gibbons, Christopher Newport University.

28-21 *Unassigned.*

28-22 *Self-compassion and social phobia.* Rachael Silverman, Nova Southeastern University.

28-23 *Unassigned.*

28-24 *Predictors of willingness to accept Facebook friend requests from strangers.* Amy Rivers and Merry Sleigh-Ritzer, Winthrop University.

28-25 *Unassigned.*

28-26 *Coping mechanisms as predictors for forms of self-criticizing.* Maleeha Ahmad, Stephanie McCollum, Nicole Rossi, and Christopher Bell, Augusta State University.

28-27 *Unassigned.*

28-28 *Preparation strategies among student athletes.* Thomas Harlow, J. Brian Pope, Sierra Sims, and Kristy Crawley, Tusculum College.

28-29 *Unassigned.*

28-30 *Spatial averaging the FVEP-P2: A reliability study.* Mary Hennessey, Elise M. Lullo, Jameson D. Beach, and James E. Arruda, University of West Florida.

28-31 *Cross modality between taste and visual cues.* Cassie Stutts, Cetera Avritte, Cayla Ivey, and Aurora Torres, University of Alabama in Huntsville.

28-32 *Examining the impact of mortality salience primes on companion selection.* Justin Wright, Jonathan Berry, Barbara Wright, Krista Bond, and Jodi Price, The University of Alabama in Huntsville.

28-33 *Unassigned.*

28-34 *Affect of caffeine on relationships.* Elsa Carodenuto, Michael Leider, Sarah Pajkos, Alex Lange, and John N. Bohannon III, Butler University.

28-35 *Affect of music on kiss memories.* Elsa Carodenuto, Sarah Pajkos, Michael Leider, and John N. Bohannon III, Butler University.

28-36 *Sweet memories redux: The effects of glucose on birthday memories.* Elsa Carodenuto, Michael Leider, Sarah Pajkos, Kendall Sauer, Aislinn Renwick, and John N. Bohannon III, Butler University.

28-37 *The effect of different distraction times on free recall.* Jonathan David Renz, Longwood University.

28-38 *Sensation seeking affects arousal and memory: A psychophysiological examination.* Adam Lawson and Kayla Antoine, Eastern Kentucky University.

28-39 *Unassigned.*

Thursday — 3/3/11

28-40 *A behavioral comparison of four inbred strains of mice.* Erin Wood, Catawba College.

28-41 *Unassigned.*

28-42 *Cyclic variations in sustained human performance.* Elise M. Lullo, Mary Hennessey, Jameson D. Beach, and James E. Arruda, University of West Florida.

29. SYMPOSIUM

1:00 – 2:20 pm
City Terrace 12

Applying Principles of Psychology to Improve Aviation Safety

Albert Boquet, Embry-Riddle Aeronautical University, *presiding*

This symposium will showcase four presentations that describe how research on decision-making, fatigue, situational awareness, and communication can improve aviation safety. By including one lab study, two field studies, and an applied design project, the symposium exemplifies the research-to-practice continuum.

Effectiveness of face-to-face shift turnovers in aviation maintenance.
William Warren and Beth Blickensderfer, Embry-Riddle Aeronautical University.

Decision-making in weather-related incidents in helicopter emergency.
Jessica Cruit, Brian Potter, and Albert Boquet, Embry-Riddle Aeronautical University.

Pilot fatigue in the air tour industry. Allison Popola, Frank Hannigan, and Albert Boquet, Embry-Riddle Aeronautical University.

Pilot situational awareness: Enhancing perceptual cues in runway lighting.
Steven Dorton, Joseph Crimi, Maria Appel, Hilary Greenfield, Il Hwan-Lee, Robert Malony, Allison Popola, Brian Potter, and Kelly Neville, Embry-Riddle Aeronautical University.

**30. INTERACTIVE POSTER SESSION:
Racio-ethnicity and Relationships**

**1:00 – 1:50 pm
City Terrace 6**

Lori Muskat, Georgia School of Professional Psychology/Argosy, *presiding*

(Posters plus facilitated discussion)

30-1 *The effect of expectations on responses to interracial interactions.* Shayla Miller, Sydney Howard, Chassidy Ison, Kera King, Kathleen Klik, and David Butz, Morehead State University.

30-2 *Race, jealousy, and intra-sexual mate competition in African American women.* Andrew Johnson and Lara Ault, Tennessee State University.

30-3 *Young adults' perceptions of interracial relationships.* Catherine Zende, Jasmin Sanders, Beth Glenn, and Merry Sleigh-Ritzer, Winthrop University.

30-4 *What women want: Long- versus short-term preferences amidst male scarcity.* Lara Ault, Andrew Johnson, and Alisha Jones, Tennessee State University.

31. INTEREST GROUP

**1:00 – 2:20 pm
City Terrace 11**

The Mentor-Protégé Relationship: What Works and What Doesn't

Christopher Leone, University of North Florida, *presiding*

The Council on Undergraduate Research realizes the unique benefits of research collaborations between faculty and students. A key element in creating successful undergraduate research collaborations is effective mentoring. The panel will share strategies and provide a forum to discuss best practices in mentoring.

Presenters:

Christopher Leone, University of North Florida
Louanne Hawkins, University of North Florida
Meghan Babcock, University of North Florida
Matt Valente, University of North Florida

32. CE WORKSHOP – “C”

1:00 – 4:00 pm
City Terrace 4

**ETHICS AND LAW TO REDUCE RISK FACTORS IN PSYCHOLOGY WORK:
TEACHING, RESEARCH, AND PRACTICE**

presented by

Annie M. Wells and Rhonda Sherrod, 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 “C” on page xv of this program.]

33. CE WORKSHOP – “D”

1:00 – 4:00 pm
City Terrace 5

**MINDFUL PARENTING:
A STRATEGY TO IMPROVE PARENT-BASED INTERVENTIONS**

presented by

Brian Fisak, University of North 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 “D” on page xvi of this program.]

34. PAPER SESSION: Educational Issues

1:10 – 2:30 pm
City Terrace 7

J. Martin Giesen, Mississippi State University, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award*

1:10

34-1 *The first-generation college student is dead, long live FGCS.* Jeffery Aspelmeier, Michael Love, Lauren McGill, Thomas Pierce, and Ann Elliott, Radford University.

1:30

34-2 *Academic entitlement in first-generation and non-first-generation undergraduates.* Stefanie Boswell and Emily Fischer, University of the Incarnate Word.

1:50

34-3 *Online employment preparation for blind or visually impaired students.* J. Martin Giesen, Michele Capella McDonnall, and Brenda Cavenaugh, Mississippi State University.

2:10

****34-4** *Group relations within the fabric of Ecuadorian education: Qualitative study.* Rolf Holtz, Charlotte Minnick, Isabelle Warren, and Joshua Corbin, Troy University.

Thursday — 3/3/22

35. PAPER SESSION: Emotion and Thinking

1:40 – 2:40 pm
City Terrace 8

Cathy Hall, East Carolina University, *presiding*

1:40

35-1 *Relation of ADHD-associated symptoms, internalizing symptoms, and sluggish cognitive tempo.* Sarah E. Davis and Tammy D. Barry, The University of Southern Mississippi.

2:00

35-2 *It's all grey matter to me: Brain awareness in college.* Ruth WilliamsMorris, Edely Yepez, Olivia Hilchey, and Qwynn Marcelle, Southern Adventist University.

2:20

35-3 *Warm imagery engenders warmth as well as warm objects.* Scott Drury and Amanda Guidry, Delta State University.

36. CEPO INVITED SYMPOSIUM

2:00 – 3:50 pm
City Terrace 10

**A Discourse of Multicultural Training
in Secular Graduate Training Programs**

Cheryl B. Warner, Clemson University, *presiding*

This symposium will discuss the challenges on multicultural training in secular graduate training programs. Recent court cases (specifically regarding GLBT individuals) have illuminated the ethical, moral, and legal conflicts that arise when students or trainees hold opposing beliefs and values than what is advocated by professional standards

Presenters:

Ruperto M. Perez, Georgia Institute of Technology
Harold B. Stevens, Clemson University



Thursday — 3/3/11

**37. INTERACTIVE POSTER SESSION: Attitudes About
Alternative Sexualities**

**2:00 – 2:50 pm
City Terrace 6**

Michael Stasio, University of Tampa, *presiding*

(Posters plus facilitated discussion)

37-1 *Validation of the Attitudes toward Transgender Individuals Scale in Thailand.* Sakkaphat T. Ngamake, University of West Florida; Jirapattara Raveepatarakul, Chulalongkorn University; Susan Walch, University of West Florida.

37-2 *Attitudes toward gay men and lesbians: Social interaction and rights.* Amy Buddie, Courtney Collins, Olivia Gupton, Cara Sperry, Jason Leath, and McKenzi Myers, Kennesaw State University.

37-3 *The relationship between disgustability, transphobia, and homophobia.* Christopher J. Holden, Heather Talley, and Harold Herzog, Western Carolina University.

37-4 *Christian organization members and their attitudes toward homosexuals and homosexuality.* Daniel Strassburger, Thomas Ford, and Andrew Johnson, Western Carolina University.

38. CONVERSATION HOUR

**2:30 – 3:30 pm
City Terrace 11**

How to Make Your Research Significant: Dealing With Non-significant Results

Rebecca Rogers and Sabina Widner, Augusta State University, *presiding*

Participants will discuss their own and/or others' research projects, in the context of improving an existing methodology to get the results that were initially expected (i.e., significance). Historical bias toward significance, implications for the field, and need for appropriate forums to discuss research results will be addressed.

39. SYMPOSIUM

2:30 – 3:45 pm
City Terrace 12

Role of Technology in the Everyday Life of College Students

Blaine L. Browne, Valdosta State University, *presiding*

This symposium will include research that examines the impact of technology on everyday life in three main themes: the use of technology among college students, how communication technologies are used to maintain relationships, and the use of cell phones and technology by college students while walking.

Examining the use of technology among college students. Blaine L. Browne, Marque Griggs, and Amy Browne, Valdosta State University.

Cell phone use is related to one's attachment relationships. Elizabeth Kuhlke, Charles R. Talor, Christina Gibson, and Caitlin Bailey, Valdosta State University.

Use of technology while walking on campus. Charles R. Talor, Shelley Smith, and Caitlin Bailey, Valdosta State University.

40. PANEL DISCUSSION

2:30 – 3:50 pm
River Terrace II

Thinking About Academic Administration? Advice from the Field

Alvin Wang, University of Central Florida, *presiding*

This panel discussion focuses on the issues involved when making the transition from a faculty position to academic administration. The panel also explores the differences among departmental, college and university leadership roles, as well as personal and professional qualities needed to make a successful transition to administration.

Panelists:

Christina Frederick-Recascino, Embry-Riddle Aeronautical University
Beth Paul, Stetson University

41. POSTER SESSION: Relationships

2:30 – 4:00 am
Terrace Pavilion

JongHan Kim, Coastal Carolina University, *presiding*

41-1 *Effects of self-monitoring on perceptions of former romantic partners.* Meghan Babcock, Christopher Leone, and Natalie Hofmann, University of North Florida.

41-2 *Unassigned.*

41-3 *Individual differences in using illusions to cope with relationship loss.* Ronald Gainey, Christopher Leone, Lianne Bronzo, University of North Florida.

41-4 *Unassigned.*

41-5 *Vulnerable narcissism, influence tactics, and romantic jealousy.* Ashton Southard, Western Carolina University.

41-6 through 41-8 *Unassigned.*

41-9 *The Marital Interference and Boundaries Scale: Exploratory factor analysis.* Daniel Goldstein, Stephen Koncsol, and Guillermo Wated, Barry University.

41-10 *Unassigned.*

41-11 *16PF CCR: Predictors of marital satisfaction, personality similarity, relationship adjustment.* Sarah M. W. Arnett, Florida Institute of Technology.

41-12 *Unassigned.*

41-13 *Heartbreak Hotel: Factors that influence breakups in romantic relationships.* Reneze Trim, Southern Adventist University.

41-14 *Assessing hurt feelings and relational outcomes in romantic relationships.* Laura N. May, University of South Carolina Aiken; Hope Goodwin, Appalachian State University; Ashley Padgett, Augusta State University; Vanessa Phillips, University of South Carolina Aiken.

41-15 *I'm manic; you're ludus: Mismatched love styles and relationship quality.* Tammy Lowery Zacchilli, Saint Leo University; Chenelia Valerio, Lynn University; Amanda Townsend, Saint Leo University.

41-16 *Unassigned.*

41-17 *Disregarding disapproval: Reactance effects to social opinions of romantic relationships.* Sarah Koufonikos, Alexis Missel, and H. Colleen Sinclair, Mississippi State University.

41-18 *Unassigned.*

41-19 *Physical attractiveness in couples' matchmaking.* Kelli Bible and Cynthia Vance, Piedmont College.

41-20 *Effects of Greek membership on perceptions of social acceptance.* Kenneth Osborne, Longwood University.

41-21 *Why do I control thee? Modeling predictors of control.* Ivelina Naydenova, Gardner-Webb University.

41-22 *Materialism and attachment style: What's the connection?* Christopher Henry, Guilford College.

41-23 *Unassigned.*

41-24 *Effect of sexist jokes on justification of prejudice against women.* Thomas Ford, Western Carolina University; Julie Woodzicka, Washington and Lee University; Shane Triplett, Jared Gray, and Annie Kochersberger, Western Carolina University.

41-25 *Unassigned.*

41-26 *The effects of social context on sexist jokes.* Jared Gray, Shane Triplett, Annie Kochersberger, and Thomas Ford, Western Carolina University.

41-27 *Unassigned.*

40-28 *Do her a favor: I promise you will like me.* Marie Trower, Leanne Roy, and Mary Utley, Drury University.

41-29 *Unassigned.*

41-30 *Competitiveness, gender, and Five Factor Theory.* John Houston, Paul Harris, Valerie Cisneros, and Liza Saffo, Rollins College.

41-31 *Easy mark or hard sell: The Persuasion Susceptibility Inventory.* Richard Osbaldiston, Kelly A. Burton, and Joshua Hager, Eastern Kentucky University.

41-32 *Validating a measure of positive mindfulness.* Tarja Raag, Colby College; Stephan Desrochers, Georgia Gwinnett College; Reesa Kashuk and Emily Stuart, Colby College.

41-33 *Unassigned.*

41-34 *Discrimination toward Arabs and Muslims in simulated hiring decisions.* Lindsay Y. Dhanani, University of Central Florida.

41-35 *Factor analyses of the Work Addiction Risk Test.* Witsinee Bovornusvakool, University of West Florida; Kris Ariyabuddhiphongs, Illinois State University; Steven Walker, University of West Florida.

41-36 *Resolving contradictions and conflicts across cultures: Are all Asians alike?* Debbie Wang, Dan Richard, Miakish Randall, and Beyond War Research Group, University of North Florida.

41-37 *Impact of cultural socialization on ethnic identity among Korean adoptees.* Lianne Bronzo, University of North Florida.

41-38 *Effects of Hispanic stereotypes: The public policy outcome.* Margo Villarosa, Kellye Lewis, Kristina Lytton, Jennifer Salamanca, and Deborah South Richardson, Augusta State University.

41-39 *Unassigned.*

41-40 *The relationship between public self-awareness and trait compliance.* Livia Balaban and Leah Zinner, Oglethorpe University.

41-41 *Unassigned.*

41-42 *An overview of research on celebrities.* Robert Reeves, Sabina Widner, Adrian Janit, Chelsey Carr, Margo Villarosa, and Alyssa Pingree, Augusta State University.



42. PAPER SESSION: College Students - Adjustment

2:40 – 4:00 pm
City Terrace 7

John Shelley-Tremblay, University of South Alabama, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award*

2:40

****42-1** *Minority STEM undergraduates: A model of stress, esteem and GPA.* Matthew J. Zagumny, Tennessee Tech University; David S. Shen-Miller, Tennessee State University; James Alexander, Tennessee Tech University.

3:00

****42-2** *Assessing first-generation Tusculum College freshmen with the College Persistence Questionnaire.* Hall P. Beck, Appalachian State University; J. Brian Pope and Melinda Dukes, Tusculum College; Mary Burton, Mariam Qasim, and Cheston D. Harris, Appalachian State University.

3:20

****42-3** *College Persistence Questionnaire identifies factors influencing commitment of military cadets.* Hall P. Beck, Appalachian State University; Patricia L. Donat, North Georgia College & State University; Jacob Lindheimer and Anna L. Dudley, Appalachian State University.

3:40

****42-4** *Increasing campus and civic engagement via a token economy.* John Carton, Keith Aufderheide, and Janet Maddox, Oglethorpe University.

43. PAPER SESSION: Aggressive Perceptions

2:50 – 3:50 pm
City Terrace 8

Mary Utley, Drury University, *presiding*

2:50

43-1 *Perceptual differences between students and teachers on prevalence of bullying.* Paul Faulkenberry, Lloyd Taylor, and Conway Saylor, The Citadel.

3:10

43-2 *Effect of exposure to the Confederate flag on interracial interactions.* Corey Columb, Joyce Ehrlinger, Ashby Plant, Jonathan Kunstman, and Joanna Goplen, Florida State University.

3:30

43-3 *Physical attractiveness and its relation to proactive and reactive aggression.* Leonardo Bobadilla and Amanda Metze, Western Carolina University.

44. INVITED SPEAKER

3:00 – 3:50 pm
Grand Ballroom 2-3

Siegel-Wallston Invited Address

**How the Mind and Brain Access the Names for Things:
Evidence from Access Failures in Aphasia**

Myrna F. Schwartz, PhD, Moss Rehabilitation Hospital

Debra Sue Pate, Jackson State University, *presiding*

In aphasia, a neurologically-based language impairment, accessing the names of even familiar things can pose significant problems. The cognitive and brain bases of these difficulties will be discussed, with particular emphasis on why and how errors arise at the lexical interface between semantics and phonology.

[1 CE credit – To earn CE credit, please sign up at the door and complete an evaluation after the session. When you then submit the evaluation and payment to the workshop station at the registration desk, you will receive your CE certificate.]

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

1. Describe how the interactive two-step model explains lexical access in picture naming;
2. Describe types of errors that arise from failures at the semantic step (step 1);
3. Explain locations of brain lesions that give rise to semantic errors;
4. Discuss the theoretical significance of the anatomical dissociation between taxonomic and thematic semantic errors.



45. SEPA PRESIDENTIAL ADDRESS

4:00 – 4:50 pm
Grand Ballroom 2-3

PRESIDENTIAL ADDRESS

High Impact Practices for Student Success: Psychologists as Important Contributors to Higher Education Research and Applied Practice

Patricia L. Donat, PhD, North Georgia College and State University

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

The landscape of higher education is changing and psychologists have an important role in assisting their institutions in addressing these challenges. Increased public scrutiny, shifting funding models, increased market competition, and changing student demographics require institutions to adapt in order to promote students' active engagement and to support their success.

[1 CE credit – To earn CE credit, please sign up at the door and complete an evaluation after the session. When you then submit the evaluation and payment to the workshop station at the registration desk, you will receive your CE certificate.]

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

1. Identify trends in higher education in the United States;
2. Describe changes in funding models for higher education;
3. Describe challenges in higher education to address access and accountability;
4. Describe market competition in higher education;
5. Describe changes in college student demographics;
6. Describe the benefit of high-impact educational practices;
7. Evaluate the role of psychologists in responding to these higher education trends.

46.



Presidential Reception

In honor of

Patricia L. Donat

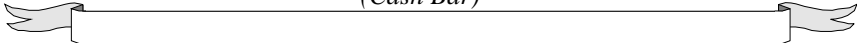
North Georgia College and State University

5:15 pm – 6:45 pm

River Terrace I

Reception is open to all convention attendees

(Cash Bar)



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to prestigious doctoral
programs or go on to
other successful careers*



FRIDAY, MARCH 4, 2011

47. CEPO/PSI CHI

UNDERGRADUATE RESEARCH POSTER SESSION II

8:15 – 9:45 am
Terrace Pavilion

Rosemary E. Phelps, University of Georgia
and Rihana Williams, Emanuel College, *presiding*

48. PAPER SESSION: Perception, Cognition, and Learning

8:30 – 9:50 am
City Terrace 7

Stephen A. Lloyd, North Georgia College and State University, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award*

8:30

****48-1** *Investigating predictors of change blindness.* Lisa VanWormer, Jamie Partyka, Sara Senkbeil, and Steven Kass, University of West Florida.

8:50

****48-2** *Parents report infants learn best from video with parent co-viewing.* Shoshana Dayanim, Saryn Levy, and Laura Namy, Emory University.

9:10

****48-3** *Reading Interruptus! The effect of text messaging on reading comprehension.* Vicki Gier, Deborah Hoadley, Meagan Breau, Danielle Dunkerson, and Tiffany Green, Mississippi State University.

9:30

****48-4** *Paranormal beliefs then and now.* Harvey Richman and Courtney M. Bell, Columbus State University.

49. CE WORKSHOP – “E”

8:10 – 10:10 am
City Terrace 5

USEFUL TEACHING TECHNIQUES TO ENHANCE DIVERSITY LEARNING

presented by

Peter L. Kranz, University of Texas-Pan American

[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 “E” on page 6 of workshop posting.]

50. INVITED SPEAKER

9:00 – 9:50 am
Grand Ballroom 2-3

ROSECRANS INVITED ADDRESS II

Principles of Training

Alice F. Healy, University of Colorado

Debra Sue Pate, Jackson State University, *presiding*

Experiments have been conducted to identify and provide empirical support for principles of training that can provide guidelines to trainers to enhance training effectiveness. These experiments include tests of the generality across tasks of individual principles, multiple principles in a single task, principles in complex dynamic environments, and new principles.

[1 CE credit – To earn CE credit, please sign up at the door and complete an evaluation after the session. When you then submit the evaluation and payment to the workshop station at the registration desk, you will receive your CE certificate.]

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

1. Discuss principles of training;
2. Describe how new principles are developed;
3. Explain how experiments test principles; and
4. More generally, discuss the relation between experiments and practical applications.



Friday — 3/5/11

51. CONVERSATION HOUR

9:00 – 9:50 am
City Terrace 11

Diminishing Unhealthy Anger: Three Clinical Scenarios

John Keller, University of West Florida, *presiding*

All therapists face the challenge of excessive anger in their patients. Diminishing that anger is a frequent requirement for therapeutic progress. Three scenarios which involve potential hostility and resentment will be presented. Emphasis will be on therapy treatment options.

Presenters:

John Keller, University of West Florida

Rob J. Rotunda, University of West Florida

Kimberly Convery, Rutgers School of Social Work

Eileen Wolfe, University of West Florida

52. CEPO KEYNOTE ADDRESS

9:05 – 9:55 am
City Terrace 10

CEPO KEYNOTE ADDRESS

The Theoretical and Personal Dimensions of Mentoring

Rosemary E. Phelps, University of Georgia

Jennifer C. Friday, Georgia Gwinnett College, *presiding*

53. INVITED SYMPOSIUM

10:00 am – 12:30 pm
City Terrace 12

TRAINING SYMPOSIUM

Principles of Training

(To follow Dr. Healy's 9:00 a.m. Rosecrans Invited Address)

Alice F. Healy, University of Colorado

Shaw L. Ketels, University of Colorado, presiding

Artificial grammar learning: Implicit and explicit components for retention and transfer. Michael D. Young, Exponent Engineering and Scientific Consulting; Alice F. Healy, University of Colorado.

The artificial grammar paradigm was tested in two 2-session experiments. Half of the participants used the same grammar in the second session; half learned a new grammar. For implicit task components, with rule knowledge less emphasized, performance improved. For explicit components, with rule knowledge more emphasized, performance remained stable.

Specificity or transfer of learning? It depends on how you look at it! Erica L. Wohldmann, California State University, Northridge; Alice F. Healy, University of Colorado.

Knowledge is often highly specific to the conditions of acquisition. Our research, however, shows that specificity and transfer of learning are not mutually exclusive—that significant specificity can occur even when participants appear to transfer their knowledge. Thus, transfer is largely dependent on the definition and measure used to assess performance.

A dual-process account of decision making: Memory and anchoring. Shaw L. Ketels, Alice F. Healy, Christopher D. Wickens, Carolyn J. Buck-Gengler, and Lyle E. Bourne, Jr., University of Colorado.

We examined the influence of memory on end-of-sequence decisions. Subjects based decisions on seven locations in a matrix and then recalled them. Initial items were remembered better and had more influence on decisions than final items. The results imply a dual-processing account, with decisions based on both memory and heuristics.

The impact of automation and teamwork on training in a dynamic microworld simulation task. Lisa Durrance Blalock, University of West Florida; Benjamin A. Clegg, Colorado State University.

This research examined how automation and teamwork interact when training in a microworld simulation task (Networked Fire Chief). Participants worked

alone or in pairs, with or without automation. Training on controlling entities equipped with semiautonomous automation improved performance, particularly for teams, but that advantage was lost when automation was removed.

Skill training and transfer using construction equipment simulators. Robert W. Proctor and Phillip S. Dunston, Purdue University; Xiangyu Wang, University of New South Wales, Australia.

Construction equipment operator training has recently employed Virtual Reality-based simulators. The motivation for simulator training is the ability to simulate many conditions while reducing costs and avoiding hazards. We discuss challenges and opportunities for such training and results from experiments on skill development and transfer with a hydraulic excavator simulator.

54. SEPA BUSINESS MEETING

**10:00 – 10:50 am
Grand Ballroom 2-3**

Patricia L. Donat, North Georgia College & State University, *presiding*

All are welcome to attend.

55. CEPO BUSINESS MEETING

**11:00 – 11:50 am
City Terrace 10**

CEPO Business Meeting

(Committee on Equality of Professional Opportunity)

Jennifer Friday, Georgia Gwinnett College, *presiding*

All are welcome to attend.

56. GRADUATE STUDENT RESEARCH AWARD SESSION

**11:00 – 11:50 am
City Terrace 8**

Steve Nida, The Citadel, *presiding*

56-1 *The roles and perceptions of bystanders in bullying and ostracism.* Tasha Burton and Conway Saylor, The Citadel.

56-2 *Imitation in ASDs: An analysis of tasks and errors.* Melina Sevelev, Jennifer Gillis, and Richard Mattson, Auburn University; Raymond Romanczyk, State University System of New York, Binghamton.

56-3 *Does skin-tone affect severity ratings of child behavior?* Celeste Williams, Augusta State University.

Friday — 3/5/11

57. PAPER SESSION: Health: Children and Adolescents

11:45 am – 12:45

City Terrace 7

Jennifer Silva Brown, Drury University, *presiding*

*** Denotes nominee for Outstanding Professional Paper Award*

11:45

****57-1 PTSD and cortisol: The role of trauma-related stressors.** Laura Stoppelbein, Argosy University; Leilani Greening, University of Mississippi Medical Center.

12:05

****57-2 Minor illnesses, temperament, and toddlers' social functioning.** Amy Kolak, Tara Frey, and Chloe Brown, College of Charleston; Lynne Vernon-Feagans, University of North Carolina at Chapel Hill.

12:25

****57-3 Early family psychological health possible protective factor for HIV+ youth.** Michelle Broth and Christina Gilchrist-Zezima, Georgia Gwinnett College.

58. POSTER SESSION: Clinical and Health Psychology

11:00 am – 12:30 pm

Terrace Pavilion

James Gedra, Murray State University, *presiding*

58-1 Increasing female empowerment against the thin-ideal. Erika Wheelhouse, University of Central Florida.

58-2 Unassigned.

58-3 The effect of objectifying videogame images on women's body image. Wendy Wolfe, Vann B. Scott Jr., Jenny Bader, Amanda Herring, Todd Allmond, William Worrell, Tyson Lemka, Wendy Lozo, Megan Brannen, and Jennifer Waters, Armstrong Atlantic State University.

58-4 Unassigned.

58-5 Perceived parenting, perceived discipline, and late adolescent emotional adjustment. Mary Milone, Leah Power, Melanie Morse, and Cliff McKinney, Mississippi State University; Kimberly Renk, University of Central Florida.

58-6 through 57-8 Unassigned.

58-9 Parenting, parental psychopathology, and late adolescent psychological adjustment. Mary Milone, Ashley Norwood, Laura Haines, Emily Pitman, and Cliff McKinney, Mississippi State University.

58-10 *Unassigned.*

58-11 *Evaluating psychological controlling parenting as a mediating factor between maternal depression and children's externalizing behavior.* Kristen Tyson and Sara Systma Jordan, The University of Southern Mississippi.

58-12 *Unassigned.*

58-13 *Nonsuicidal self-injurious behavior and its relationship with partner violence.* Angel Simmons, Katy W. Owen, Mary Ellen Fromuth, and Ryan Rattliff, Middle Tennessee State University.

58-14 *Predicting intentions to seek counseling among pre-nursing and psychology undergraduates.* Stefanie Boswell, University of the Incarnate Word.

58-15 *Effects of exercise on subjective mental states in disordered individuals.* Matthew S. Briner, W. Michael Nelson III, and Anthony T. Laffoon, Xavier University.

58-16 *Unassigned.*

58-17 *The association between mindfulness and pathological worry.* Alicia Von Lehe, Mallory Parker, and Brian Fisak, University of North Florida.

58-18 *Unassigned.*

58-19 *Detached mindfulness and Buddhist mindfulness: Distinct constructs?* Alicia Von Lehe, Jill Dean, Erica Egnor, and Brian Fisak, University of North Florida.

58-20 *Unassigned.*

58-21 *Health locus of control: Predicting helmet attitudes and behaviors.* Lisa Thomson Ross and Thomas Ross, College of Charleston.

58-22 *The effect of guided and self-guided meditation on mood.* Alexandra Buonanotte and Leah Zinner, Oglethorpe University.

58-23 *Unassigned.*

58-24 *Validation of a biopsychosocial resilience scale: The Resilience Questionnaire.* Elise Labbé, Melisa Womble, Jessica Shenese, Kelly Wilson, David Chavers, and Richard Williams, University of South Alabama.

58-25 *Unassigned.*

58-26 *Sleep, exercise, stress, and academic self-efficacy in college students.* LeAnne Forquer, Pikeville College; Alison Greene, Abrah Maki, and Susan Amato, Michigan Technological University.

58-27 *Unassigned.*

58-28 *Weight status and attitudes about physical activity among adolescents.* Shanice Jackson, Elisha Collins, Debra Terrell, Brittnee Johnson, and Kendra King, Johnson C. Smith University.

58-29 *Unassigned.*

58-30 *Perceptual thresholds for overweight: Developmental studies.* Amanda Bragg, Ashley Quinlan, and William Johnson, The Citadel.

58-31 *Unassigned.*

58-32 *Occupational influences on perceptual thresholds for overweight.* Lindsey Reed-Fannin and William Johnson, The Citadel.

58-33 *Unassigned.*

58-34 *The impact of chronic illness experience on coping behaviors.* Kerry Eldred, Lori Lange, and Tara Hatchcock, University of North Florida.

58-35 *The effect of guided imagery on stress in undergraduate students.* Jessica Calabrigo and Nathalie Coté, Belmont Abbey College.

58-36 *The effects of caffeine on the circadian rhythm of alertness.* Caitlin Steele, Bennett Garfinkel, Jennifer Hirschmann, Valerie Cisneros, and Suzanne Woodward, Rollins College.

58-37 *Unassigned.*

58-38 *Moderating effects of exercise on depression among adult sexual minorities.* Sakkaphat T. Ngamake, Eileen Wolfe, Tierra Rudd, Rob J. Rotunda, Wayne Glass, and Susan Walch, University of West Florida.

58-39 *Unassigned.*

58-40 *Effects of physician race/ethnicity on patient satisfaction ratings.* Rebecca Rogers, Brandi Dorsey, and Ming Hii, Augusta State University.

58-41 *Unassigned.*

58-42 *Social connectedness and coping with medically unexplained symptoms.* Tara Hatchcock, Lori Lange, and Kerry Eldred, University of North Florida.

59. SYMPOSIUM

11:15 am – 12:30 pm
City Terrace 6

Living Well, Working Well: Positive Psychology in the Workplace

Sherry Schneider, University of West Florida, *presiding*

Using survey data from 363 university staff, presenters will address how positive psychology measures are related to employee outcomes. Happiness, hope,

and well-being were positively related to organizational citizenship, job satisfaction, and turnover intentions. Flow was positively related to organizational commitment and engagement. Implications for theory development are discussed.

Are happy people happy workers? Jamie Partyka, Sherry Schneider, Laura Koppes Bryan, and Anna Weaver, University of West Florida; Eileen Linnabery, Depaul University.

Does the experience of flow affect employee commitment? Mickey Smith, Sherry Schneider, Laura Koppes Bryan, and Anna Weaver, University of West Florida; Eileen Linnabery, Depaul University.

Are happy people better organizational citizens? Kristen Palazzo, Sherry Schneider, Laura Koppes Bryan, and Anna Weaver, University of West Florida; Eileen Linnabery, Depaul University.

Discussant: Laura Koppes Bryan, University of West Florida

60. SEPA PAST PRESIDENTS' LUNCHEON

12:00 – 2:00 pm
Suite 4104

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

61. POSTER SESSION: Attitudes; Gender and Sexuality; I/O Psychology; Adjustment

12:50 – 2:20 pm
Terrace Pavilion

Ivelina Naydenova, Gardner-Webb University, *presiding*

61-1 *Expectations of inclusion affect experiences of ostracism.* Heather Pease, University of North Florida; Eric Wesselmann, Purdue University; James Wirth, University of North Florida; Michael Bernstein, Penn State Abington; Kipling Williams, Purdue University.

61-2 *Unassigned.*

61-3 *Do positive resources inflate depleted egos?* Brandi Wynn, Megan Stubbs, Carlye Carpenter, Mary Milone, and Cliff McKinney, Mississippi State University.

61-4 *Unassigned.*

61-5 *A qualitative study on the experiences of Hurricane Katrina survivors.* Teresa Tuason and C. Dominik Güss, University of North Florida.

61-6 through 61-8 *Unassigned.*

61-9 *Relationship satisfaction, personality similarity, and relationship adjustment in homosexual couples.* Kruti Shah, Florida Institute of Technology.

61-10 *Unassigned.*

61-11 *Perceptions of happiness among coupled and non-coupled individuals.* Erin Klosson, Kirsten Wildermuth, Elise Varnadore, Katie Wilson, and Deborah South Richardson, Augusta State University.

61-12 *Unassigned.*

61-13 *Consenting to unwanted sex: Relationships with personality and depression.* Amy Buddie, Casie Anderson, Jessica Angles, Brittany Dilbeck, Jennifer Merrifield, Yanmin Sun, and McKenzi Myers, Kennesaw State University.

61-14 *Ostracism in rural and suburban adolescents.* David Walker, Steve Nida, and Beth Warren, The Citadel.

61-15 *Comorbidity and etiology of hypersexual behavior from an attachment perspective.* Kyra Wyatt and Susan Walch, University of West Florida.

61-16 *Unassigned.*

61-17 *Male sexual frequency: A spectrum.* Joel Goodrich, Eastern Kentucky University.

61-18 *Unassigned.*

61-19 *First sexual encounter memories: Remembering good and bad sex?* Danielle Vaclavik, Kendall Sauer, Elizabeth Jennings, and John N. Bohannon III, Butler University.

61-20 *Relationship between community violence exposure and children's externalizing behavior problems.* Kristen Leamon, Heather Quagliana, Ashley Lancaster, and Stephanie Coleman, Lee University.

61-21 *Influence of defendant mental illness on jury sentencing.* Marie Sabbagh, University of Central Florida.

61-22 *An examination of location and type of tattoo on perceptions.* Adrienne Galassie, Danielle Stacks, and Merry Sleigh-Ritzer, Winthrop University.

61-23 *The effects of consistent versus inconsistent communication on gender stereotypes.* Laura Aquilino, Brittany Bush, Jamie Cox, and Deborah South Richardson, Augusta State University.

61-24 *The effect of objectifying videogame images on rape myth acceptance.* Wendy Wolfe, Vann B. Scott Jr., Amanda Herring, Jenny Bader, Todd Allmond, Tyson Lemka, William Worrell, Megan Brannen, Wendy Lozo, and Jennifer Waters, Armstrong Atlantic State University.

61-25 *Unassigned.*

- 61-26** *Risky sexual behaviors: Associations with cognitive schemas and gender.* Lindsey O'Donnell, Georgia Southern University; Jeff Klibert and Stacy Marengo, Northwestern State University.
- 61-27** *Unassigned.*
- 61-28** *What cues do people use to assess their mate value?* Lara Ault, ChaVon Hines, and Xavier Walton, Tennessee State University.
- 61-29** *Are college students with disabilities accepted by their peers?* Stefanie Keen, Sydney Brown, Leigh Lehman, Janet Griffin, Lizzie Forbus, University of South Carolina Upstate; Lauren Crow, Marymount University.
- 61-30** *The benefits of prior exposure to persons with physical disabilities.* Janet Griffin, Sydney Brown, Stefanie Keen, Leigh Lehman, and Lizzie Forbus, University of South Carolina Upstate; Lauren Crow, Marymount University.
- 61-31** *Unassigned.*
- 61-32** *Antecedents and consequences of workaholism: A path model approach.* Witsinee Bovornusvakool, University of West Florida; Kris Ariyabuddhiphongs, Illinois State University; Sakkaphat T. Ngamake, University of West Florida.
- 61-33** *Unassigned.*
- 61-34** *Explicit and implicit career gender stereotypes.* Richard Keen, Converse College; Stefanie Keen, University of South Carolina Upstate.
- 61-35** *Mathematics and anxiety: Similarities and differences between genders.* Hailey Bryant, Stephanie Breeden, and Daelyn Swafford, Tennessee Wesleyan College.
- 61-36** *Driver reluctance and vulnerability after experiencing a motor vehicle accident.* Jennifer Hughes, Agnes Scott College.
- 61-37** *Aggressive Driving Behavior: Effects of Video Gaming Experience.* Miguel Torez, University of Central Florida.
- 61-38** *Boundary management and justice reactions to work-life integration.* Benedict Fern, Sherry Schneider, and Steven Kass, University of West Florida.
- 61-39 through 61-41** *Unassigned.*
- 61-42** *Potential limitations of contact: Examining contact's effect on disability prejudice.* Ashleigh Grizzle and Leah Zinner, Oglethorpe University.

Friday — 3/5/11

62. PAPER SESSION: Personality and Prediction

1:00 – 2:20 pm
City Terrace 7

Edward Callen, University of South Carolina Aiken, *presiding*

1:00

62-1 *Caffeine, depressed mood, and reaction time to mood-congruent words.* Michael Stasio, Jeff Skowronek, and Tessa Wimberley, The University of Tampa.

1:20

62-2 *Sensation seeking and food selection in a cafeteria setting.* Thomas Alley and Jenna Rykiel, Clemson University.

1:40

62-3 *An examination of MAYSI-2 in predicting recidivism.* Rebecca Bodiford, James Stefurak, and Lauren Mininger, University of South Alabama.

2:00

62-4 *Correlations between MMPI-2-RF Scales and the Child Abuse Potential Inventory.* Brittni Morgan, Western Carolina University; William Moon, Psychology and Counseling Center of Cartersville; David McCord, Western Carolina University.

63. CE WORKSHOP – “F”

1:00 – 4:00 pm
City Terrace 4

BULLYING AND OSTRACISM: DETECTION AND PREVENTION

presented by

Conway Saylor, The Citadel

[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 xvii of this program.]

64. CE WORKSHOP – “G”

1:00 – 4:00 pm
City Terrace 5

PROMOTING POSITIVE ATTACHMENT IN INFANCY

presented by

Erica S. Jordan, 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 “G” on page xvii of this program.]

65. SWIM SESSION

1:00 – 3:15 pm
City Terrace 12

SWIM

(Southeastern Workers in Memory)

Keith B. Lyle, University of Louisville, *presiding*

1:00 - 2:00

Who said that? Mnemonic Characteristics of Political Discourse

Paul S. Merritt, Clemson University

(2:00 - 2:15 - Break)

2:15 - 3:15

Suggestive Influences on Memory and Lineup Identification

Michael P. Toggia, University of North Florida

66. SYMPOSIUM

1:15 – 2:45 pm
City Terrace 6

Recent Research and Practice Using Simulation-Based Training

Beth Blickensderfer, Embry-Riddle Aeronautical University, *presiding*

The purpose of this symposium is to demonstrate current research and practice using simulation-based training in various fields. Topics include the use of low-fidelity simulation to train flight skills for pilots, use of simulation in training for hotel front desk agents, and use of simulation for medical training.

Evaluation of a low-fidelity simulation-based training strategy for aircraft upset-recovery. Julian Archer, Albert Boquet, and Rodney Rogers, Embry-Riddle Aeronautical University.

Simulation in the medical industry. Joseph Crimi and Jessica Cruit, Embry-Riddle Aeronautical University.

Use of a PC-based flight simulator for pilots to practice. William R. Warren, Andrew Mendolia, Joseph Ott, and Beth Blickensderfer, Embry-Riddle Aeronautical University.

Using scenario-based training for a hotel front desk agent. Robert Malony and Beth Blickensderfer, Embry-Riddle Aeronautical University.

67. PSI CHI

1:30 – 2:20 pm
City Terrace 10

Pathways to Success: Meeting Psi Chi Chapter Leadership Challenges

Martha S. Zlokovich, Psi Chi National Office

Maria Lavooy, Psi Chi Southeastern Regional Vice President,
Florida Institute of Technology, *presiding*

68. PAPER SESSION: Social and Personality Factors

1:30 – 2:30 pm
City Terrace 8

Sheila Brownlow, Catawba College, *presiding*

1:30

68-1 *Examining how deviance and burden lead to being ostracized.*

James Wirth, University of North Florida; Eric Wesselmann, Purdue University; John Pryor and Glenn Reeder, Illinois State University; Kipling Williams, Purdue University.

1:50

68-2 *Reexamining Haidt's moral foundations: Outgroups and the binding foundations.* Matthew Hayes, Jeff Sinn, Sara Mallett, and William Harlan, Winthrop University.

2:10

68-3 *Experiencing bad luck makes men less helpful.* Emily Zitek, University of North Florida; Alexander Jordan, Tuck School of Business; Benoît Monin, Stanford Graduate School of Business.

69. CEPO/SEPA INVITED ADDRESS

*Sponsored by SEPA and its
Committee on Equality of Professional Opportunity (CEPO)*

2:00 – 2:50 pm
Grand Ballroom 2-3

**Is the Impostor Phenomenon Still Relevant?
Updates on Research and Clinical Implications**

Pauline Rose Clance, Private Practice, Atlanta, Georgia

Jeanne M. Stahl, Morris Brown College, *presiding*

The Impostor Phenomenon occurs when someone is very accomplished by normal standards, yet feels this success is due to luck or extreme effort rather than to ability. Though others may see the person as very successful, the indi-

vidual feels like an "imposter." Dr. Clance will discuss how a psychologist can recognize and identify a client with a significant Impostor Phenomenon experience and will describe the main characteristics of a client experiencing this Phenomenon to a clinically significant degree. Effective clinical interventions will be presented. Both research and clinical evidence will be discussed.

[1 CE credit – To earn CE credit, please sign up at the door and complete an evaluation after the session. When you then submit the evaluation and payment to the workshop station at the registration desk, you will receive your CE certificate.]

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

1. Describe the symptoms characteristic of the Imposter Phenomenon;
2. Explain how the Imposter Phenomenon is thought to develop; and
3. Discuss effective clinical interventions for the Imposter Phenomenon and the research and clinical support for them.

70. SYMPOSIUM

2:30 – 3:40 pm
City Terrace 10

Ideas for Making Undergraduate Psychology Classes More Interactive: Symposium I

Jennifer Hughes, Agnes Scott College, *presiding*

Faculty members will discuss strategies for making undergraduate psychology classes more interactive. For this first symposium of two, four types of courses will be discussed: psychology of women, assessment, abnormal psychology, and social entrepreneurship. More interactive courses foster more engagement with the material and often more interest in the course.

(Companion symposium is scheduled on Saturday, 9:30 – 10:40 a.m. in City Terrace 6.)

Teaching positive psychology in a psychology of women course. Jennifer Hughes, Agnes Scott College.

Teaching test construction via an interactive classroom project. John Carton, Oglethorpe University.

Childhood memory exercise to demonstrate psychodynamic theory in abnormal psychology. Eileen L. Cooley, Agnes Scott College.

Experiential learning with undergraduates: The case for social entrepreneurship. Amber Garcia, College of Wooster.

**71. POSTER SESSION: Substance Use: Diagnosis, Therapy,
and Adjustment**

2:30 – 4:00 pm
Terrace Pavilion

Dan Mossler, Hampden-Sydney College, *presiding*

71-1 *The clinical utility of the TCI-R in addicted healthcare professionals.* Gregory A. Wilson, Adler School of Professional Psychology.

71-2 *Unassigned.*

71-3 *Consumption of alcohol mixed with energy drinks in college students.* Cecile Marczynski, Northern Kentucky University.

71-4 *Unassigned.*

71-5 *Comparing self-esteem, coping motives and alcohol consumption among college students.* Brittany Smith, Kearsten Gilliam, Amy Horton, Margaret Towson, and Matthew Hayes, Winthrop University.

71-6 through 71-8 *Unassigned.*

71-9 *Evaluating the revised Protective Behavioral Strategies Scale.* Sasha Lambert, Michael Madson, and Randolph Arnau, The University of Southern Mississippi.

71-10 *Unassigned.*

71-11 *The impact of protective strategies on college students' alcohol expectancies.* Melissa Bonnell, Michael Madson, and Richard Mohn, The University of Southern Mississippi.

71-12 *Unassigned.*

71-13 *Factors influencing alcohol consumption and protective strategies among college drinkers.* Jeremy Noble, Ryan Ebersole, Kayla Moorer, Jordan McCrary, Trisha McMillon, Melissa Ambrosino, and Michael Madson, The University of Southern Mississippi.

71-14 *Unassigned.*

71-15 *Self-monitoring, psychological distress, and social comparison with substance use.* Amy Luna, Georgia Southern University; Carrie Winterowd, Oklahoma State University; Jeff Klibert, Georgia Southern University.

71-16 *Unassigned.*

71-17 *Racial differences among alcohol consumption and PBS use.* Jordan McCrary, Trisha McMillon, and Michael Madson, The University of Southern Mississippi.

71-18 *Unassigned.*

71-19 *Examining protective strategy use among Greek college student drinkers.* Craig Watson, Michael Madson, and Randolph Arnau, The University of Southern Mississippi.

71-20 *Unassigned.*

71-21 *The effects of substance use coping among college students.*

Audra Wagaman, Courtney Pfeifer, Kia Asberg, and Jenna Cordrey, Western Carolina University.

71-22 *Reasons for living in college methamphetamine users and non-users.* Jenny Barnes and Jon Ellis, East Tennessee State University.

71-23 *Unassigned.*

71-24 *Parenting as predictor of anger, depression and substance abuse.*

Susan Styles and Lisa Fickle, Charleston Southern University.

71-25 *Unassigned.*

71-26 *Assessing the Broad Autism Phenotype Questionnaire with a college sample.* Sarah Bauman and Lisa Turner, University of South Alabama.

71-27 *Unassigned.*

71-28 *Transitivity of clinical conceptualization of comorbid cases.* Chafen

DeLao and Jared Keeley, Mississippi State University.

71-29 *Unassigned.*

71-30 *Collecting: An independent construct or hoarding in disguise?*

Adrian Janit and Ashley Hagee, Augusta State University.

71-31 *Unassigned.*

71-32 *The upside of being down.* Amanda Sheppard, Eastern Kentucky University.

71-33 *Unassigned.*

71-34 *Parenting style, attachment, and deviant sexual behaviors.* Lisa Beck-Xaysuda, Hillary Leibold, Ashley Norwood, Megan Stubbs, and Cliff McKinney, Mississippi State University.

71-35 *Methamphetamine use and reasons for living.* Jenny Barnes and Jon Ellis, East Tennessee State University.

71-36 *Undergraduates and mental health: Little knowledge is a dangerous thing.* Patrick Smith, Leilani Goodmon, and Bruce Darby, Florida Southern College.

71-37 *Unassigned.*

71-38 *Circus Arts Therapy: An alternative to traditional play therapies.*

Lauren Tagliatela, Kennesaw State University; Carrie Heller, Circus Arts Institute, Atlanta.

71-39 *Unassigned.*

71-40 *Outdoor behavioral healthcare treatment: Are therapeutic benefits maintained?* Kimberlee Cooper, Alex Pena, Lucio Guido, and Sarah F. Lewis, Center for Research, Assessment, and Treatment Efficacy.

Friday — 3/5/11

71-41 *Unassigned.*

71-42 *Cyber harassment, personality, life satisfaction, and self-esteem.*
James L. McAbee, Western Carolina University.

72. PAPER SESSION: Forensic Psychology

2:30 – 3:50 pm
City Terrace 7

Samuel Gontkovsky, Methodist Rehabilitation Center, *presiding*

2:30

72-1 *Trauma and delinquency: Moderators and mediators.* James Stefurak, Neesha Roberts, Jennifer Langhinrichsen-Rohling, and Emily Jackson, University of South Alabama.

2:50

72-2 *What type of photo would best identify missing/abducted children?*
Vicki Gier, Mississippi State University; David Kreiner, University of Central Missouri.

3:10

72-3 *Investigating the impact of a defendant's nickname on juror decision-making.* L. Brooke Bennett-Day, Emily Epperson, Chapell Hailey, Shantese Cullins, and Shanice Dickerson, Wesleyan College.

3:30

72-4 *Risk and protective factors for delinquency in adjudicated youth.*
Caitlin Wolford, James Stefurak, and Jennifer Langhinrichsen-Rohling, University of South Alabama.

73. PAPER SESSION: Coping Styles

2:50 – 3:50 Pm
City Terrace 8

Rob J. Rotunda, University of West Florida, *presiding*

2:50

73-1 *Religious affiliation, internalized homophobia, and social support in LGBTQ adults.* Stacy Parenteau, Richard Carr, James Goodson, Steven Walker, Devaron Palmer, and Susan Walch, University of West Florida.

3:10

73-2 *Maximizers avoid commitment in a way that reduces satisfaction.*
Erin Sparks and Joyce Ehrlinger, Florida State University; Richard Eibach, University of Waterloo.

3:30

73-3 *Religious and secular coping: High school and college.* Kara Haskell and Charles R. Talor, Valdosta State University.

Friday — 3/5/11

74-A. CONVERSATION HOUR

3:00 – 3:50 pm
City Terrace 10

Conversation Hour with Pauline Rose Clance, Private Practice, Atlanta, Georgia
and Rosemary E. Phelps, University of Georgia

(Follow-up to Dr. Clance's 2:00 p.m. CEPO/SEPA Invited Address on Friday)
(Follow-up to Dr. Phelps' 9:05 a.m. CEPO Keynote Address on Friday)

74-B. CONVERSATION HOUR

3:00 – 3:50 pm
River Terrace II

**Building a Center on Aging:
The Use and Establishment of Partnerships**

Lisa VanWormer and Laura Koppes Bryan,
University of West Florida, *presiding*

Many fundamental issues of successful aging can be addressed by a combination of research, education, and community partnerships. Presenters will explore effective methods of establishing the valuable collaborations that provide resources for healthy aging.

75. HISTORY SESSION

3:00 – 4:50 pm
City Terrace 6

History of Departments of Psychology in the Southeast

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

Histories of psychology departments at North Georgia State College and University, the University of North Florida, the Florida Agricultural and Mechanical University, and the University of Mary Washington will be presented in the 2011 symposium.

History of the Psychology Department at North Georgia College and State University. Steve Noble, North Georgia College and State University.

History of the Psychology Department at Florida Agricultural & Mechanical University. Reginald Rackley, Southern University.

History of the Psychology Department at University of Mary Washington. B. David MacEwen, Steve R. Hampton, and Debra Cowart Steckler, University of Mary Washington.

History of the Psychology Department at University of North Florida. Christopher Leone and Minor Chamblin, University of North Florida.

Friday — 3/5/11

76. CONVERSATION HOUR

3:30 – 4:30 pm
City Terrace 12

Conversation Hour with Dr. Alice F. Healy, University of Colorado

(Follow-up to Dr. Healy's 9:00 a.m. Rosecrans Invited Address on Friday)

77. INVITED ADDRESS

4:00 – 4:50 pm
Grand Ballroom 2-3

PSI CHI / SEPA INVITED ADDRESS

**Men Are from Earth, Women Are from Earth:
The Gender Similarities Hypothesis**

Janet Shibley Hyde, PhD, University of Wisconsin, Madison

Maria Lavooy, Florida Institute of Technology, *presiding*

Popular writers argue that men and women are so different that they seem to be from different planets – *Men Are from Mars, Women Are from Venus*. Data are presented from the testing of literally millions of participants on such measures as math performance and self-esteem, to see whether the popular writers are correct.

[1 CE credit – To earn CE credit, please sign up at the door and complete an evaluation after the session. When you then submit the evaluation and payment to the workshop station at the registration desk, you will receive your CE certificate.]

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

1. Define “meta-analysis”;
2. Describe whether boys outperform girls in mathematics; and
3. Define “the gender similarities hypothesis.”

Friday — 3/5/11

78. PAPER SESSION: Issues in Service Delivery

4:00 – 5:00 pm
City Terrace 7

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

4:00

78-1 *One time can kill: A community prevention program evaluation.*
Debra Ainbinder, Robert Riedel, Amanda Wasserman, and Judith Adelson,
Lynn University.

4:20

78-2 *The use of primary care doctors for mental health treatment.* Cheryl
B. Warner, Clemson University.

4:40

78-3 *50 years and counting: The president's panel on mental retardation.*
Deborah Deckner and Samuel Maddox, Clayton State University

79.

Reception

Honoring Past Presidents

& Award Winners

5:15 – 6:45 pm

River Terrace I

**Winners of Outstanding Professional Paper Award,
Mentor Award, Graduate Student Research Award, and
CEPO Student Research Awards will be announced.**

Reception is open to all convention attendees

(Cash bar)

79-1. CEPO GRADUATE STUDENT NETWORKING

6:45 - 8:45 pm

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

Meet outside River Terrace I



MSP

AT CLAYTON STATE UNIVERSITY

MASTER OF SCIENCE IN PSYCHOLOGY

Clayton State University is pleased to introduce two new terminal master programs: **Applied Developmental** and **Clinical Psychology**.

The master's program in **Applied Developmental Psychology** is designed for individuals who seek a career working with infants, children, and adolescents in a variety of professional settings including government and not-for-profit agencies, research consortiums, and parent education programs. The master's program in **Clinical Psychology** prepares students to be competent and ethical practitioners of psychological services in the community. Both tracks couple rich classroom based experiences with community based experiential learning and provide a unique emphasis on working with diverse populations in a culturally sensitive and empirically sound fashion.

For more information regarding these programs or for information on the application process, please contact

Master of Science in Psychology
Program Director, Deborah Deckner

Phone: (678)466-4836 | Email: deborahdeckner@clayton.edu

Website: <http://a-s.clayton.edu/MSP>

SATURDAY, March 5, 2011

80. CEPO LEADERSHIP INSTITUTE

8:00 – 10:50 am
City Terrace 10

CEPO Leadership Institute for Women and People of Color

Rosemary E. Phelps, University of Georgia,
Jennifer C. Friday, Georgia Gwinnett College,
and Amy L. Shadoin, Premier Evaluations, Inc., *presiding*

The path (way) to leadership is often less structured and intentional for women and people of color. The purpose of this Leadership Institute is to prepare women and people of color psychologists to recognize and capitalize on their strengths to become leaders in academic, practice, and organizational settings as well as provide knowledge, skills, and strategies leading to effective leadership. The Institute is designed for Women and People of Color Early Career Psychologists (5-10 years since receiving doctoral degree).

81. PAPER SESSION: Attitudes about Learning

8:45 – 9:45 am
City Terrace 7

Ami L. Barile-Spears, Mercer University, *presiding*

8:45

81-1 *Gender similarities hypothesis: Investigating undergraduates through personality, anxiety, and math.* Kerry Towler, Tennessee Wesleyan College; Debora Baldwin, University of Tennessee at Knoxville.

9:05

81-2 *Reframing the attitude achievement paradox among African-Americans.* Pharen Johnson, Paine College.

9:25

81-3 *Rationalization of questionable choices: Student preferences for easy instructors.* JongHan Kim and William Hills, Coastal Carolina University.

82. SYMPOSIUM

8:45 – 10:15 am
City Terrace 8

Multiple Perspectives on the Development and Implications of Inhibition

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

In this symposium, presenters will review perspectives on inhibition, its emergence developmentally, and its implications in terms of complex decision making. The panel of researchers participating in this session will frame individual and group differences in response inhibition from developmental, clinical, comparative/cognitive, and neuropsychological perspectives.

Can the feedback ERN distinguish strong and weak learners? Ty Brumback, Yael Arbel, Mark S. Goldman, Emanuel Donchin, University of South Florida.

Examining components of temperamental disinhibition (vs. constraint): Importance in the differential prediction of aggression and alcohol use. Robert D. Latzman, Georgia State University; Jatin G. Vaidya, University of Iowa Hospitals and Clinics.

Response inhibition and uncertainty monitoring in a virtual environment. Holly Adams Phillips, Natasha B. Schultz, and David A. Washburn, Georgia State University.

The effect of prenatal tobacco exposure on inhibition at age three. Lisa Heiden, Kristina Huber, Nicolas Chevalier, Caron A. C. Clark, Jennifer M. Nelson, Craig Johnson, Sandra A. Wiebe and Kimberly A. Espy, University of Nebraska, Lincoln.

83. CE WORKSHOP – “H”

9:00 am – 12:00 noon
City Terrace 4

CONDUCTING MINDFULNESS-BASED INTERVENTIONS

presented by

Elise E. Labbé, Brittany Escuriex, and Jessica Shenese, University of South Alabama

[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 “H” on page xviii of this program.]

84. CE WORKSHOP – “I”

9:00 am – 12:00 noon
City Terrace 5

**BEYOND MULTICULTURAL COMPETENCY:
IN PURSUIT OF CRITICAL CONSCIOUSNESS**

presented by

Vannee Cao-Nguyen, EdD, 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 “H” on page xviii of this program.]

85. SYMPOSIUM

9:30 – 10:40 am
City Terrace 6

**Ideas for Making Undergraduate Psychology Classes More Interactive:
Symposium II**

Jennifer Hughes, Agnes Scott College, *presiding*

Four faculty members will discuss ways to make undergraduate psychology classes more interactive. For this second symposium of two, the following types of courses will be discussed: research methods, research statistics, industrial psychology, and cognitive psychology. More interactive courses foster more engagement with the material and often more interest in the course.

(Companion symposium scheduled Friday, 2:30 – 3:40 p.m. in City Terrace 10.)

Using a “Cola Challenge” to teach internal validity. Leah Zinner, Oglethorpe University.

Launching Gummy Bears in order to teach research statistics. Barbara Blatchley, Agnes Scott College.

Increasing interactivity among students in an industrial psychology course. Steven J. Kass and Laura Shaver, University of West Florida.

Creating false eyewitness memories during an in-class crime. Justin Wise, Oglethorpe University.

86. APA PRESENTS

9:30 – 11:00 am
City Terrace 9

How to Publish

Lindsay MacMurray, American Psychological Association, *presiding*

This panel, sponsored by the APA Publications and Communications Board, is intended to help demystify the publication process and facilitate manuscript writing. The panel consists of three experts: a journal editor, an author, and an APA Journals staff member. The panelists will provide an overview of the peer review and publication processes as well as guidelines on writing discipline, selecting topics, and framing research data for publication. After short presentations, questions will be taken from the audience.

**87. POSTER SESSION: Aggression; Measurement;
Developmental and Educational Psychology**
9:30 – 11:00 am
Terrace Pavilion

Christina S. Sinisi, Charleston Southern University, *presiding*

87-1 *What would you do? Reactions to physical and psychological aggression.* Celeste Williams, Georgina Hammock, Deborah South Richardson, and Adrian Janit, Augusta State University.

87-2 *Electronic bullying experience in a college population.* Susan Al'Khafaji and Leonardo Bobadilla, Western Carolina University.

87-3 *Gender and motivations for intimate partner violence.* Jennifer Langhinrichsen-Rohling, Marlinda Pruden, and Tiffany Misra, University of South Alabama.

87-4 *Police personnel's response to a cross-jurisdictional domestic violence offender database.* Jennifer Langhinrichsen-Rohling, Caitlin Wolford, and Courtney Cavin, University of South Alabama.

87-5 *Unassigned.*

87-6 *Forensic psychology and perceptions of the criminal justice system.* Amanda Townsend, Saint Leo University; Leilani Goodmon, Florida Southern College; Christopher Cronin, Saint Leo University.

87-7 and 87-8 *Unassigned.*

87-9 *Traumas experienced by perinatally- and sexually-infected HIV+ youth.* Michelle Broth and Patricia Bowman, Georgia Gwinnett College.

87-10 *Efficacy of sexual abuse prevention programs for children.* Tara Zuckerman, Nova Southeastern University.

87-11 *Personality traits and behavior problems in preschoolers.* Cristin Fedina and Cathy Grist, Western Carolina University.

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- 87-12** *Overweight bias in hiring decisions.* Lindsay Y. Dhanani, University of Central Florida.
- 87-13** *A look at children's perceptions of body type.* Virginia Warren, The Citadel.
- 87-14** *Student organization membership: Personality correlates of student involvement.* Bryan Jenkins, Cara Sperry, and Christine Ziegler, Kennesaw State University.
- 87-15** *Do exercises in Positive Psychology make students more positive?* Kristen Palazzo, Laura Koppes Bryan, Sherry Schneider, and John David Hale, University of West Florida.
- 87-16** *When I grow up: Moral and ethical development in undergraduates.* David Stoltzfus, Nicolas Johnson, and Patrick Smith, Florida Southern College.
- 87-17** *Personality traits: Their influence on teacher burnout and job atisfaction.* Amy Hurt, Western Carolina University.
- 87-18** *Students' pet peeves: First day of class and time of day.* Theodore Joseph and Rachel Taylor, Paine College.
- 87-19** *College Persistence Questionnaire predicts freshman retention at Catawba College.* Lyn Boulter and Carla Eastis, Catawba College; Christopher A. Thorstenson, Anna Shumolis, Amanda Thompson, and Hall P. Beck, Appalachian State University.
- 87-20** *Classroom demonstration of subtle wording effects in individualism-collectivism measure.* Ann Calhoun-Sauls, Belmont Abbey College.
- 87-21 and 87-22** *Unassigned.*
- 87-23** *Teaching Intro Psych as an interdisciplinary course.* Linda Jones, Belmont University.
- 87-24** *Unassigned*
- 87-25** *Beat It: An arts program with at-risk high school students.* M. Cherie Clark, Queens University Charlotte; Arlo Clark-Foos, University of Michigan, Dearborn; Paul Foos, University of North Carolina Charlotte.
- 87-26** *College students' recollections of their pre-admission perceptions.* Meagan Burns, Heather Ernst, Darren Ritzer, and Merry Sleigh-Ritzer, Winthrop University.
- 87-27** *Students' perceptions on importance of minority faculty in universities.* Pamela D. Hall and Karla Rivera-Torres, Barry University.
- 87-28** *School psychology and school counseling graduate preparation: Similarities and differences.* Muri Mata, Winthrop University.
- 87-29** *Strength and type: An analysis of comments on ratemyprofessor.com.* James Graham and Matthew Hayes, Winthrop University.

87-30 *Graduate administration errors in the WISC-IV: Prevalence and implications.* MyraBeth Bundy and Amanda Sheppard, Eastern Kentucky University.

87-31 *The effects of textbook annotations on test performance.* Richard Keen, Converse College; Cristin Fedina, Western Carolina University; H. Neval Erturk, Converse College.

87-32 *Unassigned.*

87-33 *Field trip! Fourth graders visit a history museum and learn.* Caroline Donohoe, Danielle Rhein, and Stephen Blessing, University of Tampa.

87-34 *Relationships among economic stress, parenting, and young children's problems.* Jayme Puff, Kimberly Renk, Valerie Sims, and Anne Culp, University of Central Florida.

87-35 *Affect and consequentiality effects on remembering childhood events.* Laura Fels, John N. Bohannon III, and Jenna Hillman, Butler University.

87-36 *Mother-child reminiscing: Support for socialization of emotion regulation?* Rebecca Weaver, University of Central Florida; Michelle Barton, New College of Florida; Kimberly Renk, University of Central Florida.

87-37 *Attribution bias and aggression in young children: Relationships with attachment.* Erin Baker, Shari Kidwell, Andrew Doan, and Kristina Schoo, Morehead State University.

87-38 *Depression and relationship quality in expecting parents.* Julie A. Waples, Richa Aggarwal, and James F. Paulson, Eastern Virginia Medical School.

87-39 *Assessment of family characteristics and paternal depression in expecting fathers.* Richa Aggarwal, Julie A. Waples, and James F. Paulson, Eastern Virginia Medical School.

87-40 *Childhood playtime, parenting styles, and current adjustment in late adolescents.* Leah Power, Ashley Norwood, Hillary Leibold, and Cliff McKinney, Mississippi State University.

87-41 *Assessing Head Start children's motivation and links with alphabet learning.* Danielle Weitzel, Rebecca A. Marcon, Caleb Davis, Melissa Lochman, Danielle Sebille, Samantha Portis, and Tiffany Kha, University of North Florida.

87-42 *Unassigned.*

88. HISTORY SYMPOSIUM

9:30 – 11:20 am
City Terrace 11

Eminent Southeastern Psychologists

Debra Sue Pate, Jackson State University, *presiding*

Raleigh Drake. F. Robert Treichler, Kent State University.

John Madison Fletcher. Debra Sue Pate, Jackson State University.

Robert Morse Ogden: Gestalt Psychology Advocate. James L. Pate,
Georgia State University

Henry Wieghorst Nissen: Primate Psychologist. David Washburn, Megan
Hoffman, Jessica Bramlett, and Michael Beran, Georgia State University.

89. PAPER SESSION: Attitudes: Health and Health Care

9:50 – 10:50 am
City Terrace 7

Stacy Parenteau, University of West Florida, *presiding*

9:50

89-1 *Youth attitudes toward health and nutrition: A cognitive tool.*
Latoya Smart and Louis P. Anderson, Prairie View University.

10:10

89-2 *Factors predicting college students' rejection of national healthcare.*
James Gedra, Murray State University.

10:30

89-3 *Is healthcare possible? The ethics of distributive justice.* Jackson
Rainer, Neil Martin, and Sean Fowler, Georgia Southern University.

Saturday — 3/5/11

90. PAPER SESSION: CEPO Student Research Awards

11:00 am – 12:00 noon
City Terrace 7

Amy E. Lyndon, East Carolina University, *presiding*

11:00

90-1 *Attitudes toward transsexual parenting.* Brittany Weiner and Leah Zinner, Oglethorpe University.

11:20

90-2 *Emotion and cognition in HIV-infected women.* Roger C. McIntosh, Florida Atlantic University; Jaime Tartar, Nova Southeastern University; Monica Rosselli and Allan J. Nash, Florida Atlantic University.

11:40

90-3 *Workplace disclosure of sexual orientation: Discrimination, gender, and income.* Witsinee Bovornusvakool and Susan Walch, University of West Florida; Kris Ariyabuddhiphongs, Illinois State University; Alyinth Bowen, University of West Florida.

91. SEPA EXECUTIVE COMMITTEE MEETING

12:00 – 3:00 pm
Suite 4104

Debra Sue Pate, Jackson State University, *presiding*

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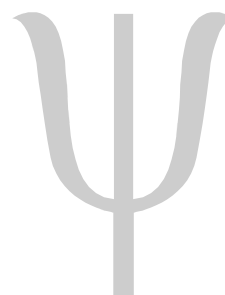
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In Memoriam

The following are SEPA members whose deaths were reported during the past year:

Daniel R. Kenshalo
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Bernard C. Murdoch

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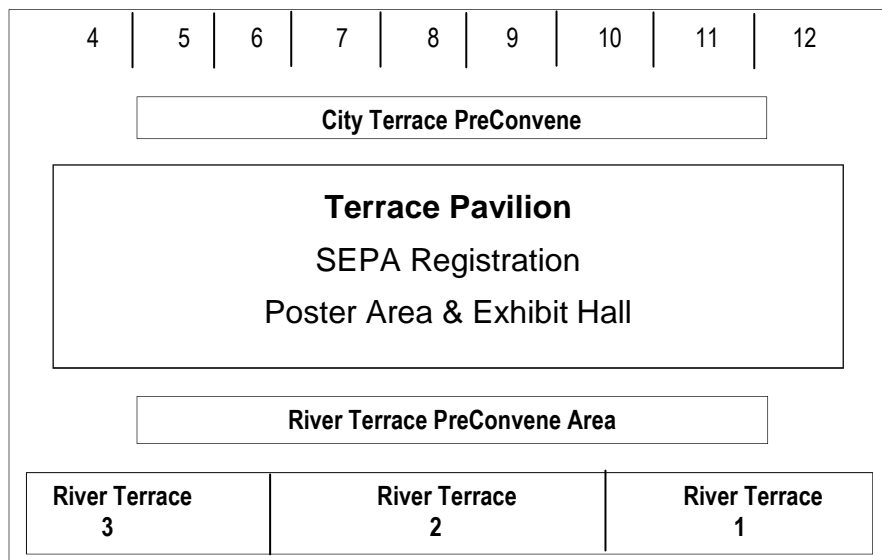
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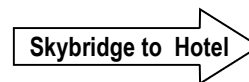
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