

# The 11<sup>th</sup> Annual Missouri Undergraduate Psychology Conference

## CONFERENCE PROGRAM



November 6-7, 2015  
Lindenwood University, St. Charles, MO



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# LINDENWOOD

## **Welcome to the 11<sup>th</sup> Annual Missouri Undergraduate Psychology Conference November 6-7, 2015**

Lindenwood University is pleased and honored to host the 2015 Missouri Undergraduate Psychology Conference. We hope that this conference will be as enjoyable and beneficial as its predecessors.

Lindenwood University was founded in 1827 and presently serves more than 15,000 students annually. Psychology has been offered as an undergraduate degree program at Lindenwood for over 65 years. Today it is one of our most popular majors, with nearly 250 students on the St. Charles campus and more than 100 students on the Belleville campus selecting it. Undergraduate research has always been a key component of the Lindenwood psychology programs, so we are excited to have become a regular participant and a MUPC host institution.

The psychology major is an excellent example of the liberal arts tradition in higher education. Students majoring in psychology typically study history, philosophy, mathematics, the natural sciences, literature, and other social sciences as required components of their curriculum. Experimental psychology and research methods courses require psychology students not only to develop strong logical and quantitative skills but also to express themselves clearly in both oral and written modes.

We are excited to announce that we have 30 oral presentations and an unprecedented 41 posters lined up along with two very distinguished keynote speakers, Dr. Leonard Green and Dr. Drew Appleby at this year's conference. We hope that this conference will provide opportunities for you to broaden your knowledge of the field of psychology, gain experience in presenting research findings, and network with many others who will be your professional colleagues in the future. Please enjoy the broad array of presentations and the many events designed to engage you in all aspects of your discipline.

Welcome to Lindenwood. We are so glad you are here!

Cordially,



Marilyn S. Abbott, PhD  
Interim Provost



Michiko Nohara-LeClair  
Professor of Psychology

## Brief History of the Missouri Undergraduate Psychology Conference

The Missouri Undergraduate Psychology Conference (MUPC) was founded by Dr. Maria Hunt and her colleagues at Avila University (then Avila College) in 2005 as a one-day conference. From the start, the conference offered opportunities that were rather unique for an undergraduate regional conference. One of the most innovative ideas was to provide a forum for students to present their practicum experience in a conference setting.

From its humble beginnings of 94 attendees in 2005, MUPC has evolved dramatically over the years. In 2014, which marked MUPC's 10<sup>th</sup> anniversary, Lindenwood University hosted 220 attendees from 28 different schools. We have added a conference logo, a mascot ("Mupsee"), a banner, and a Friday night session, and every year, MUPC is attracting presenters from states farther and farther away, quickly establishing itself as more than a regional conference.

## Past MUPC Conference Host Institutions

- 2005 Avila University, Kansas City, MO
- 2006 Avila University, Kansas City, MO
- 2007 Northwest Missouri State University, Maryville, MO
- 2008 Northwest Missouri State University, Maryville, MO
- 2009 Lindenwood University, Saint Charles, MO
- 2010 Westminster College, Fulton, MO
- 2011 Westminster College, Fulton, MO
- 2012 Westminster College, Fulton, MO
- 2013 Park University, Parkville, MO
- 2014 Lindenwood University, Saint Charles, MO
- 2015 Lindenwood University, Saint Charles, MO



## Schedule At-a-Glance

*All events will take place on the 3rd and 4th floors of the Spellmann Center.  
Refreshments will be available in the Anheuser-Busch (A-B) Leadership Room  
and S3020 during breaks (See floor maps on page 7).*

### Ongoing Sessions

The following sessions are ongoing throughout the duration of the conference.

**(4 p.m.-7 p.m. on Friday, November 6 and 8 a.m.-4 p.m. on Saturday, November 7)**

Session	Description	Location
Dr. Drew Appleby's Posters	Useful tips and information regarding academic advising and student success	<i>Third Floor Lobby</i>
Graduate School Information	Visit our sponsoring schools to learn about their graduate programs	<i>S3020</i>
St. Charles Visitors Bureau	Make the best of your stay in St. Charles, MO by discovering what fun and exciting adventures await you!	<i>Fourth Floor Balcony (Next to Elevators)</i>
Career and Volunteer Opportunities Organization	Learn about possible career and volunteering opportunities at our sponsoring organizations	<i>A-B Leadership Room</i>
Silent Auction	Place a bid on some great auction items	<i>A-B Leadership Room</i>
Posters of Psi Chi Chapters	Come and learn what local Psi Chi chapters have been up to	<i>S4095</i>

### Friday, November 6

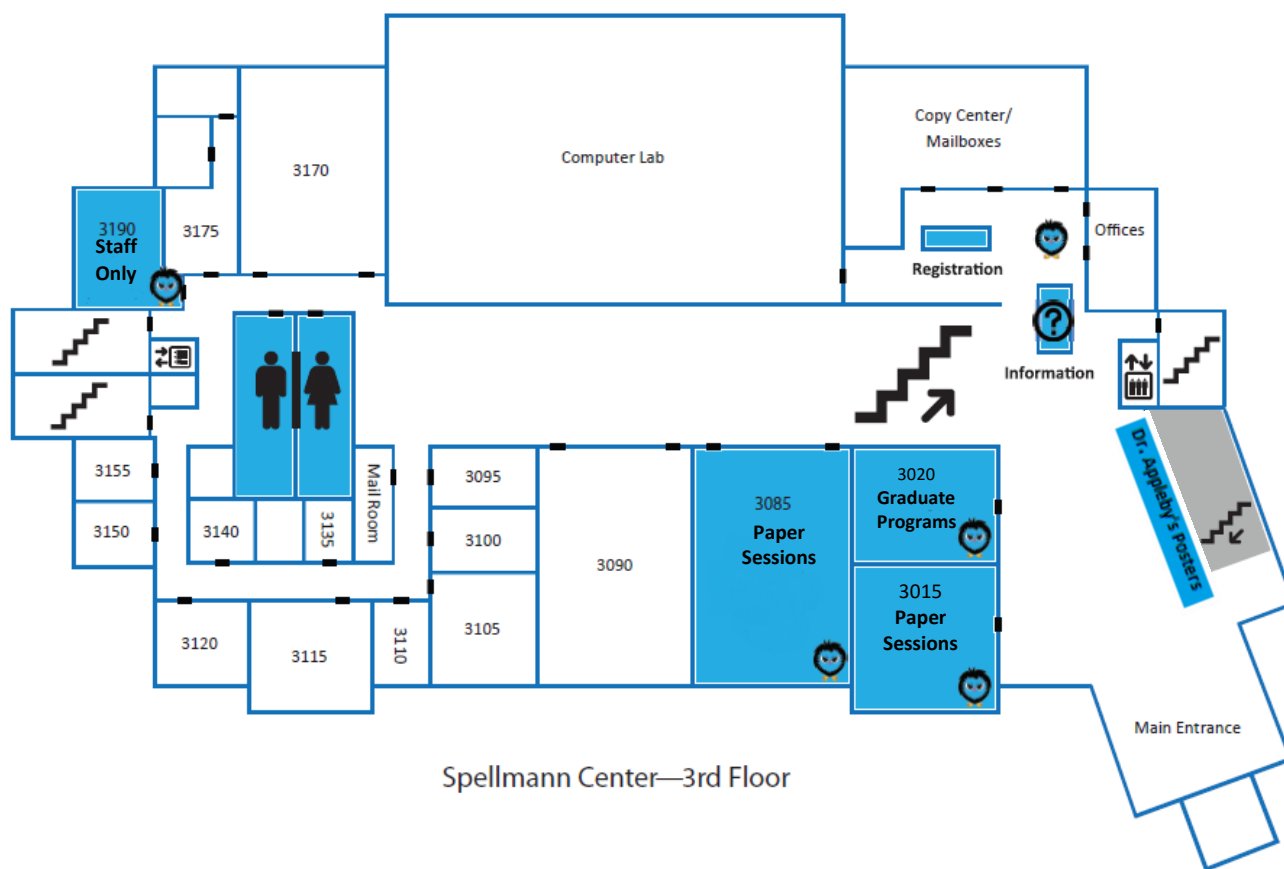
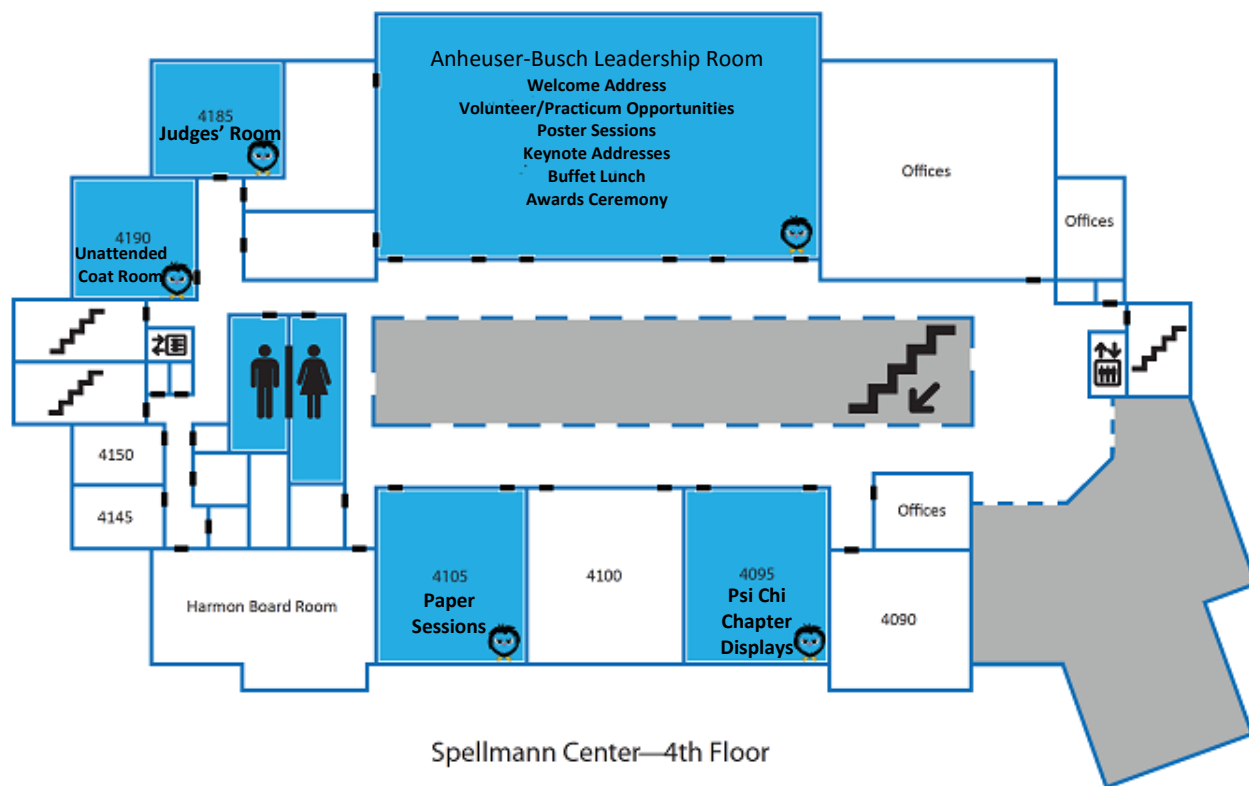
Time	Session	Location
4:00 P.M.-6:30 P.M.	Registration	<i>3rd Floor Registration Counter</i>
4:30 P.M.-4:45 P.M.	Brief Welcome and Orientation	<i>A-B Leadership Room</i>
4:45 P.M.-5:00 P.M.	Break	
5:00 P.M.-7:00 P.M.	Concurrent Poster Sessions Posters must be displayed all two hours; presenters must be at their posters at their designated hour (see program p.10-23 for details)	<i>A-B Leadership Room</i>

**Saturday, November 7**

<b>Time</b>	<b>Session</b>	<b>Location</b>
7:00 A.M.-4:00 P.M.	Registration	<i>3rd Floor Registration Counter</i>
7:00 A.M.-8:00 A.M.	Continental Breakfast	<i>A-B Leadership Room</i>
8:00 A.M.-8:20 A.M.	Welcoming Address <i>Michael Shonrock, PhD</i> <i>President of Lindenwood University</i>	<i>A-B Leadership Room</i>
8:20 A.M.-8:30 A.M.	Break	
8:30 A.M.-9:30 A.M.	Empirical Paper Session 1 Non-empirical Paper Session 1 Applied Experiences Paper Session 1	<i>S3015</i> <i>S4105</i> <i>S3085</i>
9:30 A.M.-9:45 A.M.	Break	
9:45 A.M.-10:45 A.M.	Empirical Paper Session 2 Empirical Paper Session 3 Non-empirical Paper Session 2	<i>S3015</i> <i>S4105</i> <i>S3085</i>
10:45 A.M.-11:00 A.M.	Break	
11:00 A.M.-12:15 P.M.	Keynote Address <i>Leonard Green, PhD</i> “Self-Control as Choice Behavior: The Behavioral Economics of Impulsivity”	<i>A-B Leadership Room</i>
12:15 P.M.-1:45 P.M.	Buffet Lunch	<i>A-B Leadership Room</i>
12:15 P.M.-1:45 P.M.	Psi Chi Lunch All Psi Chi Student Members are Invited to Come and Mingle with Psi Chi Students from Other Chapters	<i>S4095</i>
12:45 P.M.-1:45 P.M.	Faculty Workshop Luncheon* <i>Drew Appleby, PhD</i> “Skills-Based Advising Strategies to Enable Job-Seeking College Graduates to Be Hired, Be Promoted, and Keep Their Jobs” <i>*Pre-register at Registration Table</i>	<i>S4105</i>
1:45 P.M.-2:00 P.M.	Break	
2:00 P.M.-3:00 P.M.	Empirical Paper Session 4 Empirical Paper Session 5 Empirical Paper Session 6	<i>S3085</i> <i>S4105</i> <i>S3015</i>
3:00 P.M.-3:15 P.M.	Break	
3:15 P.M.-4:15 P.M.	Psi Chi Address <i>Drew Appleby, PhD</i> “The Kisses of Death in the Graduate School Application Process”	<i>A-B Leadership Room</i>
4:15 P.M.-5:15 P.M.	Auction, Prizes, and Awards Ceremony	<i>A-B Leadership Room</i>



# Spellmann Center 3<sup>rd</sup> and 4<sup>th</sup> Floor Maps



## Keynote Speakers



**Dr. Leonard Green** received his undergraduate degree from the City College of New York (CCNY) and his PhD from the State University of New York at Stony Brook. After completing his post-doctoral research, Dr. Green became a Professor of Psychology at Washington University in St. Louis and Director of Undergraduate Studies. Dr. Green's research concerns choice and decision-making in rats, pigeons, and people, with a particular interest in models of self-control, impulsivity, choice and decision-making, and basic learning processes. In addition, he is one of the developers of 'behavioral economics,' which is a transdisciplinary field that combines the experimental methodology of psychology with the theoretical constructs of economics. He has published over 150 articles and book chapters.

He is a co-author of the book *Economic Choice Theory: An Experimental Analysis of Animal Behavior* (Cambridge University Press) and editor of *Advances in Behavioral Economics*, the third volume of which is subtitled *Substance Use and Abuse*. He served as Editor of the *Journal of the Experimental Analysis of Behavior*, and currently is a Consulting Editor for *Behavior and Philosophy*, on the Advisory Board of *The Psychological Record*, and on the Editorial Board of the *Journal of Experimental Psychology: Animal Learning & Cognition*. Green's research has been funded by the National Institutes of Health, National Institute on Aging, and the McDonnell Center for Higher Brain Function. He served on the Executive Board of the Society for the Quantitative Analysis of Behavior (SQAB), and was President and Chairman of the Board of the Society for the Experimental Analysis of Behavior (SEAB). Dr. Green is a Fellow of the Association for Behavior Analysis International (ABAI) and the Association for Psychological Science (APS), and he is President-elect of Division 25 (Behavior Analysis) of the American Psychological Association.

**Dr. Green will be giving his keynote address entitled, "Self-Control as Choice Behavior: The Behavioral Economics of Impulsivity" on Saturday, November 7, 2015, 11:00 a.m.-12:15 p.m. in the Anheuser-Busch Leadership Room.**

**Dr. Drew Appleby** received his BA from Simpson College in 1969 and his PhD from Iowa State University in 1972. During his 40-year career, he served as the Chair of the Marian University Psychology Department, the Director of Undergraduate Studies in the Indiana University-Purdue University Indianapolis (IUPUI) Psychology Department, and the Associate Dean of the IUPUI Honors College. He used the results of his research on teaching, learning, academic advising, and mentoring processes to create strategies to enable college students to adapt successfully to their educational environment, acquire academic competence, identity and set realistic goals, and achieve their career aspirations. He authored over 100 publications (including *The Savvy Psychology Major*) and made over 600 presentations (including 20 invited keynote addresses) to a variety of professional and nonprofessional audiences. He created the Society for the Teaching of Psychology's (STP) *Project Syllabus*, transformed STP's *Mentoring Service* into an online clearinghouse, and founded and served as the director of the *Indiana High School Psychology Teachers Conference*. He was honored for his outstanding contributions to the science and profession of psychology by being named as a Fellow of the American Psychological Association's Division One (General Psychology) and Division Two (STP), the Midwestern Psychological Association, and as the 30<sup>th</sup> distinguished member of Psi Chi (the International Honor Society in Psychology). He received 44 national, regional, and institutional awards and recognitions for teaching, advising, mentoring, and service. His work with IUPUI's varsity athletes led him to be named "My Favorite Professor" by 71 student-athletes, and he was designated as a mentor by 777 IUPUI psychology majors, 222 of whom indicated he was their most influential mentor by selecting the following sentence to describe his impact: "This professor influenced the whole course of my life and his effect on me has been invaluable."



Dr. Appleby retired from IUPUI in 2011 with the rank of Professor Emeritus. He now resides in Atlanta, where he and his wife Peg live only 1.4 miles from their granddaughter. His curriculum vitae can be viewed at [http://psych.iupui.edu/sites/default/files/appleby\\_curriculum\\_vitae.pdf](http://psych.iupui.edu/sites/default/files/appleby_curriculum_vitae.pdf).

**Dr. Appleby's faculty workshop, "Skills-Based Advising Strategies to Enable Job-Seeking College Graduates to Be Hired, Be Promoted, and Keep Their Jobs" will be on Saturday, November 7, 2015, 12:45 p.m.-1:45 p.m. in S4105. His academic advising posters on this and other student-success topics will be on display throughout the duration of the conference in the Third Floor Lobby.**

**Dr. Appleby's Psi Chi Address entitled, "The Kisses of Death in the Graduate School Application Process" is on Saturday, November 7 2015, 3:00 p.m.-4:00 p.m. in the Anheuser-Busch Leadership Room.**

## Detailed Schedule of Presentations and Abstracts

**Friday, November 6<sup>th</sup>**

**4:30 p.m.-4:45 p.m.  
Brief Welcome and Orientation**

**5:00 p.m.-7:00 p.m.  
Poster Session  
(Anheuser-Busch Leadership Room)**

### **GROUP 1: Empirical Posters**

**All Group 1 presenters must be present by their poster between 5:00 p.m.-6:00 p.m.**

#### **EP-01**

#### **The Effects of Method of Loci Training on Attention and Memory in Young and Older Adults**

*Robert Woody, Mark Huff, & David Balota*

*Washington University in St. Louis, St. Louis, MO*

Faculty Sponsor: Dr. David Balota

We evaluated the effects of a Method of Loci mnemonic training program on older and younger adults' attentional performance. Trainees completed a series of baseline memory and attention assessments followed by individualized training with the Method of Loci technique. Trainees then practiced this technique on unrelated word lists through an online training program for three weeks which was followed by post-training memory and attention assessments. Both age groups showed large memory improvements as a result of the memory training, with only younger adults producing preliminary evidence for generalization to attention tasks.

#### **EP-02**

#### **Combining the Keyword Method and Testing Promotes Better Learning than Testing Alone**

*Jae Un Yoo, Toshiya Miyatsu, & Mark A. McDaniel*

*Washington University in St. Louis, St. Louis, MO*

Faculty Sponsor: Dr. Mark A. McDaniel

A recent review on learning strategies (Dunlosky et al., 2013) advised against the keyword method that connects to-be-learned information through an embedded English word, arguing that testing is a better learning strategy. We argue, however, that the keyword method is an encoding process that can be used in combination with testing. In our study, participants studied 40 Lithuanian-English word pairs presented in one of four different learning methods: studying, keyword learning, studying then testing, and keyword learning then testing. After 48 hours (Experiment 1) or a week (Experiment 2) delay, they were tested on the English definition for the words.

**EP-03****The Effect of Emotion and Color on Memory Performance***Madison Feldewerth, Grayson Norris, Amanda Kiso, & Morgan Foelsch**Westminster College, Fulton, MO*

Faculty Sponsor: Dr. Ryan Brunner

Prior research has discovered that font color and the emotional charge of words independently effect the ability of memory recollection. Our first hypothesis was that there would be better recollection of “red” words than “black” words. We next attempted to demonstrate our hypothesis that there would be greater word retention for those words possessing negative emotional charge rather than neutrally charged words. After conducting our research, we discovered no significant outcome between font color and emotional charge on memory.

**EP-04****Can You Raed This: A Study of Orthographic Priming***Emma Trammel & Suzanne Welcome**University of Missouri-Saint Louis, St. Louis, MO*

Faculty Sponsor: Dr. Suzanne Welcome

Orthographic priming decreases response times to visually presented target words after brief presentation of a prime word with a visual relationship to the target. This study focuses on individual differences in this effect. We hypothesized that individuals with more exposure to print will have better orthographic processing skills due to increased lexical exposure. In turn, individuals with better orthographic processing skills will be more affected by priming effects because of an increased sensitivity to the visual form of words. Our preliminary results show a significant relationship between the degree of priming and a measure of orthographic processing skill.

**EP-05****Subliminal Processing in Visual Word Recognition Yields a First Letter Advantage***Alexandra J. Weigand, A. J. Aschenbrenner, & David A. Balota**Washington University in St. Louis, St. Louis, MO*

Faculty Sponsor: Dr. David Balota

Previous research has established two potential models of visual word recognition. The parallel processing approach suggests that letters within a word are processed simultaneously, while the serial approach favors left-to-right sequential processing. The current study tests the hypothesis that words are processed serially due to a leftward elongation of receptive fields by employing a paradigm in which single words are presented in horizontal and vertical orientations. The results indicate a first letter advantage in both accuracy and response time independent of the orientation of the stimuli, providing evidence for a serial process that cannot be explained by receptive field elongation.

**EP-06****Effect of Contextual Change by Diversionary Thought on Relearning***Kezhou (Vita) Chen, Carlee M. DeYoung, Toshiya Miyatsu, & Mark A. McDaniel**Washington University in St. Louis, St. Louis, MO*

Faculty Sponsor: Dr. Mark A. McDaniel

New theory of disuse postulates that benefits of relearning are greater in magnitude for information with lower accessibility. On the other hand, daydreaming has been shown to decrease the accessibility of previously learnt information through context change. Therefore, we tested our hypothesis that daydreaming enhances relearning by inserting a directed daydreaming task between two periods of studying word lists, which was aimed to lower the accessibility of the learnt information and enhance the subsequent restudy of it. After the study periods, a free-recall test was administered both immediately (experiment 1) and with a 48 hour delay (experiment 2).

**GROUP 2: Empirical Posters****All Group 2 presenters must be present by their poster between 6:00 p.m.-7:00 p.m.****EP-07****Discounting of Monetary Rewards that are Both Delayed and Probabilistic***Hyun Chul Cha**Washington University in St. Louis, St. Louis, MO*

Faculty Sponsor: Dr. Leonard Green

The subjective value of an outcome is affected by the time until it is received (delay discounting) and by the likelihood of its receipt (probability discounting). Delay and probability discounting have been studied separately, and each is well described by a hyperboloid function. However, everyday decision-making frequently involves outcomes that are both delayed and probabilistic. In this experiment, participants made choices between smaller rewards that were both immediate and certain and larger rewards that were both delayed and probabilistic. Results showed that a multiplicative hyperboloid function provided an excellent fit to the data.

**EP-08****Hippocampal Subdivisions and Navigation Performance***Christina Johnston, Samantha Allison, & Denise Head**Washington University in St. Louis, St. Louis, MO*

Faculty Sponsor: Dr. Denise Head

Place learning, which is subserved by the hippocampus (HC), is a strategy used to navigate through space that involves forming a cognitive map of the environment. Limited research has examined the relationship between HC subdivisions (i.e., head, body, and tail) and navigation performance. Therefore, the purpose of the current study was to investigate the relationship between HC subdivisions and place learning performance. 60 participants with existing MRI data completed the task in a virtual reality environment. Only hippocampal body volume was significantly associated with cognitive map learning and use of a cognitive map.

**EP-09****Differences in Gesture Production between Truth-tellers and Liars***Shinichi Kogi**Iowa State University, Ames, Iowa*

Faculty Sponsor: Dr. Dawn M. Sweet

The goal of this study was to assess differences in gesture production between individuals who performed a task and individuals who did not. The present study investigated differences in representational gestures and non-representational gestures. Thirty-eight participants ( $M_{age} = 19.57$ ;  $SD = 1.35$ ; Range = 18-23 years) were randomly assigned to either the experimental group or the control group. The experimental group performed a simple sorting and stacking task while the control group merely read instructions for performing the task. Results suggest that there are significant differences in gesture production between the two groups.

**EP-10****Shifts to the Left: Priming Compassion to Motivate Political Attitudes***Alison Schreiber, Emily Hanson, & Alan Lambert**Washington University in St. Louis, St. Louis, MO*

Faculty Sponsor: Dr. Alan Lambert

Previous research in political psychology has demonstrated that when people feel under threat, they are more likely to endorse conservative items. In an effort to examine what situational forces might induce endorsement of more liberal items, our research turns towards personality psychology literature demonstrating that liberals tend to rate themselves as more compassionate than conservatives. Thus, our study examines whether priming compassion through the use of a speech detailing the moral imperative people have to give back to the poor will result in people endorsing more items associated with liberalism.

**EP-11****Attitudes Predicting Patriotism and Nationalism***David Crittendon**Murray State University, Murray, KY*

Faculty Sponsors: Dr. Maria Vazquez Brown &amp; Dr. Jana Hackathorn

Two important parts to national identification are patriotism and nationalism. Although these two constructs are closely interrelated, they are separate. The current study examined the relationship between personality variables, and other related attitudes to patriotism and nationalism. A series of correlations indicated relationships between the variables. Additionally, a multiple regression indicated patriotism is significantly predicted by negative attitudes toward civil liberties and world government, increased smugness, and increased conservatism,  $F(6, 67) = 23.04$ ,  $p < .001$ ,  $R^2 = .67$ . Nationalism was only predicted by increased smugness,  $F(6, 67) = 12.16$ ,  $p < .001$ ,  $R^2 = .52$ .

**EP-12****Spitefulness and Materialism***Emilie Radziejewski & Mitsuru Shimizu**Southern Illinois University Edwardsville, Edwardsville, IL*

Faculty Sponsor: Dr. Mitsuru Shimizu

Spite is an understudied psychological construct that has been ignored by most psychological fields until Marcus, Zeigler-Hill, Mercer, and Norris (2014) developed a 17-item Spitefulness Scale. Using this scale, the present study examined if spitefulness is associated with materialism. The results revealed that materialism was associated with spitefulness even after controlling for Big-5 personality traits, self-esteem. However, materialism was not significantly associated with spitefulness after controlling for narcissism in addition to Big-5 personality traits and self-esteem. Possible implications are discussed.

**GROUP 3: Empirical Posters**

**All Group 3 presenters must be present by their poster between 5:00 p.m.-6:00 p.m.**

**EP-13****The Effect of Childhood Trauma on Behavioral Approach and Inhibition***Karen Perez, Sudheera Ranaweera, Claire Gorey, & Marina Bornovalova**University of South Florida, Tampa, FL*

Faculty Sponsor: Dr. Marina Bornovalova

According to recent research, childhood trauma is associated with increased risk taking behaviors later in life. This association indicates that individuals who endure abuse/trauma have deficiencies in their reward systems. This study is unique in that it addresses trauma specifically and how it affects approach and avoidance behaviors. A behavioral approach system (BAS) is thought to regulate appetitive motives, in which the goal is to move toward something desired. A behavioral avoidance/inhibition system (BIS) is thought to regulate aversive motives, in which the goal is to move away from something unpleasant. We predicted that early childhood trauma, regardless of the

**EP-14****Parenting and Adolescents' Aggressive Attitudes***Ella Faulhaber, Lisa Phommatha, Aliesa Mason, Mitch Hoger, & Charlotte Moser**Iowa State University, Ames, IA*

Faculty Sponsor: Dr. Doug Gentile

A cross-sectional survey study examined whether aggressive parenting predicts adolescents' attitudes about aggression. Participants (n=549) completed the Parental Behavior Scale (Meunier & Roskam, 2007), the Psychological Control Scale (Barber, 1996) and the Attitudes towards Violence Scale (Anderson et al., 2006). Aggressive parenting correlated with beliefs such as "Children should be spanked for temper tantrums" ( $r=0.44$ ,  $p < 0.01$ ) or "Punishing a child physically when he/she deserves it will make him/her a responsible and mature adult" ( $r=0.34$ ,  $p < 0.01$ ). These results are consistent with studies showing that aggressive parenting predicts aggressive attitudes in adolescents and youth (Weiss et al., 1992).



**EP-15****How Do the Leadership Styles of College Students and Their Parents Relate?**

*Kirsten M. Marucco, Aaron J. Morris, Jared G. Deerhake, Lainie J. Barron,  
& Eva Dreikurs Ferguson*

*Southern Illinois University Edwardsville, Edwardsville, IL*

Faculty Sponsor: Dr. Eva Dreikurs Ferguson

The current study is a follow up and partial replication of a 2009 study (Ritchie, Jeffers, Little, Schulz, & Ferguson, 2009) by the Ferguson lab. Leadership values of college students (PVa, Ferguson Adult Values inventory) and the leadership style that they reported their mother and father had when raising them (PVi, Ferguson Parental Values inventory) are compared. The leadership values tested in this study are based on the work of Lewin (Lewin, Lippit, & White, 1939) and Dreikurs (Dreikurs, Grunwald, & Pepper, 1999). The results were compared to those of the earlier 2009 study.

**EP-16****Too Young to Care: Tanning and the Extremes of Optimistic Bias**

*Megan Chisum*

*Southeast Missouri State University, Cape Girardeau, MO*

Faculty Sponsor: Dr. Jennifer Gadberry

This poster will examine optimistic bias and its relation to teen tanning. The first part of this presentation will focus on the history of tanning and the increased skin cancer rates since tanning's increased popularity. In the second part of the presentation, I will look at data collected from a survey from a local high school. Lastly, I will examine the effects of optimistic bias on teenagers and young adults. As skin cancer rates increase and the popularity of tanning increases, it is vital to teach teens and young adults of the risks associated with tanning and mediate the negative effects of teen optimistic bias.

**EP-17A****Living in a Bully's World: The Relationship between Gender, School Climate, Teacher Support and Victimization during Adolescence**

*Grayson Coker*

*Westminster College, Fulton, MO*

Faculty Sponsor: Dr. Abby Coats

Evidence indicates that there are identifiable aspects relative to the differing roles in bullying behaviors. Previous research suggests that the differences between male and female students, along with school climate have an effect on bullying behavior. The purpose of the study was to determine the relationship between gender, school climate, and teacher support and victimization, during adolescence. It was predicted that female participants with higher feelings of positive school climate and teacher support would tend to be victimized less often than others. It was also predicted that boys would tend to be more involved in bullying behaviors, than girls.

**EP-17B****Do Parenting Styles Predict Aggressive Behavior?***Charlotte Moser, Ella Faulhaber, Lisa Phommatha, Aliesa Mason, & Mitch Hoger**Iowa State University, Ames, IA*

Faculty Sponsor: Dr. Craig Anderson

We investigated the relationship between parenting styles and aggression in a sample of 549 adolescents and young adults. Positive parenting was associated with lower physical aggression ( $r = -0.24$ ,  $p < 0.01$ ), verbal aggression ( $r = -0.14$ ,  $p < 0.01$ ) and relational aggression ( $r = -0.12$ ,  $p < 0.01$ ). Harsh punishment is associated with higher physical aggression ( $r = 0.27$ ,  $p < 0.01$ ) and relational aggression ( $r = 0.16$ ,  $p < 0.01$ ). These results are consistent with social learning theory (Bandura, 1973; 1983).

**GROUP 4: Empirical Posters****All Group 4 presenters must be present by their poster between 6:00 p.m.-7:00 p.m.****EP-18****Living in a Diverse World and Racial Attitudes***Jacqueline Toweson, Austin Bradley, & Zachary Mansell**Maryville University, St. Louis, MO*

Faculty Sponsor: Dr. Dustin Nadler

The aim of this study was to understand how an individual's experiences with diversity impact their perceptions of diversity. We tested for relationships between racial attitudes, using the colorblind racial attitudes scale (COBRA), with self-reported experiences of diversity, establishing how these experiences effect individual's overall perceptions of racism in 84 students. This study found that there were no significant relationships between diversity experienced and any of the outcome variables (racial privilege, institutional discrimination, blatant racial issues, and overall COBRA score). While this study had some limitations, these findings may implicate the importance of experiencing diversity, not just learning about it.

**EP-19****The Relationship between Anxiety and Satisfaction with Life in College Students***Halie Brooks**William Woods University, Fulton, MO*

Faculty Sponsor: Dr. Caroline Boyer Ferhat

This study examined the relationship between state and trait anxiety levels and satisfaction with life in college students at a small, private, liberal arts institution. Participants self-reported on the State-Trait Anxiety Inventory and the Satisfaction with Life Scale. A strong relationship was found between high state anxiety levels and low satisfaction with life as well as between high trait anxiety levels and low satisfaction with life. Further research could be conducted about the relationship between anxiety in college students and performance in academics as well as how schools seek to reduce anxiety in students.

**EP-20****The Importance of Student Involvement: Relationships between Involvement, Integration, Fit, Satisfaction, GPA and Retention***Erin Kaser**Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Dustin Nadler

This study examined the importance of students' satisfaction and variables that influence it. 104 students (62.5% White, 66.3% Female) completed a survey measuring academic and social integration, perceptions of university fit and satisfaction, campus involvement, Cumulative GPA, and intentions for retention. Regression analyses showed satisfaction predicted both GPA and intention for retention. Also, academic and social integration predicted fit, which predicted satisfaction. Finally, students who reported being involved on campus reported feeling more socially integrated than those who were not involved. These results highlight the importance for student involvement on academic achievement and intentions for retention.

**EP-21****Ricky Goes to School: The Effects of Dogs and Gender on Stress***Amber Clark & Aileen Gonzalez**Missouri Southern State University, Joplin, MO*

Faculty Sponsor: Dr. Karen Kostan

Managing stress is an important part of good health. Dogs may help to reduce stress in people. Many studies show evidence of interacting with dogs reduces blood pressure and heartrate as well as offering an attachment figure and providing emotional support. (Allen, Blascovitch, Tomaka, & Kelsey, 1991; Kurdek 2009). Our study expanded on these ideas and also looked at the influence of gender. We predicted that the live dog condition would reduce the blood pressure and perceived stress scores of our participants. We also predicted that women would have a greater reduction in stress and blood pressure than would men.

**EP-22****Does a Diagnosis Define You, or Are You Just Another Pretty Face?***Angelina Boyd, Stevie Kinzer, Tiffani Merriman, & Jiayi Xu**Missouri Southern State University, Joplin, MO*

Faculty Sponsor: Dr. Karen Kostan

Our research focused on how the effects of a mental illness diagnosis and being more or less attractive affects first impressions. Participants, split into four groups, saw a photo of a less attractive person with and without a diagnosis of Schizophrenia and an attractive photo with and without the diagnosis. Significant results were found when looking at mental illness. The main effect of mental illness diagnosis was significant. The main effect for the levels of attractiveness was marginally significant. Our research supports the conclusion that having a mental illness diagnosis causes negative first impressions with attractiveness playing a secondary role.

**EP-23****Cyberloafing and its Consequences in the Workplace***Jamie Striler**Westminster College, Fulton, MO*

Faculty Sponsor: Dr. David Jones &amp; Dr. Abby Coats

Cyberloafing describes any online deviant behavior exhibited by employees during work hours. The goal of this experiment was to determine whether or not specific types of cyberloafing and an external motivator could improve task performance. Similar to a true work environment where employees are driven by rewards to work hard, I offered gift cards as external motivation to students who performed exceptionally on the task. I hypothesized that surfing the Internet will improve students' ability to perform a task while checking school emails would decrease their performance.

**EP-24****Gender Expectations of Personality: Are Students Biased?***Jenna Flater, Krissy Bryde, Rachael Huck, & Ian Miller**Maryville University, St. Louis, MO*

Faculty Sponsor: Dr. Dustin Nadler

The aim of this study was to understand if students perceive male or female professors as possessing different personality traits based on stereotypical assumptions. Previous research indicates that males would be rated as having more agentic traits and females as having more communal traits. Using a quasi-experimental design, participants were assigned to conditions where they rated either a male or female professor on several factors, including personality. Using an ANOVA, we found no significant differences between professor gender and ratings of personality. Our results indicate that contrary to previous findings, students did not rate professors based on gender stereotypes.

**GROUP 5: Empirical Posters****All Group 5 presenters must be present by their poster between 5:00 p.m.-6:00 p.m.****EP-25****Religious Attitudes and Influences on College Students' Attitudes Toward Sexuality***Shida Bonakdar**Fontbonne University, Clayton, MO*

Faculty Sponsor: Dr. Rebecca Foushee

This study investigated the relationship between religiosity and sexual attitudes in undergraduate college students. I hypothesized that individuals with higher rates of religious involvement (measured by the Religious Orientation Scale) would demonstrate less permissive sexual attitudes and practice (measured by the Hendrick Sexual Attitude Scale and the Sexual Attitude Scale) than students who were low in religiosity. Results from 55 college students (25 Men, 30 Women) showed that students identifying as Catholic and Protestant Christian had significantly lower rates of sexual permissiveness and sexual practices than students who identified as Agnostic, Atheist, or Non-Religious, consistent with previous research.

**EP-26****Does Ethnicity Moderate the Relationship Between Drive for Thinness and Disordered Eating in Women?**

*Sudheera Ranaweera, Lauren Schaefer, Leah Boepple, & Kevin Thompson*  
*University of South Florida, Tampa, FL*

Faculty Sponsor: Dr. Joel Kevin Thompson

Research suggests lower levels of disordered eating among Asian and Black women. The current study examined ethnic differences in levels of drive for thinness (an established risk factor for disordered eating) and differences in associations with disordered eating among 1,012 White, Black, Hispanic, and Asian women. Black and Asian women reported lower levels of drive for thinness and disordered eating compared to White women. The association between drive for thinness and disordered eating was weakest among Asian women. Results suggest that differences in drive for thinness may help explain ethnic differences in disordered eating.

**EP-27****Are Men Studs and Women Sluts? How Sexual Behaviors and the Big Five Affect the View of Sexual Double Standards**

*Charles Woods & Jennifer Silva Brown*  
*Drury University, Springfield, MO*

Faculty Sponsor: Dr. Jennifer Silva Brown

Sexual double standards within Western culture means degrading and shaming women while praising men when they performing identical sexual behaviors (Zaikman, & Marks, 2014). Little to no research has studied whether or not frequency, attitudes, and desire of sexual behaviors or if any of the big five areas of personality correlate with sexual double standards. Students will be given the Sociosexual Inventory Revised, the Big Five personality questionnaire, the Sexual Double Standards Scale, and two filler questionnaires. Findings from this empirical study will reveal the influence of personal sexual behaviors and personality on their view of sexual double standards.

**EP-28****Discrepant High Self-esteem and Body-esteem**

*Sierra Muro, Mitsuru Shimizu, Anthony Rocco, & Emilie Radziejewski*  
*Southern Illinois University Edwardsville, Edwardsville, IL*

Faculty Sponsor: Dr. Mitsuru Shimizu

Body-esteem has been shown to be an important indicator of general self-esteem (Franzoi & Shields 1984). However, there has been no research examining how body-esteem is associated with implicit as well as explicit self-esteem. In the present study, female undergraduate students completed measures of explicit self-esteem, implicit self-esteem, and body-esteem. Results showed that higher perception of physical attractiveness, one subscale of the body-esteem scale, was associated with the discrepant high self-esteem (high explicit and low implicit self-esteem) among female participants. Possible implications are discussed.

**EP-29****Stress and Coping in Senegalese Adults***Lindsay Shoup**Washington University in St. Louis, St. Louis, MO*

Faculty Sponsor: Dr. Mike Strube

I explored links between potentially traumatic life events, depressive symptomology, and protective coping mechanisms in Senegalese adults. I hypothesized that close-knit societal structure would provide protection against depressive symptoms. Twenty participants completed the CES-D questionnaire to determine the presence of depressive symptoms, a LEC questionnaire to ascertain experiences of stressful life events, and a life narrative. Participants were recruited through local contacts. They reported life narratives, identified the best and worst people in their lives, and a turning point. Results revealed a strong sense of community marked by the utilization of interpersonal relationships and religion as coping mechanisms against stressors.

**GROUP 6: Non-empirical Posters**

**All Group 6 presenters must be present by their poster between 6:00 p.m.-7:00 p.m.**

**Non-empirical Posters****NP-01****Outdoor Activity and Stress Levels***Alexa Dahl**Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Colleen Biri

The primary investigator is interested in the relationship between outdoor activity and stress levels. Research has found that there is a correlation between frequency of outdoor activity and stress levels. I hypothesize that there will be a significant correlation between people who participate more frequently in outdoor activity and lower levels of stress. Outdoor activity and stress levels of the participants will be gathered by a survey created by the primary investigator.

**NP-02****Sources of Happiness***Rachel DeKanick**Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Colleen Biri

Happiness is closely related to satisfaction of life and a person's well-being. When determining the meaning of happiness and what makes a person happy it all comes down to the individual. Emotions and happiness are centered on several factors like confidence, exercise, sex, love, money, power, sleep, family, friends, and social support. The question of how a person might grasp happiness varies in many different ways. Exploring sex differences help break down what indeed makes a person happy. Keeping in mind there is no single answer, but many sources that contribute to happiness.

**NP-03****The Relationship between Yoga and Mood***Crystal Boschert**Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Colleen Biri

This project investigates the practice of yoga and self-reported mood. The research hypothesis states that the more frequently someone practices yoga the more positive they will report their mood to be. An anonymous online survey was constructed. The survey will be administered to students in Psychological Testing (PSY 32400) course, select Lindenwood faculty and through social media. Descriptive statistics will be calculated and frequencies and means will be reported.

**NP-04****Personality and Music Preference***Nicole Nahrstedt**Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Colleen Biri

This project is interested in personality traits (Openness, Extraversion, & Neuroticism) and how they correlate with a person's preference in music. There are four music categories: Reflective & Complex, Upbeat & Conventional, Intense & Rebellious, and Energetic & Rhythmic. This project hypothesizes that participants with Openness listen more to music that is reflective & complex, energetic & rhythmic, intense & rebellious. Participants' with higher Extraversion listen more to music that is upbeat & conventional and energetic & rhythmic. Participants' with low levels of Neuroticism listen more to music that is upbeat & conventional, energetic & rhythmic, and reflective & complex.

**NP-05****Are You Positive You Should Positively Parent?***Shelby L. Hammel**William Woods University, Fulton, MO*

Faculty Sponsor: Dr. Caroline Boyer Ferhat

This literature review aims to explore a parenting trend called "positive parenting." Since this style of parenting is relatively new, there is virtually no peer-reviewed research, and the research that has been done does not clearly define positive parenting. However, it seems to be widely agreed upon that it includes components of emotion regulation, whole-brain methodology, and alternative discipline. This analysis breaks down those common components to determine what positive parenting truly is and how its components are supported by the literature.

## **GROUP 7: Non-empirical Posters**

**All Group 7 presenters must be present by their poster between 5:00 p.m.-6:00 p.m.**

### **NP-06**

#### **Nutritional Knowledge**

*Kristin Wilmes*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Colleen Biri

Affecting both today and the future, good nutrition is the ever pressing issue in our society. Barriers to a healthy eating style are commonplace, even though proper nutrition can help protect against common illnesses, heart disease, hypertension, obesity, and other diseases. Nutritional knowledge can be defined as the amount of information one possesses on health and dietary needs of an adult human. The Nutritional Knowledge project proposal seeks to find a relationship among parenting, education, and nutritional awareness.

### **NP-07**

#### **College Students' Intimate Relationships**

*Jessica Baynes*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Colleen Biri

This poster will reflect a literature review over college students' relationship attributes and how there might be a correlation between the quality of their intimate relationships and relationships with their parents. Attributes such as patience, self-esteem, and hope are being questioned. They will also answer questions of personal opinions on their intimate relationships. To further add to the body of knowledge on this subject, a survey of 30 questions has been developed. The research question is, does the parental marital status and relationship with the college student affect the quality of their intimate relationships?

### **NP-08**

#### **Personality and College Major**

*Emily Helton*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Colleen Biri

Descriptive data will be collected about students' personality characteristics, and chosen college major. Personality will be measured using the Big Five personality traits which include: conscientiousness (being careful and vigilant), openness (using imagination and creativeness), extraversion (being outgoing and energetic), agreeableness (being considerate and cooperative toward others), and neuroticism (exhibiting traits such as anxiety, frustration, and loneliness). Participants will be surveyed on these traits, and asked their college major. The hypothesis is that students with similar personalities choose similar majors. Other research questions include whether age or gender are associated with personality traits.



**NP-09****Judgments of Learning (JOL): A Metacognitive Approach to Learning Regulation***Lilly B. Gall, Michele Sa, & Kaley Whitehead**Park University, Parkville, MO*

Faculty Sponsors: Dr. Andrew Johnson &amp; Dr. Patricia A. Marsh

A review of the metacognition literature, particularly on Judgments of Learning (JOL) will be discussed. Metacognition is a prominent subject in cognitive psychology that encompasses learning, comprehension, awareness and memory. Existing studies indicate that JOL ratings are influenced by study time, orientation, and difficulty, as well as learning fluency, type of information encoding and content format. Individuals' cognitions about studying or learning could influence behavior during study time, altering subsequent retrieval, recall and testing performance. Applications to educational settings and recommendations for future research will be conveyed.

**NP-10****The Psychological, Physiological, and Behavioral Effects of Social Rejection***Francine W. Goh**Fontbonne University, Clayton, MO*

Faculty Sponsor: Dr. Laurel Newman

Previous research on the psychological needs of individuals has ascertained that humans have a fundamental need to feel accepted by others. This literature review presents an overview of findings to date on the effects of social rejection. I will define the construct of social rejection, summarize the wide variety of existing methods of rejection manipulation used in the laboratory setting, and describe the psychological, physiological, and behavioral effects of social rejection on the individual. Key individual difference variables that have been investigated as possible moderators of these effects will also be discussed.

**GROUP 8: Applied Learning Poster****All Group 8 presenters must be present by their poster between 5:00 p.m.-6:00 p.m.****Applied Learning Poster****AP-01****Victims of Crime***Brittany Faber**Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Stephanie Afful

Throughout my experience as an intern at the Prosecuting Attorney's Office in St. Charles, MO with the Victims of Crime Assistance Program, I was able to witness the different types of behaviors that occur in the criminal justice system. This program included insight into how the practice of psychology meets the practice of criminal justice. There are several different theories that came into play in the many court cases that I was able to witness. Additionally, it included how the relationship between advocates and victims typically unfolds as each particular case moves along in the court system.

**Saturday, November 7<sup>th</sup>**

**8:00 a.m.-8:20 a.m.**

**Welcoming Address**

**(Anheuser-Busch Leadership Room)**

*Dr. Michael Shonrock, University President*

*Lindenwood University, St. Charles*

**8:20 a.m. – 8:30 a.m.**

**Break**

**8:30 a.m.-9:30 a.m.**

**Concurrent Paper Session 1**

**Empirical Papers 1 (S3015)**

Moderator: *Lindsay Trefney*

**8:30 a.m.-8:45 a.m.**

**Stigma of Mental Health**

*Amelia Fowler*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Michiko Nohara-LeClair

It was examined if there are any stereotypes or stigma on the Lindenwood University campus by handing out fliers and emailing the link to both students and faculty and having them take an online survey through SurveyGizmo. My aim was to find out if any stigma exists on Lindenwood campus and how I can help make the lives of struggling students and faculty easier. It was found that there is a low amount of stigma on campus; however students have a lot of great ideas of how to make the lives of students easier.

**8:45 a.m.-9:00 a.m.**

**Breaking the Glass Ceiling: Perception of Female Managers**

*Alix MacDonald*

*University of Southern Indiana, Evansville, IN*

Faculty Sponsor: Dr. Aimee Adam

I am studying the perception of female managers in the work force based on age and education status. Two groups of participants are being compared: the first are undergraduate students from the University of Southern Indiana. The second group of participants are working adults, 24 years of age and older. The participants in the study take a survey on their personal perception of female managers and they also answer whether or not they have had female managers currently or in the past, their education status, and their age. Data collection is almost complete.

**9:00 a.m.-9:15 a.m.**

**The Effects of Dress Attire on Perceived Attractiveness**

*LaNikitah Harris*

*University of Southern Indiana, Evansville, IN*

Faculty Sponsors: Dr. Sid Hall & Dr. Aimee Adam

The purpose of this experiment was to figure out whether or not dress attire had an influence on perceived attractiveness. Fifty undergraduate students participated. There was a control group and an experimental group. The experimental group watched a video clip featuring well-dressed people. All participants then rated 10 photographs of women or men either “dressed up” or “dressed casually.” The independent variables were the type of attire and whether or not they watched the video. The dependent variable was perceptions of attractiveness. The data are still being analyzed.

**9:15a.m.-9:30 a.m.**

**Predicting Attitudes toward Climate Change and Federal Debt Mitigation Policies**

*David P. Nalbone, Edward Fox, John W. Szura, & Kyle Schroeder*

*Purdue University Calumet, Hammond, IN*

Faculty Sponsor: Dr. David Nalbone

In this study, we conducted two experiments on intergenerational issues. In the first experiment, we manipulated self-affirmation, temporal focus, and mortality salience, to gauge their effects on several scales pertaining to the mitigation of climate change and federal debt. Results indicate several factors, were significant predictors of federal debt and climate change mitigation efforts. In the second experiment, we incorporated five basic moral foundations to see how the respondents from different parts of the political spectrum conceptualized their ideas on climate change and federal debt issues. Results were only partially in line with those predicted by Moral Foundations Theory.

**Non-empirical Papers 1 (S4105)**

Moderator: *Rachel Blair*

**8:30 a.m.-8:45 a.m.**

**Effects of Color on Test Scores**

*Erin Esry*

*Park University, Parkville, MO*

Faculty Sponsor: Dr. Patricia Marsh

To have a better understanding of how the presence of colored paper may affect exam scores, a study is being planned. An in-depth literature review was done on research studies relating to how the effects of the color of one’s exam could have on one’s performance. A main finding from previous studies is that when an exam was taken on white paper test scores tended to be higher than on any other color of paper. A replication study is being planned to see whether the results of previous studies can be replicated.

**8:45 a.m.-9:00 a.m.**

**The Effects of Picture Size on Natural Category Learning and Metacognition**

*Carlee DeYoung*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Michiko Nohara-LeClair

Previous research (Kornell & Bjork, 2008) found that, compared to blocking, interleaving exemplars from multiple categories leads to superior category learning. However, the participants believed blocking to be more beneficial for learning than interleaving. A sense of fluency created by blocking was speculated to be the cause of the metacognitive illusion. Recent research on fluency found that learners think words in a large font are easier to remember because of an increased fluency. The proposed study would investigate how manipulating picture size would affect natural category learning and participants' metacognitive assessments of their own learning using pictures of tropical fishes.

**Applied Learning Papers 1 (S3085)**

Moderator: *Julia Leonard*

**8:30 a.m.-8:45 a.m.**

**Shrinking the Large Introductory Psychology Class with Undergraduate Learning Assistants**

*Jeff Pavlacic, Megan Culp, & Summer Harvey*

*Missouri State University, Springfield, MO*

Faculty Sponsor: Dr. Christie Cathey

Our talk will focus on the use of and our experiences as Undergraduate Learning Assistants (ULAs) to make large sections of Introductory Psychology seem smaller by reducing anonymity. After describing some of the problems associated with large classes, we will focus on the issues with Missouri State's traditional Introductory Psychology class and the use of ULAs as a solution to combat these problems. Next, we will talk about the specifics of how ULAs are trained and our duties in and out of the classroom. Finally, we will describe the effectiveness of ULAs in the large classroom.

**8:45 a.m.-9:00 a.m.**

**Getting Education from Preschoolers: My Semester of Practicum**

*Karolina Štětinová*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Marilyn Patterson

This presentation outlines the author's personal experience with practicum done at St. Charles Presbyterian Preschool. Because of the author's great interest in the field of child psychology, the main emphasis is put on linking the acquired theoretical knowledge with this real-world experience. The topic of the presentation concerns three major areas of child development: cognitive, social, and physical. The presented pieces of information are based on the author's personal observations and interactions with preschool-aged children. Volunteering at this developmental institute gave the author a valuable experience for the future and better insight into what working with children involves.

**9:00 a.m.-9:15 a.m.**

**Genesis: An Internship Experience at a Center for Formerly Trafficked Women**

*Rachel Kennedy*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Stephanie Afful

Sex trafficking is currently the most rapidly expanding form of global criminal activity. As awareness increases, more organizations are stepping up to fight for freedom. This presentation outlines my experience interning at a drop-in center for women who had been trafficked. I will discuss the problem of trafficking in the United States, the role law enforcement plays in rescue and restoration, and share stories and lessons from my experience.

**9:15 a.m.-9:30 a.m.**

**Motivation in the Workplace**

*Jamie Striler*

*Westminster College, Fulton, MO*

Faculty Sponsor: Dr. Abby Coats

Having motivated employees is key to running a successful business. The best way for managers to improve work performance is to determine how their employees are motivated. Every employee is unique and will be motivated differently. The goal of this experiment was to measure if bank employees were intrinsically or extrinsically motivated. Results showed that a majority of employees rated themselves as intrinsically motivated, however, they were also strongly motivated by monetary rewards and other extrinsic motivators.

**9:30 a.m. – 9:45 a.m.**

**Break**

**9:45 a.m.-10:45 a.m.**  
**Concurrent Paper Session 2**

**Empirical Papers 2 (S3015)**

Moderator: *Lindsay Trefney*

**9:45 a.m.-10:00 a.m.**

**True Grit and Happiness**

*Sarah N. Brewer*

*Lindenwood University-Belleville, Belleville, IL*

Faculty Sponsor: Dr. Trisha Prunty

The study of the traits, circumstances, and experiences which promote an individual to thrive has become a wildly popular focus of research (Hart & Sasso, 2011). One of the most promising of these traits is grit, defined as endurance toward a long-term goal (Duckworth, Peterson, Matthews, & Kelly, 2007). The current study sought to determine a positive correlation between happiness and grit. Results revealed that high grit individuals were more likely to be in the high self-reported happiness group. These findings suggest that the presence of grit may encourage an individual to have a more positive subjective experience.

**10:00 a.m.-10:15 a.m.**

**Birth Control Effects on Perceptions of Attractiveness and Relationship Satisfaction**

*Jasmine C. Becht*

*University of Southern Indiana, Evansville, IN*

Faculty Sponsor: Dr. Aimee Adam

The purpose of this study is to examine how the use of hormonal birth control may influence women's perceptions of men's facial attractiveness, and women's relationship satisfaction. The participants are heterosexual, college-age women who are dating. The participants rate facial attraction by viewing 20 images of male faces that vary in masculinity. They also complete questions about relationship satisfaction and birth control usage. I predict that women using birth control will be less attracted to masculine male facial images and that women using birth control will be less satisfied in their relationships. Data collection will be finished in one week.

**10:15 a.m.-10:30 a.m.**

**Swipe Left: The Tinder Project**

*Jennifer Lampkins*

*Columbia College, Columbia, MO*

Faculty Sponsor: Dr. Ahoo Tabatabai

Dating is changing and online dating is more popular than ever. Even though online dating has been the focus of much research, the new and different applications have not been given sufficient allowance. The contributions, if any, of these new applications to the changing face of online dating is unknown. One such application is Tinder. This study explores the reasons why people use Tinder and the relationships that emerge from it.. This study provides the field of social psychology with the information needed to understand the impact of Tinder on the dynamics of online dating.

**10:30 a.m.-10:45 a.m.**

**Technology Use and Dating Violence in 1st and 2nd Year College Students**

*Patricia K. Carreño & Charlene K. Baker*

*University of Hawai'i at Mānoa, Honolulu, HI*

Faculty Sponsor: Dr. Charlene K. Baker

No abstract submitted

**Empirical Papers 3 (S4105)**

Moderator: *Rachel Blair*

**9:45 a.m.-10:00 a.m.**

**Who Will Snap Under Pressure?: The Effect of Challenge versus Threat on Academic Performance**

*Grayson Coker, Caitlyn Welschmeyer, & Alexis Richards*

*Westminster College, Fulton, MO*

Faculty Sponsor: Dr. Ryan Brunner

Evidence indicates that people react differently when they are put under pressure. Some people are able to turn the pressure into a challenge and perform better, while others see the pressure as a threat and perform worse. Previous research also suggests that people who possess neurotic personality traits tend to be more influenced by pressure and anxiety. We set out to determine whether anxiety (challenge versus threat) and certain personality characteristics have an effect on academic performance. Our first hypothesis was that participants with a higher sense of stress (threat group) would score worse on an academic performance test. Secondly,

**10:00 a.m.-10:15 a.m.**

**Effects of Goal-Setting on Determination in College Students**

*Amelia Ayers, Jamie Striler, & Madison Feldewerth*

*Westminster College, Fulton, MO*

Faculty Sponsor: Dr. Ryan Brunner

The goal of this experiment is to use goal-setting to increase determination. If the experiment is successful, the goal-setting idea could be implemented into the college curriculum with the intention of improving retention. This idea would likely be most beneficial for college freshmen. Professors could have their students write down specific goals that they want to achieve, both short-term and long-term. Short-term goals could focus on grades in specific classes, a mid-term goal could be GPA for the year, and a long-term goal could be a major and/or minors achieved by graduation.

**10:15 a.m.-10:30 a.m.**

**The Effects of Location of Deep Brain Stimulation of the Subthalamic Nucleus on Mood and its Neural Correlates in Parkinson Disease**

*Alexandra J. Weigand, Meghan Campbell, Mwiza Ushe, Johanna Hartlein,  
& Joel Perlmutter*

*Washington University in St. Louis, St. Louis, MO*

Faculty Sponsor: Dr. Meghan Campbell

Deep brain stimulation of the subthalamic nucleus (STN) is an effective treatment for the motor symptoms of Parkinson disease, but its effects on mood are not as well established. The current study investigated the functional heterogeneity of the STN by independently stimulating its ventral and dorsal regions while measuring changes in mood. The results show an increase in valence and a decrease in anxiety with stimulation regardless of location. Preliminary analyses suggest that stimulation-induced change in blood flow to certain brain regions may moderate the relationship between stimulation location and mood.

**10:30 a.m.-10:45 a.m.**

**The Effects of a Visual Cue on Reaction Time**

*Madison Vander Wielen*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Michiko Nohara-LeClair

The focus of this study is on the effects of a visual cue on reaction time. The participants completed two online reaction time games and their performances were recorded. In-between the two games, they were exposed to a visual cue in form of a two-minute video clip. Each participant either watched the video at a decreased speed or an increased speed. The difference in the participants' performance on the two reaction time games were used as the dependent measure to determine whether their reaction times were affected by exposure to a visual cue presented in faster or slower speed.

**Non-empirical Papers 2 (S3085)**

Moderator: *Lisa Wiese*

**9:45 a.m.-10:00 a.m.**

**Attitudes about Sexual Behaviors**

*Kelsey Smith*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Colleen Biri

In the class psychological testing, I am doing a research survey project on certain sexual behaviors and said survey takers attitudes towards those behaviors. In previous studies certain demographics (such as race, gender, and religion) agreed on whether or not certain sexual behaviors were ethical. A majority of this research was done in the 1990's, so I was curious to see if the results of this survey would be similar in a sample of today's population. Through an anonymous online survey I will analyze data on a random sample and compare it to the past data to create a correlation.



**10:00 a.m.-10:15 a.m.**

**Positive Effects of Androgyny**

*Rory Tucker*

*Park University, Parkville, MO*

Faculty Sponsors: Dr. Patricia A. Marsh & Ms. Erika Foulk

This literature review examines the psychoprotective benefits of androgyny. Traditional gender role identities are contrasted with being androgynous. Studies strongly suggest that modern societies tend to favor those with androgynous characteristics as compared to those fitting the stereotypical gender roles. These persons also tended to report higher self-esteem, lower depression, and used a wider range of coping strategies to manage their stress levels. A deeper exploration of the different dimensions of androgyny that potentially describe the source of these psychoprotective benefits will be discussed, along with limitations and critiques of the typical research designs for these studies.

**10:15 a.m.-10:30 a.m.**

**The Effects of Athletics on the Self-concept of Women**

*Moirra Potter*

*Park University, Parkville, MO*

Faculty Sponsor: Dr. Patricia A. Marsh

The aim of this literature review and proposed study is to examine the relationship between athletic activity with various aspects of self-concept, such as self-esteem, body image, and self-efficacy among college women. Although a variety of methodologies have been used to examine these patterns in research, there is a general consensus that there is a strong connection between certain variables, specifically self-esteem, body-image, and athleticism. The proposed study seeks to uncover how and whether female athletes vs. non-athletes perceive their bodies and self differently. Also to examine what, if any, benefits and deficits are associated with participation in sports.

**10:45 a.m. – 11:00 a.m.**

**Break**

**11:00 a.m. – 12:15 p.m.**

**(Anheuser-Busch Leadership Room)**

**Keynote Address**

*Dr. Leonard Green*

*Professor and Director of Undergraduate Studies*

*University of Washington in St. Louis*

“Self-Control as Choice Behavior:  
The Behavioral Economics of Impulsivity”

**12:15 p.m. – 1:45 p.m.**

**Buffet Lunch**

**(Anheuser-Busch Leadership Room)**

**12:15 p.m. – 1:45 p.m.**

**Psi Chi Lunch**

All Psi Chi Members Welcome!

**(S4095)**

**12:45 p.m. – 1:45 p.m.**

**Faculty Workshop\***

*Dr. Drew Appleby*

*Professor Emeritus*

*Indiana University-Purdue University Indianapolis (IUPUI)*

“Skills-Based Advising Strategies to Enable Job-Seeking College Graduates  
to Be Hired, Be Promoted, and Keep Their Jobs”

\*Pre-registered Faculty Members Only

**(S4105)**

**1:45 p.m. – 2:00 p.m.**

**Break**

**2:00 p.m. – 3:00 p.m.**  
**Concurrent Paper Session 3**

**Empirical Papers 4 (S3085)**

Moderator: *Lindsay Trefney*

**2:00 p.m.-2:15 p.m.**

**Shopping While Black - Consumer Racial Profiling**

*Melinda L. Allan*

*Lindenwood University-Belleville, Belleville, IL*

Faculty Sponsor: Dr. Trisha Prunty

This study explored racial discrimination in retail settings in the St. Louis, MO area using matched pair auditing methodology. Significant racial differences between two African American and two Caucasian confederates were found at jewelry stores, including higher levels of scrutiny, lower levels of customer service, and lower sales assertiveness on the part of store employees. The lower service quality experienced by the African American confederates provides further evidence of the “shopping while black” phenomenon noted in media and in previous studies.

**2:15 p.m.-2:30 p.m.**

**The Effects of Race and Gender on Defendant Credibility**

*Lauren E. Waligorski*

*Lindenwood University-Belleville, Belleville, IL*

Faculty Sponsor: Dr. Trisha Prunty

Racial and gender disparities are still a problem Americans face today. Blacks and Hispanics are three times as likely to be stopped and prosecuted by police officers, while women experience sexism in the criminal justice system. Participants were given a 10 question survey to assess defendant credibility across race and gender. The results showed that there were no racial differences between white and black defendants, but there was a gender difference in credibility. Men were perceived as more innocent and more trustworthy than women.

**2:30 p.m.-2:45 p.m.**

**The Impact of Race in the Classroom**

*Julia DeGise, Daejon Street, & Diane Woodley*

*Maryville University, St. Louis, MO*

Faculty Sponsor: Dr. Dustin Nadler

Students’ perceptions of college professors impact course and teaching evaluations, the professor’s likelihood for promotion, and how students absorb course material. The present quasi-experimental study extends previous research on students’ views of professors by examining their survey responses on the PDI-32 and other evaluative measures. Our results indicate that students show differences in ratings of professors based on the professor’s ethnicity. This study provides information that universities should consider regarding the use of student evaluations as measures of professor teaching ability.

## **Empirical Papers 5 (S4105)**

Moderator: *Greg Townsend*

**2:00 p.m.-2:15 p.m.**

### **Are You a Bully? The Effect of Education on Bullying Those with Autism**

*Hannah Fadil*

*University of Southern Indiana, Evansville, IN*

Faculty Sponsor: Dr. Aimee Adam

The purpose of this study is to analyze the effect of education about autism on a person's perception and willingness to bully someone with autism. This study will use approximately 60 college students from the University of Southern Indiana. Participants either will or will not receive education about autism after observing a person with autism having a meltdown. It is expected that the students who received autism education about will have more positive attitudes and will be less likely to bully someone with autism. Data are currently being collected.

**2:15 p.m.-2:30 p.m.**

### **Rehabilitation and Recidivism of Sex Offenders: Is it Morally Right as a Society to Rehabilitate?**

*Krista D. Palmer*

*Fort Hays State University, Hays, KS*

Faculty Sponsor: Dr. Stephanie Johnson

The recidivism and rehabilitation of sex offenders has been examined. A study done in 1994 of 9,691 male sex offenders, 4,295 were in prison for child molestation. Commonly offenders only served 3 years of an 8 year sentence. A significant number of offenders reoffend within 3 years of being released. Treatment programs, offered in prison, gear towards behavioral changes and reducing recidivism and criminality. Whether it is morally right as a society to attempt rehabilitation is introduced.

**2:30 p.m.-2:45 p.m.**

### **An Experimental Look at the Effects of Timing and Subjective Life Satisfaction on Helping Behavior**

*Sara Schmalz*

*Columbia College, Columbia, MO*

Faculty Sponsor: Dr. Christopher Mazurek

The current study examines the relationship between prosocial behavior and well-being by focusing on subjective life satisfaction (SLS) and helping behavior. A college sample had SLS measured at two points during a school year, each followed by a component that allowed participants to potentially help a fellow student. The ongoing longitudinal study hypothesizes: 1) higher SLS will be associated with greater helping behavior, 2) higher SLS will be reported early semester as opposed to late semester, and 3) helping behavior will be more likely to occur early semester as opposed to late semester.

## **Empirical Papers 6 (S3015)**

Moderator: *Eliza Murray*

**2:00 p.m.-2:15 p.m.**

### **The Effects of Instructed vs. Self-generated Categories on Memory**

*Carlee M. DeYoung*

*Lindenwood University, St. Charles, MO*

Faculty Sponsor: Dr. Michiko Nohara-LeClair

The generation effect states that information that is produced instead of just read is more likely to be remembered (Slamecka & Graf, 1978). No known research has investigated a generation effect for categorization of to-be-learned material. In this study participants sorted card decks under two conditions: (1) using explicit instructions for categorization and (2) using a system of categorization that was self-generated. After sorting the cards, participants studied the cards and completed a recognition test. I hypothesized that performance on a recognition test would be better when participants created and implemented their own system of categorization for to-be-learned material.

**2:15 p.m.-2:30 p.m.**

### **The Effect of Background Music on Reading Comprehension in College Students**

*Alisha Cullen*

*University of Southern Indiana, Evansville, IN*

Faculty Sponsor: Dr. Francesca Ortegren

Because so many students tend to do their studying with background music playing, it is important to research the effect music has on reading comprehension. There were three groups of 20-25 participants each. Participants answered 7 reading comprehension questions that followed a short excerpt while listening to no music, music played at 30 decibels, or music played at 65 decibels. Data is currently being collected. I expect the control group to perform best, followed by the group with the music at 30 decibels, with the 65 decibel group performing the lowest.

**2:30 p.m.-2:45 p.m.**

### **Effect of Video Game Exposure Type on a Memory Recall Task**

*Callieann R. Jackson*

*Missouri Southern State University, Joplin, MO*

Faculty Sponsor: Dr. Susan Tucker

This study addresses a gap in the literature as the effects video games have on eyewitness memory has not yet been examined. Participants played either an action video game or puzzle video game. They watched a video simulating an eyewitness event and took a multiple choice quiz on the video. Experienced gamers performed better on the memory task than casual gamers. Experienced gamers playing the puzzle game out-performed experienced gamers playing the action game. Gamers are learning skills through play that can have an effect on how they interact with the real world.

**2:45 p.m.-3:00 p.m.**

**Difference in Numerical Sequencing Performance between Bilinguals and Monolinguals**

*Maria Alejandra Angulo Sandoval*

*Lindenwood University-Belleville, Belleville, IL*

Faculty Sponsor: Dr. Trisha Prunty

This research examined if there was a difference in working memory performance between bilinguals and monolinguals. Participants were 57 undergraduate students who received a seven-item questionnaire, a working memory test and a follow up question asking the memory technique used. The difference in working memory performance between conditions was not significant. However, a significant relationship between memory technique used and test scores was found. Results did not support the hypothesis predicted but instead they showed that using a memory technique seems to be related with high working memory performance.

**3:00 p.m. – 3:15 p.m.**

**Break**

**3:15 p.m. – 4:15 p.m.**

**Psi Chi Address**

*Dr. Drew Appleby*

*Professor Emeritus*

*Indiana University-Purdue University Indianapolis (IUPUI)*

“The Kisses of Death in the Graduate School Application Process”

*(Anheuser-Busch Leadership Room)*

**4:15 p.m. – 5:15 p.m.**

**Auction, Prizes, and Awards Ceremony**

*(Anheuser-Busch Leadership Room)*

## **List of Participating Institutions**

Avila University, Kansas City, MO  
 Central Methodist University, Fayette MO  
 Cor Jesu Academy, St. Louis, MO  
 Columbia College, Columbia, MO  
 Drury University, Springfield, MO  
 Fontbonne University, Clayton, MO  
 Fort Hays State University, Hays, KS  
 Indiana University – Purdue University Indianapolis, Indianapolis, IN  
 Iowa State University, Ames, IA  
 Jefferson College, Hillsboro, MO  
 Lindenwood Univeristy-Belleville, Belleville, IL  
 Lindenwood University, St Charles, MO  
 Maryville University, St. Louis, MO  
 Missouri Southern State University, Joplin, MO  
 Missouri State University, Springfield, MO  
 Murray State University, Murray, KY  
 Northwest Missouri State University, Maryville, MO  
 Park University, Parkville, MO  
 Purdue University Calumet, Hammond, IN  
 Seckman High School, Imperial, MO  
 Southeast Missouri State University, Cape Girardeau, MO  
 Southern Illinois University Edwardsville, Edwardsville, IL  
 University of Central Missouri, Warrensburg, MO  
 University of Hawai'i at Mānoa, Honolulu, HI  
 University of Missouri-Saint Louis, St. Louis, MO  
 University of South Florida, Tampa, FL  
 University of Southern Indiana, Evansville, IN  
 Washington University in St. Louis, St. Louis, MO  
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This year, we have two types of commemorative MUPC 2015 shirts. The heather blue Anvil lightweight fashion short sleeve t-shirts are on sale for \$15 each and the navy Hanes long sleeve beefy shirts are on sale for \$20 each. The short sleeve shirt sizes range from Adult S to Adult L. The long sleeve shirts are available in sizes Adult S to Adult XL. Get your shirt today at the Registration table; supplies are limited.

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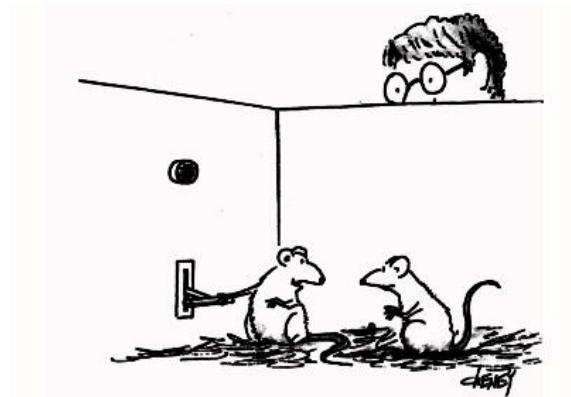
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# ILLOWA 2016

## 43rd Annual Illinois-Iowa Undergraduate Psychology Empirical Conference



It's a rather interesting phenomenon. Every time I press this lever, that post-graduate student breathes a sigh of relief.

***Hosted by the Western Illinois University Psychology Department***

## **Saturday, April 16<sup>th</sup>, 2016**

**Western Illinois University, Macomb Illinois**

### **Important Deadlines:**

- ☐ Submissions due by 5 PM on **Friday, April 1<sup>st</sup>**.
- ☐ Please enter abstracts (120 words or less, APA style) including author(s), college affiliation, and faculty sponsor on the Abstract Submission Form at <https://sites.google.com/site/illowapsych/home>
- ☐ Those without access to the form may email submissions to Dr. Bob Intrieri at [mfrci@wiu.edu](mailto:mfrci@wiu.edu)
- ☐ Email names of participants attending from your institution to Dr. Bob Intrieri at [mfrci@wiu.edu](mailto:mfrci@wiu.edu).

Registration **is free**, and lunch will be provided for those registered by April 1st. Check the ILLOWA web page for details. Updates will be made periodically

# **MAUPRC**

Mid-America Undergraduate Psychology Research Conference

**Saturday, April 23, 2016**

**Earlham College**

**Richmond, Indiana**

**Undergraduates are invited to present their research and ideas in a convention format. Empirical, theoretical, and review papers are eligible for submission. Each paper must be sponsored by a faculty member.**

**Please visit the MAUPRC website  
(<http://www.eiu.edu/psych/mauprc/>) for more information about  
the conference, submissions, registration, accommodations,  
and directions.**

**A pre-conference meet-and-greet is scheduled for Friday evening,  
April 22 for those arriving early.**

**This event is sponsored by the Psychology Departments of:**

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Thomas More College  
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University of Indianapolis  
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