

Greetings from the President

1

Welcome to beautiful downtown Salt Lake City, Utah and the 84th Annual Convention of the Rocky Mountain Psychological Association. I am very excited about this year's meeting. We received a record number of submissions from across the Rocky Mountain region and beyond. After careful review, these submissions have been packed into an exciting three-day program beginning with the Teaching Take Out on Thursday and ending with the President's Reception on Saturday evening.

We have a stellar slate of nationally and internationally recognized invited speakers spanning a vast array of interests and sub-disciplines within psychology. I am sure you will agree all of this year's invited speakers are consummate scholars and impassioned teachers. On Thursday, Professor Dana Dunn will deliver the Portenier-Wertheimer Teaching Conference invited address. At 5:00 on Thursday evening Worth Publishers has sponsored our RMPA Distinguished Lecture and Kickoff Speaker; internationally acclaimed author, Harvard University professor and National Academy of Sciences member, Daniel Schacter.

On Friday Hall "Skip" Beck, PSI CHI Distinguished Lecturer, will deliver a presentation detailing his research on the real story of Little Albert of the John Watson experiments. David Matsumoto is our Diversity Keynote Address, and Sue Savage-Rumbaugh will give the Gardner Memorial Lecture. Mainstays at RMPA meetings, Rick Miller and Bill Wozniak will present the RMPA Past Presidents' lecture.

Our Saturday programming is equally impressive with Brad Bushman giving our Second Annual RMPA Alumni Address, Robert Bjork serving as the Ellis-Battig Distinguished Speaker, and Barney Beins as the APA Harry Kirke Wolfe speaker. In addition to these talks there will be many concurrent oral and poster sessions scheduled throughout the three day program. We anticipate many of our attendees will experience mildly distressing approach-approach conflicts throughout the conference.

In addition to our scheduled speakers and concurrent sessions, we have provided opportunities to meet and visit with our invited speakers, spend time networking with colleagues from different institutions, refining research plans for next year's meeting, and just enjoying time with old and new friends. There are social activities, discussion hours, and luncheon meetings on tap for every day. Please check your program schedule carefully.

I want to recognize the efforts of Nancy Karlin who has arranged for these incredible facilities, and Diane Martichuski who has worked tirelessly on the RMPA program. Please make the effort to find these amazing individuals and thank them for their diligent work. I also want to thank the remainder of the RMPA Executive Committee for their devoted and much appreciated efforts (Wayne Weiten, Leslie Cramblet-Alvarez, Anna Ropp, Robert Rycek, Richard Miller, Cheryl Sanders, and William "Doug" Woody). My appreciations go out to Aaron Ashley and Todd Baird as the Convention Co-Managers, and to Susan Becker, the PSI CHI Regional Vice President. Finally, I want to thank YOU for being a member of RMPA and for attending this year's Annual Meeting. The hours of effort and logistical work are all for your benefit; we hope you find these meetings of value.



With Warmest Wishes
Steve Barney, RMPA President

Greetings From Weber State University

As chair of the Psychology Department at Weber State University, host of the 84th Annual Convention of the Rocky Mountain Psychology Association, it is my honor and pleasure to welcome you to SLC and to this year's conference. You will know us best over the next few days by our students who are manning the registration desk, serving as AV and IT experts, and otherwise making sure that the conference runs smoothly. They are the ones running around in the black polo shirts and they are there to help. So, feel free to ask them questions about the conference, SLC, Weber State University, or their RMPA presentations!

Weber State University is about 40 miles north of Salt Lake City in Ogden, Utah. Psychology at WSU has a proud history dating back to 1892 when a Psychology course first appeared in the curriculum of Weber Academy (which later became Weber State University). Psychology became an independent department in the university the 1950s and quickly grew in size and popularity, and today is one of the most popular majors on campus. The Psychology Department remains an important part of the academic life of Weber State University and the College of Social and Behavioral Sciences. The department boasts a number of award winning faculty members, who are innovators in the new technologies of teaching, the role of community service in college education, and in the supervision and support of student research.



Weber State University is also tied to RMPA, with many of our students getting their first professional experiences at the conference. One such student is today's RMPA President, Dr. Steve Barney. Another is the RMPA Historian, Dr. Richard Miller. A third is an invited speaker this year, Dr. Brad Bushman. Other faculty members in and around Utah who got their start at RMPA as Weber State psychology students include Heath Earl (at Utah State University), Danny Hatch (at Southern Utah University), and Maria Parrilla de Kokal (at Weber State University). Ties between the WSU Psychology Department and RMPA are also strengthened by the fact that two past presidents of RMPA hail from the Weber State University Psychology Department.

As terrific as the conference will be, I grant you permission to get out of the hotel and wander around a little bit. The hotel is situated in a recently renovated shopping area called City Creek Center, right in the heart of downtown. There is good food and wonderful shopping available (except on Sundays). SLC offers a whole lot more too – from the LDS Temple and conference center to terrific restaurants and music venues. The spring in SLC is as beautiful as it gets around here and I encourage you to enjoy the warmth as you look off to the snow covered mountains. Know that from March to June, an adventurous person can ski in the morning and golf in the afternoon, having perfect weather for each! So be an inquisitive academic during the day and a fun seeking tourist at night and you will walk away from RMPA with great memories.

Eric Amsel, Ph.D.
Professor & Chair
Department of Psychology
Weber State University

Eighty-Fourth Annual RMPA Convention

Table of Contents

| | |
|---|--------------------|
| Conference Layout | Inside Front Cover |
| Greetings from the RMPA President | 1 |
| Greetings from our Sponsoring University | 2 |
| General Information | 4 |
| RMPA Executive Committee | 6 |
| 2013 Program Review Committee | 7 |
| Summary of Events | 8 |
| Pre-Convention Activities | 13 |
| Portenier/Wertheimer Conference Activities | 14 |
| <i>Descriptions of Main Conference Presentations and Activities</i> | |
| Thursday | 26 |
| Friday | 31 |
| Saturday | 84 |
| RMPA Early Career Awards | 91 |
| RMPA Mentor Awards | 94 |
| 2014 RMPA Student Paper Award Finalists | 124 |
| 2014 Psi Chi Award Recipients | 126 |
| Distinguished Service Award Recipients | 127 |
| Past Presidents of RMPA | 128 |
| RMPA's Network of Institutional Representatives | 130 |
| RMPA Convention Sites | 132 |
| Condensed Daily Programs | 133 |
| Index of Participants | 136 |

GENERAL INFORMATION

Location:

All regular meetings will be held at the Salt Lake City Marriott City Center (801-961-8700). All events are taking place in the meeting area on the second floor. The Sundance meeting room will be set up for you to practice oral presentations. Wall reader boards will display the time and location for each of the day's events. These boards are located on the lobby level by the parking elevator and the guest room elevators. There is also one on the second floor at the north end of the meeting area by the elevator.

Information and Messages:

A bulletin board for messages and announcements is located near the registration tables. Please feel free to use it to communicate with your colleagues.

Internet Access:

There is free wireless Internet access in the meeting rooms and public areas. Ask for the Wireless Internet password when you check in.

Handicapped Access:

All conference rooms, restaurants, bars, and lavatories at the Salt Lake Marriott City Center are handicapped accessible. Persons needing special accommodations should stop at the conference registration tables and should make their needs known to the hotel during check-in.

Exhibitors:

The exhibits are all located in the Capitol Ballrooms B and C, along with the poster sessions. A list of all exhibitors is provided in the program. Exhibitors provide support for the RMPA convention and the best way to say "thank you" is with your patronage.

Smoking: Smoking is not permitted in the Salt Lake Marriott City Center.

Registration:

On-site registration will begin at 7:00 p.m. on Wednesday. The registration desk is located in the meeting area hallway on the second floor of the hotel. Admission to the convention sessions is only available to those who register. Please wear your identification badge to ensure admission to the scheduled program activities. For registration times, see page 13.

Getting Around in the Salt Lake City Area:

To get back and forth from the Salt Lake City International Airport to the hotel, you can choose between a few options. You can use the TRAX/Light Rail system which has a train leaving from the airport for the city center every 15 minutes on weekdays and every 20 minutes on weekends. One way fare for the train is \$2.50. You will get off the train at the Gallivan Plaza which is 1/2 block west of the hotel. Please visit <http://www.rideuta.com> for schedules or call (801) 287-4636. There is also an Airport Express Shuttle \$8 per person per way. They have a kiosk in the

baggage area of the airport. To set up a reservation for the shuttle, call (800) 397-0773. Finally, there are taxi services from the hotel to locations throughout Salt Lake City. Many restaurants/attractions are within a few blocks of the hotel.

On-site registration fees are:

| | |
|---|---------------------------------------|
| Lifetime members: | \$75.00 |
| Members: | |
| Dues paid: | \$75.00 |
| Dues not paid: | \$110.00 |
| Non-members: | \$135.00 |
| Students/Affiliates* (members): | |
| Dues paid: | \$60.00 (student ID required on-site) |
| Dues not paid: | \$75.00 (student ID required on-site) |
| Students/Affiliates (non-members): | \$90.00 (student ID required on-site) |
| Dependents/sig. others** | \$25.00 |
| *students, high schoolteachers, and non-PhD attendees | |
| **not psychologists or psychology students | |

Membership:

The yearly dues are \$35.00 for members and \$15.00 for affiliates which includes undergraduate and graduate students as well as secondary school teachers. Non-members who register at the meeting and who wish to join RMPA can get an application form at the registration tables. Member application forms can be obtained at any time during the year from the RMPA website at <http://www.rockymountainpsych.org>. There is no geographical restriction on membership.

Convention Protocol

The majority of papers presented at RMPA are authored by students. For some of you, this may be your first convention. Welcome aboard! To fully appreciate the experience, here are some guidelines you might find useful.

- We will try to maintain the program schedule. If presenters are absent, the session will not move other presenters forward in the timetable. Thus, you are assured that you get to hear what you were expecting to hear.
- Enter and exit in-progress sessions quietly and inconspicuously (if necessary).
- When you are in an area where a session is not occurring, other sessions may be going on nearby. Please keep the noise down, even in hallways.
- Always respect others' opinions. Questions can challenge, but should not confront or demean. Constructive criticism is good, but remember what you learned in kindergarten about common courtesy and good manners.
- Mingle. It is always difficult to introduce yourself to "strangers," but all of the participants are interested in Psychology and have a lot in common. This is an opportunity to grow in your chosen field by discussing topics of interest and making contacts with persons at other institutions.



RMPA Executive Committee 2013-2014

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THE PROGRAM COMMITTEE

7

Each of the 299 contributed abstracts was read by the Program Chair and at least one of the 32 distinguished psychologists, who served as reviewers. We would like to express our appreciation to them for their assistance in putting together this outstanding program.

M. Todd Allen
Aaron Ashley
Todd Baird
Joan Bihun
Krista Bridgmon
Craig Bryan
Michelle Butler
Grant Corser
Layton Curl
Nathan Deichert
Jeff Elison
Bethany Fleck
Winford A. Gordon
Lisa Kindleberger Hagan
Lesley Hathorn
Paul R. Hernandez
Jeremy Ashton Houska
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Tim Lawson
Diane Martichuski
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University of Colorado Denver
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University of Utah
US Air Force Academy
Southern Utah University
Metro State University of Denver
Black Hills State University
Adams State University
Metro State University of Denver
Western Carolina University
Metro State University of Denver
Metro State University of Denver
Colorado State University
Centenary College of New Jersey
Colorado Mesa University
University of Northern Colorado
College of Mt. St. Joseph, Cinc,OH
University of Colorado Boulder
University of Nebraska, Kearney
Dixie State University
Metro State University of Denver
Metro State University of Denver
Metro State University of Denver
William & Mary
University of Nevada, Las Vegas
Southern Utah University
Northern Arizona University
Casper College
Southern Utah University
University of Northern Colorado

SUMMARY OF EVENTS

Invited Addresses

- Dana Dunn.....Thursday, 2:00 pm
Inclusive Goals, Development, and Cultural Competence for Psychology Education: Understanding and Using the New Guidelines 2.0
- Daniel L. Schacter.....Thursday, 5:00 pm
Constructive Memory and Imagining the Future
- Hall "Skip" Beck.....Friday, 9:10 am
What Can We Really Learn From the Study of Little Albert?
- David Matsumoto.....Friday, 2:10 pm
Recent Advances in the Study of Culture and Psychology
- Sue Savage-Rumbaugh.....Friday, 3:20 pm
Caretaker and Culture
- Richard L. Miller and William Wozniak.....Friday, 4:30 pm
Weaving Yarns Into Good Psychological Science Education
- Brad Bushman.....Saturday, 9:10 am
Blood, Gore, and Video Games: Effects of Violent Content on Players
- Robert Bjork.....Saturday, 10:20 am
Optimizing the Inductive Learning of Categories and Concepts: Drawing on Bill Battig's Principle of Creating 'Contextual Interference' to Enhance Learning
- Barney Beins.....Saturday, 1:00 pm
Skeptical but Not Cynical: The Importance of Critical Thinking
RMPA
- Steve Barney.....Saturday, 2:10 pm
Making the World a Better Place, One Abnormal Psychology Class at a Time

RMPA

- Executive Committee Meeting.....Thursday, 8:00 am
- Portenier/Wertheimer Teaching Conference.....Thurs, 12-5 pm
- Teaching Conference Invited Address: Dunn.....Thurs, 2:00 pm
- Student Pre-Conference.....Thursday, 1-5 pm
- RMPA Kickoff Speaker: Daniel Schacter.....Thursday, 5:00 pm
- Opening Event Reception.....Thursday, 6:00 pm
- RMPA Terror Management Symposium.....Friday, 1:00 pm
- RMPA Diversity Council Address: Matsumoto.....Friday, 2:10 pm
- Gardner Memorial Lecture: Savage-Rumbaugh.....Friday, 3:20 pm
- RMPA Past President's Address: Miller/Wozniak.....Friday, 4:30 pm
- RMPA Alumni Address: Bushman.....Saturday, 9:10 am
- RMPA Diversity Council Workshop.....Saturday, 10:20 am
- Bell/Loomis Environmental Symposium.....Saturday, 10:20 am
- RMPA Ellis-Battig Distinguished Lecture: Bjork.....Saturday, 10:20 am
- RMPA Award Finalists Oral paper session 1.....Saturday, 1:00 pm
- RMPA Award Finalists Oral paper session 2.....Saturday, 2:10 pm
- RMPA President's Address: Barney.....Saturday, 2:10 pm
- RMPA Quiz Bowl.....Saturday, 4:00 pm
- RMPA Closing Session.....Saturday, 5:30 pm
- Presidential Reception and Social Hour.....Saturday, 5:30 pm
- Executive Committee Meeting.....Sunday, 8:00 am

RMPA Diversity Events

- Teaching about diversity and Diverse Ideas.....Thursday, 3:00 pm
- Gender oral session.....Friday, 9:10 am
- Social, Gender, Diversity poster session.....Friday, 11:30 am
- RMPA Diversity Council Address: Matsumoto.....Friday, 2:10 pm
- Social -Cultural Oral session.....Friday, 1:00 pm
- RMPA Diversity Council Workshop.....Saturday, 10:20 am
- Diversity, I/O, Law, Education posters.....Saturday, 2:10 pm

Meetings

- Executive Committee Meeting.....Thursday, 8:00 am
- Psi Chi Advisors Meeting.....Friday, 11:30 am
- STP Business Meeting.....Saturday, 11:30 am
- RMPA Business Meeting (for all members).....Saturday, 5:30 pm
- RMPA Executive Committee Meeting.....Sunday, 8:00 am

Teaching Events

| | |
|---|--------------------|
| Teaching Take-Out..... | Thursday, 12:00 pm |
| Get Students to Read the Text!..... | Thursday, 1:00 pm |
| Mentors and Mentees..... | Thursday, 1:00 pm |
| STP Keynote Address: Dana Dunn..... | Thursday, 2:00 pm |
| Teaching about Diversity..... | Thursday, 3:00 pm |
| The Introduction to Psych Major Course..... | Thursday, 3:00 pm |
| Avoiding a Flopped Flipped Classroom..... | Thursday, 4:00 pm |
| Teaching Posters..... | Thursday, 6:00 pm |
| STP Business Luncheon..... | Saturday, 11:30 am |
| APA Harry Kirke Wolfe Lecture: Beins..... | Saturday, 1:00 pm |
| Teaching Oral Paper Session..... | Saturday, 3:20 pm |

Student Events (Thursday only)

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|--|-------------------|
| Making the Most of your Time at RMPA..... | Thursday, 1:00 pm |
| Selecting the Right Program for Grad School..... | Thursday, 2:00 pm |
| APA Academic Career Workshop..... | Thursday, 3:00 pm |
| Grad School Applications..... | Thursday, 3:00 pm |
| Career Opportunities with a BA in Psych..... | Thursday, 4:00 pm |

Non-Psi Chi Symposia

| | |
|--|--------------------|
| The Introduction to Psychology Major Course..... | Thursday, 3:00 pm |
| APA Presents Academic Career Workshop..... | Thursday, 3:00 pm |
| Avoiding a Flopped Flipped Classroom..... | Thursday, 4:00 pm |
| Interventions for Suicide Risk in Military..... | Friday, 1:00 pm |
| RMPA Terror Management Symposium..... | Friday, 1:00 pm |
| Bell/Loomis Environmental Symposium..... | Saturday, 10:20 am |

Non-Psi Chi Workshops

| | |
|---|--------------------|
| Get Students to Read the Text!..... | Thursday, 1:00 pm |
| Mentors and Mentees: What Have We Learned?..... | Thursday, 1:00 pm |
| Teaching about Diversity and Diverse Ideas..... | Thursday, 3:00 pm |
| Positive Psychology: Gratitude..... | Friday, 10:20 am |
| Integrating Alternative Therapies into Psychotherapy..... | Friday, 3:20 pm |
| RMPA Diversity Council Workshop..... | Saturday, 10:20 am |

Psi Chi Events

| | |
|--|--------------------|
| Welcome Coffee..... | Friday, 8:00 am |
| Psi Chi Distinguished Lecture: Beck..... | Friday, 9:10 am |
| Conversation Hour with Dr. Beck..... | Friday, 10:20 am |
| Psi Chi Advisors Luncheon..... | Friday, 11:30 am |
| Promoting Leadership Skills..... | Friday, 1:00 pm |
| RMPA Diversity Council Address: Matsumoto..... | Friday, 2:10 pm |
| Psi Chi Award Paper Session..... | Friday, 4:00 pm |
| Psi Chi Awards Presentation and Reception..... | Friday, 6:00 pm |
| Psi Chi Faculty Advisor Discussion..... | Saturday, 8:00 am |
| Best Practices: Student Engagement..... | Saturday, 10:20 am |
| Managing Procrastination..... | Saturday, 1:00 pm |
| How to Thrive as a Grad Student..... | Saturday, 2:10 pm |
| Sharing Successes: Chapter Exchange..... | Saturday, 3:20 pm |

Conversation Hours

| | |
|--------------------------------|------------------|
| Psi Chi: Hall "Skip" Beck..... | Friday, 10:20 am |
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Oral Paper Sessions

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|---------------------------|----------|
| Friday, April 25 | |
| Education..... | 8:30 am |
| History..... | 8:30 am |
| Language..... | 9:10 am |
| Gender..... | 9:10 am |
| Clinical 1..... | 10:20 am |
| Law..... | 1:00 pm |
| Memory/Cognition..... | 2:10 pm |
| Social-Cultural..... | 3:20 pm |
| Psi Chi Award Papers..... | 4:00 pm |
| Social-Community..... | 4:30 pm |
| Clinical 2..... | 4:30 pm |

| | |
|------------------------------|----------|
| Saturday, April 26 | |
| Social..... | 8:00 am |
| Developmental..... | 8:00 am |
| Psychopharmacology..... | 8:30 am |
| Environmental Symposium..... | 10:20 am |
| Military..... | 1:00 pm |
| RMPA Award Finalists 1..... | 1:00 pm |

RMPA Award Finalists 2..... 2:10 pm
 Teaching.....3:20 pm
 Emotion..... 4:30 pm
 Measurement..... 4:30 pm

Poster Sessions

Thursday, April 24
 Teaching6:00 pm

Friday, April 25
 Personality, Clinical, Psychopathology, Psychopharm..... 8:00 am
 Sports, Learning, Pop/Envir, Meas, Military, Comm, S/P.....10:20 am
 History, Religion, Devt, Personality, Health.....1:00 pm

Saturday, April 26
 Diversity, I/O, Law, Education..... 2:10 pm
 Memory, Cog, Biopsych, Military, Clinical, Emotion, Religion... 3:20 pm

Social Events

RMPA Opening Event Reception (open to everyone).....
Thursday, 6:00 pm
 Psi Chi Welcome Coffee (open to everyone)..... Friday, 8:00 am
 Psi Chi Advisors Luncheon (by invitation only - see Susan
 Becker).....Friday, 11:30 am
 Psi Chi Awards Presentation and Reception (open to everyone)
Friday, 6:00 pm
 Worth Publishers Social Hour (open to faculty).....Friday, 6:00 pm
 STP Business Luncheon (open to everyone).....Saturday, 11:30 am
 President's Reception (open to everyone).....Saturday, 5:30 pm

**Conference Evaluations -
 Let Us Know What You Think!**

After the conference, go to the webpage for the link to the
 evaluation form (www.rockymountainpsych.org).

Become More Involved!

If you want to become more involved with RMPA, talk
 with a member of the executive committee. We can
 always use new ideas, and there are many places to help
 throughout the year!

PRE-CONVENTION ACTIVITIES

RMPA

Executive Committee Meeting



Thursday 8:00 am - 12 pm Gallivan

STEVE BARNEY, RMPA President
 Southern Utah University, Chair

REGISTRATION



Registration is located in the conference space hallway

Registration Times:

- Wednesday: 7:00 pm - 10:00 pm
- Thursday: 8:00 am - 7:30 pm
- Friday: 7:30 am - 7:30 pm
- Saturday: 7:30 am - 1:30 pm

Portenier/Wertheimer Teaching Conference

RMPA would like to thank the
APA Education Directorate and the
Society for the Teaching of Psychology
for their sponsorship of this conference.



Lillian Portenier



Michael Wertheimer

Purpose of the Teaching Conference:

The teaching conference is designed for faculty who teach at four-year universities and colleges, community colleges, and high schools. Specifically, it is for those who wish to explore new ideas that will enhance and broaden their teaching skills. This celebration of teaching will provide useful and interesting information directly related to teaching psychology and the opportunity to see award-winning teachers in action. The teaching conference will also provide a forum for the discussion and exchange of knowledge and practice about the teaching of psychology as well as student learning and assessment.

Who Should Attend:

- Psychology teachers (Colleges, Universities and High School)
- Researchers in the teaching of psychology
- Support staff and developers working with psychology teachers
- Developers and publishers of psychology resources

Lillian Portenier

In 1995, Lillian Portenier received the first "Outstanding Former Faculty Award" from the University of Wyoming. A professor of psychology when she retired in 1961, she was dedicated to undergraduate psychology majors. Dr. Portenier joined the University of Wyoming as a Mathematics instructor in 1925 after receiving an A.M. degree from the University of Nebraska. She became an assistant professor of Psychology in 1930 and after earning a Ph.D. from Columbia University in 1933, received promotions to full professor. During World War II, she was acting head of the Department of Psychology and director of Student Personnel Services. Dr. Portenier served a three-year term as Executive Secretary of APA's Division 2 (Teaching of Psychology) and edited the Newsletter (now TOPS) from 1952-1954. She served as President of Division 2 in 1957. She was the first person from the Rocky Mountain region to serve as National President of Psi Chi, a post she held from 1949 to 1952. She became involved with RMPA early on, presenting her first paper at the 1933 conference, a paper that examined factors other than intelligence that predicted school success. She served as RMPA Secretary from 1944-1948 and was elected President of RMPA in 1948-49. In 1963, she became the 3rd life member of RMPA.

Michael Wertheimer

In 1983, Michael Wertheimer received the American Psychological Foundation Distinguished Teaching Award in recognition for his classroom teaching as well as his writings on the teaching of psychology. In 1990, he received the APA Distinguished Career Contributions to Education and Training in Psychology Award. Currently, Michael is Professor Emeritus at the University of Colorado - Boulder where he has served on the faculty since 1955. Among his many university recognitions, he received the Faculty Advising Award from the College of Arts and Sciences in 1987. Dr. Wertheimer served as President of Division 2 (Teaching of Psychology) in 1965. He was the Rocky Mountain regional coordinator of Psi Chi from 1973-1979 and in 1990-91 served as the Psi Chi National President. His involvement with RMPA began in the mid-1950s. At the 1957 RMPA meeting, he and Dr. Portenier both participated in the program. She was involved in a symposium on mental health in Western states, and Dr. Wertheimer presented a paper entitled "The influence of subjective time spent in practice on learning." In 1981, Dr. Wertheimer was elected President of RMPA. He served as the RMPA Archivist from 1986-1993. He is the only person to twice receive the RMPA Distinguished Service Award, first in 1988 and again in 1994.



RMPA WOULD LIKE TO THANK...

The RMPA Executive Committee would like to thank the following organizations for their support of this year's Rocky Mountain Psychological Association Convention.

The American Psychological Association for funding/organizing the APA Harry Kirke Wolfe Lecture and the APA Career Workshop and the APA Education Directorate and APA Science Directorate for funding outstanding student papers at the convention. The APA Education Directorate and STP for the teaching conference and the teaching poster award.

The American Psychological Association of Graduate Students for presenting a session on selecting the right grad program.

The Council on Undergraduate Research for the best undergraduate paper award.

Psi Chi for bringing another set of great programs for students, including bringing in Dr. Skip Beck. Psi Chi also provided social events, snacks, and the Psi Chi student awards. They also co-sponsored our diversity council speaker, Dr. David Matsumoto, and the Diversity Council workshop. Our Psi Chi Regional Vice President is Dr. Susan Becker of Colorado Mesa University (sbecker@coloradomesa.edu).



Worth Publishing for funding our RMPA Opening Speaker.

Thursday 12:00 - 12:55 pm Capitol Ballroom A

Moderators: STEVE BARNEY and WILLIAM DOUGLAS WOODY

Who Knew Identifying Confounding Variables Could Be So Much Fun?

LISA KINDLEBERGER HAGAN, Metropolitan State University of Denver

This hands-on-activity allows students to learn about confounding variables by being a part of a badly flawed research study. After participating in study, students identify the confounding variables and how they might redesign the study to control for them.

101 uses for Turnitin.com

LYNN WHITE, Southern Utah University

Many faculty use Turnitin.com to check for plagiarism. Few seem aware of its Learning Management System capabilities. In this presentation, I will highlight and demonstrate Turnitin.com's best features, explain how Turnitin may be used to teach students how not to plagiarize, and review what my students are saying about turnitin.com.

Breaching Gender Binaries

ARIEL J. ARMELINO EAGEN, University of Northern Colorado
Despite the increased awareness of transgender and gender-nonconforming youth and adults in schools and in the media, society has largely maintained a strict two-gender structure. The proposed activity will demonstrate how this two-gender structure is problematic and explore how it can be challenged in an interactive and experiential manner.
Faculty Sponsor: William Douglas Woody

SQ4R Chapter Assignments in General Psychology

STEVE BARNEY, Southern Utah University

Inspiring students to read textbook chapters is sometimes a chore. In reality, reading a chapter is difficult, especially if students lack an organizational framework to help them understand the material. The SQ4R method provides such a format. I plan to discuss one way I have infused the SQ4R approach into my PSY 1010 course.

Fitting the Fallout Shelter Exercise into Classes in 2013: Ethical, Cultural, and Administrative Considerations

WILLIAM DOUGLAS WOODY, University of Northern Colorado
This Teaching Take-Out demonstration will include the Fallout Shelter Exercise, and, more importantly, it will address the psychological, ethical, cultural, and administrative concerns inherent in potentially controversial teaching demonstrations such as this one.

Teaching Conference 1:00 - 1:55 pm options

WORKSHOP: Mentors and Mentees: What Have We Learned and What Would We Pass On?

WORKSHOP: Just in Time! A (Nearly) Failproof Way to Get Students to Read Their Textbooks

PSI CHI WORKSHOP: Making the Most of Your Time at RMPA

Mentors and Mentees: What Have We Learned and What Would We Pass On?

Thursday 1:00 – 1:55 pm Olympus B

Panelists:

DANA S. DUNN, Moravian College
BETHANY K.B. FLECK, Metropolitan State Univ. of Denver
PETER L. KRANZ, University of Texas Pan American
BRITTON L. MACE, Southern Utah University
RICHARD L. MILLER, University of Nebraska Kearney
AARON S. RICHMOND, Metropolitan State Univ. of Denver
NARINA L. NUÑEZ, University of Wyoming, and
WILLIAM DOUGLAS WOODY, Univ. of Northern Colorado

This session will involve presenters from a range of psychological subfields who will discuss their important teaching mentors, including what they learned and did not learn from these mentors, and provide concrete teaching and learning recommendations for mentors and mentees.

Just in Time! A (Nearly) Failproof Way to Get Students to Read Their Textbooks

Thursday 1:00 – 1:55 pm Olympus A

Panelists:

RANDI SMITH AND COURTNEY ROCHELEAU
Metropolitan State University of Denver

Just-in-Time Teaching, or JiTT, is a teaching and learning strategy that holds students accountable for online active reading assignments, which the instructor reads “just in time” to adjust the classroom lesson to suit the students’ needs. Presenters will share hands-on guidance for implementing JiTT in psychology classes.

STUDENT SESSION Making the Most of Your Time at RMPA

Thursday 1:00 – 1:55 pm Amethyst 1

Panelists:

AARON RICHMOND, Metropolitan State University of Denver
RONA MCCALL, Regis University
SUSAN BECKER, Colorado Mesa University

In this session we will talk about how best to take advantage of your attendance at the RMPA convention. Topics to be discussed include how to select interesting sessions, convention protocol, tips for getting to know influential people, and what events you will not want to miss.

Teaching Conference Keynote Address

Inclusive Goals, Development, and Cultural Competence for Psychology Education: Understanding and Using the New Guidelines 2.0

DANA S. DUNN
Moravian College

Thursday, 2:00 - 2:55 pm
Ballroom A



Moderator: WILLIAM DOUGLAS
WOODY, Univ. of Northern Colorado

Education in psychology continues to evolve. The APA Guidelines for the Undergraduate Psychology Major 2.0 reflect current scholarship and policy concerning teaching, learning, assessment, and diversity issues within psychological science. Guidelines 2.0 entail five inclusive goals that capture learning within the undergraduate psychology major at the foundational (early in the major) and the baccalaureate (later in the major, corresponding to indicators found in the original Guidelines) levels. I will present the rationale for Guidelines 2.0, present the new goals, explain their use for departmental curricula and assessment, and tie them to faculty teaching and opportunities for the scholarship of teaching and learning (SOTL). The new Guidelines are easier to use and represent a “national effort to describe and develop high quality undergraduate programs in psychology.”

STUDENT SESSION

Going to Graduate School: Selecting the Right Program for You



Thursday 2:00 – 2:55 pm Amethyst 1

EDDY AMEEN, American Psychological Association of Graduate Students

There are many choices to make when looking at graduate programs in psychology. This workshop will discuss (a) masters and doctorates, (b) types of degrees and subfields, (c) ways to evaluate programs on objective and subjective data, and (d) how you can afford and repay graduate school. A time for Q&A will follow.

RMPA would like to thank APAGS for this session!



Teaching Conference

3:00 - 3:55 pm options

WORKSHOP: Teaching about Diversity and Diverse Ideas in Less Diverse Classrooms, Universities, and Communities

SYMPOSIUM: The Introduction to the Psychology Major Course: Best Practices and Answers to Your Questions

PSI CHI WORKSHOP: Dot Your Eyes and Cross Your Tees: Focusing on the Details of the Graduate School Application

APA ACADEMIC CAREER WORKSHOP

Teaching about Diversity and Diverse Ideas in Less Diverse Classrooms, Universities, and Communities

Thursday 3:00 – 3:55 pm Olympus A

Panelists:

MELANIE DOMENECH-RODRIGUEZ, Utah State University
 KAREN KWAN, Salt Lake City Community College
 PETER L. KRANZ, University of Texas Pan American
 BRITTON L. MACE, Southern Utah University and
 WILLIAM DOUGLAS WOODY, Univ. of Northern Colorado

This interactive workshop will focus on effective ways to teach diversity and diverse ideas in less diverse classrooms, universities, and communities. Presenters will share techniques to help students, even those who may be resistant, recognize and understand new ideas, particularly historical and ongoing systems of discrimination and privilege.

The Introduction to the Psychology Major Course: Best Practices and Answers to Your Questions

Thursday 3:00 – 4:55 pm Olympus B

Panelists:

ERIC AMSEL, Weber State University
 PAUL ATCHLEY, University of Kansas
 DAVID COPELAND, University of Nevada - Las Vegas
 TRAVIS HEATH, Metropolitan State University of Denver
 JEREMY ASHTON HOUSKA, Centenary College of New Jersey
 RICHARD L. MILLER, University of Nebraska Kearney
 ROXANNE SULLIVAN, Bellevue University

Introduction to the Psychology Major courses often vary slightly in their topics, delivery format, credits, timing in the curriculum, activities, assessments, and learning outcomes. The primary goal of this symposium is to identify best practices for course development and assessment. This session is structured to provide answers to your questions.

STUDENT SESSION

Dot Your Eyes and Cross Your Tees: Focusing on the Details of the Graduate School Application

Thursday 3:00 – 3:55 pm Amethyst 1

RONA MCCALL, Regis University

Putting together a winning graduate school application is not just about listing your accomplishments. In this session we will focus on the nuts and bolts of the application, how to convey your strengths, and how put together a graduate school application that will get you noticed by the admissions committee. Remember their decision is in the details!

APA ACADEMIC CAREER WORKSHOP

Thursday 3:00 – 4:55 pm Amethyst 2

Moderator: NANCY KARLIN, Univ. of Northern Colorado

Presenters:

BROCK KIRWIN, Brigham Young University

CRAIG BRYAN, University of Utah

LYNN WHITE, Southern Utah University

MARIA WONG, Idaho State University

What is the “right” academic job, and what does it take to land it? This workshop is designed for aspiring academics who are currently graduate students and postdocs. Five questions and others regarding the professoriate will be discussed. Expert panelists will share their insights, with plenty of opportunity for discussion.



RMPA would like to thank APA for their help in organizing this session!

Teaching Conference 4:00 - 4:55 pm options

SYMPOSIUM: Avoiding a Flopped Flipped Classroom: Advice from the Field

PSI CHI SYMPOSIUM: Career Opportunities with a BA in Psychology

Avoiding a Flopped Flipped Classroom: Advice from the Field

Thursday 4:00 – 4:55 pm Olympus A

Panelists:

BETHANY K.B. FLECK, Metropolitan State Univ. of Denver

AARON S. RICHMOND, Metropolitan State Univ. of Denver

STEVE BARNEY, Southern Utah University

Flipped classrooms are growing in popularity as a learner centered design for higher education classrooms. This symposium will present data and advice for teachers interested in flipping a class. This includes the presentation of data from research studies, anecdotal advice, and teaching tips.

STUDENT SESSION

Career Opportunities with a BA in Psych

Thursday 4:00 – 4:55 pm Amethyst 1

BETSY MORGAN, Psi Chi President Elect

An overview of the current “state of the union” regarding what is known about current trends in careers for psychology majors with a bachelor’s degree. Focus will be on types of careers and salary information. With over 80,000 students graduating with degrees in psychology yearly in the U.S., it is imperative to recognize the skills garnered with a degree in psychology.

KICKOFF THURSDAY MAIN PROGRAM ACTIVITIES

Presidential Invited Address and Opening Keynote Speaker

Constructive Memory and Imagining the Future

DANIEL L. SCHACTER
Harvard University

Thursday, 5:00 – 5:55 pm
Ballrooms A and B



Moderator: STEVE BARNEY, Southern Utah University

Studies of memory have mainly focused on remembering the past, but an important function of memory is to allow individuals to simulate or imagine future scenarios. A rapidly growing number of studies have shown that simulating future events depends on much of the same neural and cognitive machinery as does remembering past events. To account for these findings, we have suggested the constructive episodic simulation hypothesis, which holds that simulation of future events requires a system that can draw on the past in a manner that flexibly extracts and re-combines elements of previous experiences, sometimes producing memory distortions that reflect the operation of adaptive processes. This talk considers both pitfalls and adaptive aspects of future event simulation in the context of research on planning, prediction, problem solving, mind wandering, and the interconnected set of brain regions known as the default network.

RMPA would like to thank Worth Publishers for
sponsoring this talk!

RMPA 84th Annual Conference Opening Reception Welcome!



To start off this year's main program, we will have an opening reception for all convention attendees. Come on by for some food, hors d'oeuvres, and conversation. We will also have the teaching posters for the first hour, so feel free to wander around and check them out.

Thursday 6:00 - 7:30 pm

Ballroom C

STEVE BARNEY, RMPA President, Host



Teaching Posters

Poster Session, Thursday, 6:00 - 7:00 pm, Ballroom C

1

The Nature and Acquisition of Psychological Literacy by Psychology Students

LOGAN ALLEN, CONNIE BANTA, REBECCA BAUER, DESIRAE WOODS AND ERIC AMSEL

Weber State University

Psychology students completed 6 questionnaires assessing their attitudes, knowledge, values, beliefs, and skills central in conceptions of Psychological Literacy. The scores formed a single dimension in a factor analysis, indicating the integrated nature of Psychological Literacy. As expected, scores increased with exposure to and engagement in the discipline.

2

Challenging Undergraduates' Psychological Misconceptions: The Role of Representing Scientific Ideas

MELISA RUSSELL, BLISSE VOIGT AND ERIC AMSEL

Weber State University

Introductory psychology students were assessed for their misconceptions about depression after watching a video by a psychology professor. A scientific account of depression was more strongly endorsed by students who completed the assessment on the basis of what the professor thinks rather than what they learned or what they believed.

3

Measuring Psychological Critical Thinking: An Update

TIMOTHY J. LAWSON, MARY KAY JORDAN-FLEMING AND JAMES H. BODLE

College of Mount Saint Joseph

We developed an updated version of the Psychological Critical Thinking Exam and investigated its reliability and validity. Results showed very good split-half and test-retest reliability. As expected, senior psychology majors scored significantly higher than junior psychology majors, senior biology majors, senior art majors, and introductory psychology students.

4

Core Counseling Theory using the Breakfast Club

KRISTA D BRIDGMON

Colorado State University at Pueblo

John Hughes, paints a portrait of three teenagers stuck in Saturday detention. The characters have distinct stereotypes and treat one another accordingly. The purpose of this presentation is the use the work of Hughes in a relevant way to bring to light Lifespan Development, Personality, and Group Counseling.

5

Exit Exam Performance of Psychology Majors using a Faculty-Created Exam

RONALD YOCKEY AND CONSTANCE JONES

California State University, Fresno

As part of a department student outcomes assessment plan, 113

Psychology students were administered a 65-item department exit exam along with a survey requesting feedback on the major. Results indicated that the exit exam possessed good internal consistency reliability and was related to overall GPA and individual course performance.

6

A First Year Seminar in Neuroethics: The Promise and Peril of Understanding Our Brains

LAUREL M. PRITCHARD

University of Nevada Las Vegas

In this course, which is part of UNLV's general education curriculum, first-year undergraduate students explored the ethical implications of recent advances in neuroscience research for medicine, law and philosophy. Assessment measures addressed University Undergraduate Learning Outcomes and included major and minor writing assignments, formal debates, and college success activities.

7

What can I Do with my Degree in Psychology? Words of Wisdom from Seniors to Sophomores

NORA DUNBAR

Northern Arizona University

Senior capstone students (n=20) explored work and graduate school options through activities geared toward self-exploration, career development, and workforce preparation. Students completed small group collaborative projects (short films and educational pamphlets) that provided sophomores with information about graduate school and employment opportunities. Feedback about the project was overwhelmingly positive.

8

Increasing Metacognitive Knowledge Experientially: A Focus on Higher Level Learning

ANASTASIA BACCA, AARON S. RICHMOND, JARED S. BECKNELL,

MARY P. MANCUSO, RYAN P. COYLE AND ERIC KLEIN

Metropolitan State University of Denver

In a lab experiment, introductory psychology students received experiential or direct instruction on the theory of metacognition and how it may be applied to their learning. Students were pre and post-tested after instruction on both lower and higher level learning. Results will be discussed in the context of past research.

Teaching Posters (cont.)

9

A Program Evaluation of Combined versus Separate Research Methods and Statistics Courses

COREY ENGLE, AARON S. RICHMOND, CHANTAL GOULD, JUSTIN HALL, ORR M. KARO, ERIC KLEIN AND STEVEN TERRY
Metropolitan State University of Denver

We sought to investigate the effects of condensing statistics and method curricula in statistics and research method courses on student ratings of instructors and academic performance. Results will be discussed in the context of program evaluation, implications for psychology majors and minors, and psychology department curricular development.

10

What Predicts Psychological and Educational Misconceptions? A Focus on Metacognition

HANNAH M. RAUER, AARON S. RICHMOND, PAUL OLIVER, KARA V. BAJDAS, HEATHER M. HAMILTON AND ERIC KLEIN
Metropolitan State University of Denver

The purpose of this study was to assess whether metacognitive factors could predict prevalence of psychological and educational misconceptions. Introductory psychology students completed several measures of metacognition and a psychological and educational misconceptions survey. Results will be discussed in the context of past research and implications for classroom instruction.

11

The Relation between Study Strategies, Motivation, Self-Regulation and Academic Performance in a Hybrid Class

ELIZABETH HUBER, KRISTEN LYONS AND BETHANY K.B. FLECK
Metropolitan State University of Denver

This study looked at the relation between study strategies, student motivation, self-regulation and academic performance in a hybrid format psychology class. We found a significant correlation between students' final class grade and self-efficacy, and significant positive correlations between students' GPA and time management, self-efficacy, intrinsic value and self-regulation.

12

Adventures Assisting in Research Methods: Advice Towards Aiding a Service-Learning Course

LILY RUTLEDGE-ELLISON, LISA BECKMAN, HANNAH RAUER AND BETHANY K.B. FLECK
Metropolitan State University of Denver

Service learning (SL) is growing in popularity as a design for higher education classrooms. Teaching assistants play an important role in strengthening the overall effectiveness of the course. This study collected advice on how to enhance a SL course as a teaching assistant coupled with student opinion data from both SL and traditionally taught courses.

FRIDAY PROGRAM ACTIVITIES³¹

Welcome Coffee Sponsored by Psi Chi

Friday, 8:00 – 9:00 am

Amethyst 1



Hosts:

SUSAN E. BECKER & DANETTE STARK, Colorado Mesa Univ.
MARTHA ZLOKOVICH,
Psi Chi Executive Director

Educational Psychology

Oral Paper Session, Friday, 8:30 – 9:00 am, Amethyst 2

Moderator: PETER L. KRANZ, University of Texas Pan American

8:30

Predictors of Success in Developmental Math

JEFF ELISON

Adams State University

We surveyed every developmental math course during Spring and Fall semesters, 2013, to assess students' (n=379) perceptions regarding challenges they encountered, as well as factors that helped them to succeed. Grades and attendance were significantly predicted by several factors, including self-efficacy, MathXL use, instructor characteristics, and math-related embarrassment.

8:45

Self-Contradicting Attitudes and Beliefs by Emerging Teachers on Textbook Use: A Sequential Explanatory Mixed Methods Study

ABEL DIAZ

University of Northern Colorado

Self-contradictions by emerging teachers regarding the purpose and use of textbooks in learning and instruction were examined. A mixed-methods design consisting of two separate phases was used. Findings revealed four distinct domains of confusion and contradiction experienced by emerging teachers: textbook wisdom, textbook technology, textbook content, and textbook value.

Faculty Sponsor: Kathryn Cochran

32 Personality, Clinical, Psychopathology, Psychopharmacology Posters

Poster Session, Friday, 8:00 - 9:00 am, Ballrooms B and C

1

Prosocial Behavior and Posttraumatic Growth After Trauma
RHIANNON TRULL

Boise State University

Prosocial behavior and posttraumatic growth following a traumatic experience were examined. Data was collected from 118 individuals who indicated the nature of their traumatic experience, tendencies toward prosocial behavior, and levels of posttraumatic growth. Individuals who reported stronger tendencies toward prosocial behavior reported higher levels of posttraumatic growth.

Faculty Sponsor: Rose Barlow

2

The Effects of Masculinity and Trauma on Prosocial Behaviors

KYLE M. BRASIL

Boise State University

The effects of masculinity and trauma on prosocial tendencies were examined. Fifty-four male students were administered the MRNI-SF to establish masculinity, the PDS to establish trauma, and the PTM to score their prosocial tendencies. There were no significant differences found between groups.

Faculty Sponsor: Rose Barlow

3

Priming the Pump: A Study of Hidden Biases

BRANDON FIELDING, KAREN ALLRED, JILL FERRELL AND RACHEL MAXWELL

Brigham Young University

This study examined the effects of religious and scientific environments as implicit primes for different implicit attitudes toward faith and science, as measured by the Implicit Association Test (IAT). Each condition contained items to religiously prime or scientifically prime the participants.

Faculty Sponsor: Jeffrey Reber

4

Through the Lens of Relationality: An Examination of Collectivism and Individualism in Academic Thought

BRANDON FIELDING, TYSON POOLE, KAREN ALLRED AND JILL FERRELL

Brigham Young University

Social scholars, when studying collectivism and individualism, are certainly knowledgeable and address these issues comprehensively in academic texts. In translating these issues from more scholarly texts to that of introductory texts, however, these issues may potentially be simplified and generalized to a level that is possibly misleading.

Faculty Sponsor: Jeffrey Reber

5

The Effect of Locus of Control on Behavioral Indices of Performance Monitoring

KAYLIE CARBINE, CIERRA KEITH AND MICHAEL LARSON

Brigham Young University

We aim to offer insight on how locus of control, defined as perceived control over situations, can affect behavioral manifestations of performance monitoring. We hypothesized that individuals with a more external locus of control will exhibit increased reaction times and decreased accuracy rates. However, no significant differences were observed.

6

Perfectionism as it Pertains to Relational Variables

CHRISTY JERSIN AND K. NICOLE JONES

Colorado Mesa University

Literature suggests that perfectionism is associated with negative relationship outcomes

(Habke et al., 1999). This study focuses on

three dimensions of perfectionism, self-oriented,

other-oriented, and relationship perfectionism,

which are characterized by self-criticism, self-

inadequacy, and unrealistic expectations for

others. Results will address perfectionism's

impact on relationship and sexual satisfaction.



7

Spatial Learning in Prenatal Alcohol-Exposed Mice: Effect of Platform Height on Memory

DAVID GILLIAM, JOE JACKSON, JAKE RUTLEDGE, LAUREN JUHL,

STEPHANIE DORMAND AND JODIE FARRIS

University of Northern Colorado

Spatial memory was assessed in adult mice exposed to alcohol both in

utero and perinatally. Platform height below the pool rim influenced

platform-location memory. Mice tested with a high platform (4.1 cm

below rim) performed significantly better than mice tested with a low

platform (44.6 cm below rim).

8

Building Resiliency and Facilitating Growth Through Trauma

JARED BECKNELL, JARED WHITMYRE, LISA BECKMAN, MICHAEL

SCHROEDER, ABBY WRIGHT AND TRAVIS HEATH

Metropolitan State University of Denver

Posttraumatic growth (PTG) is an overlooked outcome of trauma. Those

that have experienced growth and positive living after trauma have

common factors and traits. By merging these factors and traits with

techniques and interventions, this workshop will cover some of the ways

one can build resiliency to traumatic events.

Personality, Clinical, Psychopathology, Psychopharmacology Posters (cont.)

9

Being Female in the Traditionally Male Industries: Exploring the Characteristics of Women in Transportation and Engineering
RACHEL MULHOLLAND AND PATRICK SHERRY

University of Denver

Surveys were completed by more than 200 women across America. Several predictors were found including self-efficacy, conventional interests, and more.

10

Emotional, Motivational, and Educational Responses to Oral Histories of Persons with Schizophrenia

SARA VICE, KORY PHELPS, TRACY MCDONOUGH AND LYNDA CRANE
College of Mount Saint Joseph

We explored the extent to which audience members (n=241) experienced emotional, motivational, or educational responses to oral histories of persons with schizophrenia. Over half of participants (51.0%) expressed an emotional response, 22.4% expressed a motivational response, and 69.7% expressed an educational response. Implications for stigma reduction are discussed.

11

Examining the Relationships among College Students' Smoking Beliefs, Exposure, and Behaviors

MAHAWISH IJAZ

University of Colorado at Denver

The study examined whether negative and positive smoking outcome expectancies mediate the relationship between past smoking exposure and current smoking behavior among college students. Eligible study population included both smokers and non-smokers. Data collection and results still pending.

Faculty Sponsor: Krista Ranby



12

The Relationship Between Perceived Emotional Support from Caregivers and Well-being

DESIREE YOUNG AND PO-SEN CHU

Western New Mexico University

A survey examined the relationship between perceived emotional support from caregiver(s) and well-being. How the relationship differs across ethnic groups was also examined. Students were asked to reflect on their perception of emotional support from caregivers during childhood, and then answer questions on their current well-being.

13

Correlational Study of Extraversion and Self-Esteem

JANE SOSOO

University of Nebraska at Kearney

Self-esteem was assessed to explore the relationship between extroversion and introversion. The Rosenberg scale and the Big Five personality traits were used respectively to assess self-esteem and extroversion levels through a survey of college students. A positive correlation was found between extroversion and self-esteem and introversion and neuroticism.

Faculty Sponsor: Krista Fritson

14

Rocky Mountain High: The Effects of Amendment 64 on the Use of and Attitudes toward Marijuana.

ROGER CLAEYS, SARAH HAYS AND A.J. MEIL

Colorado Mesa University

The attitudes, behaviors, and knowledge of marijuana use and Colorado's Amendment 64 were assessed. A survey was administered to 424 participants before and after recreational marijuana sales began. Results indicate knowledge is lacking, discrepancies between use and perceived use exist, and most people believe marijuana laws will not be enforced.

Faculty Sponsor: Jacob Jones

15

The Biological Story: The Effect of Biological Causal Explanations for Mental Disorders on Sufferer's Prognostic Expectations and Self Stigma

STEPHANIE STRASBAUGH, KEISHA RICHARDSON, AARON LEE,

JOSHUA KEMP AND NICHOLAS FARRELL

University of Wyoming

We conducted an online survey with participants (n=324) meeting DSM-IV criteria for either MDD or Social Anxiety Disorder (SAD). Participants were given one of three causal explanations for their mental disorder - biological, psychosocial, or biopsychosocial. Questionnaires then assessed the individual's self-stigmatizing beliefs.

Faculty Sponsor: Brett Deacon

16

Predictive Validity of the New DSM-5 Symptom Cutoffs for Risk Behaviors in Emerging Adults with ADHD

KEISHA RICHARDSON¹, PATRICK LACOUNT¹, CYNTHIA HARTUNG¹,

WILL CANU², MARYANNE JACONIS¹ AND ANNE STEVENS²

¹University of Wyoming, ²Appalachian State University

The predictive validity for DSM-IV and DSM-5 symptom cutoffs were compared for risk behaviors in emerging adults with ADHD. Undergraduate students (n = 876) completed an online survey of self-reports for ADHD symptoms. Significant results were not found, indicating that the cutoff points for symptoms are not sufficiently differential.

Personality, Clinical, Psychopathology, Psychopharmacology Posters (cont.)

17

Resiliency and Red Flags of PTSD and Suicide among Utah EMS Personnel
KENT D. HINKSON JR., CASSANDRA SOUTHAM, CHELSEY KENNEY, STEVEN CLEMENTS AND TY MARTIN
Utah Valley University
Surveys were completed by Utah State EMS employees (n = 668). The findings from the surveys suggest that there are several red flags (e.g., stress, anxiety, anger, substance abuse, etc.) and potential resiliency factors (e.g., good family life and relationships) in the fight against suicide and PTSD among EMS personnel.
Faculty Sponsor: Cameron John

18

The Relationships between Attachment, Psychological Birth Order, and Personality
TYLER MCDONALD AND CAMERON JOHN
Utah Valley University
The purpose of this study is to determine whether or not certain relationships exist between the constructs of attachment styles, psychological birth order positions, and personality as indicated by the Big Five personality traits established by Costa and McCrae (1985).

19

Interpretation of In-group vs. Out-group Religious Miracles
NICK MARSING, LAVERE HARWARD, AUSTIN HERNANDEZ AND KYLE ALM
Snow College
This study asks people of different religious groups, such as members of the LDS and Catholic faith, to explain miracles of out-group religions. The aim of the study is to identify biases against the miracles of religions outside of one's own.

20

Influence on Individual Interpretation of Expectation vs. Reality of First Kisses
NICK MARSING, MALORY WINKEL, DANIEL LEFLER, BO SMITH AND ALISON WILTBANK
Snow College
Whether good or bad, first kisses are highly memorable. However, there is little research on this topic. How do people remember their first kiss experiences, and what factors influence the interpretation of that event? These questions were illuminated in the present research.

21

The Belief in Love Myths and Their Influence on Sexual Relationship Progression in College Age Students
NICK MARSING, CASEY BARRON, MELISSA BENAVIDES, CLAIRE TALLEY AND SYDNEE WALTERS
Snow College

The current research aims to investigate if there is a connection between believing in certain love myths, such as "love at first sight," and sexual relationship progression in college students.



22

Cognitive Impairment and Mental Representation of Numerical Quantity in the Elderly
BRETT CAMPBELL, BAILEY KYNASTON, BRYANT LOOSLE, KERRY JORDAN, JOSEPH M. BAKER AND JOANN T. TSCHANZ
Utah State University
A number-line estimation task was used to examine mental representations of numerical quantity estimation in older adults. Performance correlated moderately ($r = .39$) with cognitive ability. Participants maintained a linear representation of number (found in younger adults) regardless of their level of cognitive impairment.

23

Perceptions of Dating through Generations
JACOY JORGENSEN AND KIMBERLY BENSON
Southern Utah University
Dating has changed over the course of years among the American society. Many studies have been conducted in order to better understand why humans do what they do in regards to dating. The purpose of this study is to analyze the perceptions and views of romantic relationships throughout generations.
Faculty Sponsor: Steve Barney



24

Attending to Secondary Trauma: Evaluation of a Support Group for Spouses of Adult Survivors of Abuse
MICHAEL J. SHERRATT AND CINDY JONES
Southern Utah University
This study evaluates the effects of a support group that is focused on developing meaning and problem-focused coping for spouses who are married to an adult survivor of abuse. Psychological well-being and distress in marriage will be measured before the group, after group completion, and at 4-week follow up meeting.
Faculty Sponsor: Steve Barney

Personality, Clinical, Psychopathology, Psychopharmacology Posters (cont.)

25

Trauma and Psychophysiology: Numbing of Fear Mediates the Association between PTSD and Heart Rate Reactivity
ANDREW MCGEE, DIANA BENNETT AND PATRICIA KERIG
University of Utah

Within a sample of delinquent youth, heart rate was monitored before, during and after exposure to an emotional video. Results suggested that self-reported numbing of fear mediated the association between PTSD symptoms and HR during the stressor and in recovery. Implications for understanding links between trauma and delinquency are discussed.

26

Depression and Post-traumatic Stress on University Academic Performance among Student Service Members and Veterans
CRAIG J. BRYAN, ANNABELLE O. BRYAN, KENT D. HINKSON JR.,
MICHAEL BICHEST AND D. AARON AHM
University of Utah

Using an anonymous online survey, 422 student service members/veterans were studied as self-reported on GPA, depression, PTSD, and academic problems. Females reported a slightly higher GPA than males. Depression is associated with lower GPA, especially among those with severe PTSD.

27

The Relationship of Mindfulness with DSM-IV Anxiety Disorders, Major Depression, and Alcohol Abuse
JOSE GONZALEZ, SAMANTHA RUSSELL, BROOKE EDWARDS, CASSIE PADILLA, ANED BOSQUES AND SUMNER SYDEMAN
Northern Arizona University

The current study examined the relationship of mindfulness with DSM-IV anxiety disorders, major depression, and alcohol abuse amongst 296 young adults. We hypothesized that individuals who met screening criteria for a DSM-IV disorder would have significantly lower levels of mindfulness.

28

Emotion Regulation Difficulties Moderates the Relation between Respiratory Sinus Arrhythmia and Depression
WHITNEY N. GELLER, MONA YAPTANGCO, ERIK HANSEN AND SHEILA E. CROWELL
University of Utah

The relationship between respiratory sinus arrhythmia (RSA), emotion regulation (ER), and depression were examined. Self-report and baseline physiological data were collected on 320 young adults. Low resting RSA was associated with increased depressive symptoms for individuals with ER difficulties, but not for individuals with high levels of ER.

29

Associations between Respiratory Sinus Arrhythmia, Avoidant Coping, and Borderline Personality Symptoms

ERIK HANSEN, MONA YAPTANGCO, WHITNEY GELLER AND SHEILA E. CROWELL
University of Utah

The relationship between respiratory sinus arrhythmia (RSA), avoidant coping (ACI), and borderline personality symptoms were examined. Self-report and baseline physiological data were collected on 225 young adults.

Low resting RSA was associated with increased borderline symptoms for individuals with coping difficulties, but not for individuals with fewer coping difficulties.



History of Psychology

Oral Paper Session, Friday, 8:30 – 9:00 am, Olympus A

Moderator: WILLIAM DOUGLAS WOODY, University of Northern Colorado

8:30

Coping with Death: Does Religious Coping Contribute to Outcomes when General Coping is Considered?

LARAN DESPAIN

University of Wyoming

I tested the incremental validity of a religious coping scale compared to a general coping scale in bereaved adults. The primary dependent variable was symptoms of complicated grief. I controlled for religiousness in regression models with the COPE and added the RCOPE. The RCOPE subscales explained little additional variance.

8:45

The Story of Amelia: Lessons From Nearly a Century of Mental Health Treatment

ANAH MILLER, TRAVIS HEATH AND SUNDA FRIEDMAN TEBOCKHORST
Metropolitan State University of Denver

This qualitative case study analyzes the life, symptomology, and diagnosis of Amelia S. Developing a hypothetical patient from this analysis allows for a comparison of diagnosis and treatment options from 1917 to 2014, as well as the examination of the change in social structures that govern ideas about mental illness.

Moderator: M. TODD ALLEN, University of Northern Colorado

9:10

Parental Uses of Figurative Language in an Educational Setting
REBECCA H. BAUER AND AARON L. ASHLEY
Weber State University

The current study assesses the production and use of figurative language by caregivers and their children in a learning environment. Fifteen participants' conversations were recorded in a children's museum exhibit. Figurative expressions were categorized according to type and pragmatic goal. Results suggest tropes are used to achieve different pragmatic goals.

9:25

Understanding Accented Speech
LUKE STRAKA, JOHANNA FROHM, CHRISLYN E. RANDELL AND LINDA L. LOCKWOOD
Metropolitan State University of Denver

The comprehension of speech segments presented in congruent or incongruent accents to a person's native language were used to test for an inter-language speech intelligibility benefit for native English and ESL listeners. Preliminary results indicate a strong trend for a speech intelligibility effect in native English speakers.

9:40

Age-Related Changes in Descriptions of Pictures with Visual Errors
BRITTANY CHAMBERS, CHELSEA PLACZEK AND LORI JAMES
University of Colorado Colorado Springs

Young and older adults described drawings that did or did not contain visual errors. Older adults produced more speech fillers (e.g., "uh") than young adults only when describing pictures with errors. We suggest that older adults' speech was differentially disrupted by the need to form novel representations of the errors.

Special Thanks!

RMPA would like to thank
JONNA TURRILL
(University of Utah)
and JAMES COLEMAN
(University of Utah)
for their help with editing the
program for this year's conference!



Moderator: KRISTINE OLSON, Dixie State University

9:10

Ambivalent Sexism, Religious Conservatism and Protective Paternalism
NAHANNI FREEMAN, MARTHA FISKEAUX, JANELLE HERMAN AND
ZHANA BRAGER
Colorado Christian University

Undergraduate subjects (n=141) completed the Ambivalent Sexism Inventory, Christian Conservatism Inventory, Spiritual Maturity Index, and Hypergender Ideology Scale. Subjects evaluated writing samples and hypothetical vignettes for male and female protagonists. Christian conservatism and spiritual maturity were not predictive of ambivalent sexism. Gender discrimination was not observed on vignettes.

9:25

The Role of Gender and Gender Role Identity in Drive for Muscularity
JOSHUA GROBLEBE, ARYANNA WIGGINS, ANDREW MORGAN AND
KARA BAJDAS
Metropolitan State University of Denver

The relationships between gender, gender role identity (as assessed with the Bem androgyny scale), and drive for muscularity were investigated in a sample of 150 undergraduates. It was hypothesized that men would report greater drive for muscularity than women, particularly among men who ascribed to a traditional masculine gender identity.

Faculty Sponsor: Courtney Rocheleau

9:40

The Effect of a Model's Attractiveness on Self-perceptions
SERENA R. HOGG
University of Nebraska at Kearney

The effects of model's attractiveness on self-perceived attractiveness and self-confidence were examined. Participants completed a pre-manipulation rating of attractiveness and self-confidence. One week later, participants were exposed to attractive/unattractive models, who were either young or old. It was found that the model's attractiveness significantly affected the participant's self-confidence.

Faculty Sponsor: Richard L. Miller

9:55

Social Impact of Negative Body Talk among Men
KARA V. BAJDAS, ANDREW MORGAN, ARYANNA WIGGINS AND
JOSHUA GROBLEBE
Metropolitan State University of Denver

Negative body talk in women has been well researched; this phenomenon among men has received less attention. Contrary to popular expectations, but paralleling research in women, self-accepting body talk was expected to garner more positive social impressions than negative body talk, suggesting competing norms regarding self-presentation body image for men.

Faculty Sponsor: Courtney Rocheleau

Psi Chi Distinguished Lecture

What Can We Really Learn From the Study of Little Albert?

HALL "SKIP" BECK
Appalachian State University



Friday, 9:10 – 10:10 am

Ballroom A

Moderator: SUSAN BECKER, Colorado Mesa University, Psi Chi Rocky Mountain Regional Vice President

One of the most controversial issues to arise from the recent studies of Watson's infant research concerns the health of Little Albert? Was Albert the "healthy," "well developed," infant described by Watson or was he an impaired child as some investigators have claimed? Experimental ethics, Watson's legacy, and the Albert study are discussed in light of these new findings.



Psi Chi Student Conversation Hour with Dr. Hall "Skip" Beck Appalachian State University

Friday, 10:20 – 11:20 am

Amethyst 1

Moderators:

AARON RICHMOND, Metropolitan State Univ. of Denver

RONA MCCALL, Regis University

Come by to meet Dr. Beck and ask questions in an informal setting.

RMPA Workshop Positive Psychology: What Gratitude Can Do For You

Presenters:

DYLAN GHAFFARI, CHELSEY CHAU, TARA HEGG,

MELANIE TRENARY, ABBY WEBB AND TRAVIS HEATH
Metropolitan State University of Denver

Come join us for a fun and informational workshop about the positive psychological benefits of being grateful! This interactive workshop will cover several research based gratitude interventions and equip attendees with tools for creating happier, more fulfilling lives. Come find out what gratitude can do for you!



Moderator: KRISTA BRIDGMON, Colorado State University-Pueblo

10:20

Lavender Oil and State Anxiety: Priming and Personality

ERIC V. BITTON AND JORDAN C. BYBEE

Weber State University

The effects of lavender oil on state anxiety were assessed. Expectancy and personality traits were evaluated as contributors to its effect.

Participants completed inventories and rated images while experiencing diffused lavender. Anxiety was significantly higher when participants were told the aroma would inhibit relaxation. Anxiety and personality correlates were exhibited.

Faculty Sponsor: Todd Baird

10:35

Understanding the Working Alliance Between Clients Diagnosed with

Anorexia Nervosa and Therapists in Individual Psychotherapy: A

Phenomenological Approach

LAURA M. OYER, MARY SEAN O'HALLORAN AND LIESEL CHRISTOE-FRAZIER

Colorado State University and University of Northern Colorado

Research has identified general therapist factors that influence working alliance formation. However, limited research has examined this alliance in clients diagnosed with Anorexia Nervosa. Through semi-structured interviews, this phenomenological study examined factors that facilitate and impede the working alliance in therapy with this often challenging population.

10:50

PTSD: Treatment Success and Failures

ASHLEY NAZARIO AND SHERRY ROTH

Lynn University

Treatment response during short-term group therapy for women with PTSD was recorded through several self-report measures including SUD scales given at the primary, midrange and final stages of treatment. There were two patients which demonstrated an inverse effect to treatment and this data is the main focus of this research.

11:05

The Relationship between Mindfulness and Alexithymia

JENNY DELANGE

Metropolitan State University of Denver

Alexithymia is a personality construct defined by a difficulty understanding and describing one's emotions; in contrast, mindfulness is a skill that requires focus and the nonjudgmental observation of all stimuli. Utilizing mindfulness to become aware of internal experiences has the potential to improve alexithymia.

Faculty Sponsor: Katherine Hill

1

The Parenting from Prison Program: Improving the Relationship between Incarcerated Mothers and Their Children

KIMBERLY FAIRBANK, JULIANA ROSA, CHRISTINE CERBANA AND KIMBERLY HENRY

Colorado State University

The aim of this study was to investigate the effectiveness of the Parenting from Prison program completed by 136 incarcerated mothers in Colorado. The results showed that the program was effective at increasing communication between mothers and their children as well as increasing their confidence in parenting.

2

Predictive Variables of Homelessness in Colorado

LISA BECKMAN, DAWAUNE ELLIS, STEPHEN FERGUSON, ANNA HOPKINS, TIMOTHY MANN, RACHEL MCGILL, PAUL OLIVER, LILY RUTLEDGE-ELLISON AND BETHANY K.B. FLECK

Metropolitan State University of Denver

Through collaborative efforts from MSU-Denver and the Governor's Office of Colorado, data was collected and analyzed to better understand the factors associated with homelessness. Results indicated that race and gender are not predictive factors of homelessness, suggesting homelessness equally impacts everyone. Additional predictive outcomes of homelessness are discussed.

3

Predicting Antisocial Behavior from Perspective Taking, Risk Taking, Depression, and Gender

ERIC KLEIN

Metropolitan State University of Denver

Whether surveys measuring perspective taking, risk taking, depression, and gender would significantly predict antisocial behavior was investigated. Risk taking was found to be the only significant predictor accounting for 16% of the variance. Implications to psychometrics and personality assessment were discussed.

Faculty Sponsor: Chad Mortensen

4

Personality Differences Between Students and Others with Tattoos

LESLEY HATHORN, JARED KAHLER AND BAHROZE RAKEEN

Metropolitan State University of Denver

The present study compared responses from 65 participants with tattoos on the BFI. Participants were college students and fan conference attendees. All had at least one tattoo. Significant differences were found between the two groups in conscientiousness and neuroticism, indicating support for the sophomore effect.

46 Sports, Learning, Pop/Envir, Meas, Military, Community, S and P Posters (cont.)

5 Will Survey Data or Physical Arousal Predict Aggressive Prisoners Dilemma Gameplay?
ERIC KLEIN

Metropolitan State University of Denver
Whether physical arousal by increased heart rate and an aggression personality inventory could predict aggressive Prisoners Dilemma gameplay was examined. Physical arousal was not found to be a predictor of aggressive gameplay. Surveyed overall aggression and hostility were found to be marginal and significant predictors respectively. Implications for psychometrics were discussed.
Faculty Sponsor: Lesley Hathorn

6 Factors Influencing Matching Behavior in Humans
ALEXANDER HOWARD, SENECA WIDVEY AND MARK MAZUREK
Metropolitan State University of Denver
This study examined matching behavior in humans. Subjects moved between two reward stations in a maze. Stations had different reward rates. Results were analyzed using the Matching Law. Experiment 1 examined the effect of altering change-over delay (distance between stations). Experiment 2 examined the effect of competition between subjects.

7 The Impact of Mindfulness Training on Anxiety and Locus of Control for Young Competitive Swimmers
AFFTON HOOTEN
Metropolitan State University of Denver
This study examined how the USA Swimming Association Mental Skills for Competitive Swimmers impacted anxiety, locus of control, and swim times in competitive swimmers. Twenty 16 swimmers between the ages of 9-13 were given pre/posttests that measured anxiety, locus of control, and swim times. The experiment group received training for two weeks.
Faculty Sponsor: Lisa Kindleberger Hagan

8 Childhood Familial Closeness as a Protective Factor of PTSD in a Military Population
TYLER CHENEY, CRAIG BRYAN, ANNABELLE BRYAN, CHAD MORROW AND JAMES STEPHENSON
University of Utah
Family closeness was looked at as a protective factor to PTSD in adult pararescue military personnel. One hundred and ninety four pararescue personnel were administered self-report surveys and asked about childhood closeness, adversity, and avoidance of family interactions. Familial closeness was found to be a protective factor for adult PTSD.

9 Effects of Intimate Partner Relationships on PTSD Symptoms and Depression in Pararescuemen 47
ANNE GRAY WHEATON¹, CRAIG J. BRYAN¹, JAMES STEPHENSON², ANNABELLE O. BRYAN¹ AND CHAD MORROW³
¹National Center for Veterans Studies, ²Maxwell Air Force Base, ³Hurlburt Air Force Base

The current study examines the effect of relationship problems experienced by 194 military personnel while deployed on postdeployment depression and posttraumatic stress symptoms. Results indicated that participants reporting relationship problems during deployment also reported significantly more severe posttraumatic stress symptoms and depression after their deployment than participants denying relationship problems.

10 Does Moral Injury Predict Suicidal Ideation in a Military Outpatient Clinical Sample?
ANNABELLE O. BRYAN^{1,2}, CRAIG J. BRYAN^{1,2}, CHAD E. MORROW³, NEYSA ETIENNE⁴ AND BOBBIE RAY-SANNERUD^{1,2}
¹National Center for Veteran Studies, ²University of Utah, ³Hurlburt Air Force Base, ⁴Maxwell Air Force Base
This study of 151 military personnel examined the relationship of moral injury and suicidal thoughts/behaviors. Results indicate moral injury has three factors: transgressions by others, transgressions by self, and betrayal by others. Self-transgressions are highest among those who have made suicide attempts, and are associated with more intense suicidal ideation.

11 An Exploration of Caffeine Use among U.S. Air Force Special Tactics Personnel
AMBER D. MAGBUHAT, ANNABELLE O. BRYAN, JAMES A. STEPHENSON, CHAD E. MORROW AND CRAIG J. BRYAN
University of Utah
The current study explored self-reported levels of caffeine consumption in 194 U.S. Air Force pararescuemen (PJs) prior to deployment as well as upon returning from deployment. Results revealed young age as the strongest predictor of caffeine consumption among PJs. Also, PJs exposed to more intense combat-related trauma consume more caffeine.

12 Levels of Burnout Among Military Personnel
HILARY A SMITH, ANNABELLE O BRYAN, CHAD E MORROW, JAMES STEPHENSON AND CRAIG J BRYAN
University of Utah
This study among 194 U.S. Air Force pararescuemen (PJs) sought to explore levels of burnout by administering the self-report Maslach Burnout Inventory. Results indicated depersonalization was significantly higher among National Guard/Reserve PJs than active duty PJs. Different relationships among burnout, depression, and posttraumatic stress symptoms were also found.

13
Added Utility Value Prevents Individuals Doing Off-tasks
JEEHAE PARK, CLIODHNA DAVIS, ALYSSA IACONO, BRET BRADSHAW,
SUNGCHOON SINCLAIR AND CAROL SANSONE
University of Utah

The Self-Regulation of Motivation (SRM) model suggests that both goal-de \bar{c} hed (i.e., value and expectancy) and experience-de \bar{c} hed (i.e., whether experience interest) motivation are important for sustained engagement in learning (Sansone & Thoman, 2005). The current study showed that off-task behaviors maintain motivation for learning by protecting individuals doing off-tasks.

14
The Spacing Effect: A Study of Lagging Effect's Impact on Learning and Retention
FERRY FLEURIMOND
Brigham Young University - Idaho
The spacing effect, including lagging effects, has been found in various learning techniques with adults and children. I hypothesized that longer rather than shorter lags between study sessions would lead to increase learning and retention. My results demonstrated that longer lags do lead to better performance on later recalls.
Faculty Sponsor: Eric Gee

15
Authoritative vs. Authoritarian: The In \bar{c} fluence of Parenting Style on College GPAs and Perceived Quality of Academic Performance
CHELSEA MOTES AND TRAVIS LARKIN
Colorado Christian University
The effects of the authoritative and authoritarian parenting styles on overall academic performance and academic satisfaction among college students were examined. Seventy-eight students were asked to rate academic satisfaction and indicate parenting styles. Authoritarian raised students showed higher satisfaction with average grades, while authoritative students showed higher satisfaction with higher grades.
Faculty Sponsor: William Saxby

16
Validation Study of the Short Form of the Academic Procrastination Scale (APS-S)
RONALD YOCKEY
California State University, Fresno
The factor structure of the short form of the Academic Procrastination Scale (APS-S) was investigated on an ethnically diverse sample of 209 university students. The results indicated that the scale is a unidimensional measure of academic procrastination, possessing good internal consistency reliability and concurrent validity.

17
The Treatment Support Measure: Psychometrics in a Residential Treatment Center-based Sample
DAVID TOP, MELISSA RICHARDSON, STEPHANIE HERZOG, ADAM GARLAND AND JARED WARREN
Brigham Young University at Provo
Data was collected from a residential treatment center (RTC) to establish psychometric norms for the Treatment Support Measure (TSM) in a RTC setting. Results from 118 participants revealed that the RTC had higher average intake data across all domains of the TSM than psychometric norms collected in other clinical settings.

18
Con \bar{c} firmatory Factor Analysis of the Procrastination Assessment Scale for Students (PASS)
RONALD YOCKEY AND CHARLES KRALOWEC
California State University, Fresno
The relative \bar{c} of competing models of the PASS was investigated using con \bar{c} firmatory factor analysis on an ethnically diverse sample of 104 participants. Of the models investigated, the two-factor model provided significantly better \bar{c} than the one factor model to the data.

19
Best Practices to Succeed as an Undergraduate Student
KRISTEN WHEELER, YEVGENIYA SHLEYFER, MAX SALAZAR, JOAN BIHUN AND MITCH HANDELSMAN
University of Colorado Denver
Through analyzing the literature, CU Denver NSSE data, surveys, and focus groups, we have compiled a list of engagement, motivational, and environmental factors that best predict undergraduate student success. Facilitating these practices will lead to success in courses, building stronger relationships with students and faculty, and providing essential career skills.

20
Does Competition Restore Attention?
KRISTEN LYON, ALEXANDRA ABRAHAM AND WINFORD A. GORDON
Western Carolina University
Can competition increase attention? This study tested attentional fatigue for a physical vs. cognitive task and whether competition increased attention. Students either shot free throws or solved analogies and completed the Reversible Figure Test. Though insigni \bar{c} ant, the reversal rate did increase, suggesting fatigue. Competition appeared to increase attentional effort.



21
Overcoming Fear of Failure: Self-Compassion in Sports Psychology
ASHLEY KUCHAR AND SUSAN KRAUS

Fort Lewis College
The effects of self-compassion were examined on coping with fear of failure. Female basketball and softball collegiate athletes (n = 34) performed exercises over an 8 week period. Anticipated results will show that increased self-compassion will elicit lessened fear of failure and higher sport satisfaction than their traditional sports psychology counterparts.

22
The Effect of Power on People's Willingness to Sacrifice for the Environment
MADELAINE PARKER¹, MERCEDES PEARSON¹, KYLE CONLON¹ AND PAUL ROSE²

¹Boise State University, ²Southern Illinois University Edwardsville
We examined the effect of power on people's willingness to sacrifice for the environment. Participants primed with power were less willing to sacrifice, but only when they thought their responses were private, suggesting that powerful people's attitudes about the environment may differ depending on the transparency of the endorsement.

23
Categorization of Mixed-Environment Photos by Adults and Children
THOMAS E. LYON, SALIF MAHAMANE AND KERRY JORDAN
Utah State University

Participants were shown a series of photos and were asked to categorize each photo as either a natural environment or a built environment. Both children and adults participated. This study showed that children are more likely to categorize a photo as a natural environment than adults are.

24
Effects of Animal Type and Pictures of the Animal on Bystanders' Perception of Neglect
MICHELLE M. WOELFEL

College of Mount Saint Joseph
This study examined perceptions of and reactions to animal neglect based on animal type (rat vs. dog) and the presence of a picture of the animal. Participants reported being more likely to report the neglect of a dog than a rat, and pictures did not significantly affect ratings.



25
The Effect of Facial Expression and Respondent Gender on the Perception of the Person with the Expression
JOSHUA GIBBS¹, KENNETH HOBBY¹ AND NANCY KARLIN²
¹Harding University, ²University of Northern Colorado

The effects of facial expression on perceptions drawn from one of three pictures portraying a female demonstrating anger, contempt, and surprise expressions were measured. Eighty participants were given surveys showing facial expressions of contempt, anger, and disgust. Negative perceptions from the expressions were hypothesized but significance was not found.



26
Limited Effects of Uncued Items on Flanker Interference
KATIE RENNIE, C. BRUCE WARNER, PEYTON DROUHARD AND CARL SMITH
Pittsburg State University

In a test of the two-stage dilution model of Wilson, Muroi, and MacLeod (2011), items at uncued locations did not interact with flanker compatibility. The spatial configuration of precues modulated flanker interference, with a wide spread producing the most interference.
Faculty Sponsor: Bruce Warner

27
Procedural Control's Effect on Anxiety, Perceived Unpleasantness, and Perceived Pain Intensity
LYNN H. WHITE AND JAMIE MOON
Southern Utah University

Real and perceived control of noxious stimulation may alleviate pain through a reduction of anxiety. Procedural control was manipulated by having participants administered a finger prick to themselves or by the experimenter. Anxiety, the unpleasantness of the situation, and perceived pain intensity along with galvanic skin conductance was assessed.

28
Enlightening Writing Centers on the Benefits of Empirical Research
MORGAN CONDIE
Southern Utah University

A survey was constructed to assess general perceptions and feelings that students hold in reference to the writing center. A writing center can be more effective when made aware of how it is viewed by students. The results of empirical research may help centers accomplish their goals.
Faculty Sponsor: Julia Combs

LUNCH BREAK FROM 11:30 - 1:00 PM

PSI CHI

Advisors Appreciation Lunch

Special Guest:

Dr. Skip Beck

(Invitation-Only Event)

Friday, 11:30 am - 1:00 pm
Amethyst 2



HOST: SUSAN E. BECKER,
Rocky Mountain Region Vice President

Social, Gender, Diversity Posters

Poster Session, Friday, 11:30 am - 12:30 pm, Ballrooms B and C

¹
Student-Teacher and Mentor-Teacher Interaction Quality in Relation to Observed Classroom Behavior

REBECCA BAUER, CARRIE OTA AND WEI QIU

Weber State University

The current study assesses the quality of interactions between student-teachers and their supervising teacher compared to observed classroom behavior. Preliminary results indicate that the majority of student-teachers exhibited a guidance interaction style and the interaction between mentor-teacher and student-teacher are not related to effective teaching practices in the classroom.

²
Attitudes toward Polygamous Marriage

SHERRY CURRAN AND TODD BAIRD

Weber State University

A sample of 513 participants completed the Spiritual Attitudes Inventory, the Attitudes toward Same-Sex Marriage Inventory, and the Attitudes toward Polygamist Marriage Inventory, as well as several demographic items. Among other variables, participant age, sex, and spiritual attitudes were predictive of both attitudes toward same-sex and polygamous marriages.

³

Emotional Contagion and the Effects of Computer-Mediated Communication in Online Forums

TRAE MENDENHALL, TAYLOR FROST, LACEY MILLER, SHEBLY LARSON AND BREE GRISHAM

Weber State University

An investigation of emotional processes in online forums using emotionally charged forums and comments was conducted using 312 participants from crowdsourcing marketplace Amazon Turk. Forums were created to have a general positive or negative emotional connotation. Participants were tasked with moderation. A significant result was found for forum emotion on moderation.

Faculty Sponsor: Aaron Ashley

⁴

Looking at Emotional Contagion in a Group Discussion

KAITLYN BURNETT

Weber State University

The current study examined the effects of a first statement on emotional contagion in a memory sharing group discussion and the effect of an authority figure on emotional contagion. Authority figures had no effect, but a positive or negative first statement elicited emotional contagion in subjects.

Faculty Sponsor: Aaron Ashley

⁵

Gender Differences: Views of Internet Inequality

ANNIKA KARLSEN¹ AND JOSHUA MARQUIT²

¹Weber State University and ²Utah State University

The perception of various emotional and sexual acts of internet inequality were studied in this research. One hundred and sixteen students from an introductory psychology course at Weber State University indicated their perceptions of given acts. Gender differences were examined regarding perceived severity as well as the perceived motives for committing internet inequality.

⁶

The Relationship among Sexual Orientation, Gender, Religion, and Attitudes Toward Lesbian, Gay, and Transgender Individuals

ANNA TREMONTE¹ AND JOSHUA MARQUIT²

¹Weber State University and ²Utah State University

Research on sexual orientation focuses primarily on lesbian and gay issues, with very little attention on transgender topics. This research project collected survey data from college students on attitudes toward transgender individuals. Generally, participants held more negative attitudes toward transgender individuals and gay men than they did toward lesbian women.

7

The Relationship among Religiosity, Self-esteem, and Gender Role Attitudes in the Latter-Day Saint Faith

JESSICA BEESLEY¹ AND JOSHUA MARQUIT²

¹Weber State University and ²Utah State University

Research has shown that members of The Church of Jesus Christ of Latter-Day Saints hold more traditional attitudes and opinions towards gender roles. A correlational research study was conducted and results suggest participants with higher levels of engagement in religious behaviors and lower self-esteems hold more traditional gender roles attitudes.

8

The Influence of Supportive Social Networks on Stress and Sleep Outcomes

BENJAMIN CLARK, JULIANNE HOLT-LUNSTAD, CHELSEA ROMNEY, PATRICK STEFFEN AND JONATHAN SANDBERG

Brigham Young University

This study examined the effect social support has on sleep outcomes. Individuals with greater numbers of supportive relationships in their social network had better subjective sleep quality, took less time to fall asleep at night, and lost less sleep during the night. Stress significantly mediated each of these effects.

9

Weight-Based Discrimination in a Sexual Assault Scenario

NIWAKO YAMAWAKI, CLAUDIA GONZALEZ BENITEZ, KENNA YOUNG, JOSHUA MURPHY, MARY COOK AND NATHAN GARDNER

Brigham Young University

The effects of weight-based discrimination on blame-attribution, sentencing, and credibility of the alleged victim and perpetrator in a sexual assault scenario were examined. Two hundred students were administered multiple scales including the Blame Attribution scale. Male participants blamed more the female victim and endorsed greater obesity myths than female participants.

10

Age of First Sexual Intercourse and Future Romantic Relationship Quality

KIMBERLEY JOHNSON, GALENA RHOADES AND SCOTT STANLEY

University of Denver

The correlation between age of first sexual intercourse and adult relationship quality was examined. Adult participants (n = 1112) completed surveys that measured relationship quality as well as sexual history. Age was negatively correlated with number of sexual partners, negative communication, aggression toward partner, and sexual satisfaction, and positively correlated with dedication.

11

Sexual Satisfaction in Couples

DANIELLE THERSON AND GALENA RHOADES

University of Denver

The participants in this study were comprised of 1294 heterosexual individuals who were in committed relationships (dating more than 2 months). Sexual satisfaction was measured. The strongest correlates with sexual satisfaction were: relationship dedication, negative communication, frequency of sexual intercourse, psychological constraint, and relationship confidence.

12

Effects of Social Proof and Compliments on the Amount of Restaurant Call Center Food Sales

PAIGE HATER

College of Mount Saint Joseph

The effect of social proof and compliments on the amount of restaurant call center food sales was examined. Two hundred customers were exposed to four different calling conditions involving compliments and social proof. Customers who were offered a product when social proof was implemented spent more money and bought significantly more of the product.

13

Deception Facilitation Across Communication Media

BRANDON GALLEGOS AND JENNEL HIGGS

Adams State University

The facilitation of deception across communication media was examined with 28 participants. Individuals were interviewed via text and audio/visual computer mediated communication as well as a face-to-face condition. Findings showed an increase in instances of deceptive statements in the face-to-face condition but not significantly more than the computer based conditions.

Faculty Sponsor: Leslie Cramblet Alvarez

14

Engaging in Romantic and Sexual Relationships: Influencing Factors for College Age Adults

ERIN HOLL, SARAH ZWETZIG AND BRITTNEY BARKS

Colorado Mesa University

Motivations for entering romantic and sexual relationships were investigated with a mixed methods research design. Three hundred and nineteen college students responded to an electronic survey that included sexual and romantic scripts. Results indicated short-term sexual and long-term committed relationship selections were most influenced by physical and emotional attributes respectively.

Faculty Sponsor: Jacob Jones

Social, Gender, Diversity Posters (cont.)

15

Self-Control and Social Media
MINDI PRICE AND LAUREN BREWER
College of Idaho

We examined the relationship between trait self-control and social media use. Eighty-six students were administered the trait self-control scale (Tangney et al., 2004) and asked how much time they spent using social media on a typical day. Students who reported more time spent on social media sites had less self-control.



16

Native American Students' Happiness, Self-Esteem, and Cultural Identification
TODD CARLSON AND ANDREA ERICKSEN
San Juan College

The growing interest in the field of positive psychology has led to a greater understanding of many factors that contribute to the well-being and happiness of individuals. The current study aims to explore the unique influence of cultural identification on the well-being and self-esteem of Native American college students.

17

Predicting Protagonist Unethical Behaviors through Criminal Characteristics in Popular Crime Dramas
CORRY BILLS, NICK MARSING AND JOE GOLDHARDT
Snow College

Protagonists on television seem to get away with committing crimes without attracting any attention. Comparing the level of crime committed by the protagonist to the level of crime committed by the criminal may give a better understanding of why.

18

Impact of False Consensus Effect in Emoticon Usage and Message Interpretation
MEGAN SKIDMORE, NICK MARSING, JORDIN KIRKHAM AND BYRON PAUL MURPHY
Snow College

Individuals tend to believe other people interpret their digital communications and emoticon meanings the way they originally intended. This research study examined, through correlational analysis, if those beliefs were accurate or if communicators regularly succumbed to the false consensus effect.

19

The Perceived Influence of Entertainment Media and Interactive Technology on Adolescent Romantic Relationships
BRANDON PORTER¹, SARAH TULANE¹, AND J. MITCH VATERLAUS²
¹Utah State University, ²University of Nebraska at Kearney
Parents of adolescents (n=113), adolescents (n=80), and college students (n=121) detailed their perceptions about the influence of entertainment media and interactive technology on adolescent romantic relationships. A phenomenological qualitative approach was used to identify and report themes.

20

A Mediation Model of Sexual Assault in a Conservative Culture
ANALISE BARKER
Utah State University

This study tests a mediation model, in which socialization in a conservative Christian context is hypothesized to predict higher levels of benevolent sexism and more constraining attitudes toward women and sexuality. In turn, more sexist attitudes are hypothesized to predict engagement (both perpetration and victimization) in sexually coercive behaviors.

Faculty Sponsor: Renee Galliher

21

Why We Love to Hate: The Impact of Self-Esteem, Context, and Misfortune on Schadenfreude
BETH MERTIN, GRANT C. CORSER AND LYNN H. WHITE
Southern Utah University

This study assessed the impact of self-esteem, mood, and contextual variables on experiences of Schadenfreude (malicious pleasure at the misfortune of others). Contextual variables were used to understand more about Schadenfreude as a functional emotional state.



22

Violence and Its Relationship with Moral Disengagement
JACQUELINE E. SINGELAIS
Centenary College of New Jersey

The link between moral disengagement and violence was examined. Sixty-three surveys were distributed online. Participants rated their distress toward hypothetical acts of violence. Women were more likely to have higher levels of distress over people and animals than were men. Person distress scores and pet distress scores were positively correlated.
Faculty Sponsor: Jeremy Ashton Houska

Social, Gender, Diversity Posters (cont.)

23

Can Social Categories Be Manipulated? Exploring the In-group Bias in Facial Recognition Using a Minimal Group Procedure

MAIA T. NGUYEN AND LUCY J. TROUP

Colorado State University

Researchers used a minimal group procedure to experimentally induce group membership. Experimental group participants read a list of in-group names, while the control group did not. Participants studied female and male Caucasian faces and later completed a recognition test. Results suggest evidence for a social-cognitive model of facial recognition driven by social categorization.

24

Sexual Inhibition and Behavior

AMANDA LYNCH AND KIMBERLY MCADAMS

Boise State University

We examined sexual inhibition in relationships. Women reported higher anxiety and sexual inhibition than men. Certain scents lowered sexual inhibition. Past physical trauma affected sexual inhibition to a greater extent than past sexual trauma. A large minority of participants reported being in, or desiring to be in, an open relationship.

25

Predictors of College Students' Opinions on Sexual Taboo Topics

SARA J. COUTURE

Boise State University

Multiple variables were examined as predictors of college student's opinions on sexual taboo topics. One hundred and fifty students were administered sexual attitudes and personal experience survey. Religiosity, gender and permissive attitudes were predictors of their opinions on sexual attitudes.

Faculty Sponsor: Kimberly McAdams

26

The Effects of First Names on Personality

JANE SOSOO

University of Nebraska at Kearney

Personality stereotypes about names were investigated. Participants completed the Big Five Personality Trait Test and indicated whether they used their formal name or nickname. Participants using their nickname scored higher in Openness to Experience. No other personality differences between those who used their formal name vs. nickname were found.

Faculty Sponsor: Richard L. Miller



27

Bracing for Bad News

ELEANOR HEATH

University of Nebraska at Kearney

This research examined the effects of cultural orientation and sex on receiving bad news. Forty-six students indicated how they would prepare to receive bad news in several scenarios (e.g., break-up, family death) including reaching out to others, getting drunk, etc. Several sex and cultural differences were found in response preferences.

Faculty Sponsor: Richard L. Miller



28

Men and Women and Their Relationships in Contemporary Society

LESLEY HATHORN AND HEATHER HAMILTON

Metropolitan State University of Denver

Many studies have examined the relationship between existential terror and prejudices like racism or homophobia, but have neglected sexism. This study examined the relationship between existential terror and sexism to acknowledge that sexism is a distinct prejudice, and it is irresponsible to evaluate half of the world's population by analogy.

29

The Effects of Personality on University Students' Risky Sexual Behavior when Intoxicated

COREY ENGLE

Metropolitan State University of Denver

The correlation between personality and risky sexual behavior during intoxication was examined. Forty-nine students completed measures of the Big Five personality traits, a survey measuring cognitions of risky sexual behavior during intoxication, and a demographics survey. Results showed no significant correlation between personality and risky sexual behavior during intoxication.

Faculty Sponsor: Lisa Badanes

30

The Effects of Viewing Unpleasant Affect on Ability to Empathize

RHIANNA SCHELL

Metropolitan State University of Denver

The present study examined the facial feedback hypothesis through the viewing of sad, neutral, and happy photographs. Although viewing photographs of sad faces did not yield a significant empathy response, this may have been due to participants' inability to recognize sadness.

Faculty Sponsor: Lesley Hathorn

RMPA Terror Management Symposium

Morality, Aspirations, and Health: Four Tests of Terror Management Theory

Friday, 1:00 – 3:00 pm Sundance

Moderator: BRIAN L. BURKE, Fort Lewis College

To mark 25 years of research on terror management theory (TMT), which postulates that investment in cultural worldviews buffers death anxiety, this symposium features four different yet complementary presentations testing TMT's applications to expanding circle of morality, goals and aspirations, women's health, and mental health discrimination.

Expanding Circles: How Terror Management Affects Morals in the Wake of Self-Esteem

EMILY R. STOUT AND BRIAN L. BURKE
Fort Lewis College

Death and Life Goals: How Terror Management Influences Personal Aspirations

MIFAUNWY COLLINS AND BRIAN L. BURKE
Fort Lewis College

Death and Birth (Control): Terror Management's Imprint on Attitudes Towards Women's Health

AMBER L. HUTCHINS AND BRIAN L. BURKE
Fort Lewis College

Friendly Behavior: How Terror Management Affects Mental Health Discrimination

CAITLIN O. REDMOND AND BRIAN L. BURKE
Fort Lewis College

RMPA SYMPOSIUM

Brief Interventions for Short-term Suicide Risk Reduction in Military Populations

Friday, 1:00 – 2:00 pm Olympus A

Presenters:

CRAIG J. BRYAN, TRACY A. CLEMANS, BRIAN BAUMCOM AND ALEXANDER CRENSHAW
University of Utah

This research symposium will provide an overview of a randomized clinical interventional trial currently underway at Fort Carson, Colorado, with active duty Army Soldiers who are acutely suicidal and/or have a history of a suicide attempt (n=45 to date). The primary aim of the study was to identify the most effective version of a brief (less than one hour) crisis intervention for reducing suicide attempts during the six-month follow-up period. Panel members will summarize the current study and describe preliminary data findings to date from several aspects of the study, to include the use of voice frequency analysis to measure emotional distress and the effectiveness of patient-clinician interactions.

Psi Chi Symposium

Psi Chi Leadership Program: Promoting Leadership Skills through Club and Honor Society Participation

Friday, 1:00 – 2:00 pm Amethyst 1

Moderators:

NELLIE V. HELLYER, SELAH J. MCMATH,
RITA C. SCHENKELBERG AND SUSAN BECKER
Colorado Mesa University

Responses to a leadership survey show the specific skills developed during college and in post-graduate career. The presentation will include results of the survey and group activities to assess and demonstrate leadership skills. Through this workshop, the audience will gain understanding of leadership development in college and the post-graduation work place.

Moderator: NANCY KARLIN, University of Northern Colorado

1:00

Jurors' Perceptions and Decisions Related to Polygraph Examinations during Police Interrogation

WILLIAM DOUGLAS WOODY¹, CHARLES R. HONTS², KRISTA D. FORREST³, KARLEE RAE PROVENZA¹, RACHEL BEST¹, BENJAMIN J. WILLIAMS¹, LAUREN WOODS¹ AND CZARINA GROGAN¹

¹University of Northern Colorado, ²Boise State University and ³University of Nebraska at Kearney

We evaluated jurors' perceptions and decisions about police uses of polygraphs during interrogation. Across conditions, jurors perceived polygraphs as deceptive and coercive, and without expert testimony the use of polygraphs reduced conviction rates. Prosecution and defense expert testimony about polygraph results affected jurors' verdicts and perceptions.

1:15

On Wanting Revenge and Thinking it the Right Thing to Do

KRISTINA OLDROYD, MONISHA PASUPATHI AND CECILIA WAINRYB
University of Utah

In this study we examine both people's desire for revenge and their feelings regarding its legitimacy while attempting to disentangle the two for the first time in the empirical literature.

1:30

Performance on Standardized Field Sobriety Tests (SFSTs): Effects of Gender Differences, Anxiety, Stress, and Fatigue

CHELSEA STOINSKI AND LYLE LUCERO

New Mexico Highlands University

This study focuses on how factors such as gender differences, anxiety, fatigue, and stress, which have not been taken into consideration by the SFSTs, affect an individual's performance. Monitoring the effects on field sobriety tests performance will be simulated via a police officer conducting the test under real-life circumstances.

Faculty Sponsor: Linda LaGrange

1:45

Evaluating Different Forms of Police Interrogation Evidence

JONATHAN HESS AND CHELSEA ATKINS

University of Nebraska at Kearney

We examined the effect of interrogation formats (i.e., video, audio, and transcript) on measures of interrogation and confession deception and coercion. Fifty-six students participated: 20 listened to the audio format, 19 watched the video format, and 17 read the transcript format. Format did not effect interrogation and confession deception and coercion ratings.

Faculty Sponsor: Krista Forrest

Poster Session, Friday, 1:00 - 2:00 pm, Ballrooms B and C

1

Rape, Coercive Behavior, and Ways of Coping

AMANDA C. BOUCHER, GRANT C. CORSER AND LYNN H. WHITE
Southern Utah University

This study examined the relationship between coping styles, belief in rape myths, participation in rape and coercive behavior. Participants completed measures of their belief in rape myths, their coercive behavior, their experience with rape, and their style of coping. Relationships among these variables are discussed from within contextual perspective.

2

Make it Stop! Physiological Responses to Infant Crying

LYNN H. WHITE AND TARYN ADAMS

Southern Utah University

The impact of an infant's cries on women's electrodermal activity in relation to their parental status (parent vs. non-parent), attachment style (secure, fearful, preoccupied or dismissive), and parenting style (authoritarian, authoritative or permissive) was assessed. Infant exposure frequency and breastfeeding experience were investigated as moderating variables.

3

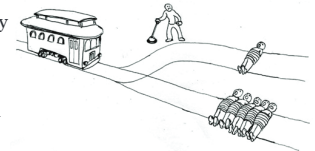
Testing the Dark Triad in Taboo Trade-Offs and the Trolley Dilemma

GARRETT L. STROSSER¹, SHAYLENE A. BARUFFI¹ AND PETER K. JONASON²

¹Southern Utah University, ²University of Western Sydney

Dark triad (DT) personality traits (e.g., Machiavellianism, psychopathy, narcissism) were evaluated in relation to morally-based, taboo trade-off scenarios and the trolley dilemma.

Participants (n = 252) completed a DT scale, taboo trade-off scenarios, and 3 trolley dilemmas. DT trait levels varied as a function of trade-off scenario and trolley dilemma.



4

A Study of Moral Hypocrisy, Moral Priming, and Other Religious Measures

HELENA DARGER

Southern Utah University

To determine which religious affiliations show the greatest prevalence of moral hypocrisy and what factors contribute to hypocrisy, a study was conducted with three local religious groups. Each group was tested through religious measures focusing on strictness, hypocrisy, and a moral priming manipulation.

Faculty Sponsor: Garrett Strosser

History, Religion, Developmental, Personality, Health Posters (cont.)

5

Inhibitory Control Performance in Good and Poor School-age Sleepers:
CPT and Color-word Interference Tasks

GAIL C. ROBERTSON, RACHEL B. DYSON AND MARIA M. WONG
Idaho State University

Utilizing tasks requires continuous attention and actigraphy. This study examined differences across executive functions between relatively "good" and "poor" school-age sleepers. Results from MANCOVA demonstrated that poor sleepers had significantly more errors of commission and perseverations on a CPT task, but no significant problems of omissions on DKEFS tasks.

6

Sleep Problems, Impulsivity and Suicidal Behavior in the National
Longitudinal Study of Adolescent Health

MARIA WONG

Idaho State University

We examined whether sleep problems and impulsivity jointly predicted suicidal behavior in a national sample of adolescents. Results showed that both sleep problems and impulsivity prospectively predicted suicidal thoughts. Moreover, the relationship between impulsivity and suicide attempts was strongest among those with severe sleep problems.

7

Multiple Attachment Relationships: More Caregivers May Mean More
Confidence in Being Prosocial

JULIE R. CARTER, SUSAN TALLEY AND JAIR ALMARAZ

Utah State University

We studied the influence of attachment relationships with significant secondary caregivers upon children's self-efficacy and pro-social behavior. Attachment measures and questionnaires were administered to 108 6th grade students of various socio-economic backgrounds. Results suggest a specific association exists between secondary caregivers and feeling confident for performing pro-social acts.

8

How Consistent Are Personality Profiles across Nations?

SHAYNE BARKER¹, CHRISTIAN GEISER¹, JULE SPECHT² AND MAIKE LUHMANN³

¹Utah State University, ²Free University Berlin, Germany, ³University of Cologne, Germany

Recent studies have looked at personality profiles, which represent configurations or "types" of personalities using the Big Five Personality assessment. In this study, the consistency of personality profiles across various countries was examined. Latent Profile Analysis (LPA) was used to identify the personality profiles of 16 individual countries.

9

Perceptions of Foster Children Based on Reason for Placement and
Current Behavior

SARA VICE

College of Mount Saint Joseph

This study explored whether the reason for a child's foster care placement (i.e., parent's substance abuse or child's behavior problems) and current behavior problems affect whether others would adopt or babysit the child. Participants were willing to babysit and adopt the child regardless of reason for placement and behavior problems.

Faculty Sponsor: Tim Lawson

10

The Benefits of the Food4Thought Program on School-Aged Children in
Hastings, NE

LAUREN HAWKINS, JASMINE KHAMOUNA AND STEPHANIE FURRER
Hastings College

In this study, we examined the benefits of a food assistance program, Food4Thought, on cognitive factors (e.g., attention, concentration), academic performance, school attendance, and overall well-being (e.g., social interactions, mood) of elementary-school children who qualify for the free and reduced lunch program in a rural Nebraska town.

11

Social Control and Strenuous Exercise among Late Adolescent College
Students: Parents Versus Peers as Influence Agents

JOHN PUGLIESE AND MORRIS OKUN

Dixie State University and Arizona State University

The direct and indirect effects of social control on strenuous exercise in youth was examined by type of influence agent. Results revealed that youth responded more negatively to negative parental social control attempts and that the effects of positive peer social control was completely mediated by affect and compliance.



12

Effects of Parenting Style on Coping and Personality

LARA YEAGER

Centenary College of New Jersey

The relationship between parenting style, coping, and personality was explored. Fifty-three participants' responses to online self-report measures were analyzed. Those exposed to a more authoritative parenting style tended to exhibit lower coping resilience. Data also revealed a series of strong correlations between authoritarian, permissive, and uninvolved parenting with conscientiousness.

Faculty Sponsor: Jeremy Ashton Houska

13
The Residual Impact of Caregivers' Parenting Style on Anxiety Level in Offspring
SARAH DAGIS
Centenary College of New Jersey
Previous research on authoritarian and uninvolved parenting has demonstrated a number of deleterious effects. The current study examined whether exposure to these parenting styles would be positively associated with various manifestations of anxiety (i.e., physical, emotional, behavioral). Data yielded a number of significant, positive correlations of moderate to large magnitude.
Faculty Sponsor: Jeremy Ashton Houska

14
An Apple a Day since BCE? The History of Nutrition and Activity in Psychology
KATIE L. HODGIN
Colorado State University
With recent increases in global prevalence, obesity seems like a new problem. However, historical accounts provide evidence that humans have encouraged healthy lifestyle choices since the days of the ancient Chinese philosophers. This analysis examined the role of nutrition and physical activity promotion in the field of psychology throughout history.
Faculty Sponsor: Sara Anne Tompkins

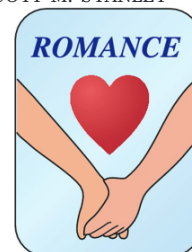
15
Multiplicities of the Self: Historical Roots, Contemporary Theory, and Future Directions
KIRSTEN L. GRAHAM AND RACHEL E. EBY
Colorado State University
Theories positing a multiplicity of self have been documented in psychological history since ancient Greece. Proponents of this type of theory, such as James, Freud, Jung, Perls, and Hermans primarily highlight the inevitability of conflict among selves. Theorists' perspectives and treatment recommendations based on their unique theory-structures are discussed.
Faculty Sponsor: Tammi Vacha-Haase

16
Family Enmeshment and Anorexia
LYNN DEAN AND STEVEN PULOS
University of Northern Colorado
Researchers studied family enmeshment (i.e., the interaction between FACES III cohesiveness and adaptation) in 20 severely anorexic adolescent patients and discovered that not only was the relationship between cohesion and adaptability significant, but family enmeshment was a significant predictor for drive for thinness and percent of weight loss.

17
Does Cognitive and Relational Stress-Related Growth Predict Different Forms of Adaptive Functioning on a Daily Basis?
CADE D. MANSFIELD AND LISA DIAMOND
University of Utah
Adolescent stress-related growth is associated with better psychological health and self-reports of adolescents relying on effective coping strategies (Vaughn et al., 2009). The extent to which adolescents' perceptions of stress-related growth predicts actual adaptive functioning on a day-to-day basis is unknown. The present study fills this gap in the literature.

18
Vulnerability to Arousal Related Disruption of Cognitive Processes and Trait Measures
GLENN SHEAN, TERRY DARCY, DOCIA DEMMIN, HIBA VOHRA, BROOKE HASELTINE AND WILL GOODING
College of William and Mary
Models of psychopathology assume that personality traits indicative of cognitive slippage interact with environmental stressors to increase vulnerability. This study examined the relationships between traits and emotions experienced while viewing stressful films. Results indicate that risk factors predict performance on dependent measures.

19
Health Indicators and the Quality of Romantic Relationships
JOHN F. BENECKE, GALENA K. RHOADES AND SCOTT M. STANLEY
University of Denver
Associations among self-reported health indicators and the quality and status of romantic relationships (single, dating, cohabiting, and married) were examined (n=1041). Better diet, sleep and overall health were associated with higher quality relationships; exercise was not. There were also differences in health based on relationship status.



20
Impact of Phase II Cardiac Rehabilitation on Quality of Life
BROOKE EDWARDS, SAMANTHA RUSSELL, MONICA CASEY AND SUMNER SYDEMAN
Northern Arizona University
The current study examined the impact of Phase II, cardiac rehabilitation (CR) on patient quality of life (QOL). Data for 116 Phase II CR patients were gathered using retrospective medical record examinations. Pre- and-post Short Form Health Survey (SF-36) quality of life scores were compared.

21
Physiological and Perceived Empathy in Response to Literature in Pre-health Professional and Non-pre-health Professional Students
LAUREN FOWLER, SALLY SHIGLEY, MAX GEORGE AND LISA HORNSBY
Weber State University
This study assessed perceived empathy versus physiological expressions of empathy in response to either reading literature or viewing a movie. Pre-health professionals were compared to non-pre-health professionals to determine if expressions of empathy differed between the two and if the method of literature presentation affected this difference.

22
Is Mormonism a Deterrent to Child Sex Crimes?
JOSEPH HORVAT AND ALLEN DICKINSON
Weber State University
A comparison of religions of the 2,164 incarcerated prisoners in Utah jails and prisons found that Mormonism is a deterrent to child sexual abuse. There were fewer per capita Mormons incarcerated for child sexual abuse compared to Jewish, Islamic, Buddhist, Atheist, and Other categories.

23
Keep Calm and Sound Blast: The Role of Oxytocin in Lactation Aggression
CHELSEA ROMNEY, BEN CLARK AND JULIANNE HOLT-LUNSTAD
Brigham Young University
Everybody knows not to mess with a mother bear, but what about a human mother? Reactivity toward a threatening situation was studied in terms of gender and parental status. Results suggest that oxytocin may play a protective role in physiological responses while still allowing for increased aggression.

24
Approach Coping and Social Support Mediate the Association between Gratitude and Health Outcomes
MICAHA PRAIRIE CHICKEN, LEXUS HODGMAN, FAWN HALL, EMILY NELSON, JESSICA TESLOW AND NATHAN DEICHERT
Black Hills State University
This study examined potential pathways through which gratitude influenced self-reported psychological and physical health. Approach coping and social support, but not positive affect, emerged as mediators of this relationship. These findings suggest gratitude does have positive effects on health and that these effects are likely indirect.

25
Positive Emotion as a Stress Buffer: Physical and Psychological Reactivity to Life Events is Moderated by Gratitude
FAWN GLASS, LEXUS HODGMAN, MICAHA PRAIRIE CHICKEN, EMILY NELSON, SHANNON STEELE AND NATHAN DEICHERT
Black Hills State University
This study examined whether gratitude reduced the negative reactions associated with stressful life events. Results of our study suggest gratitude did attenuate the relationship between life events and physical symptoms. Furthermore, our results suggest specific components of gratitude, such as abundance, may differentially predict physical symptoms and depressive symptoms.

26
Attention Fatigue after Moderate Cardiovascular Stress
MICHAEL MCGATHY, STEPHEN HESSELBIRG, NOELLE MCCONNELL, ALEXANDRA ABRAHAM AND WINFORD A GORDON
Western Carolina University
Attentional fatigue was measured with both paper and digital forms of the Reversible Figure Test (RFT) with and without moderate cardiovascular stress. Neither the form of the RFT nor the stress condition produced a significant effect but there was a significant interaction between the two.

27
The Effects of Guided Imagery on Salivary Cortisol Levels Related to Students' Test Anxiety
KRISTINA BELL, BRITTNEY DAVILA, SHARON SEARS AND SHERELL BYRD
Fort Lewis College
This study examined the effects of anxiety from test taking using salivary cortisol measurements compared with self-reported anxiety scores. Twenty students in an abnormal psychology class were tested on 3 separate testing days with guided imagery used as the intervention before the third collection.

28
Body Image Considerations for Counselors Following Breast Cancer Treatment
KRISTA D. BRIDGMON, PATRICIA A. LEVY AND SUSAN CALHOUN-STUBER
Colorado State University at Pueblo
Various treatment approaches are used when working with patients diagnosed with breast cancer. Healthcare professionals focus on pain relief and distress associated with treatment. The goal of this research is to investigate body image related side effects women experience following common breast cancer treatment approaches and offer counselors therapeutic suggestions.

RMPA Diversity Council Keynote

Recent Advances in the Study of Culture and Psychology

DAVID MATSUMOTO
San Francisco State University



Friday, 2:10 – 3:10 pm
Ballroom A

Moderator: ANNA ROPP,
Metropolitan State Univ. of Denver

The study of the interaction and relationship between culture and mental processes and behaviors is now well established within psychology, but there is still much to do. In this talk I will highlight some of the major insights this area of study has made to our knowledge of psychological processes and behaviors, drawing not only from my own research but that of others in the field. I will discuss how an understanding of the origins of culture and its possible sources can lead to different perspectives about culture and its relationship to psychology. And I will talk about the importance of context as a crucial mediator of this relationship. Hopefully these topics will provide the audience with a broad perspective about how to think about culture and psychology, both theoretically and empirically.

NOTE: Thanks to Psi Chi for co-sponsoring this event!



Memory and Cognition

Oral Paper Session, Friday, 2:10 – 2:55 pm, Amethyst 2

Moderator: JOHN PUGLIESE, Dixie State University

2:10

Second Language Learning with Paired Associates (PA)
YESENIA ACEVEDO AND CAITLIN MCCONNELL
Metropolitan State University of Denver

Participants were asked to memorize the English translation of 50 Spanish words, ranging in difficulty from common to obscure. They were then given varying levels of feedback to find out which type of feedback works best for learning Spanish vocabulary. Their performance on the PA test of English (L1)/Spanish (L2) was assessed.
Faculty Sponsor: Lesley Hathorn

2:25

The Extension of Survival Processing into Applied Realms
ALEX Z. VIEANE AND BENJAMIN A. CLEGG
Colorado State University

Survival processing was investigated in a real-world context. Scores for survival and non-survival groups on a test of the instructions were compared. Scores did not differ between groups, but the unexpectedly small effect size observed suggests that the survival condition used may not be of sufficient salience.

2:40

Musical Mnemonic Devices and Memory
ALICIA BURTARD

Metropolitan State University of Denver
The present study examined the effect of information set to music and its ability to aid in recall. Previous research suggested music has a positive influence on memory. Participants were asked to listen to recordings, and then recall the information therein. Data approached significance ($p = .076$).
Faculty Sponsor: Linda Lockwood



RMPA Gardner Memorial Lecture

Caretaker and Culture

**SUE SAVAGE-
RUMBAUGH**

Great Ape Trust
Des Moines, Iowa

Friday, 3:20 – 4:20 pm
Ballroom A



Moderator: STEVE BARNEY,
Southern Utah University

Attempts to address the concept of human uniqueness as contrasted with ape intelligence through the lens of language, tool use and art – while overlooking basic differences in rearing methods – have delivered a misleading perspective of humanness. This method has also led to an incorrect view of the nature and driving force of change across time. Finally this approach, based on a male-centric world view, has led to a misperception of the role of caretaking in all species, but most poignantly in humans. It is important to begin now to acknowledge that change across time – which we have called evolution – is heavily influenced by epigenetic variables. These culturally driven changes predispose each ensuing generation to arrive adapted in significant ways to the lifestyle of the previous generation. As humanity comes to recognize this, a true understanding of how complex behavior is molded will arise. To reach this point will require the intellectual rigor and reflection offered by the experimental analysis of behavior and the common process based studies of comparative psychology. It will also require the development of paradigms which acknowledge that natural behavior never precisely replicates itself, that the world of behavioral interaction is quantum based, and that conscious intent is the open door into that which have viewed as specifically human – and it is a path that other species can also come to walk.

Social-Cultural

Oral Paper Session, Friday, 3:20 – 4:20 pm, Amethyst 2

Moderator: GARRETT STROSSER, Southern Utah University

3:20

Self-Esteem in Individualists and Collectivists

TAYLOR MILLER AND MAGGIE COOK

University of Nebraska at Kearney

Previous research has not looked at a relationship between individualism-collectivism and self-esteem. Participants completed demographic and self-esteem questionnaires and the Singelis Self-Construct Scale to determine if they were individualist or collectivist. Correlations suggest that individualists had higher overall self-esteem, while individualists had lower self-esteem.

Faculty Sponsor: Richard L. Miller

3:35

Investigating Tattooed Individuals' Need for Uniqueness

ALISON M. KASNEY

Metropolitan State University of Denver

Sixty-seven students completed scales measuring their need for uniqueness and reasons for obtaining tattoos. Tattooed participants had a higher need for uniqueness than non-tattooed participants. After being presented with statistics regarding the rapid increase of tattoos, need for uniqueness increased.

Faculty Sponsor: Lesley Hathorn

3:50

Separating the Symbols from the Ideologies in Order to Deconstruct

Islamophobia

LUCAS HANNA

University of Northern Colorado

The working definition of "Islamophobia" was investigated and better defined. This study used a semantic differential method in three differing survey trials to attempt to separate the ideologies of Islam from the symbols of Islam. With the ideologies and symbols apart, the term "Islamophobia" was easier to deconstruct.

Faculty Sponsor: Mel Moore

4:05

The Impact of Cultural Norms and Legal Policies on Intergroup Contact

PAUL OLIVER AND ANNA ROPP

Metropolitan State University of Denver

Institutional and societal influences can dictate how we feel and behave towards outgroups (Bigler & Liben, 2007). These influences impose socially constructed barriers that potentially impede the advancement of positive intergroup relations. This review outlines the differences in promoting intergroup contact at the individual and group level.

RMPA WORKSHOP

Integration and Awareness of Complementary and Alternative Medicines with Psychotherapy

Friday, 3:20 – 4:20 pm

Olympus A

Presenters:

KENDAL CASSIDY, ANASTASIA BACCA, PHILLIP BIRK,
KRISTIE A. MORALES AND TRAVIS HEATH
Metropolitan State University of Denver

The workshop intends to foster an awareness of factors contributing to complementary and alternative medicine and why knowledge and integration may be important in the field of psychology. During the workshop, interactive exercises will be presented to expose the audience to a few complementary and alternative therapies.



Psi Chi Award Winners

Oral Paper Session, Friday, 4:00 – 5:30 pm, Amethyst 1

Moderators: RONA MCCALL, Regis University and AARON RICHMOND, Metropolitan State University of Denver

4:00

Proximal Responsivity Empathy Positively Predicts Willingness to Hire the Homeless and Unemployed
ERIC KLEIN, ANASTASIA BACCA, HEATHER JONES, KELLY MCCARTY AND CHANTAL GOULD
Metropolitan State University of Denver

The effect that strongly negative attitudes toward the homeless (NAH) had on participants' willingness to hire homeless vs. unemployed job applicants was examined, along with empathy as mitigation to those effects. NAH participants evaluated both applicants less favorably than non-NAH participants. Proximal Responsivity Empathy predicted favorable applicant evaluations.

Faculty Sponsor: Lisa Badanes

4:15

The Effects of Cultural Orientation on Personal Moral Decision Making in In-group/Out-group Competitions
APRIL GUTHRIE

University of Nebraska at Kearney
The effects of cultural orientation on moral decision making in in-group/out-group competitions was examined. One hundred participants completed the Children's Individualism/Collectivism scale and played darts in in-group/out-group and individual/group competitions. The results showed no effect of cultural orientation, although both groups were more likely to cheat in an out-group situation.

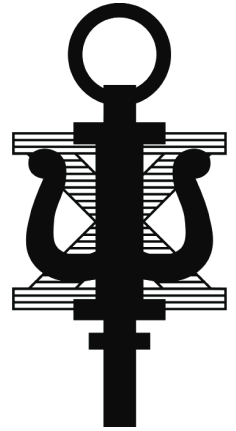
Faculty Sponsor: Richard L. Miller

4:30

Trust, Violence, and Cyberspace: Examining Traditional and Cyberbullies
ZACHARY A. LOMUTO, CHERYL E. SANDERS AND CHRISLYN E. RANDELL

Metropolitan State University of Denver

This study examined the relationship between traditional bullying, cyberbullying, victimization, peer and parental attachment, and normative beliefs about aggression. Two-hundred ninety-nine undergraduates completed questionnaires assessing bullying behavior, victimization, parental and peer attachment, and tolerance of aggression. Significant relationships between traditional bullying, cyberbullying, and victimization will be discussed.



Psi Chi Award Winners (cont.)

4:45

The Relationship between Marijuana Use, Personality Traits, and Academic Performance in College Students
SCOTT SCHMALTZ, DANIEL VIGIL, ALISHA WOLFRUM AND AMANDA HAYES

University of Northern Colorado

Marijuana is the most commonly used drug in the U.S. More research is needed to understand how marijuana relates to individual and situational factors in a college setting. We report on the relationships between personality traits and marijuana use as well as its association to academic performance and motivation.

Faculty Sponsor: Michael Phillips

5:00

Bullying, Eating Disturbances and Body Dissatisfaction: What Are the Long-Term Effects?

KATHERINE M. MILLER, KRISTINA SANDERS, PEJMON POURRIAH, CHERYL E. SANDERS AND CHRISLYN E. RANDELL

Metropolitan State University of Denver

How does bullying play a role in striving to be thin? The effects of bullying behavior on eating disturbances and body dissatisfaction were examined in this study. One hundred and eighteen undergraduates completed questionnaires to assess these behaviors and the significant relationships between these variables will be discussed.

5:15

The Effects of Law and Order on Perceptions of Police Interrogations
BREANNA CARMAN, STACEY JOHNSON AND BRANDI HILL

University of Nebraska at Kearney

We examined whether the TV show, Law and Order, influenced participants' ratings of confession voluntariness for different police interrogation techniques. A MANOVA indicated Law and Order influenced viewers' perceptions. Compared to non-viewers, viewers rated the isolating suspects as leading to less voluntary confessions and presenting false evidence as leading to more voluntary confessions.

Faculty Sponsor: Krista Forrest

Psi Chi Award Winners will receive their awards during the Psi Chi awards reception and raffle drawing (6 pm in Amethyst 1)!



Social-Community

Oral Paper Session, Friday, 4:30 – 5:30 pm, Amethyst 2

Moderator: COURTNEY ROCHELEAU, Metropolitan State Univ. of Denver

4:30

Effective Strategies for Reducing Prejudice
HEATHER HAMILTON AND ANNA ROPP

Metropolitan State University of Denver

New work in prejudice reduction continues to deepen and expand our understanding of mechanisms that make contact with diverse groups an effective strategy for combatting prejudice. This review will discuss ways to reduce prejudice toward outgroup members.

4:45

The Effect of In-group and Out-group Bias on Attitudes toward the Homeless

SARAH E. ZWETZIG AND CHRISTY JERSIN

Colorado Mesa University

The interaction of high/low empathy and in-group/out-group bias was examined to determine the effect on attitudes toward homelessness. Participants were randomly assigned to read vignettes that varied levels of empathy and in-group/out-group status. Results suggest that in-group status and empathy independently interact to produce positive attitudes.

Faculty Sponsor: Susan Becker

5:00

A Longitudinal Analysis of Homelessness among Young Adults: A Continuum of Housing Instability

MATTHEW PRANTE

Utah State University

This study assessed the validity of some risk markers for young homeless adults (18-24). We examined how these risk markers interacted with age and explored how they fluctuated with changes in housing stability with the goal of showing homelessness as being a continuous process vs. a discrete state.

Faculty Sponsor: Jamison Fargo

5:15

The Effects of Recruiter Demographics on Applicant Appraisal and Hiring Rates

ANASTASIA M. BACCA, JUSTIN T. HALL, CHARLES B. WALTERS AND CHANTAL GOULD

Metropolitan State University of Denver

The effects of employee recruiter demographic variables on hiring rates were examined. Participants were asked to review and rate two job applicants and complete personality and demographic measures. Persons of low socioeconomic status were more likely to hire regardless of applicant sex or qualifications.

Faculty Sponsor: Lisa Badanes

RMPA Past Presidents' Address

Weaving Yarns Into Good Psychological Science Education

**RICHARD L. MILLER &
WILLIAM J. WOZNIAK**



**University of Nebraska
Kearney**

Friday, 4:30 – 5:30 pm

Ballroom A

Moderator: STEVE BARNEY, Southern Utah University

Stories are the building blocks of human memory. However, case studies, anecdotes, testimonials, and other stories are often seen as the bane of strong science. Is the use of stories in the teaching of psychological science undermining the message that only well-designed research is the best path toward the truth? Can stories assist the learning of psychological science? We agree with E. O. Wilson who stated that hypothesis testing is the story of the development of an idea, guided by the data. We will present ways in which various types of stories, e.g., mystery, romance, biography, drama, etc., can illuminate research concepts, supplement lectures, and motivate novice researchers. We plan to provide examples of good story-tellers, like Elliot Aronson, E. O. Wilson, and Benton J. Underwood, and how their techniques influenced students. We will also discuss ways to overcome the reluctance of scientists and science teachers to use stories as a pedagogical device.

Clinical 2

Oral Paper Session, Friday, 4:30 – 5:30 pm, Olympus A

Moderator: RONA MCCALL, Regis University

4:30

Caregivers' Perspectives on Clinical Decision-Making for the Treatment of Children

ALBERTO VARELA¹ AND BRIAN ALLEN²

¹University of Utah, ²Primary Children's Hospital: Center for Safe and Healthy Families

Clinical Decision-Making (CDM) is the process mental health providers undergo in attaining a treatment recommendation, though rarely considered is the perspective of caregivers. The purpose of our study was to examine differences in caregivers' ratings of CDM methods. Results indicated that a research-based approach to CDM was preferred among caregivers.

4:45

Innovative Avenues for Doctoral-Level Training in Primary Care Settings

KERRY PROUT, CASSIE DANCE, ELLEN BLUETT AND SCOTT DEBERARD

Utah State University

We reviewed strategies for the training of doctoral-level student therapists in an integrated behavioral health model across a variety of medical settings (e.g., primary care, cancer treatment, pain clinic, etc). Thirty-five doctoral-level students have seen clients at integrated primary care placements in the previous 10 years.

5:00

Estimating Premature Termination Rates in Child and Adolescent Community-based Mental Health Services

ADAM D. GARLAND, THANE CHRISTENSEN AND JARED S. WARREN

Brigham Young University

Estimates of Premature Termination (PT) rates were obtained using a sample of 3,689 child and adolescent clients from a community mental health organization. PT rates were compared using various methods including reliable symptom improvement. PT rates were 52% for reliable symptom improvement and 32% for another classical method.

5:15

Measuring the In-session Impacts of Therapist Interventions in Interpersonal Reconstructive Therapy (IRT)

KENNETH L. CRITCHFIELD AND KAREN L. STOVALL

University of Utah

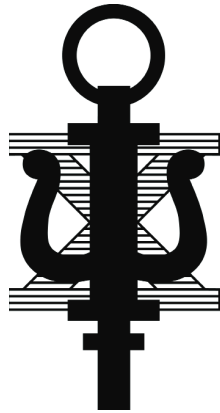
A method for measuring in-session impacts of long-term IRT was tested among patients having comorbid disorders and strong suicidality. Adherent therapist's sessions were reliably identified as having more adaptive (versus maladaptive) patient content. The resulting profiles allow future focus on critical change moments in IRT sessions.

Psi Chi Award Reception & Raffle Drawing

Friday, 6:00 – 7:00 pm

Amethyst 1

Hosts:
SUSAN E. BECKER & DANETTE
STARK, Colorado Mesa University
MARTHA ZLOKOVICH & BETSY
MORGAN, Psi Chi International
Executive Director



All students are welcome to come congratulate the award winners. Come in person to see if you win something special from Psi Chi!



You are cordially invited


to attend the

WORTH PUBLISHERS

Reception at the

**Rocky Mountain
Psychological Association Convention**

Friday, April 25, 6:00 to 7:30 pm
Salt Lake City Downtown Marriott, Olympus B.



RMPA would like to thank Worth Publishers for their continued support!

Top Ten Things to Do in SLC on Friday Night

10. Help CSI-Salt Lake investigate the recent string of cow tippings.

9. Head up to the luge track in Park City, and reminisce about a real 'merican Olympics.

8. Celebrate the recent Olympics--Russian style--with the troops heading to occupy Park City.



7. Watch President "Lefty" Barney as he reenacts the lead role in the movie 127 hours.

6. Walk to Nebraska to collect your million-dollars.

5. Join Drs. Bushman and Beck for a night of video games and scaring the hell out of toddlers.

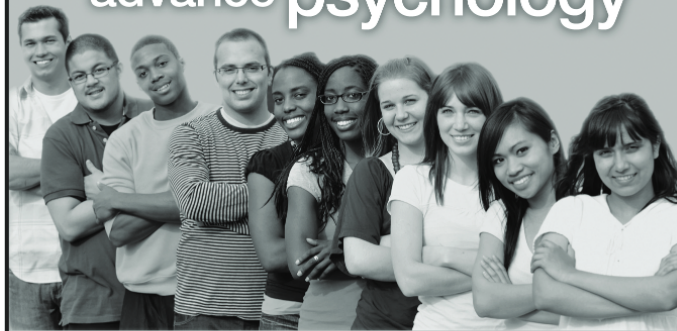
4. Celebrate their Super Bowl victory with Seattle Seahawk fans.

3. Celebrate with Denver Bronco fans about ... their... record-setting season.

2. Call a session of the RMPA humor squad and discuss why none of the major speakers have anything we can easily poke fun at.

1. Join former members of Governor Christie's staff in closing several lanes on the highway to Ogden, just for grins.

building
relationships that
advance psychology



PSI CHI is...

- the largest psychological organization in the world with more than **600,000 members** inducted since its founding in 1929.
- comprised of a network of chapters that extends to **over 1,100 colleges and universities**.
- for undergraduates, **first-time membership for graduate students**, and full-time psychology faculty who have earned a doctorate.
- **committed to leadership** by offering programming at all regional conventions.
- **an international organization** broadening its mission to embrace faculty and students regardless of geography.
- developing relationships with minority leaders and organizations to reflect the **rich diversity of people and perspectives** in psychology.
- an advocate for research by **awarding over \$300,000** in awards and grants to its members and offering **opportunities to publish** in the *Psi Chi Journal*.
- a **lifetime membership** with a onetime joining fee.



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PSI CHI
THE INTERNATIONAL HONOR SOCIETY IN
PSYCHOLOGY

SATURDAY ACTIVITIES

Psi Chi Faculty Coffee Break

Am I Doing It Right?
Faculty Advisor Discussion with
Psi Chi's Executive Director

Saturday, 8:00 – 9:00 am
Amethyst 1



Hosts:
SUSAN E. BECKER &
DANETTE STARK, Colorado
Mesa University

Presenter:
MARTHA ZLOKOVICH,
Psi Chi International Executive Director

Whether you are a new Psi Chi chapter advisor or have served for years, Psi Chi wants to support you! Executive Director Martha Zlokovich will hold an informal discussion to provide information about best practices in chapter management and making the most of the new website's options. She will also answer any advisor questions. Faculty advisors and co-advisors and interested faculty members welcome.



Oral Paper Session, Saturday, 8:00 – 9:00 am, Olympus A

Moderator: JEFF ELISON, Adams State University

8:00

The Influence of Grandparenthood on Moral Decision Making

BREANNA CARMAN

University of Nebraska at Kearney

Participants completed an online questionnaire involving eight moral dilemmas with care- and justice-based response options. Grandfathers had a significantly higher care orientation than non-grandfathers.

Grandmothers and non-grandmothers did not differ in their care or justice orientations.

Faculty Sponsor: Richard L. Miller

8:15

Celebrity Interest

DIANA L. COHEN

Metropolitan State University of Denver

Reasons for average (i.e., not clinical) populations showing interest in the personal lives of celebrities have been under-examined in research. The present study found significant correlations between knowledge of and attitudes toward celebrities among students. Fascination with celebrities was associated with voyeurism.

Faculty Sponsor: Lesley Hathorn

8:30

Mediating Religious Fundamentalism and its Effect on Attitudes about Sex and Sexuality

KRISTINE OLSON, LACEE PLAYER, LAHEL MANNING, STEPHANIE LIKOS AND KARA ANDERSON

Dixie State University

The current study examined sex-related guilt, religious fundamentalism (RF), attitudes towards homosexuals, pornography and sex toys among a sample of 349 college students. Sex-related guilt fully mediated the relationship between RF and porn/sex toy use, and partially mediated the relationship between RF and attitudes towards homosexuals.

8:45

The Effects of Dress on Emotional State and Performance

ERIN GOTSCHELL

University of Nebraska at Kearney

The effects of dress on emotional state and self-perceived performance were examined. Thirty participants gave speeches in front of students dressed similar or dissimilar to them. Participants rated their emotional states before the speech and performance after. Individuals dressed similar to others were less stressed than those dressed dissimilar.

Faculty Sponsor: Richard L. Miller

Developmental

Oral Paper Session, Saturday, 8:00 – 9:00 am, Olympus B

Moderator: BETHANY K.B. FLECK, Metropolitan State University of Denver

8:00

Effectiveness of a Parent Health Report Intervention to Increase Physical Activity among Preschoolers and Kindergarteners

CHAD D. JENSEN, SANITA L. HUNSAKER, TORI R. VAN DYK, TIMOTHY D. NELSON, MICHAEL L. SANDRIDGE AND BRUCE W. BAILEY

Brigham Young University

The efficacy of a brief parent report intervention for increasing preschoolers' physical activity participation was examined. Parents received a report of their child's average daily physical activity and brief recommendations for increasing physical activity participation. Participation in moderate physical activity increased by 5.12 minutes per day on average.

8:15

Reducing Bullying: A Comparison of Asian and Pacific American Perspectives

KAREN KWAN, MICHAEL WESTBROOK, STEVEN BARTON, JENNIFER KRAFFT AND HANNAH WRIGHT

Salt Lake Community College

Asian American youths were more likely to report that bullying occurred in school, was racially motivated and violent than any other ethnic group. But data was not disaggregated between Asians and Pacific Islanders. This study compares bullying incidence and type and allowed teenagers to evaluate and offer suggestions for interventions.



8:30

Children and Adults' Detection of Fear-relevant Stimuli: A Replication Study

KELLYLYNN ZUNI, MEGAN TAPIA, TYLAR MARTINEZ, R. NATHAN PIPITONE AND LESLIE CRAMBLET ALVAREZ

Adams State University

This Reproducibility Project study replicates Detecting the snake in the grass, by LoBue and DeLoach (2008). Children and parents were asked to detect fear-relevant or fear-irrelevant stimuli. Preliminary reaction time results demonstrate that children, like adults, find fear-relevant stimuli more quickly, trending toward confirmation of the original study.

Developmental oral session (cont.)

8:45

Deviant Peers, Effortful Control and Internalizing Problems: Findings from an Early Adolescent Sample

RACHEL B. DYSON, MARIA M. WONG AND GAIL C. ROBERTSON
Idaho State University

We assessed the relationship between deviant peers and adolescent internalizing problems and examined whether effortful control was a significant mediator. Results indicated that deviant peer interactions predicted internalizing problems and effortful control mediated this relationship. Intervention programs for deviant behaviors could benefit from addressing issues of peer interactions and self-regulation.

Psychopharmacology

Oral Paper Session, Saturday, 8:30 – 9:00 am, Amethyst 2

Moderator: WINFORD A. GORDON, Western Carolina University

8:30

Recognizing Overdose, Knowing When to Call 911: Attitude change in Middle School, High School, and University students

SELINA KEIPERT, COURTNEY DOWNS, JORDAN CAULK, DANIELA SANTOS, BRADLEY TRAGER AND ROBERT RIEDEL

Lynn University

Drug overdose has become one of the leading causes of death among adolescents. The Narcotics Overdose Prevention Education (NOPE) is an intervention that teaches students about the dangers of abusing prescription medication, as well as symptoms of an overdose. This study presents findings related to how students' attitudes change after attending the intervention.



8:45

Narcotics Overdose Prevention and Education (NOPE) Task Force

SELINA KEIPERT, DANIELA SANTOS, BRADLEY TRAGER, DEBRA AINBINDER AND ROBERT RIEDEL

Lynn University

This study examined knowledge of and attitudes toward NOPE in middle school, high school, and university settings. This evaluation was based on three main messages: make the call, don't mix drugs, and one time can kill. Results indicated that the experimental groups showed a significant positive shift in attitudes compared to the control groups.

90 **BELL/LOOMIS ENVIRONMENTAL
PSYCHOLOGY SYMPOSIUM 2014**

Saturday, 10:20 – 11:20 am Amethyst 2

MODERATOR: BRITTON MACE, Southern Utah University

Benefits of Outdoor Recreation: An Analysis of the Attributes of the Setting

BRIAN PARRY, SABRINA NELSON, COURTNEY CARVER AND CAROLYN DEAN

Colorado Mesa University

Americans, especially those residing in the mountain west, love to recreate in the outdoors. Through a fractional factorial design containing digitally manipulated photos, results from over 900 outdoor recreationists revealed what aspects of the recreation setting are most influential in yielding a satisfactory experience.

The Effect of Changing Social Norms on Conformity Behavior

CHAD R. MORTENSEN¹, ROBERT B. CIALDINI², CHRISTINE M. JAEGER¹, RYAN P. JACOBSON³, ANASTASIA BACCA¹, DYLAN GHAFFARI¹, CHELSEA HESTER¹ AND CHRISTINE FURMAN¹

¹Metropolitan State University of Denver, ²Arizona State University, and ³University of New Mexico

Social norms affect behavior, but not yet properly researched is the effect of changes in norms. Participants were exposed to messages only stating that most students conserve water, or additionally stating that this number is increasing. A behavioral measure revealed that those exposed to the changing norm used significantly less water.

The Price of a Life: Responding to Information about the Mexican Cartel Violence

GARRETT STROSSER, JOEL CARDENAS, ALEX VITTUM-JONES, RYAN CARDENAS AND LAUREL JEFFERIES

Southern Utah University

In a set of studies, participants were provided with information regarding Mexican cartel violence to increase awareness and to identify individual differences in moral values. When paying to save a life, Americans received higher dollar values than Mexicans, and moral values played a role in engagement with the issue.

Self-Efficacy And Depression As Predictors of Resiliency In Fire Survivors

AUSTIN SEELEY AND NANCY KARLIN

University of Northern Colorado

The purpose of this study is to ask if age, social support, self-efficacy and depression are predictors of resilience. The participants for this study included 42 individuals dramatically impacted by Colorado wildfires in 2012. Self-efficacy and depression being significant predictors of resiliency accounted for 62.9% of the variance in the model.

91 **Psi Chi Symposium**

**Evaluating Best Practices in
Student Engagement in the
UCD Psychology Department**

Saturday, 10:20 – 11:20 am Amethyst 1

Presenters:

JOAN BIHUN, KATIE COCHRAN, CHELSEA HONEA, MICHELLE KLEIN, LISA PRINGLE, DIANA RIVAS, MAX SALAZAR, JENNY SHLEYFER, AND KRISTEN WHEELER

University of Colorado –Denver

Our Psi Chi chapter is running a seminar investigating best practices in student engagement. Research areas of interest include: student response systems and peer tutoring and reviewing, for example. Psi Chi students are thus involved in the science of teaching and learning. The project will culminate in a student-driven program evaluation addressing how student engagement affects student learning, interest and retention.

**RMPA EARLY
CAREER
AWARD WINNERS**



- 2003 William Douglas Woody, Univ. of Northern CO
- 2004 Britton Mace, Southern Utah University
- 2005 Michelle A. Butler, US Air Force Academy
- 2006 Carla Reyes, University of Utah
- 2007 Krista Forrest, Univ. of Nebraska at Kearney
- 2008 Cheryl E. Sanders, Metro State College Denver
- 2009 Jeff Elison, Southern Utah University
- 2010 Aaron S. Richmond, Metro State College
- 2011 Layton Seth Curl, Metro State College of Denver
- 2012 no award given
- 2013 Grant Corser, Southern Utah University
- 2014 To be announced at closing session

Psi Chi Symposium

On Becoming a PRO: How a PROficient PROcrastinator achieves PROductivity

Saturday, 1:00 – 2:00 pm Amethyst 1

Presenters:

RONA MCCALL and REBECCA BETJEMANN
Regis University

Living in a world of distractions, we are all tempted to put things off until later. For students this can mean school work and graduate school applications, which in turn, just leads to added stress and anxiety. When it comes to procrastination, this session will address how to claim it, own it, and manage it, in addition to suggesting that a dose of procrastination might not be such a bad thing.

RMPA Mentor Awards

A few years ago, RMPA started recognizing outstanding mentors. The Call for Nominations is in the fall newsletter every year. Why not nominate your mentor?

2011 Paul A. Bell, Colorado State University

2012 Steve Barney, Southern Utah University

2013 Roxanne Sullivan, Bellevue University

2014 ??? To be announced at the business meeting



Military

Oral Paper Session, Saturday, 1:00 – 2:00 pm, Amethyst 2

Moderator: KRISTA BRIDGMON, Colorado State University-Pueblo

1:00

Clinical Utility of Respondent Attribute Profiles in Cognitive Diagnosis Models

LEEZA STRUWE

University of Nebraska - Lincoln

Log-linear diagnostic classification models use rule-space methodology to give a probabilistic attribute profile for each respondent. This model combined with the Posttraumatic stress disorder checklist - military, give a framework that allow clinicians to make further treatment decisions and recommendations based on eight unique attribute profiles found in posttraumatic stress disorder.

Faculty Sponsor: James Bovaird

1:15

Suicide Attempts before Joining the Military Increase Risk for Suicide Attempts and Severity of Suicidal Ideation among Military Personnel

CRAIG J. BRYAN^{1,2}, ANNABELLE O. BRYAN^{1,2}, BOBBIE RAY-SANNERUD³, NEYSA ETIENNE³ AND CHAD E. MORROW³

¹National Center For Veterans Studies, ²Univ. Of Utah, ³U.S. Air Force

The current study examined the relationship between suicidal thoughts and behaviors experienced by military personnel and veterans prior to joining the military and during military service. Military personnel who attempt suicide prior to joining the military are at increased risk for suicide attempts and experience more intense suicidal ideation.

1:30

Improving the Detection and Prediction of Suicidal Behavior among Military Personnel by Measuring Suicidal Beliefs

CRAIG J. BRYAN^{1,2}, M. DAVID RUDD^{1,3}, NEYSA ETIENNE⁴, BOBBIE RAY-SANNERUD¹, AND CHAD E. MORROW⁵

¹National Center for Veterans Studies, ²Univ. of Utah, ³The University of Memphis, ⁴Maxwell Air Force Base, ⁵Hurlburt Air Force Base

The ability of the Suicide Cognitions Scale (SCS) to predict suicidal ideation and suicide attempts among military personnel relative to other well-established measures of suicide risk was examined. Results indicate the SCS predicts future suicide attempts better than other risk factors.

1:45

Increased Risk for Suicidal Thoughts and Behaviors among Male Survivors of Military Sexual Trauma

CRAIG J. BRYAN^{1,2}, ANNABELLE O. BRYAN^{1,2} AND TRACY A. CLEMANS³

¹National Center for Veterans Studies, ²Univ. of Utah, ³Salt Lake Community College

Military sexual trauma (MST) is a strong predictor of psychiatric disorders but less is known about the relationship of MST with self-injurious thoughts and behaviors (SITB). Results of the current study indicate MST is associated with increased risk for SITB among male but not female military personnel and veterans.

RMPA Award Finalists 1

Oral Paper Session, Saturday, 1:00 – 2:00 pm, Olympus A and B

Moderator: ROXANNE SULLIVAN, Bellevue University

1:00

The Effect of Priming and Attitudes of Women in Power
ALEX LINDERMAN, KIMBERLY BENSON, SETH ALLRED, CHELSEA
COLLINS AND MCCABE PETERSON
Southern Utah University

A common belief in American culture is that people tend to have a more negative view of women in power. The purpose of our research is to discover if the use of priming can have an effect on the way participants view women in power.

Faculty Sponsor: Grant Corser



1:15

Group-based Predictor Variables of Empathy and Social Dominance Orientation
HEATHER JONES, SARAH LIEBERENZ, MORGAN MELTON, TARA
HEGG, ANASTACIA ZAVILLA, LAURA ASH AND KELLY MCCARTY
Metropolitan State University of Denver

Correlations between demographic variables, Social Dominance Orientation (SDO) and empathy were examined. Forty-four students were given SDO, empathy, and demographic measures. Results: SDO and empathy were negatively correlated, and there were group-based differences in results based on ethnicity, socioeconomic status, and religiosity.

Faculty Sponsor: Lisa Badanes

1:30

What Makes Multicultural Teams Effective? A Study of Trust, Goals, Language, and Values

B. A. BLAIR, BRET LEVINE, MAREN DOLLWET AND LIINA EDUN
Claremont Graduate University

This study explored 4 theoretically derived factors that contribute to multicultural team effectiveness: trust, clear and specific goals, shared language, and shared values. Participants who were members of actual multicultural teams responded to a survey regarding their team experience. Team goals and trust were positively related to multicultural team effectiveness.

Faculty Sponsor: Jason Siegel

1:45

He Confessed but Did He Do It? Mediators of the Influence of a Confession

SKYE A. WOESTEHOFF

University of Texas at El Paso

Two experiments assessed participants' beliefs about a confessor's guilt when testimony from an expert or the defense was manipulated. Higher pressure interrogations led to lower likelihood of commission estimates by influencing perception of the interrogation. Expert and defense testimony was mediated by false confession knowledge and perception of the interrogation.

Faculty Sponsor: Christian Meissner

RMPA Award Finalists 2

Oral Paper Session, Saturday, 2:10 – 3:10 pm, Olympus A and B

Moderator: ROXANNE SULLIVAN, Bellevue University

2:10

The Influence of Personality on Likelihood of Rumor Mongering and Rumor Transmission in College Students and Working Participants
MEGAN KRUEGER AND ALLISON CLAAR

University of Nebraska at Kearney

This research examines reasons for rumor mongering. Significant differences were found for correlations between personality scores and rumor mongering. There was no significance for gender or participant type, although there was an interaction. Finally, men are more likely to tell significant others, while women tell parents and other family members.

Faculty Sponsor: Richard L. Miller

2:25

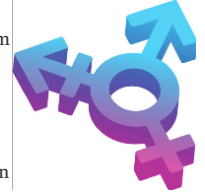
Language Effects on Anti-Transgender Prejudice

ANDREA J. WUCHERPFENNIG

Metropolitan State University of Denver

The research examined effects of linguistic form (noun, adjective) group label ("transgender," "transsexual"), sex, and right-wing authoritarianism (RWA) on anti-transgender prejudice. Higher anti-transgender prejudice was reported for participants who were given the term "transgender" compared to those given the term "transsexual," males, and high RWA participants.

Faculty Sponsor: Robert Schatz



RMPA Award Finalists 2 (cont.)

2:40

Effects of Distraction Training and Ability to Choose on the Amount of Time Preschoolers Can Delay Gratification

MEGAN D. PFEIFFER

College of Mount Saint Joseph

To assess their ability to delay gratification, 38 preschoolers were taught distraction techniques and given a choice of prize. The preschoolers participated in 5 minutes of distraction training followed by 10 minutes of delaying gratification where half of the participants received a choice. A significant main effect of choice was observed.

Faculty Sponsor: Timothy J. Lawson

2:55

How Do I Love Me? Body Image Dissatisfaction and Self-Compassion in College Students

KATHERINE M. MILLER

Metropolitan State University of Denver

Self-compassion is emerging in the literature of healthy self-conceptualization, functioning as an adaptive way of relating to the self when considering personal inadequacies or difficult life circumstances (Neff, 2003). This study explored the relationship between self-compassion and body image dissatisfaction in undergraduates. The results yielded significant findings and will be discussed.

Faculty Sponsor: Linda Lockwood

Psi Chi Symposium

How to Thrive, Not Just Survive as a Graduate Student

Saturday, 2:10 – 3:10 pm Amethyst 1

AARON RICHMOND, Metropolitan State Univ. of Denver

Even though getting in to graduate school is a daunting task and a major hurdle, some of the first decisions you will make (e.g., who to work with, dissertation/thesis topic, and dissertation/thesis committee) immensely affect your success as a student and a scholar. In this symposium I will discuss how to approach common and important graduate school decisions to best optimize your experience and chance to succeed.

RMPA Presidential Address

Making the World a Better Place, One Abnormal Psychology Class at a Time



STEVE BARNEY Southern Utah University

Saturday, 2:10 – 3:10 pm

Ballroom A

Moderator: WAYNE WEITEN, University of Nevada, Las Vegas

In recent years, tragedies perpetrated by people with severe and chronic mental illnesses seem to be occurring more frequently. Media coverage of shootings at Columbine High School; Virginia Tech; Tucson, Arizona; the Aurora, Colorado movie theater; Sandy Hook Elementary; and the Washington Navy Yard have thrust the problem firmly into the national spotlight. Political and powerful association leaders have publicly referred to individuals who commit such atrocities as “monsters” and “lunatics” and have called for their removal from society. There are discussions about reversing deinstitutionalization and detaining those who may become dangerous before they commit such egregious crimes. There are also petitions to maintain a national database of those with mental illnesses without any clear articulation about how such a database might be used. While tragic instances involving people with mental illnesses are statistically rare, because of these horrific instances, people sometimes, understandably, develop generalized fears and apprehensions against this population as a whole. These fears and negative stigmas about those who have mental illnesses have always been problematic and may be getting worse. As a profession, psychology is in a unique position to draw from research and theoretical models to help facilitate more effective and impactful interventions and strategies designed to reduce stigma and stereotypes against those who have mental illnesses. In my talk, I plan to review efforts in this regard.

Diversity, I/O, Law, Education Posters

Poster Session, Saturday, 2:10 – 3:10 pm, Ballrooms B and C

1

Person-Environment Fit: Mediating Personal Faith and the Workplace
KRISTINE J. OLSON¹, ANN H. HUFFMAN², KRISTEN M. WATROUS-RODRIGUEZ², MATISON SNOW¹ AND BROOKE BUDGE¹

¹Dixie State University, ²Lone Star College

With a sample of n=187 employees, we examined how employees who integrate faith into their job have a greater fit in the work environment, increased work engagement, job commitment, and organizational citizenship behaviors. The results of this study provide evidence that person-environment fit mediates the relationship between using faith at work and job-related outcomes.

2

Assisting Higher Education through Fraternity and Sorority Life Culture Change

WILLIAM FITZSIMONS

Colorado State University

Culture change presents a challenge in any organization. When this concept was applied to a Greek Life setting, we hope the results will bring a positive change to Colorado State University Greek Life culture and productivity.

Faculty Sponsor: Zinta Byrne

3

A Cross-Cultural Look at Employee Engagement: A Look into Hofstede's Four Dimensions and their Implications

CARMEL ALPHA AND JAMES WESTON

Colorado State University

We assess differences in employee engagement and whether those differences can be explained by cultural norms as defined by Hofstede (1980; i.e. power distance, uncertainty avoidance, individualism, and masculinity). The United States, Asian countries, and Middle Eastern countries were used to develop culture clusters for comparing scores on employee engagement.

Faculty Sponsor: Zinta Byrne

4

Determining Personality Correlates of Employee Engagement

XUAN ZHENG AND JACKIE BENSON

Colorado State University

We propose that need for achievement and extraversion are positively related to employee engagement. We also propose that those with conscientious personalities are more likely to perceive that resources are available than those with low conscientious personalities; thus, high conscientious employees will report higher engagement levels.

Faculty Sponsor: Zinta Byrne

5

Investigating the Construct of Heart-head Propensity and its Relationship to Empathy in Volunteer Burnout

STEPHANIE L. MUELLER, LISA L. SCHERER AND JOSEPH A. ALLEN

University of Nebraska at Omaha

Antecedents of burnout among volunteers (n=361) in non-profit organizations were examined. As predicted, heart-head propensity moderated the effect of empathy on burnout, with heart propensity volunteers experiencing high levels of burnout regardless of empathy. Head propensity volunteers were more likely to experience burnout at lower rather than higher empathy levels.

6

Effects of Promoting and Leadership on Impression Management

KYLAN J. HEINER, GRANT C. CORSER, LYNN H. WHITE AND JOSEPH M. GOODMAN

Southern Utah University and Illinois State University

This study discusses an experiment where opportunities for promotion were used to predict impression management (IM). Participants after taking a personality profile were lead to believe they were well qualified or not suited for leadership promotion. Then they completed an IM scale. Results are discussed from an organizational perspective.

7

Degree Seeking and Education Seeking Students: Determinators of Educational Behaviors

GRANT C. CORSER, CANDACE N. FOWLES, HILARY MONSON AND HAILEY BRINGHURST

Southern Utah University

Participants, after being primed to one of two educational motives (internal vs. external), participated in typical student behaviors associated with studying for a quiz and learning information. Behavioral differences between these primed motives were assessed. Results are discussed and explained using self-determination theory and from social constructivism perspective.

8

Factors That Promote Workforce Readiness among College Students

KEATON ZUCKER AND MARCELLO MARTINEZ

University of Denver

Undergraduates will be administered a survey that measures education, employment experience, expectations, and self-efficacy as they relate to workforce readiness. Researchers hypothesize that students with greater educational support, workforce experience, and self-efficacy will report a greater sense of workforce readiness.

Faculty Sponsor: Patrick Sherry

Diversity, I/O, Law, Educ. Posters (cont.)

9

The Effectiveness of Pedestrian Suicide Prevention and Safety Promotion Interventions in the Public Transit Industry
PATRICK SHERRY AND KEATON ZUCKER
University of Denver

The impact of a comprehensive railway suicide and trespassing prevention initiative was examined. Transit professionals who participated in a suicide awareness and safety training were administered a survey that addressed attitudes, knowledge, and self-efficacy related to suicide prevention. Preliminary results indicated that self-efficacy and knowledge significantly improved following the training.

10

Service-Learning: A Teaching Method to Enhance Multicultural Competence
EVAN STANFORTH, RUTH CHAO, JESSICA MANTIA AND EMMA LYONS
University of Denver

The present study evaluated the effectiveness of service-learning in multicultural training for counselor trainees' and explored trainees' perspectives on service-learning. A mixed-methods approach was utilized by analyzing effectiveness by comparing Multicultural Competence over time while consensual qualitative research was used to explore perspectives. Service-learning showed promise for multicultural training.

11

Employment Status and Locus of Control as a Predictor of the Perception of the Homeless
JUSTIN T. HALL, MORGAN N. MELTON, COREY ENGLE, KELLY B. MCCARTY AND ANASTASIA M. BACCA
Metropolitan State University of Denver



Perceptions and hiring rates of homeless applicants were examined, dependent upon locus of control and various demographics. Forty-four students were administered cover letters, resumes, and personality questionnaires. Participants with high internal locus of control perceived the homeless negatively. Furthermore, participants with high external locus of control hired the

homeless more.

Faculty Sponsor: Lisa Badanes

12

Social Dominance Orientation: Predicting Negative Perceptions and Negative Applicant Ratings of the Homeless
CHARLES B. WALTERS, MORGAN MELTON, COREY ENGLE, ERIC KLEIN, CHANTAL GOULD AND KELLY MCCARTY
Metropolitan State University of Denver

The effects of Social Dominance Orientation on perceptions of the homeless were examined. Forty-four students completed the Social Dominance Orientation scales and rated applicants presented as homeless or unemployed. Preliminary results demonstrated Social Dominance Orientation predicted a more negative rating of both applicants. Updated results will be discussed.

Faculty Sponsor: Lisa Badanes

10

Individual Differences That Affect Intergroup Anxiety
SARAH LIEBERENZ, MATTHEW DAVALT, CHELSEY CHAU AND TARA HEGG
Metropolitan State University of Denver

There are several factors that can influence a person's unwillingness to interact with someone outside of their ingroup, this is known as intergroup anxiety. In order to examine the factors that influence intergroup anxiety, participants were asked to examine their perceptions of the homeless, previous contact with the homeless, socioeconomic status, locus of control, and empathy.

Faculty Sponsor: Lisa Badanes

14

Is Gender Role Related to the Ability to Delay Gratification?
SHANNON HAMPTON, ANNA ROPP AND PAUL OLIVER
Metropolitan State University of Denver

Two studies assessed the relationship between a person's gender role (androgyny, femininity, masculinity) and their ability to defer gratification using a self-report measure) and using Mischel's Delay of Gratification Paradigm with food (Study 1) and with a social reward (Study 2).

15

Student Attitudes about Diversity and Campus Climate, A Preliminary Analysis
ASHLEY M. STAMPS AND BETHANY K.B. FLECK
Metropolitan State University of Denver

The purpose of this study was to assess student attitudes and perceptions of campus climate as well as map attitudes onto the Transtheoretical Model of Behavior Change. Three hundred and thirty six students participated in an online survey. Data indicates that participants are preparing to change their behavior towards diversity. Students' overall attitudes toward diversity and campus climate were positive overall and positively correlated between measures.

Diversity, I/O, Law, Educ. Posters (cont.)

16

Crime and Punishment: Gender in Teacher Sex Offense Cases
EMILY MACKELPRANG AND JUDITH V. BECKER
University of Arizona

This research project studied the effect of perpetrator gender on attitudes toward the commission of a sexual offense. Twenty-six practicing prosecuting attorneys and 139 undergraduates participated. In general, participants viewed the male sexual offender as more deserving of punishment and more damaging to his victim than a female sexual offender.

17

Differential Attitudes towards Sexual Offenders: Does the Victim's Age Matter?

SCOTT HANNEMAN, NADIA AL-TABAA, JORDAN MCDONALD, ARJUN BHALLA AND ROBERT L. DURHAM
University of Colorado Colorado Springs

What are the attitudes towards sexual offenders when looking at the age of the victim? Responses from 210 undergraduate students found that the age of the victim has no significant influence on the attitudes towards sexual offenders. Various other variables are explored in this research as well.

18

Qualitative Analysis of Sex Offender Registry and Notification Laws
ERIKA L. JORDAN
Colorado Mesa University

Eight interviews of criminal justice professionals were used to analyze the sex offender registry and notification laws through social constructionism. The results of this study focus on the negative perception given by the media, the lack of accommodation for a wide range of offenders, and the credibility of the offenders.
Faculty Sponsor: Shanell Sanchez

19

Effects of an Educational Intervention on Ratings of Criminality, Violence, and Trustworthiness Based on Facial Expressions
LAUREN JOHNSON AND MELISSA BIRKETT
Northern Arizona University

The effects of intervention on people's perceptions of others based on facial expressions were examined. Five hundred students completed an online survey where they were randomly assigned to an intervention or an irrelevant reading. While the intervention had no effect on the angry or happy facial expressions, there was an effect on the neutral expression in an undirected way.

20

Factors Related to First Year Student Attrition
CECILIA GARCIA, JESSICA HEIDEN AND ETHAN GOODMAN
Northern Arizona University

The current study investigated resiliency, social problem solving, academic confidence, and social support as influential predictors of university retention. Participants included 280 students. In addition, participants who left the university responded to a survey that assessed individuals' decisions to leave and their future goals.
Faculty Sponsor: Nora Dunbar

21

The Undergraduate Psychology Degree: A Reexamination
PAUL THURSTON, GIOVANNI RIVEROS, SHEA SMART AND JESSICA HILL
Utah Valley University

Despite the information provided by the APA's guidelines for the undergraduate psychology major, we know relatively little about what is going on nationally in the psychology degree. Our study analyzed and compared individual school requirements for graduation from all undergraduate psychology programs to see if these guidelines are being met.

22

Effectiveness of an Employability Program for the Deaf and the Blind: Impact of Communication, Social Integration, and Resilience
AMANDA E. MCKEEVER, MICHELLE A. BUTLER AND ANDREW D. KATAYAMA
U.S. Air Force Academy

We hypothesize that communication, integration, and resilience in the workplace will be improved by students' interaction with role models. Ten deaf/blind students and 11 matched employers from an employability program responded to surveys regarding communication. Preliminary results confirm differences and insufficiencies in communication. Pre/post testing regarding the intervention will be discussed.

23

The Effects of PowerPoint on Student-Teacher Connection
ANNE J. NORTH AND W. JORDAN CHARLES
Brigham Young University - Idaho

To examine how PowerPoint affects the student-teacher relationship, 77 students were assigned to two groups and given a lecture either through PowerPoint or a blackboard. The PowerPoint group rated the teacher as less confident, less enthusiastic, and more closed in his body language than the blackboard group.
Faculty Sponsor: Eric Gee

Diversity, I/O, Law, Educ. Posters (cont.)

24

The Effect of Age on Academic Engagement and Motivation: A Correlation in Post-Secondary Education
CATHERINE KERN AND JOAN T. BIHUN
University of Colorado at Denver

Academic engagement and expectancy value motivation were compared in traditional and non-traditionally aged (over age 25) undergraduates. Three-hundred seventy-three students on an urban campus responded, with exploratory analysis showing significant differences between transfer and non-transfer students.

25

Personality Trait Perception as a Function of Skin Tone in French-Speaking Senegalese People
KISORI THOMAS
University of Colorado Boulder

Forty-two French-speaking Senegalese and English-Speaking Americans rank ordered 6 photos of African or African American women with skin tones ranging from light to dark. Participants rank ordered the photos (1-6) based on who they thought would be the most likely to display personality traits of aggressiveness, generosity, courageousness, greediness, and intelligence in a scenario.
Faculty Sponsor: Alice Healy

26

Meditation, Personality, and Prejudice
PAIGE MARTINEZ
Westminster College

A quasi-experimental pilot study tested differences between students in meditation and non-meditation classes on Implicit Association Test scores and a survey measuring Openness to Experience, Right Wing Authoritarianism, and Social Dominance Orientation. Results suggest that meditation may be associated with a decrease in implicit prejudice, but more research is needed.
Faculty Sponsor: Jennifer Simonds

27

The Impact of Online Cross-Ideological Exposure on Socio-Political Beliefs
NICK MARSING, RACHEL CLARK, JASON MAYLETT, DAKOTA WILSON
AND KLARISSA SHAFFER
Snow College

The effect of online cross-ideological exposure was examined by having participants visit web-sites that were intentionally contrary to their socio-political standing for 3 to 5 weeks. Amount of change in ideology was assessed.

28

Bilinguals and Religiosity
BENJAMIN ESCHLER AND AARON ASHLEY
Weber State University

The effects of language on religiosity were examined in Spanish-English bilinguals. Students were given the Big Five Personality Inventory, the Religious Life Inventory, and the Language Experience and Proficiency Questionnaire in English and Spanish. It is anticipated that bilinguals will exhibit differences in these measures depending on the language used.

Psi Chi Workshop

Celebrating Psi Chi Chapter Successes: A Chapter Exchange

Saturday, 3:20 – 4:00 pm Amethyst 1

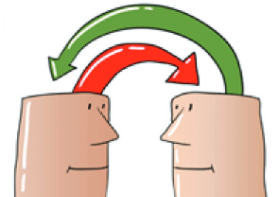
Moderators:

AARON RICHMOND, Metropolitan State Univ. of Denver
JOAN BIHUN, University of Colorado at Denver

Discussants:

HANNAH RAUER, JARED BECKNELL, ALEX HOWARD,
ERIC KLEIN, COREY ENGLE AND PAUL OLIVER
Metropolitan State University of Denver

Come and listen, share, and discuss what your club has been successful at. In this psi chi exchange we will discuss how clubs have successfully recruited members, fundraised, conducted induction ceremonies, invited speakers, research projects, etc. In sharing these success stories, it is our hope that chapter members can go back to their respective institutions with renewed energy and good ideas to implement.



Teaching

Oral Paper Session, Saturday, 3:20 – 4:20 pm, Amethyst 2

Moderator: WINFORD A. GORDON, Western Carolina University

3:20

Tools to Promote Reading Comprehension: Active Reading Questions vs. Powerpoint Lecture Notes

BETHANY K.B. FLECK, HANNAH RAUER, AARON S. RICHMOND AND LISA BECKMAN

Metropolitan State University of Denver

A study was conducted to understand college students' study methods when reading their textbooks as aided by active reading questions (ARQ's) and PowerPoint lecture notes (PPT's). Participants were tested on their knowledge both before and after reading the text. Results indicated that students who were given ARQ's comprehended more than students who were given no aid at all.

3:35

Cultural Competence Shifts in the Undergraduate Classroom: Evaluating Growth in a Multicultural Psychology Course

MELANIE M. DOMENECH RODRIGUEZ

Utah State University

Students enrolled in a Multicultural Psychology course) participated in beginning- and end-of-term evaluations measuring their ethnic identity, multicultural experiences, ethnocultural empathy, beliefs about diversity, and colorblind racial ideation. Of 41 students enrolled, 38 provided complete data. There were statistically significant shifts in the desired direction in all areas.

3:50

Gamification of Introductory Psychology: Using an External Achievement and Currency System to Encourage Deep Learning

JESSE FARNSWORTH, BRANDON HANSEN, SHEA SMART AND

JESSICA C. HILL

Utah Valley University

Our investigation will build on principles used successfully by the makers of World of Warcraft as filtered through a low-tech "game-based overlay" (Yee, 2013) gamification framework into two introductory psychology classrooms at Utah Valley University. Using an external framework of rewards may avoid motivational pitfalls and promote deep learning.

4:05

Audiovisual Scholarship: The Philosophical Roots of Psychology

ROBERT M. DEMSKI

Adams State University

Educational videos were developed which portray the philosophical roots of psychology. Each video is seven to eight minutes long and describes one philosopher. The philosophers are Plato, Aristotle, Augustine, Aquinas, Bacon, Descartes, Locke, Hume, Kant, and Nietzsche. These videos fill a resource void for history of psychology courses.

Memory, Cognition, Biopsych, Military, Clinical, Emotion, Religion Posters

Poster Session, Saturday, 3:20 – 4:20 pm, Ballrooms B and C

1

Effects of Social Interaction on Individual Creativity

ALEX VITTUM-JONES

Southern Utah University

This study utilized Guilford's Test of Alternate Uses (i.e., the listing of possible uses for a brick) to examine whether or not social contact made while in a group environment affected the creativity of an individual after the group had disbanded.

Faculty Sponsor: Garrett Strosser

2

Observing Confidence Levels in Memory: Influencing Judgment of Learning and Memory Accuracy

KARYN COKER

Southern Utah University

Previous research has tested memory accuracy and judgments of learning (JOL's) with semantic or valenced stimuli, but not together. This study used both types of stimuli to assess the combined effect on accuracy, JOL's, and confidence on matched word pairs. Accuracy and confidence was expected to vary by stimuli type.

Faculty Sponsor: Garrett Strosser

3

Coyote Numerical Discrimination Based on Memory

KEVIN GRUNIG AND KERRY JORDAN

Utah State University

This study on numerical cognition tested whether coyotes can discriminate proportions based on memory by first displaying and subsequently placing different amounts of food behind two blinds. Coyotes then chose between the two amounts. We expect to see that coyotes are able to discriminate between quantities based on Weber's Law.

4

The Natural Recovery of Fatigued Attention

STEPHEN HESSELBIRG, MICHAEL MCGATHY AND WINFORD A.

GORDON

Western Carolina University

The natural recovery of fatigued attention was measured in 87 participants. The Reversible Figure Test (RFT) was given after a letter search of 2, 4 or 8 minutes and occasionally during an 11 minute recovery. Fatigue increased during the recovery interval as participants tried to escape boredom during the recovery.

Memory, Cognition, Biopsych, Military, Clinical, Emotion, Relig. Posters (cont.)

5

The Relationship between False Recognition and Three Cognitive Measures

BLAISE VILLAUME, DONALD HARTNESS AND KIM M. TALBOTT
Casper College

The relationship between performance on the Deese-Roediger-McDermott (DRM) paradigm and cognitive measures was examined. General psychology students completed the DRM and tests of verbal ability, processing speed, and working memory. Preliminary results indicated that false recognition bears an inverse relationship to vocabulary size and working memory capacity.

6

The Relationship between False Recall and Three Cognitive Measures
DON HARTNESS, BLAISE M. VILLAUME AND KIM TALBOTT
Casper College

This study explored the relationship between recall performance on the Deese-Roediger-McDermott (DRM) paradigm and cognitive markers measuring verbal ability, processing speed, and working memory. In addition to a positive relationship between veridical recall and cognitive measures, preliminary results suggest a negative relationship between false recall and working memory.

7

Effects of the Classroom Context on Students' Recognition and Recall Memory

KORY PHELPS
College of Mount Saint Joseph

Context-dependent effects on recognition and recall memory were examined. Following a brief lecture, participants were assigned to take a recognition or recall test in either the same or a different room. Results showed no effect of context, but participants performed better on the recognition test than the recall test.

Faculty Sponsor: Timothy Lawson

8

Interview Techniques for Eyewitness Memory of Facial and General Features

KATHARINE F. MEYER
Regis University

This experiment investigated 3 different types of interview techniques on memory recall for facial and whole body features. Forty-two undergraduate students participated. There was not a significant effect of feature type, but closed-ended questions provided more correct answers than modified open-ended questions or open-ended questions.

Faculty Sponsor: Rebecca S. Betjemann

9

Desirable Difficulty: Shades of Gray
ALEXANDER CLAXTON AND ANNE CLEARY
Colorado State University

The effects of gray scale as a desirable difficulty were assessed for 204 participants in 4 conditions (100% black, 80% black, 60% black, and 40% black). There were no significant differences found, but a curvilinear trend was observed, as hypothesized.

10

Reduced Costs for High-Value Information, but No Benefits: Evidence for the Contextual-Change Account of Directed Forgetting
SARAH DELOZIER, MEGAN BLYTHE, KIMBERLY JOHNSON, JESS JANES AND MATTHEW G. RHODES
Colorado State University

The effect of reward structure on the contextual-change account of directed forgetting was examined. Students (n = 196) studied words paired with values indicating importance. At test, learners demonstrated directed forgetting costs without benefits, as well as a decreased ability to forget high-value information from List 1.

11

Metacognition in the Own-Race Bias: Contributions to Restudy Selection
SARAH DELOZIER, MEGAN BLYTHE, KIMBERLY JOHNSON, JESS JANES AND MATTHEW G. RHODES
Colorado State University

The contribution of metacognition in the own-race bias was examined. At study, learners studied own- and other-race faces, made judgments of learning, and selected faces for restudy. Preliminary data suggests that learners' metacognitions do reflect an awareness of, and effort to reduce, the own-race bias.



12

Longitudinal Neuropsychological Function in Amnesic Subjects

KACIE L. BIRTCHER, ASHLEY J. LEVAN, C. BROCK KIRWAN, SHAWN D. GALE AND RAMONA O. HOPKINS
Brigham Young University

Longitudinal changes in cognitive function were assessed in 2 well characterized amnesic subjects with similar hippocampal damage. We compared neuropsychological scores from 2013 to those obtained 13+ years previously. Both subject showed improvement over time on measures of intelligence. There were no significant changes on measures of memory.

112 Memory, Cognition, Biopsych, Military, Clinical, Emotion, Relig. Posters (cont.)

13
The Effects of Chronic Sleep Deprivation on Attentional and Emotional Processing

JASMIN ALVES, BENJAMIN COHEN, ZAYNE VACHERESSE, ASPEN HOPKINS, RUSSELL COSTA AND LESA ELLIS

Westminster College

Chronic sleep deprivation in college students is a common concern and may affect cognitive and emotional processing. We used questionnaires and computerized cognitive tasks to examine correlations between levels of chronic sleep deprivation and attentional and emotional processing in college students.

14
The Influence of Natural and Urban Environments on Attentional Processing of Emotional Stimuli

CHRONO NU, KATIE MULLIN, HAILEY EDWARDS, KAILEY KORNHAUSER, RUSSELL COSTA AND LESA ELLIS

Westminster College

We examined the effect of exposure to urban and natural environments on executive attention and processing of emotional stimuli. Individuals exposed to a natural environment performed significantly better on the executive attention task. While there were no group performance differences in processing of emotional stimuli, neural differences were found.

15
Processing of Emotional Stimuli in Mature vs. Developing Brains

BENJAMIN COHEN, LESLIE BROWN, CHRONO NU, HANNAH ZWEIFEL, RACHEL WESTMORELAND, RUSSELL COSTA AND LESA ELLIS

Westminster College

Processing of emotional stimuli may be an automatic, bottom up process in the brain. Previous reaction time and ERP studies support this hypothesis. Adolescents have a heightened response to emotional stimuli in the brain. We compare both reaction time and ERPs to emotional stimuli in late adolescents vs. adult participants.

16
Coherent Dot Motion as it Relates to Long-term Improvement of Reading Comprehension

JOSE E. NANEZ, SR., ANTHONY GROTH, DANIEL ZIMMERMAN, NIKKI BONNET, ARESH VASEFI AND SUSY BONILLA

Arizona State University

Research suggests that exposure to coherent dot motion is related to improved reading comprehension and speed. This research seeks to determine whether such improvement is long-term (learning) vs. transient temporary training, by retesting the original participants on the reading test six months after coherent dot motion exposure.

17

Macular Pigment Optical Density as a Possible Biomarker for Predicting the Effects of Lutein and Zeaxanthin on Cognition Among Young Healthy Adults

DANIEL ZIMMERMAN, JOSE NANEZ SR., KATIE TACEY, FATIMA CEBALLOS, JULIANA POWELL, YVONNE MARTEL AND TIANYOU ZHOU

Arizona State University

Animal research suggests that macular pigment may be a biomarker for xanthophyll concentration within the monkey brain. The xanthophylls lutein and zeaxanthin may play a role in visual health and cognitive function in elderly humans. This study explores whether macular xanthophyll levels predict cognitive function in younger humans.

18

Transfer of Learned Bias in Motion Discrimination

ALISON KASNEY, JACOB PASCHALL AND MARK MAZUREK

Metropolitan State University of Denver

Learned biases in motion discrimination were examined. In the first trial block, a perceptual bias was induced using unequal prior probability of different alternatives. In the second trial block, transfer of bias was tested in two alternative task configurations. Results will help identify the possible neurobiological origin of perceptual bias.

19

Modulating the Flash-Lag Illusion Using a Spatial Reference Cue

JACOB PASCHALL AND MARK MAZUREK

Metropolitan State University of Denver

We investigated the mechanism of the flash-lag illusion. Human subjects reported their perception of the flash-lag illusion in the presence of the fixed bar on the screen. The fixed bar strongly modulated the flash-lag illusion, generally diminishing it. This finding suggests a key role for higher-order mechanisms in this illusion.

20

The Effect of Different Tempos of Music on Reaction Time

RYAN P. COYLE

Metropolitan State University of Denver

This research examined the effect of different tempos of music on Stroop task reaction times across multiple listening conditions with 54 undergraduate university students. Results showed that when the listened tempo was 60 bpm, participant reaction times were significantly faster than 0 bpm or 134 bpm for congruent trials.

Faculty Sponsor: Linda Lockwood



¹¹⁴ Memory, Cognition, Biopsych, Military, Clinical, Emotion, Relig. Posters (cont.)

²¹ Watching a Video vs. Reading a Text and Memory
MIA FRANK

Metropolitan State University of Denver

The differences in performance between watching an educational video and reading text information were examined. Thirty-six participants were tested for recall after watching an educational video, then reading text information or reading text information, and then watching an educational video. Recall scores were higher after testing in the video condition.

Faculty Sponsor: Lesley Hathorn

²² The Spacing Effect Produced by Varying Inter-Trial Interval Facilitates Acquisition of Conditioned Eyeblinks in Anxiety Vulnerable Individuals
DAVID SEVERSON, CHELSEA CORDERO AND M. TODD ALLEN
University of Northern Colorado

Anxiety vulnerable individuals exhibiting behavioral inhibition acquired conditioned eyeblink responses at a faster rate than those non-anxiety vulnerable individuals. This facilitated acquisition of CRs was most evident in spaced training with variable inter-trial intervals based on the pattern of trials presented in previous partial reinforcement protocols.

²³ Stimulus Pre-Exposure Disrupts Facilitated Acquisition in Anxiety Vulnerable Individuals: A Possible Immunization to Protect Against PTSD?

M. TODD ALLEN AND DANIEL MILLER

University of Northern Colorado

Carthage College

Facilitated acquisition of CRs in anxiety vulnerable individuals was evident only following context pre-exposure, but not following CS tone alone or US air puff alone pre-exposure. Stimulus pre-exposure prior to CS-US paired training disrupted the behavioral inhibition facilitation effect and may be a possible protection against the development of PTSD.

²⁴ Warzone Stressor Exposure, Unit Cohesion, and Emotional Distress among U.S. Air Force Pararescue Jumpers

ERICA L. ARMSTRONG, CRAIG J. BRYAN, JAMES A. STEPHENSON, ANNABELLE O. BRYAN AND CHAD E. MORROW

University of Utah

Effects of unit cohesion on post-traumatic stress disorder (PTSD) and depression were assessed. U.S. Air Force pararescue jumpers completed surveys on PTSD symptoms, depression symptoms, unit support, combat exposure, and medical stressors. Medical stressors contributed more to PTSD; unit support correlated with reduced PTSD and depression regardless of warzone exposure.

²⁵ Dispositional Forgiveness of Self, Suicidal Ideation, and Suicide Attempts in a Sample of Military Personnel And Veterans

JACQUELINE LETTS THERIAULT, ANNABELLE O. BRYAN AND CRAIG J. BRYAN

University of Utah

This study among 422 military personnel and veterans sought to explore levels of self-forgiveness and the correlation effect on suicidal ideation, attempts, and completion. Results indicated the higher the level of self-forgiveness the less likely a service member or Veteran is to consider or act on suicidal thoughts.

²⁶ Animal-Assisted Therapy amongst Veterans

KENT D. HINKSON JR.

Utah Valley University

The effects of therapy dogs on post-traumatic stress disorder, anxiety, and depression were examined. Of the small group of veterans observed by the Veterans Affairs Provo Vet Center for this pilot study, testing was done before and after working with dogs. Results are expected to be positive.

Faculty Sponsor: Cameron John



²⁷ The Effects of Perceived Burdensomeness and Failed Belongingness on the Relationship Between Combat Exposure and the Acquired Capability of Self-Injury

DANIELLE GLENN AND ELIZABETH ALLEN

University of Colorado Denver

The Interpersonal Psychological Theory of Suicide includes three critical risk factors: a sense of burden, low belonging, and the capability for self-injury. Using a military population, the current study evaluated the possible potentiating effects of psychological pain in the relationship between combat exposure and the acquired capability of self-injury.

²⁸ The Effects of Perspective Taking and Religious Orientation on Attitudes toward Homosexuality

LOGAN ALLEN AND TODD BAIRD

Weber State University

Using a mixed model design, participants were randomly assigned to complete the Multidimensional Measure of Sexual Prejudice. Two groups completed the measure from either a self or unbiased person perspective while the other two groups completed the measure from both perspectives with counterbalancing. Treatment order created polarization in attitudes toward homosexuality.

Memory, Cognition, Biopsych, Military, Clinical, Emotion, Relig. Posters (cont.)

29

Coordination of Guilt and Regret: A Developmental Study

PATRICIA A. DIRKS

Weber State University

Children's understandings of complex social situations involving feelings of guilt and regret were examined. One hundred students aged 6-30 distinguished between slightly different scenarios involving harm caused by a perpetrator. Only older students recognized perpetrators would feel worse about harm caused if it could have been avoided.

Faculty Sponsor: Eric Amsel

30

Metacognition and Emotion

PATRICIA A. DIRKS, BRITAINI DELBO, LOGAN ALLEN, BENJAMIN ESCHLER AND SHAWNA SUGIMOTO

Weber State University

To evaluate the effects of metacognitive awareness, level of depression, and negative and positive automatic thoughts on participants' postdictive and predictive accuracy on course examinations, college introductory psychology students completed 4 questionnaires and 4 examinations assessing their ability to accurately pre- and post-dict exam scores.

Faculty Sponsor: Melinda Russel-Stamp

RMPA PSYCH BOWL!

If you have an undergrad team who wants to participate in this year's psych bowl, the event will be held in Olympus A and B at 4:00 pm on Saturday!

Moderators:

RICHARD L. MILLER, Univ. Nebraska Kearney

STEVE BARNEY, Southern Utah University



Emotion

Oral Paper Session, Saturday, 4:30 – 5:30 pm, Amethyst 1

Moderator: JAMES KOLE, University of Northern Colorado

4:30

The Effects of Adverse Childhood Experiences on the Formation of the Anxiety Buffer

LISA STARCHER AND THOMAS PYSZCZYNSKI

University of Colorado Colorado Springs

The effect of adverse childhood experiences (ACE) on accuracy evaluations of Zodiac profiles following mortality salience (MS) was evaluated. Participants' ratings of zodiac information were evaluated for prototypicality. MS led low ACE participants to rate themselves as prototypical of their sign, while high ACE participants rated themselves as less prototypical.

4:45

Rejection Sensitivity and Social Anxiety Predict Shame-Coping

JEFF ELISON AND SARAH ODEN

Adams State University

The Rejection Sensitivity Questionnaire, Social Interaction Anxiety Scale, and Compass of Shame Scale were administered to 193 undergraduates. Correlations revealed participants high on rejection sensitivity favored the Withdrawal, Attack Self, and Attack Other styles of shame-coping (r s: .38-.52). The same pattern held for participants high on social anxiety (r s: .41-.67).

5:00

A Hypothetical Scenario Experiment Investigating Forgiveness Aversion and Forgiveness

SIERRA FERNANDEZ, IAN WILLIAMSON, MARTI HOPE GONZALES AND ALLISON WILLIAMS

New Mexico Highlands University and University of Minnesota

Forgiveness aversion is composed of three dimensions, self-protection concerns, face concerns, and unreadiness. These dimensions are hypothesized to be causally triggered by situations involving more repeat offending, revenge, and rumination, respectively. Hypothetical scenarios were used to experimentally manipulate dimensions. Results showed forgiveness was more likely when forgiveness aversion was lower in each scenario.

5:15

Evolutionary Perspectives on the Shame-Aggression Link

JEFF ELISON

Adams State University

A host of studies have demonstrated relationships between social and physical pain. Aggression may be an adaptive response to physical pain and physical threats that, through evolutionary processes, came to be linked to shame once social pain co-opted the affective response to physical pain. Theories and implications will be discussed.

Moderator: BARTON POULSON, Utah Valley University

4:30

Assessing Measures of Acculturation for Immigrant Adolescents

CAROLINA SILVA

Westminster College

The reliability of 2 acculturation scales was assessed. Fifteen refugee youth completed 2 acculturation scales and provided feedback on their experiences. The discussions shed light on multiple limitations in the scales including their inability to account for an individual's cultural context, biculturalism, and language barriers.

Faculty Sponsor: Jennifer Simonds

4:45

Data Dives as Engaged Research and Learning: A Retrospective and Prospective Report

TANNER D. NACKOS, DAVID J. ANDERSON, KRISTEN C. NUESMEYER AND BARTON POULSON

Utah Valley University

This talk reports on data dives' collaborative analyses of real data over two days as an exemplary form of engaged research and learning. The authors report on their participation in the A2 Data Dive and how it is directing the development of a local data dive for 2015.

5:00

Python and IPython for Data Acquisition and Analysis: The Promises and Challenges

JASEN BOND, ANGELA DEAN, SUSAN MORGAN AND BARTON POULSON

Utah Valley University

This paper reports on the use of the Python programming language and the IPython interactive interface for acquiring, parsing, graphing, and analyzing unstructured text and quantitative data in undergraduate psychology research courses. This paper reports on the practical challenges and benefits that confront non-technical students in using these tools.

5:15

Does Technology Contribute to Rising IQ Scores?

MATTHEW ANDERSEN, MCKENZIE PINCKNEY, MICHAEL PETERSON AND RUSSELL WARNE

Utah Valley University

There is research indicating that technology advances have contributed to an increase of intelligence scores (Flynn Effect) among the general population. This idea was tested by giving a video game to subjects and correlating it with scores from the Wonderlic and Raven's Progressive Matrices to conduct a factor analysis.

RMPA Closing Session, Awards Ceremony, and President's Reception/Social Hour



The RMPA Awards Ceremony
will occur at 5:30 pm at the
beginning of the closing session.



After awards, we will have reports of
RMPA Business for 2013-2014.

Saturday 5:30 - 7:00 pm Ballrooms A and B

STEVE BARNEY
Southern Utah University,
Chair and Host

RMPA
Executive Committee Meeting

Sunday 8:00 am - 1:00 pm Gallivan

LESLIE CRAMBLET ALVAREZ,
RMPA President 2014-2015
Adams State University, Chair

**SPECIAL
PRESENTATION**

**85th ANNUAL
ROCKY MOUNTAIN
PSYCHOLOGICAL ASSOCIATION
CONFERENCE**

APRIL 9-11, 2015

In Boise, ID



ATTENTION STUDENTS!

**PSI CHI JOURNAL OF UNDERGRADUATE RESEARCH
CALL FOR PAPERS**



The Psi Chi Journal of Psychological Research encourages all Psi Chi members—including undergraduate students, graduate students, and faculty—to submit manuscripts for publication. Submissions are accepted for review throughout the year. Although manuscripts are limited to empirical research, they may cover any topical area in the psychological sciences. Please send ALL submissions and inquiries through our portal (see link at the bottom of this page). Manuscripts are peer reviewed and the process lasts approximately 10–12 weeks. Authors' work is judged in comparison to others at their developmental level.

Once the work is peer reviewed, the primary author will receive email notification for (a) acceptance with minor revisions, (b) revise and resubmit, or (c) reject. Accepted manuscripts are published according to submission dates, revision turnaround time, and at the discretion of the Editor. If you have any questions about the submission process, e-mail the Managing Editor at psichijournal@psichi.org. To submit a manuscript go to: http://www.psichi.org/?page=JN_Submissions

ATTENTION STUDENTS!

**Journal of Psychological Inquiry
Call for Papers**

(Submissions are made online at <http://www.edmgr.com/jpi>)

See sections next two pages

Invitation to Contribute to the Special Features Section— I

Undergraduate students are invited to work in pairs and contribute to the Special Features section of the next issues of the Journal of Psychological Inquiry. The topic is:

Evaluating Controversial Issues

This topic gives two students an opportunity to work together on different facets of the same issue. Select a controversial issue relevant to an area of psychology (e.g., Does violence on television have harmful effects on children?— developmental psychology; Is homosexuality incompatible with the military?— human sexuality; Are repressed memories real?— cognitive psychology). Each student should take one side of the issue and address current empirical research. Each manuscript should make a persuasive case for one side of the argument.

Submit 3-5 page manuscripts. If accepted, the manuscripts will be published in tandem in the Journal.

Note to Faculty:

This task would work especially well in courses that instructors have students debate controversial issues. Faculty are in an ideal position to identify quality manuscripts on each side of the issue and to encourage students to submit their manuscripts.

Invitation to Contribute to the Special Features Section— II

Undergraduate students are invited to contribute to the Special Features section of the next issue of the Journal of Psychological Inquiry. The topic is:

Conducting Psychological Analyses – Dramatic

Submit a 3-5 page manuscript that contains a psychological analysis of a television program or movie.

Option 1— Television Program:

Select an episode from a popular, 30-60 min television program, describe the salient behaviors, activities, and/or interactions, and interpret that scene using psychological concepts and principles. The presentation should identify the title of the program and the name of the television network. Describe the episode and paraphrase the dialogue. Finally, interpret behavior using appropriate concepts and/or principles that refer to the research literature. Citing references is optional.

Invitation to Contribute to the Special Features Section— II (cont.)

Option 2— Movie Analysis:

Analyze a feature film, available at a local video store, for its psychological content. Discuss the major themes but try to concentrate on applying some of the more obscure psychological terms, theories, or concepts. For example, the film *Guess Who's Coming to Dinner?* deals with prejudice and stereotypes, but less obviously, there is material related to attribution theory, person perception, attitude change, impression formation, and nonverbal communication. Briefly describe the plot and then select key scenes that illustrate one or more psychological principles. Describe how the principle is illustrated in the movie and provide a critical analysis of the illustration that refers to the research literature. Citing references is optional.

Invitation to Contribute to the Special Features Section— III

Undergraduate students are invited to contribute to the Special Features section of the next issue of the Journal of Psychological Inquiry. The topic is:

Conducting Psychological Analyses – Current Events

Submit a 3-5 page manuscript that contains a psychological analysis of a current event. News stories may be analyzed from the perspective of any content area in psychology. The manuscript should describe the particular event and use psychological principles to explain people's reactions to that event.

Example 1: Several psychological theories could be used to describe people's reactions to the destruction of the World Trade Center on September 11, 2001. Terror management research has often shown that after reminders of mortality people show greater investment in and support for groups to which they belong and tend to derogate groups that threaten their worldview (Harmon-Hones, Greenberg, Solomon, & Simon, 1996). Several studies have shown the link between mortality salience and nationalistic bias (see Greenberg, Simon, Pyszczynski, & Solomon, 1992). Consistent with these findings, the news reported that prejudice towards African Americans decreased noticeably after 9/11 as citizens began to see all Americans as more similar than different.

Example 2: A psychological concept that could be applied to the events of September 11 would be that of bounded rationality, which is the tendency to think unclearly about environmental hazards prior to their occurrence (Slovic, Kunreuther, & White, 1974). Work in environmental psychology would help explain why we were so surprised by this terrorist act.

The analysis of a news event should include citations of specific studies and be linked to aspects of the news story. Authors could choose to apply several psychological concepts to a single event or to use one psychological theory or concept to explain different aspects associated with the event.

2014 STUDENT PAPER AWARDS

(Winners will be recognized at the RMPA Closing Session)

Two special review committees read the abstracts submitted by the students for this competition. Thanks are due to Paul A. Bell, Alice Healy, Eric Amsel, William Wozniak, Donna Gelfand, Judith A. Sugar, Joe Horvat, Mitch Handelsman and Nicole Jones, for serving on the award review committee, Roxanne Sullivan for being Head Judge, and Cheryl E. Sanders, Kristine Olson, and Lesley Hathorn for serving on the judge's panel.

RMPA AWARD FINALISTS

Congratulations to these students for outstanding papers!

These awards will be announced at the beginning of the RMPA Closing Session on Saturday at 5:30 pm.

What Makes Multicultural Teams Effective? A Study of Trust, Goals, Language, and Values

B. A. BLAIR, BRET LEVINE, MAREN DOLLWET AND LIINA EDUN

Claremont Graduate University
Faculty Sponsor: Jason Siegel

Group-based Predictor Variables of Empathy and Social Dominance Orientation

HEATHER JONES, SARAH LIEBERENZ, MORGAN MELTON, TARA HEGG, ANASTACIA ZAVILLA, LAURA ASH AND KELLY MCCARTY

Metropolitan State University of Denver
Faculty Sponsor: Lisa Badanes

The Influence of Personality on Likelihood of Rumor Mongering and Rumor Transmission in College Students and Working Participants

MEGAN KRUEGER AND ALLISON CLAAR

University of Nebraska at Kearney
Faculty Sponsor: Richard L. Miller

RMPA AWARD FINALISTS (cont.)

The Effect of Priming and Attitudes of Women in Power
ALEX LINDERMAN, KIMBERLY BENSON, SETH ALLRED,
CHELSEA COLLINS AND MCCABE PETERSON

Southern Utah University
Faculty Sponsor: Grant Corser

How Do I Love Me? Body Image Dissatisfaction and Self-Compassion in College Students

KATHERINE M. MILLER
Metropolitan State University of Denver
Faculty Sponsor: Linda Lockwood

Effects of Distraction Training and Ability to Choose on the Amount of Time Preschoolers Can Delay Gratification

MEGAN D. PFEIFFER
College of Mount Saint Joseph
Faculty Sponsor: Timothy J. Lawson

He Confessed but Did He Do It? Mediators of the Influence of a Confession

SKYE A. WOESTEHOFF
University of Texas at El Paso
Faculty Sponsor: Christian Meissner

Language Effects on Anti-Transgender Prejudice

ANDREA J. WUCHERPFENNIG
Metropolitan State University of Denver
Faculty Sponsor: Robert Schatz

We would like to thank
the American Psychological Association
for contributing funds for these awards.

Psi Chi 2014 Award Recipients

Presentation of these awards will occur on Friday from 6-8 pm at the Psi Chi Awards Ceremony in Amethyst 1.

Psi Chi would like to honor the following papers for the Psi Chi Student Research Awards for 2014. These papers are presented in a session on Friday afternoon, and are followed by the Psi Chi Awards Ceremony at 6 pm.

Proximal Responsivity Empathy Positively Predicts Willingness to Hire the Homeless and Unemployed
ERIC KLEIN, ANASTASIA BACCA, HEATHER JONES, KELLY MCCARTY AND CHANTAL GOULD
Metropolitan State University of Denver
Faculty Sponsor: Lisa Badanes

The Effects of Cultural Orientation on Personal Moral Decision Making in In-group/Out-group Competitions
APRIL GUTHRIE
University of Nebraska at Kearney
Faculty Sponsor: Richard L. Miller

Trust, Violence, and Cyberspace: Examining Traditional and Cyberbullies
ZACHARY A. LOMUTO, CHERYL E. SANDERS AND CHRISLYN E. RANDELL
Metropolitan State University of Denver

The Relationship between Marijuana Use, Personality Traits, and Academic Performance in College Students
SCOTT SCHMALTZ, DANIEL VIGIL, ALISHA WOLFRUM AND AMANDA HAYES
Faculty Sponsor: Michael Phillips

Bullying, Eating Disturbances and Body Dissatisfaction: What Are the Long-Term Effects?
KATHERINE M. MILLER, KRISTINA SANDERS, PEJMON POURRIAH, CHERYL E. SANDERS AND CHRISLYN E. RANDELL
Metropolitan State University of Denver

The Effects of Law and Order on Perceptions of Police Interrogations
BREANNA CARMAN, STACEY JOHNSON AND BRANDI HILL
University of Nebraska at Kearney
Faculty Sponsor: Krista Forrest

RMPA DISTINGUISHED SERVICE AWARDS¹²⁷

In 1978 the Association started a procedure whereby members of the Association who have given their time and efforts over and above that which would be normally required should receive special recognition. That year, the Association established a Distinguished Service Award which was a small means whereby individuals could be afforded special recognition. Since that time several individuals have been so honored. The honorees are:

| | | |
|------|-----------------------|--------------------------------------|
| 1978 | Bernard Spilka | University of Denver |
| 1981 | Ralph D. Norman | University of New Mexico |
| 1982 | William H Brown | Utah Psychological Center |
| | Alice R. Fehrenbach | Denver, Colorado |
| | Wilson J. Walthall | University of Wyoming |
| | Helen Wilson | Eastern Montana College |
| 1983 | Irvin H. Cohen | V.A. Hospital, Denver, Colorado |
| | Henry C. Ellis | University of New Mexico |
| | W. C. Leiding | Lovelace Medical Center |
| | Earl E. Swartzlander | Denver, Colorado |
| 1984 | Robert H. Bruce | University of Wyoming |
| | Harrie F. Hess | University of Nevada, Las Vegas |
| 1985 | Paul Porter | University of Utah |
| | Sheila Dietz | Colorado State University |
| 1986 | Janet Wollersheim | University of Montana |
| 1987 | Richard G. Weigel | Colorado State University |
| 1988 | W. C. Leiding | Lovelace Medical Center |
| | David Thomas | University of Colorado, Boulder |
| | Harl H. Young | Metropolitan State College |
| | Michael Wertheimer | University of Colorado, Boulder |
| 1989 | Sara Lyon James | SE Wyoming Mental Health Center |
| | Neil Bartlett | University of Arizona |
| 1991 | Theodore H. Cutler | University of Denver |
| 1992 | Len Haas | University of Utah |
| 1993 | Janet Kay Schnorr | Northern Arizona University |
| 1994 | Michael Wertheimer | University of Colorado, Boulder |
| 1995 | Robert L. Atwell | Denver, Colorado |
| 1996 | Karen E. Ford | Mesa State College |
| 1997 | William Wallace | University of Nevada, Reno |
| 1998 | Susan Bromley | University of Northern Colorado |
| | William J. Wozniak | University of Nebraska at Kearney |
| 1999 | No award given | |
| 2000 | Paul A. Bell | Colorado State University |
| 2001 | Kenneth Nikels | University of Nebraska at Kearney |
| 2002 | Pennie Seibert | Boise State University |
| | Roger Fouts | Central Washington University |
| 2003 | Rick Miller | University of Nebraska at Kearney |
| 2004 | Mitch Handelsman | University of Colorado at Denver |
| | Wayne Viney | Colorado State University |
| 2005 | Diane Martichuski | University of Colorado Boulder |
| 2006 | Alice Healy | University of Colorado Boulder |
| 2007 | Michelle Butler | U.S. Air Force Academy |
| | Mark McDaniel | Washington University |
| 2008 | Nancy Karlin | University of Northern Colorado |
| 2009 | Ross Loomis | Colorado State University |
| 2010 | Judith A. Sugar | University of Nevada Reno |
| 2011 | Cheryl Sanders | Metropolitan State College of Denver |
| 2012 | Eric Ansel | Weber State University |
| 2013 | William Douglas Woody | University of Northern Colorado |

Rocky Mountain Psychological Association Presidents (1930-2016)

| | | | | | |
|---------|-----------------------|---------------------------------|---------|-------------------------|-----------------------------------|
| 1930/31 | Lawrence W. Cole | University of Colorado | 1971/72 | Joel E. Greene | New Mexico Highlands University |
| 1931/32 | Jacob D. Heilman | Colo State Teachers College | 1972/73 | Helen Wilson | Eastern Montana College |
| 1932-33 | Thomas R. Garth | University of Denver | 1973/74 | Richard G. Weigel | Colorado State University |
| 1933/34 | George T. Avery | Colorado Agricultural College | 1974/75 | Gregory A. Kimble | University of Colorado |
| 1934/35 | Jacob D. Heilman | Colo. State Teachers College | 1975/76 | Harl H. Young | Div. of Mental Health, Colorado |
| 1935/36 | Thomas H. Howells | University of Colorado | 1976/77 | W. C. Leiding | Lovelace Clinic, Albuquerque |
| 1936/37 | Thomas R. Garth | University of Denver | 1977/78 | William F. Battig | University of Colorado |
| 1937/38 | Karl F. Muenzinger | University of Colorado | 1978/79 | Harrie F. Hess | University of Nevada, Las Vegas |
| 1938/39 | Robert A. Davis | University of Colorado | 1979/80 | Sheila R. Deitz | Colorado State University |
| 1939/40 | Lawrence W. Miller | University of Denver | 1980/81 | David R. Thomas | University of Colorado |
| 1940/41 | Wallace T. Wait | Colorado State College of Educ. | 1981/82 | Michael Wertheimer | University of Colorado |
| 1941/42 | S. L. Crawley | Colorado State College of Educ. | 1982/83 | Terry C. Daniel | University of Arizona |
| 1942/43 | Robert H. Bruce | University of Wyoming | 1983/84 | Janet P. Wollersheim | University of Montana |
| 1943/44 | Robert H. Bruce | University of Wyoming | 1984/85 | David W. Martin | New Mexico State University |
| | Martha Lou Lemmon | Colorado College | 1985/86 | Nelson F. Jones | University of Denver |
| 1944/45 | Lawrence W. Miller | University of Denver | 1986/87 | David C. Raskin | University of Utah |
| 1945/47 | William A. Blakely | Colorado College | 1987/88 | Lyle E. Bourne, Jr. | University of Colorado |
| 1947/48 | Thomas H. Howells | University of Colorado | 1988/89 | Donna M. Gelfand | University of Utah |
| 1948/49 | Lillian G. Portenier | University of Wyoming | 1989/90 | Lee B. Sechrest | University of Arizona |
| 1949/50 | Lawrence I. O' Kelly | University of Colorado | 1990/91 | Leonard Haas | University of Utah |
| | Karl F. Muenzinger | University of Colorado | 1991/92 | Nancy Felipe Russo | Arizona State University |
| 1950/51 | Theodore H. Cutler | University of Denver | 1992/93 | William P. Wallace | University of Nevada, Reno |
| 1951/52 | Herbert Klausmeier | Colo. State College of Educ. | 1993/94 | Joseph Horvat | Weber State University |
| 1952/53 | Ralph D. Norman | University of New Mexico | 1994/95 | Alice F. Healy | University of Colorado |
| 1953/54 | Hugh B. McFadden | University of Wyoming | 1995/96 | Beatrix T. Gardner | University of Nevada, Reno |
| 1954/55 | Lawrence S. Rogers | VA Hospital, Denver | | William P. Wallace | Acting President, U. of Nevada |
| 1955/56 | Donald D. Glad | Univ. of Colorado Med Center | 1996/97 | Mark McDaniel | University of New Mexico |
| 1956/57 | Maurice P. Smith | University of Colorado | 1997/98 | Paul Bell | Colorado State University |
| 1957/58 | Calvin W. Taylor | University of Utah | 1998/99 | Roger Fouts | Central Washington University |
| 1958/59 | Anna Y. Martin | New Mexico Highlands Univ | 1999/00 | Elizabeth Glisky | University of Arizona |
| 1959/60 | Wilson J. Walthall | University of Wyoming | 2000/01 | Richard L. Miller | University of Nebraska at Kearney |
| 1960/61 | Paul B. Porter | University of Utah | 2001/02 | Wayne Viney | Colorado State University |
| 1961/62 | Bert R. Sappenfeld | University of Montana | 2002/03 | Mitch M. Handelsman | University of Colorado at Denver |
| 1962/63 | Earl. E. Swartzlander | Swartzlander & Meyer | 2003/04 | Karen Ford | Mesa State College |
| 1963/64 | Merrell Thompson | New Mexico State University | 2004/05 | Ross Loomis | Colorado State University |
| 1964/65 | John D. Cambareri | Idaho Department of Health | 2005/06 | Charles Honts | Boise State University |
| 1965/66 | William H. Brown | University of Utah | 2006/07 | Nancy Karlin | University of Northern Colorado |
| 1966/67 | Wilbur C. Miller | University of Denver | 2007/08 | Judith Sugar | University of Nevada Reno |
| 1967/68 | Bernard Spilka | University of Denver | 2008/09 | Bill Wozniak | University of Nebraska at Kearney |
| 1968/69 | Henry C. Ellis | University of New Mexico | 2009/10 | Eric Amsel | Weber State University |
| 1969/70 | Ernst G. Beier | University of Utah | 2010/11 | Pennie Seibert | Boise State University |
| 1970/71 | John E. Hinkle | Colorado State University | 2011/12 | William Douglas Woody | University of Northern Colorado |
| | | | 2012/13 | Wayne Weiten | University of Nevada, Las Vegas |
| | | | 2013/14 | Steve Barney | Southern Utah University |
| | | | 2014/15 | Leslie Cramblet Alvarez | Adams State University |
| | | | 2015/16 | Michelle Butler | U.S. Air Force Academy |

RMPA's Network of Institutional Representatives

RMPA local institutional representatives serve as liaisons between RMPA and their Department. Local representatives receive information about association activities and the annual conference. Local representatives are invited to moderate sessions, propose program events, publicize the conference at their institution, and encourage their colleagues and students to attend.

If your institution does not have a local rep, and if you would like to volunteer to serve in that role, please contact Rick Miller, RMPA's Local Representatives Coordinator at millerrl@unk.edu.

Those institutions currently represented are listed below and on our website at: <http://www.rockymountainpsych.org/>

Local Representatives

California

Point Loma Nazarene University Kim W. Schaeffer

Colorado

| | |
|-------------------------------------|---------------------------|
| Adams State College | Robert M. Demski |
| Colorado College | Emily Chan |
| Colorado Mesa University | Susan Becker |
| Colorado State University | Deana Davalos |
| Colorado State University – Pueblo | Karen Yescavage |
| Denver University | Ruth Chao |
| Front Range Community College | Laura Manuel |
| Metropolitan State College – Denver | Aaron Richmond/Bill Henry |

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|----------------------------------|-------------------------|
| Regis University | Rona McCall |
| United States Air Force Academy | Michelle Butler |
| University of Colorado – Boulder | Alice Healy |
| University of Northern Colorado | Nancy Karlin/Doug Woody |
| Western State College Charles | Patrick Stark |

Idaho

| | |
|-------------------------------|------------------|
| Boise State University | Elizabeth Morgan |
| BYU – Idaho | Sam Clay |
| College of Idaho | Jann Adams |
| Northwest Nazarene University | Glena Andrews |

Kansas

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| Fort Hays State University | Janett Naylor |
| Southwestern College | Jay Nolan |

Montana

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| Montana State University | Michael Babcock |
| University of Montana | Allen D. Szalda-Petree |
| University of Montana – Western | Mark Krank |

Missouri

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| Washington University | Mark McDaniel |
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New Mexico

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| New Mexico Highlands University | Maura Pilotti |
| New Mexico State University | Steven Elias |
| San Juan College | Ron Salazar |
| University of New Mexico | Karin Butler & Elizabeth Browning |

Western New Mexico University

| | |
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| Western New Mexico University | Jennifer Coleman |
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Nebraska

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|-----------------------------------|------------------|
| Bellevue University | Roxanne Sullivan |
| Chadron State College | Mary Jo Carnot |
| University of Nebraska at Kearney | Bill Wozniak |

Nevada

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|----------------------------------|--------------------|
| University of Nevada – Reno | William P. Wallace |
| University of Nevada – Las Vegas | N. Clayton Silver |

North Carolina

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| Western Carolina University | Winford Gordon |
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Texas

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| University of Texas-Pan American | Peter Kranz |
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Utah

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| Dixie State College | Kristine J. Olsen |
| Snow College | Nick Marsing |
| Southern Utah University | Steve Barney |

University of Utah

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|---------------------------------|----------------------|
| Utah State University | David Strayer |
| Utah State University - Eastern | David Stein |
| Utah Valley University | Heath Earl |
| Weber State University | David Yells |
| Westminster College | Theresa Kay |
| | Laura Bennett Murphy |

Washington

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|-------------------------------|-----------------|
| Eastern Washington University | Mahlon Dalley |
| Central Washington University | Danielle Polage |
| Pacific Lutheran University | Michelle Ceynar |

Wyoming

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| Casper College | Shawn Powell |
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CANADA

British Columbia

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| North Island College | John Marton |
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RMPA Convention Sites

| | | | |
|------|---------------------------|------|-----------------------|
| 1930 | Boulder, CO | 1973 | Las Vegas, NV |
| 1931 | Greeley, CO | 1974 | Denver, CO |
| 1932 | Fort Collins, CO | 1975 | Salt Lake City, UT |
| 1933 | Laramie, WY | 1976 | Phoenix, AZ |
| 1934 | Golden, CO | 1977 | Albuquerque, NM |
| 1935 | Colorado Springs, CO | 1978 | Denver, CO |
| 1936 | Denver, CO | 1979 | Las Vegas, NV |
| 1937 | Boulder, CO | 1980 | Tucson, AZ |
| 1938 | Greeley, CO | 1981 | Denver, CO |
| 1939 | Fort Collins, CO | 1982 | Albuquerque, NM |
| 1940 | Denver, CO & Laramie, WY | 1983 | Snowbird Village , UT |
| 1941 | Greeley, CO & Golden, CO | 1984 | Las Vegas, NV |
| 1942 | No meeting | 1985 | Tucson, AZ |
| 1943 | No meeting | 1986 | Denver, CO |
| 1944 | Denver, CO | 1987 | Albuquerque, NM |
| 1945 | Boulder, CO | 1988 | Salt Lake City, UT |
| 1946 | No meeting | 1989 | Reno, NV |
| 1947 | Colorado Springs, CO | 1990 | Tucson, AZ |
| 1948 | Greeley, CO | 1991 | Denver, CO |
| 1949 | Laramie, WY | 1992 | Boise, ID |
| 1950 | Fort Collins, CO | 1993 | Phoenix, AZ |
| 1951 | Denver, CO | 1994 | Las Vegas, NV |
| 1952 | Boulder, CO | 1995 | Boulder, CO |
| 1953 | Albuquerque, NM | 1996 | Park City, UT |
| 1954 | Laramie, WY | 1997 | Reno, NV |
| 1955 | Boulder, CO | 1998 | Albuquerque, NM |
| 1956 | Grand Teton Natl Park, WY | 1999 | Fort Collins, CO |
| 1957 | Salt Lake City, UT | 2000 | Tucson, AZ |
| 1958 | Santa Fe, NM | 2001 | Reno, NV |
| 1959 | Sun Valley, ID | 2002 | Park City, UT |
| 1960 | Glenwood Springs, CO | 2003 | Denver, CO |
| 1961 | Albuquerque, NM | 2004 | Reno, NV |
| 1962 | Butte, MT | 2005 | Phoenix, AZ |
| 1963 | Cody, WY | 2006 | Park City, UT |
| 1964 | Salt Lake City, UT | 2007 | Denver, CO |
| 1965 | Denver, CO | 2008 | Boise, ID |
| 1966 | Albuquerque, NM | 2009 | Albuquerque, NM |
| 1967 | Salt Lake City, UT | 2010 | Denver, CO |
| 1968 | Denver, CO | 2011 | Salt Lake City, UT |
| 1969 | Albuquerque, NM | 2012 | Reno, NV |
| 1970 | Salt Lake City, UT | 2013 | Denver, CO |
| 1971 | Denver, CO | 2014 | Salt Lake City, UT |
| 1972 | Albuquerque, NM | 2015 | Boise, ID |

| Thursday, April 24, 2014 | Amethyst 1 (STUDENT SESSIONS) | Amethyst 2 (STUDENT AND FACULTY SESSION) | Olympus B (TEACHING SESSIONS) | Olympus A (TEACHING SESSIONS) | Capitol Ballrooms | PLACE/TIME |
|--------------------------|--|---|---|--|-------------------------------|------------------------|
| 12:00 - 12:55 pm | Making the Most of your Time at RMPA | Selecting the Right Program for Grad School | Mentors and Mentees: What have we Learned? | Get Students to Read the Text! | Teaching Takeout (Ballroom A) | |
| 1:00 - 1:55 pm | | | | | APA Academic Career Workshop | Dana Dunn (Ballroom A) |
| 2:00 - 2:55 pm | The introduction to Psychology Major Course | APA Academic Career Workshop | The introduction to Psychology Major Course | Teaching about Diversity and Diverse Ideas | | |
| 3:00 - 3:55 pm | | | | | APA Academic Career Workshop | |
| 4:00 - 4:55 pm | Career Opportunities with BA in Psych | Career Opportunities with BA in Psych | Avoiding a Flopped Flipped Classroom | Teaching about Diversity and Diverse Ideas | | |
| 5:00 - 5:55 pm | | | | | APA Academic Career Workshop | |
| 6:00 - 7:00 | RMPA Opening Speaker Daniel Schacter (Ballrooms A and B) | | | | | |
| 7:00 - 8:00 | Teaching Posters and Kick-off Reception (Ballroom C) | | | | | |

| Friday Schedule, April 25, 2014 | | | | oral papers, symposia, workshops | | | |
|---------------------------------|--|-----------------------------|---|----------------------------------|-----------------------------|--------------------------------------|--|
| DATE/TIME | Ballrooms B and C (posters, exhibits) | Ballroom A (main speakers) | Amethyst 1 (Psi Chi) | Amethyst 2 | Olympus A | Olympus B | Sundance |
| 8:00 - 8:30 | Personality, Clinical, Psychopathology, Psychopharm posters | | Psi Chi Welcome Coffee | Educational Psych (starts 8:30) | History (starts at 8:30) | | |
| 8:30 - 9:00 | | Hall "Skip" Beck | | Language | | Gender | |
| 9:10 - 9:40 | | | Student Conversation Hour with Hall Beck | | Clinical 1 | Workshop: Positive Psych: Gratitude | <i>Sundance is open to practice your oral presentations.</i> |
| 9:40 - 10:10 | | | lunch break | Psi Chi Advisors' lunch | lunch break | | lunch break |
| 10:20 - 10:50 | Sports, Learning, Pop/Envir, Measurement, Military, Community, S & P posters | | | | | | |
| 10:50 - 11:20 | | | | | | | |
| 11:30 am to 1:00 pm | Social, Gender, Diversity posters | | | | | | |
| | lunch break | | | | | | |
| 1:00 - 1:30 | History, Religion, Developmental, Personality, Health posters | | Promoting Leadership Skills | | Suicide Risk Symposium | Law | Terror Management Symposium |
| 1:30 - 2:00 | | | | Memory and Cognition | | | |
| 2:10 - 2:40 | | David Matsumoto | | | | | |
| 2:40 - 3:10 | | | | Social - Cultural | Using Alternative Therapies | | |
| 3:20 - 3:50 | | Sue Savage Rumbaugh | PSI CHI Award winners Oral Session (starts at 4 pm) | | Clinical 2 | | |
| 3:50 - 4:20 | | Rek Miller and Bill Wozniak | | | | | |
| 4:30 - 5:00 | | | | | | | |
| 5:00 - 5:30 | | | | | | | <i>Open to practice oral presentations.</i> |
| EVENING | | | | | | | |
| | | | PSI CHI Awards Reception/Party 6 - 7 pm | | | Worth Publishers Social 6 to 7:30 pm | |

| Saturday Schedule, April 26, 2014 | | | | oral papers, symposia, workshops | | | |
|-----------------------------------|---|-----------------------------|--|----------------------------------|---|---------------|---|
| DATE/TIME | Ballrooms B and C (posters, exhibits) | Ballroom A (main speakers) | Amethyst 1 (Psi Chi) | Amethyst 2 | Olympus A | Olympus B | Sundance |
| 8:00 - 8:30 | | | | | | | |
| 8:30 - 9:00 | | | Faculty Advisor Discussion with Psi Chi Exec Dir | Psychopharm (starts at 8:30) | Social | Developmental | |
| 9:10 - 9:40 | | Brad Bushman | | | | | |
| 9:40 - 10:10 | | | | | | | |
| 10:20 - 10:50 | | Robert Bjork (/n Olympus B) | Best Practices - Student Engagement | Environmental Symposium | Diversity Workshop and Reception with David Matsumoto (ends at 12:30) | Robbet Bjork | |
| 10:50 - 11:20 | | | lunch break | | | | |
| 11:30 - 12 pm | | | | | | | |
| 12:00 - 12:30 | | | | | | | Teaching planning luncheon (in restaurant lounge) |
| 12:30 - 1:00 | | | | | | | |
| 1:00 - 1:30 | | Barney Beins | Managing Procrastination | Military | | RMPA Awards 1 | |
| 1:30 - 2:00 | | | | | | | |
| 2:10 - 2:40 | | Steve Barney | How to Thrive as a Grad Student | | | RMPA Awards 2 | |
| 2:40 - 3:10 | | | | | | | |
| 3:20 - 3:50 | Memory and Cognition, Biopsych, Military, Clinical, Emotion, Religion posters | | Sharing Successes - Chapter Exchange (until 4) | Teaching | | | |
| 3:50 - 4:20 | | | Emotion | Measurement | | | |
| 4:30 - 5:00 | | | | | | | |
| 5:00 - 5:30 | | | | | | | |
| 5:30 - 7:00 | | | Closing Session, Awards, Reception | | | | |

NOTE: Sundance is once again open to practice oral presentations until lunch break.

- ABRAHAM, ALEXANDRA 49, 69
 ACEVEDO, YESENIA 71
 ADAMS, TARYN 63
 AHEM, D. AARON 38
 AINBINDER, DEBRA 87
 ALLEN, BRIAN 79
 ALLEN, ELIZABETH 115
 ALLEN, JOSEPH A. 101
 ALLEN, LOGAN 28, 115, 116
 ALLEN, M. TODD 7, 40, 114
 ALLRED, KAREN 32
 ALLRED, SETH 96, 125
 ALMARAZ, JAIR 64
 ALM, KYLE 36
 ALPHA, CARMEL 100
 AL-TABAA, NADIA 104
 ALVAREZ, LESLIE CRAMBLET 6, 55, 86, 120
 ALVES, JASMIN 112
 AMEEN, EDDY 21
 AMSEL, ERIC 2, 23, 28, 116, 124
 AND THE BLOWFISH, HOOTIE 220
 ANDERSEN, MATTHEW 118
 ANDERSON, DAVID J. 118
 ANDERSON, KARA 85
 ARMSTRONG, ERICA L. 114
 ASH, LAURA 96, 124
 ASHLEY, AARON 6, 7, 40, 53, 107
 ATCHLEY, PAUL 23
 ATKINS, CHELSEA 62
 AT WORK, MEN 213
 BACCA, ANASTASIA 29, 74, 75, 77, 90, 126
 BADANES, LISA 59, 75, 77, 96, 102, 103, 124, 126
 BAILEY, BRUCE W. 86
 BAIRD, TODD 6, 7, 44, 52, 115
 BAIDAS, KARA V. 30, 41
 BAKER, JOSEPH M. 37
 BALLET, SPANDAU 254
 BANGLES, THE 237
 BANTA, CONNIE 28
 BARKER, ANALISE 57
 BARKER, SHAYNE 64
 BARKS, BRITTNEY 55
 BARLOW, ROSE 32
 BARNEY, STEVE 6, 8, 9, 13, 17, 25, 26, 27, 37, 72, 78, 88, 94, 99, 116, 119
 BARRON, CASEY 37
 BARTON, STEVEN 86
 BARUFFI, SHAYLENE A. 63
 BAUER, REBECCA 28, 40, 52
 BAUMCOM, BRIAN 61
 BECK, HALL [SKIP] 8, 11, 42, 43, 52
 BECKER, JUDITH V. 104
 BECKER, SUSAN 19, 31, 42, 52, 61, 77, 80, 84
 BECKMAN, LISA 30, 33, 45, 108
 BECKNELL, JARED 29, 33, 107
 BEESLEY, JESSICA 54
 BEINS, BARNEY 8, 93
 BELL, KRISTINA 69
 BELL, PAUL A. 94, 124
 BENATAR, PAT 227
 BENAVIDES, MELISSA 37
 BENECKE, JOHN F. 67
 BENITEZ, CLAUDIA GONZALEZ 54
 BENNETT, DIANA 38
 BENSON, JACKIE 100
 BENSON, KIMBERLY 37, 96, 125
 BEST, RACHEL 62
 BETJEMANN, REBECCA 94, 110
 BHALLA, ARJUN 104
 BICHREST, MICHAEL 38
 BIHUN, JOAN 7, 49, 91, 106, 107
 BILLS, CORRY 56
 BIRKETT, MELISSA 104
 BIRK, PHILLIP 74
 BIRTCHEK, KACIE L. 111
 BITTON, ERIC V. 44
 BJORK, ROBERT A. 8, 9, 89
 BLAIR, B. A. 96, 124
 BLUETT, ELLEN 79
 BLYTHE, MEGAN 111
 BODLE, JAMES H. 28
 BOND, JASEN 118
 BONILLA, SUSY 112
 BONNET, NIKKI 112
 BOSQUES, ANED 38
 BOUCHER, AMANDA C. 63
 BOVAIRD, JAMES 95
 BRADSHAW, BRET 48
 BRAGER, ZHANA 41
 BRASIL, KYLE M. 32
 BREWER, LAUREN 56
 BRIDGMON, KRISTA 7, 28, 44, 69, 95
 BRINGHURST, HAILEY 101
 BROWN, LESLIE 112
 BRYAN, ANNABELLE O. 38, 46, 47, 95, 114, 115
 BRYAN, CRAIG J. 7, 24, 38, 46, 47, 61, 95, 114, 115
 BUDGE, BROOKE 100
 BUFFET, JIMMY 228
 BURKE, BRIAN L. 60
 BURNETT, KAITLYN 53
 BURTARD, ALICIA 71
 BUSHMAN, BRAD 8, 9, 88
 BUTLER, MICHELLE A. 7, 91, 105
 BYBEE, JORDAN C. 44
 BYRD, SHERELL 69
 BYRNE, ZINTA 100
 CALHOUN-STUBER, SUSAN 69
 CAMPBELL, BRETT 37
 CANU, WILL 35
 CARBINE, KAYLIE 33
 CARDENAS, JOEL 90
 CARDENAS, RYAN 90
 CARLSON, TODD 56
 CARMAN, BREANNA 76, 85, 126
 CARTER, JULIE R. 64
 CARVER, COURTNEY 90
 CASEY, MONICA 67
 CASSIDY, KENDAL 74
 CAULK, JORDAN 87
 CEBALLOS, FATIMA 113
 CERBANA, CHRISTINE 45
 CHAMBERS, BRITTANY 40
 CHAO, RUTH 102
 CHARLES, W. JORDAN 105
 CHAU, CHELSEY 43, 103
 CHENEY, TYLER 46
 CHICKS, DIXIE 243
 CHRISTENSEN, THANE 79
 CHRISTOE-FRAZIER, LIESEL 44
 CHU, PO-SEN 34
 CIALDINI, ROBERT B. 90
 CLAAR, ALLISON 97, 124
 CLAEYS, ROGER 35
 CLARK, BENJAMIN 54, 68
 CLARK, RACHEL 106
 CLASH, THE 227
 CLAXTON, ALEXANDER 111
 CLEARY, ANNE 111
 CLEGG, BENJAMIN A. 71
 CLEMANS, TRACY A. 61, 95
 CLEMENTS, STEVEN 36
 CLUB, CULTURE 206
 COCHRAN, KATHRYN 31
 COCHRAN, KATIE 91
 COHEN, BENJAMIN 112
 COHEN, DIANA L. 85
 COKER, KARYN 109
 COLEMAN, JAMES 40
 COLLINS, CHELSEA 96, 125
 COLLINS, MIFAUWY 60
 COMBS, JULIA 51
 CONDIE, MORGAN 51
 CONLON, KYLE 50
 COOK, MAGGIE 73
 COOK, MARY 54
 COPELAND, DAVID 23
 CORDERO, CHELSEA 114
 CORSER, GRANT C. 7, 57, 63, 91, 96, 101, 125
 COSTA, RUSSELL 112
 COUTURE, SARA J. 58
 COYLE, RYAN P. 29, 113
 CRANE, LYNDA 34
 CRENSHAW, ALEXANDER 61
 CRITCHFIELD, KENNETH L. 79
 CROWELL, SHEILA E. 38, 39
 CROWS, COUNTING 224
 CURL, LAYTON 7, 91
 CURRAN, SHERRY 52
 DAGIS, SARAH 66
 DANCE, CASSIE 79
 DARCY, TERRY 67
 DARGER, HELENA 63
 DAVAUULT, MATTHEW 103
 DAVILA, BRITTNEY 69
 DAVIS, CLIODHNA 48
 DEACON, BRETT 35
 DEAN, ANGELA 118
 DEAN, CAROLYN 90
 DEAN, LYNN 66
 DEBERARD, SCOTT 79
 DEICHERT, NATHAN 7, 68, 69
 DELANGE, JENNY 44
 DELBO, BRITAINI 116
 DELOZIER, SARAH 111
 DEMMIN, DOCIA 67
 DEMSKI, ROBERT M. 108

DESPAIN, LARAN 39
 DIAMOND, LISA 67
 DICKINSON, ALLEN 68
 DIRKS, PATRICIA A. 116
 DOCTORS, SPIN 224
 DOLLWET, MAREN 96, 124
 DOMENECH-RODRIGUEZ, MELANIE 22
 DORMAND, STEPHANIE 33
 DOUBT, NO 239
 DOWNS, COURTNEY 87
 DROUHARD, PEYTON 51
 DUNBAR, NORA 29, 105
 DUNN, DANA S. 8, 18, 20
 DURAN, DURAN 201
 DURHAM, ROBERT L. 104
 DYK, TORI R. VAN 86
 DYSON, RACHEL B. 64, 87
 EAGEN, ARIEL J. ARMELINO 17
 EBV, RACHEL E. 66
 EDUN, LIINA 96, 124
 EDWARDS, BROOKE 38, 67
 EDWARDS, HAILEY 112
 ELISON, JEFF 7, 31, 85, 91, 117
 ELLIS, DAWAUNE 45
 ELLIS, LESA 112
 ENGLE, COREY 30, 59, 102, 103, 107
 ERICKSEN, ANDREA 56
 ESCHLER, BENJAMIN 107, 116
 ETIENNE, NEYSA 47, 95
 FAIRBANK, KIMBERLY 45
 FARGO, JAMISON 77
 FARNSWORTH, JESSE 108
 FARRELL, NICHOLAS 35
 FARRIS, JODIE 33
 FERGUSON, STEPHEN 45
 FERNANDEZ, SIERRA 117
 FERRELL, JILL 32
 FIELDING, BRANDON 32
 FISKEAUX, MARTHA 41
 FITZSIMONS, WILLIAM 100
 FLECK, BETHANY K.B. 7, 18, 25, 30, 45, 86, 103, 108
 FLEURIMOND, FERRY 48
 FLOYD, PINK 226
 FOR FEARS, TEARS 219
 FORREST, KRISTA D. 62, 76, 91, 126
 FOWLER, LAUREN 68
 FOWLES, CANDACEN. 101
 FRANK, MIA 114
 FREEMAN, NAHANNI 41
 FRITSON, KRISTA 35
 FROHM, JOHANNA 40
 FROST, TAYLOR 53
 FURMAN, CHRISTINE 90
 FURRER, STEPHANIE 65
 GALE, SHAWN D. 111
 GALLEGOS, BRANDON 55
 GALLIHER, RENEE 57
 GARCIA, CECILIA 105
 GARDNER, NATHAN 54
 GARLAND, ADAM 49, 79
 GEE, ERIC 48, 105
 GEISER, CHRISTIAN 64
 GELFAND, DONNA 124
 GELLER, WHITNEY 38, 39
 GEORGE, MAX 68
 GHAFFARI, DYLAN 43, 90
 GIBBS, JOSHUA 51
 GILLIAM, DAVID 33
 GLASS, FAWN 69
 GLENN, DANIELLE 115
 GOLDBHARDT, JOE 56
 GONZALES, MARTI HOPE 117
 GONZALEZ, JOSE 38
 GOODING, WILL 67
 GOODMAN, ETHAN 105
 GOODMAN, JOSEPH M. 101
 GORDON, WINFORD A. 7, 49, 69, 87, 108, 109
 GOS, GO 211
 GOTSCHALL, ERIN 85
 GOULD, CHANTAL 30, 75, 77, 103, 126
 GRAHAM, KIRSTEN L. 66
 GRISHAM, BREEE 53
 GROBLEBE, JOSHUA 41
 GROGAN, CZARINA 62
 GROTH, ANTHONY 112
 GRUNIG, KEVIN 109
 GUTHRIE, APRIL 75, 126
 HAGAN, LISA KINDLEBERGER 7, 17, 46
 HALEN, VAN 221
 HALL, FAWN 68
 HALL, JUSTIN T. 30, 77, 102
 HAMILTON, HEATHER 30, 59, 77
 HAMPTON, SHANNON 103

HANDELSMAN, MITCH 49, 124
 HANNA, LUCAS 73
 HANNEMAN, SCOTT 104
 HANSEN, BRANDON 108
 HANSEN, ERIK 38, 39
 HARTNESS, DONALD 110
 HARTUNG, CYNTHIA 35
 HARWARD, LAVERE 36
 HASELTINE, BROOKE 67
 HATER, PAIGE 55
 HATHORN, LESLEY 7, 45, 46, 59, 71, 73, 85, 114, 124
 HAWKINS, LAUREN 65
 HAYES, AMANDA 76, 126
 HAYS, SARAH 35
 HEALY, ALICE 106, 124
 HEATH, ELEANOR 59
 HEATH, TRAVIS 23, 33, 39, 43, 74
 HEGG, TARA 43, 96, 103, 124
 HEIDEN, JESSICA 105
 HEINER, KYLAN J. 101
 HELLYER, NELLIE V. 61
 HENRY, KIMBERLY 45
 HERMAN, JANELLE 41
 HERNANDEZ, AUSTIN 36
 HERNANDEZ, PAUL R. 7
 HERZOG, STEPHANIE 49
 HESSELBIRG, STEPHEN 69, 109
 HESS, JONATHAN 62
 HESTER, CHELSEA 90
 HIGGS, JENNELL 55
 HILL, BRANDI 76, 126
 HILL, JESSICA 105, 108
 HILL, KATHERINE 44
 HINKSON JR., KENT D. 36, 38, 115
 HOBBY, KENNETH 51
 HODGIN, KATIE L. 66
 HODGMAN, LEXUS 68, 69
 HOGG, SERENA R. 41
 HOLL, ERIN 55
 HOLT-LUNSTAD, JULIANNE 54, 68
 HONEA, CHELSEA 91
 HONTS, CHARLES R. 62
 HOOTEN, AFFTON 46
 HOPKINS, ANNA 45
 HOPKINS, ASPEN 112
 HOPKINS, RAMONA O. 111
 HORNSBY, LISA 68
 HORVAT, JOSEPH 68, 124
 HOUSKA, JEREMY ASHTON 7, 23, 57, 65, 66
 HOWARD, ALEX 107
 HOWARD, ALEXANDER 46
 HUBER, ELIZABETH 30
 HUFFMAN, ANN H. 100
 HUNSAKER, SANITA L. 86
 HUTCHINS, AMBER L. 60
 IACONO, ALYSSA 48
 IIAZ, MAHAWISH 34
 JACKSON, JOE 33
 JACOBSON, RYAN P. 90
 JACONIS, MARYANNE 35
 JAEGER, CHRISTINE M. 90
 JAMES, LORI 40
 JANES, JESS 111
 JEFFERIES, LAUREL 90
 JENSEN, CHAD D. 86
 JERSIN, CHRISTY 33, 77
 JETT, JOAN 271
 JOHN, CAMERON 36, 115
 JOHNSON, KIMBERLY 54
 JOHNSON, KIMBERLY 111
 JOHNSON, LAUREN 104
 JOHNSON, STACEY 76, 126
 JONASON, PETER K. 63
 JONES, CINDY 37
 JONES, CONSTANCE 29
 JONES, HEATHER 75, 96, 124, 126
 JONES, JACOB 7, 35, 55
 JONES, K. NICOLE 33, 124
 JORDAN, ERIKA L. 104
 JORDAN-FLEMING, MARY KAY 28
 JORDAN, KERRY 37, 50, 109
 JORGENSON, JACOY 37
 JUHL, LAUREN 33
 KAHLER, JARED 45
 KARLIN, NANCY 6, 7, 24, 51, 62, 90
 KARLSEN, ANNIKA 53
 KARO, ORR M. 30
 KASNEY, ALISON M. 73, 113
 KATAYAMA, ANDREW D. 105
 KEIPERT, SELINA 87
 KEITH, CIERRA 33
 KEMP, JOSHUA 35
 KENNEY, CHELSEY 36
 KERIG, PATRICIA 38

KERN, CATHERINE 106
 KHAMOUNA, JASMINE 65
 KIRKHAM, JORDIN 56
 KIRWAN, C. BROCK 24, 111
 KLEIN, ERIC 29, 30, 46, 75, 103, 107, 126
 KLEIN, MICHELLE 91
 KOLE, JAMES 117
 KORNSHAUSER, KAILEY 112
 KRAFFT, JENNIFER 86
 KRALLOWEC, CHARLES 49
 KRANZ, PETER L. 18, 22, 31
 KRAUS, SUSAN 50
 KRUEGER, MEGAN 97, 124
 KUCHAR, ASHLEY 50
 KWAN, KAREN 22, 86
 KYNASTON, BAILEY 37
 LACOUNT, PATRICK 35
 LAGRANGE, LINDA 62
 LARKIN, TRAVIS 48
 LARSON, MICHAEL 33
 LARSON, SHEBLY 53
 LAUPER, CYNDI 231
 LAWSON, TIMOTHY 7, 28, 65, 98,
 110, 125
 LEE, AARON 35
 LEFLER, DANIEL 36
 LEPPARD, DEF 233
 LEVAN, ASHLEY J. 111
 LEVINE, BRET 96, 124
 LEVY, PATRICIA A. 69
 LIEBERENZ, SARAH 96, 103, 124
 LIKOS, STEPHANIE 85
 LINDERMAN, ALEX 96, 125
 LOCKWOOD, LINDA 40, 71,
 98, 113, 125
 LOMUTO, ZACHARY A. 75, 126
 LOOSLE, BRYANT 37
 LUCERO, LYLE 62
 LUHMANN, MAIKE 64
 LYNCH, AMANDA 58
 LYON, EMMA 102
 LYON, KRISTEN 49
 LYONS, KRISTEN 30
 LYON, THOMAS E. 50
 MAC, FLEETWOOD 207
 MACE, BRITTON L. 18, 22, 90, 91
 MACKELPRANG, EMILY 104
 MAGBUHAT, AMBER D. 47
 MAHAMANE, SALIF 50
 MANCUSO, MARY P. 29
 MANIACS, 10,000 241
 MANNING, LAHELA 85
 MANN, TIMOTHY 45
 MANSFIELD, CADED. 67
 MANTIA, JESSICA 102
 MARQUIT, JOSHUA 53, 54
 MARSING, NICK 36, 37, 56, 106
 MARTEL, YVONNE 113
 MARTICHUSKI, DIANE 6, 7
 MARTINEZ, MARCELLO 101
 MARTINEZ, PAIGE 106
 MARTINEZ, TYLAR 86
 MARTIN, TY 36
 MATSUMOTO, DAVID 8, 9, 11, 70, 92
 MAXWELL, RACHEL 32
 MAYLETT, JASON 106
 MAZUREK, MARK 46, 113
 MCADAMS, KIMBERLY 58
 MCCALL, RONA 19, 23, 43, 75, 79, 94
 MCCARTY, KELLY 75, 96, 102,
 103, 124, 126
 MCCONNELL, CAITLIN 71
 MCCONNELL, NOELLE 69
 MCDONALD, JORDAN 104
 MCDONALD, TYLER 36
 MCDONOUGH, TRACY 34
 MCGATHY, MICHAEL 69, 109
 MCGEE, ANDREW 38
 MCGILL, RACHEL 45
 MCKEEVER, AMANDA E. 105
 MCMATH, SELAH 61
 MEIL, A.J. 35
 MEISSNER, CHRISTIAN 97, 125
 MELON, BLIND 208
 MELTON, MORGAN 96, 102, 103, 124
 MENDENHALL, TRAE 53
 MERTIN, BETH 57
 MEYER, KATHARINE F. 110
 MILLER, ANAH 39
 MILLER, DANIEL 114
 MILLER, KATHERINE M.
 76, 98, 125, 126
 MILLER, LACEY 53
 MILLER, RICHARD L. 6, 7, 8, 9, 18,
 23, 41, 58, 59, 73, 75, 78, 85, 93, 97,
 116, 124, 126
 MILLER, TAYLOR 73
 MINDS, SIMPLE 204
 MISTER, MISTER 207
 MODE, DEPECHE 219
 MONSON, HILARY 101
 MOON, JAMIE 51
 MOORE, MEL 73
 MORALES, KRISTIE A. 74
 MORGAN, ANDREW 41
 MORGAN, BETSY 25, 80
 MORGAN, SUSAN 118
 MORROW, CHAD 46, 47, 95, 114
 MORTENSEN, CHAD R. 45, 90
 MOTES, CHELSEA 48
 MUELLER, STEPHANIE L. 101
 MULHOLLAND, RACHEL 34
 MULLIN, KATIE 112
 MURPHY, BYRON PAUL 56
 MURPHY, JOSHUA 54
 N'ROSES, GUNS 216
 NACKOS, TANNER D. 118
 NANEZ, JOSE E. 112, 113
 NAZARIO, ASHLEY 44
 NELSON, EMILY 68, 69
 NELSON, SABRINA 90
 NELSON, TIMOTHY D. 86
 NGUYEN, MAIA T. 58
 NORTH, ANNE J. 105
 NU, CHRONO 112
 NUESMEYER, KRISTEN C. 118
 NUÑEZ, NARINA L. 18
 ODEN, SARAH 117
 O'HALLORAN, MARY SEAN 44
 OKUN, MORRIS 65
 OLDROYD, KRISTINA 62
 OLIVER, PAUL 30, 45, 73, 103, 107
 OLSON, KRISTINE 7, 41, 85, 100, 124
 OTA, CARRIE 52
 OYER, LAURA M. 44
 PADILLA, CASSIE 38
 PARKER, MADELAINE 50
 PARK, JEEHAE 48
 PARRY, BRIAN 90
 PASCHALL, JACOB 113
 PASUPATHI, MONISHA 62
 PEARSON, MERCEDES 50
 PETERSON, MCCABE 96, 125
 PETERSON, MICHAEL 118
 PFEIFFER, MEGAN D. 98, 125
 PHELPS, KORY 34, 110
 PHILLIPS, MICHAEL 76, 126
 PINCKNEY, MCKENZIE 118
 PIPITONE, R. NATHAN 86
 PLACZEK, CHELSEA 40
 PLAYER, LACEE 85
 POOLE, TYSON 32
 PORTER, BRANDON 57
 POULSON, BARTON 118
 POURRIAH, PELMON 76, 126
 POWELL, JULIANA 113
 PRAIRIE CHICKEN, MICAH 68, 69
 PRANTE, MATTHEW 77
 PRETENDERS, THE 214
 PRICE, MINDI 56
 PRINGLE, LISA 91
 PRITCHARD, LAUREL M. 29
 PROUT, KERRY 79
 PROVENZA, KARLEE RAE 62
 PUGLIESE, JOHN 65, 71
 PULOS, STEVEN 66
 PYSZCZYNSKI, THOMAS 117
 QIU, WEI 52
 RAKEEN, BAHROZE 45
 RAMA, BANANA 246
 RANBY, KRISTA 34
 RANDELL, CHRISLYN E. 40, 75, 76, 126
 RAUER, HANNAH 30, 107, 108
 RAY-SANNERUD, BOBBIE 47, 95
 REBER, JEFFREY 32
 RED, SIMPLY 211
 REDMOND, CAITLIN O. 60
 RENNIE, KATIE 51
 REYES, CARLA 91
 RHOADES, GALENA 54, 55, 67
 RHODES, MATTHEW G. 111
 RICHARDSON, KEISHA 35
 RICHARDSON, MELISSA 49
 RICHMOND, AARON 18, 19, 25, 29, 30,
 43, 75, 89, 91, 98, 107, 108
 RIEDEL, ROBERT 87
 RIVAS, DIANA 91
 RIVEROS, GIOVANNI 105
 ROBERTSON, GAIL C. 64, 87
 ROCHELEAU, COURTNEY 7, 19, 41, 77
 RODRIGUEZ, MELANIE M. DOMENECH
 108

ROMNEY, CHELSEA 54, 68
 ROPP, ANNA 6, 70, 73, 77, 92, 103
 ROSA, JULIANA 45
 ROSE, PAUL 50
 ROTH, SHERRY 44
 RUDD, M. DAVID 95
 RUSSELL, MELISA 28
 RUSSELL, SAMANTHA 38, 67
 RUSSELLSTAMP, MELINDA 116
 RUTLEDGE-ELLISON, LILY 30, 45
 RUTLEDGE, JAKE 33
 RYCEK, ROBERT 6
 SABBATH, BLACK 299
 SALAZAR, MAX 49, 91
 SANCHEZ, SHANELL 104
 SANDBERG, JONATHAN 54
 SANDERS, CHERYLE E. 6, 7, 75, 76, 91, 124, 126
 SANDERS, KRISTINA 76, 126
 SANDRIDGE, MICHAEL L. 86
 SANSONE, CAROL 48
 SANTOS, DANIELA 87
 SAVAGE/RUMBAUGH, SUE 8, 9, 72
 SAXBY, WILLIAM 48
 SCHACTER, DANIEL L. 8, 26
 SCHATZ, ROBERT 7, 97, 125
 SCHELL, RHIANNA 59
 SCHENKELBERG, RITA C. 61
 SCHERER, LISA L. 101
 SCHMALTZ, SCOTT 76, 126
 SCHROEDER, MICHAEL 33
 SEARS, SHARON 69
 SEELEY, AUSTIN 90
 SEVERSON, DAVID 114
 SHEAN, GLENN 7, 67
 SHERRATT, MICHAEL J. 37
 SHERRY, PATRICK 34, 101, 102
 SHIGLEY, SALLY 68
 SHLEYFER, JENNY 91
 SHLEYFER, YEVGENIYA 49
 SIEGEL, JASON 96, 124
 SILVA, CAROLINA 118
 SILVER, N. CLAYTON 7
 SIMONDS, JENNIFER 106, 118
 SINCLAIR, SUNGCHOON 48
 SINGELAIS, JACQUELINE E. 57
 SISTER, TWISTED 228
 SKIDMORE, MEGAN 56
 SMART, SHEA 105, 108
 SMITH, BO 36
 SMITH, CARL 51
 SMITH, HILARY A. 47
 SMITH, RANDI 19
 SNOW, MATISON 100
 SOSOO, JANE 35, 58
 SOUTHAM, CASSANDRA 36
 SPECHT, JULE 64
 SPEEDWAGON, REO 218
 STAMPS, ASHLEY M. 103
 STANFORTH, EVAN 102
 STANLEY, SCOTT 54, 67
 STARCHER, LISA 117
 STARK, DANETTE 31, 80, 84
 STEELE, SHANNON 69
 STEFFEN, PATRICK 54
 STEPHENSON, JAMES 46, 47, 114
 STEVENS, ANNE 35
 STOINSKI, CHELSEA 62
 STOUT, EMILY R. 60
 STOVALL, KAREN L. 79
 STRAKA, LUKE 40
 STRASBAUGH, STEPHANIE 35
 STROSSER, GARRETT 7, 63, 73, 90, 109
 STRUWE, LEEZA 95
 SUGAR, JUDITH A. 124
 SUGIMOTO, SHAWNA 116
 SULLIVAN, ROXANNE 23, 94, 96, 97, 124
 SYDEMAN, SUMNER 7, 38, 67
 TACEY, KATIE 113
 TALBOTT, KIM 7, 110
 TALLEY, CLAIRE 37
 TALLEY, SUSAN 64
 TAPIA, MEGAN 86
 TEBOCKHORST, SUNDA FRIEDMAN 39
 TERRY, STEVEN 30
 TESLOW, JESSICA 68
 THERIAULT, JACQUELINE LETTS 115
 THERSON, DANIELLE 55
 THOMAS, KISORI 106
 THURSTON, PAUL 105
 TOMPKINS, SARA ANNE 66
 TOP, DAVID 49
 TRAGER, BRADELY 87
 TREMONTE, ANNA 53

TRENARY, MELANIE 43
 TROUP, LUCY J. 58
 TRULL, RHIANNON 32
 TSCHANZ, JOANN T. 37
 TULANE, SARAH 57
 TULL, JETHRO 211
 TURRILL, JONNA 40
 TWINS, THOMPSON 228
 VACHA/HAASE, TAMMI 66
 VACHERESSE, ZAYNE 112
 VANILLI, MILLI 285
 VARELA, ALBERTO 79
 VASEFI, ARESH 112
 VATERLAUS, J MITCH 57
 VICE, SARA 34, 65
 VIEANE, ALEX Z. 71
 VIGIL, DANIEL 76, 126
 VILLAUME, BLAISE M. 110
 VINEY, WAYNE 124
 VITUM-JONES, ALEX 90, 109
 VOHRA, HIBA 67
 VOIGT, BLISSE 28
 WAINRYB, CECILIA 62
 WALTERS, CHARLES B. 77, 103
 WALTERS, SYDNEE 37
 WARNER, C. BRUCE 51
 WARNE, RUSSELL 118
 WARREN, JARED S. 49, 79
 WATROUS-RODRIGUEZ, KRISTEN M. 100
 WEBB, ABBY 43
 WEITEN, WAYNE 6, 13, 27, 99
 WESTBROOK, MICHAEL 86
 WESTMORELAND, RACHEL 112
 WESTON, JAMES 100
 WHEATON, ANNE GRY 47
 WHEELER, KRISTEN 49, 91
 WHITE, LYNN H. 7, 17, 24, 51, 57, 63, 101
 WHITMYRE, JARED 33
 WIDVEY, SENECA 46
 WIGGINS, ARYANNA 41
 WILLIAMS, ALLISON 117
 WILLIAMS, BENJAMIN J. 62
 WILLIAMSON, IAN 117
 WILSON, DAKOTA 106
 WILTBANK, ALISON 36
 WINKEL, MALORY 36

WOELFEL, MICHELLE M. 50
 WOESTEHOFF, SKYE A. 97, 125
 WOLFRUM, ALISHA 76, 126
 WONG, MARIA M. 24, 64, 87
 WOODS, DESIRAE 28
 WOODS, LAUREN 62
 WOODY, WILLIAM DOUGLAS 6, 7, 17, 18, 20, 22, 39, 62, 91
 WOZNIAK, WILLIAM 8, 9, 78, 124
 WRIGHT, ABBY 33
 WRIGHT, HANNAH 86
 WUCHERPFENNIG, ANDREA J. 97, 125
 YAMAWAKI, NIWAKO 54
 YAPTANGCO, MONA 38, 39
 YEAGER, LARA 65
 YOCKEY, RONALD 29, 48, 49
 YOUNG, DESIREE 34
 YOUNG, KENNA 54
 YOUNG CANNIBALS, FINE 221
 ZAVILLA, ANASTACIA 96, 124
 ZHENG, XUAN 100
 ZHOU, TIANYOU 113
 ZIMMERMAN, DANIEL 112, 113
 ZLOKOVICH, MARTHA 31, 80, 84
 ZUCKER, KEATON 101, 102
 ZUNI, KELLYLYNN 86
 ZWEIFEL, HANNAH 112
 ZWETZIG, SARAH 55, 77

NOTES

