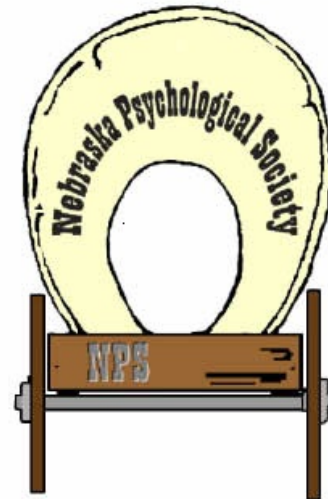




**Association for
Psychological
and Educational Research
in Kansas**



**Nebraska Psychological
Society**

Present the
2010 Joint Convention
and
30th Anniversary of PERK
November 5-6, 2010

EMPORIA STATE
UNIVERSITY™

We're glad you're here!

Welcome to the 2010 Joint PERK/NPS Convention and the 30th Anniversary of PERK! On behalf of the faculty and students of Emporia State University's Department of Psychology, Art Therapy, Rehabilitation and Mental Health Counseling, I would also like to welcome you to our campus and to the city of Emporia. We are proud to present you with an outstanding program this year and excited about the dynamic speakers and engaging research to be presented.

We are delighted to welcome Dr. Carol Tavis as our keynote speaker. Dr. Tavis will present *Self-Justification in Everyday Life: What dissonance theory teaches us about cheating, justice, love, memory, feuds, our deepest beliefs and our dumbest decisions* on Friday at 5:00 with a reception and book signing to follow. Dr. Tavis published her latest book, *Mistakes Were Made (But Not by Me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts* in 2008 and we are very fortunate to welcome her to ESU, PERK/NPS, and the Midwest. In addition, we have four invited faculty members, from universities in our region, presenting in their areas of expertise. John Raacke and Jennifer Bonds-Raacke (Fort Hays State University) will present *What we know about social networking sites: Half a decade in review*; Patricia Hawley (The University of Kansas) will present *The Samoan Heir's Bodacious Captive: Are forceful submission fantasies a sign of feminine psychopathology or interpersonal power? An evolutionary account of the fantasies entertained by socially dominant women* and Richard Miller (University of Nebraska-Kearney) will present *The Legitimization of Torture*.

We also have the privilege of offering, for the third time, the Student Pre-Conference and the Teaching Pre-Conference on Friday afternoon. Invited faculty and graduates from universities in this region will present on topics of interest to students and faculty alike. We are grateful to those presenters and offer them our warmest thanks.

As you peruse the program, you will note that all oral and poster presentations, as well as the invited faculty addresses, will be held in Visser Hall. The keynote address will be in Heath Recital Hall (Beach Music Hall) and Saturday's luncheon and awards ceremony will be in the Ballroom of the Memorial Union. When you enter the Memorial Union, you will see our union renovation underway: fear not! You are in the right place. ESU is anticipating a beautiful new student union.

You'll find ESU students and faculty available to help with directions or answer questions throughout the conference. Enjoy your time at PERK/NPS and ESU!

Robyn Long
PERK President
Assistant Professor
PARM
Emporia State University

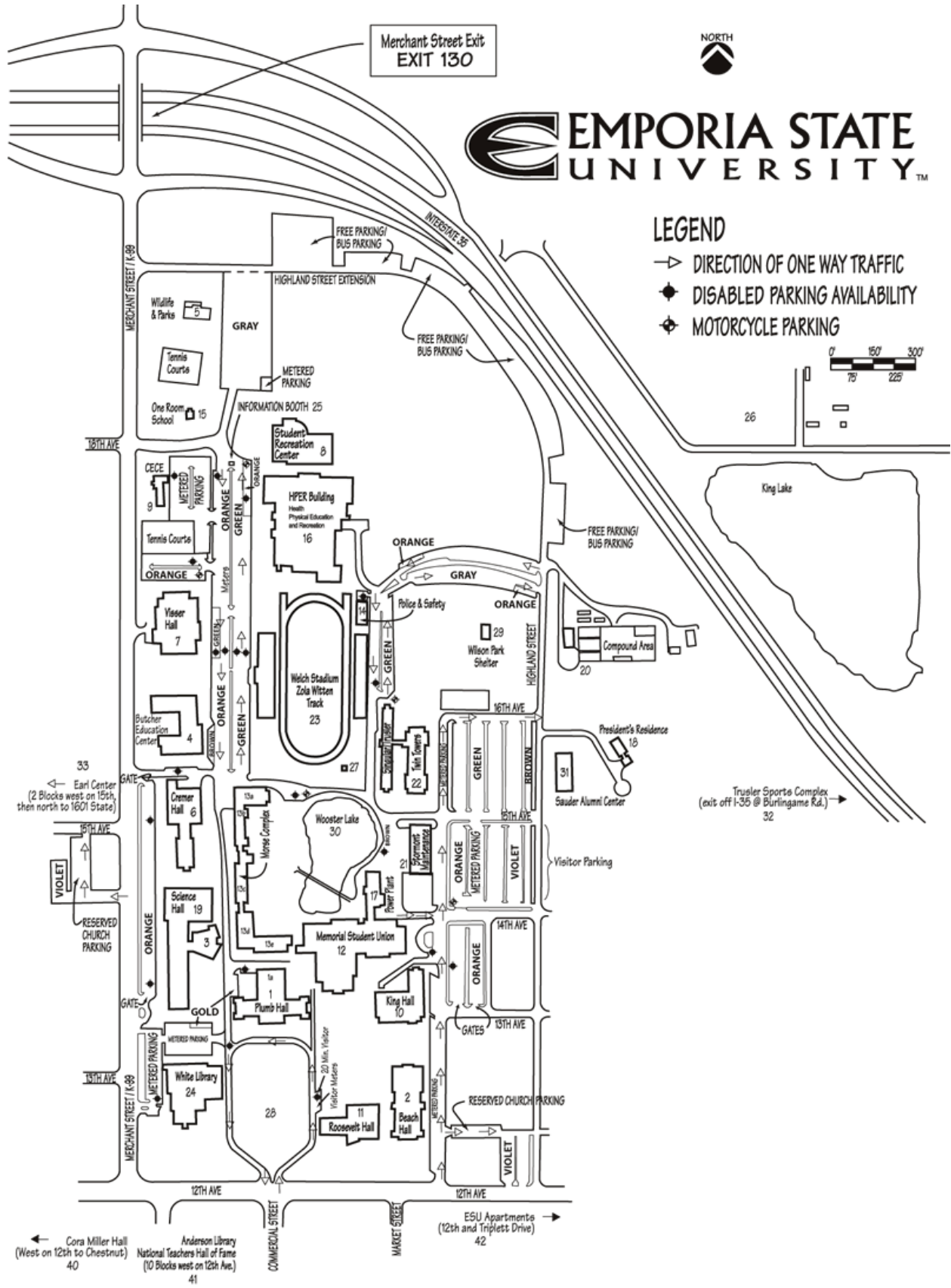
Merchant Street Exit
EXIT 130



EMPORIA STATE UNIVERSITY™

LEGEND

- DIRECTION OF ONE WAY TRAFFIC
- ◆ DISABLED PARKING AVAILABILITY
- ◇ MOTORCYCLE PARKING



← Cora Miller Hall
(West on 12th to Chestnut)
40

Anderson Library
National Teachers Hall of Fame
(10 Blocks west on 12th Ave.)
41

→ ESU Apartments
(12th and Triplett Drive)
42

PERK/NPS Convention~November 5-6, 2010

Convention Overview

Thursday, November 4th:

7:00 p.m. Social at Bruff's in Emporia, Kansas
2640 W 18th St.
Emporia, KS 66801

Come join ESU students and early arrivals!

Friday, November 5th:

11:00 a.m. Registration open in Visser Hall Atrium

1:00-4:50 p.m. Teaching Pre-Conference and Student Pre-Conference, Visser Hall

5:00 p.m. Keynote Address, Heath Recital Hall
Friday registration closes

6:00 p.m. Reception, Heath Recital Hall

7:00 p.m. Student Entertainment, Visser Hall 330
PERK Business Meeting, Visser Hall 319

11:00-7:00 University information fair open in Visser Hall Atrium, silent auction

Saturday, November 6th:

7:45-noon Registration open in Visser Hall Atrium

8:30-11:30 a.m. Poster sessions, paper sessions, and invited faculty lectures, Visser Hall

11:30-1:00 p.m. Lunch and awards ceremony, silent auction closes

1:00-3:00 Paper Sessions, Visser Hall

2:00 p.m. NPS Business Meeting, Visser Hall 128

3:00 p.m. Conference ends

7:45-3:00 University information fair open in Visser Hall Atrium

**Student Pre-Conference/Teacher Pre-Conference
Friday, November 5**

Time	Visser Hall (VH) Atrium	VH312	VH343	VH319	VH330	Beach Music Hall, Heath Recital Hall
11:00						
12:00						
1:00-1:50		IRB Approval & Classroom Projects	Undergraduate Research and Student Engagement			
2:00-2:50		Ins and Outs of Undergraduate Research	Reflective Journaling			
3:00-3:50		Living-Learning Communities	What's the Matter with Kansas?	Pseudo-science		
4:00-4:50	Registration, Graduate Information Fair, Silent Auction	Tips for Applying to Graduate School	Credentialing High School Psychology Teachers	Teaching Tips from New GTA's		
5:00						Keynote Address
6:00						Reception
7:00	Graduate Information Fair, Silent Auction			PERK Business Meeting	Zoiks! Student Entertainment	

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**PERK/NPS Convention
Saturday, November 6**

Time	Visser Hall Atrium	VH312	VH126	VH128	VH330	Memorial Union Ballroom
7:45	Registration, Graduate Information Fair, Silent Auction					
8:30	Poster Session One, Registration				Invited Faculty Lecture	
9:30	Registration	Paper Session One	Paper Session Two	Paper Session Three		
10:30	Poster Session Two, Registration			Paper Session Four	Invited Faculty Lecture	
11:30						Lunch and Awards Ceremony
1:10		Paper Session Five	Paper Session Six	Paper Session Seven	Invited Faculty Lecture	
2:00		Paper Session Eight	Paper Session Nine	NPS Business Meeting	Paper Session Ten	

Participating Universities

Baker University
Barton County Community College
Bellevue University
Bethany College
Creighton University
Doane College
Dodge City Community College
Emporia State University
Fort Hays State University
Friends University
Hastings College
Kansas State University
Morningside College
Nebraska Wesleyan University
Newman University
Pittsburg State University
University of Kansas
University of Nebraska-Kearney
University of Nebraska-Lincoln
University of North Dakota
Washburn University
Wichita State University

Thank You!

The PERK/NPS Planning Committee would like to thank the following individuals for their assistance in hosting the PERK/NPS 2010 Convention:

Dr. Kathy Ermler, Dean of the Graduate School, Emporia State University

Dr. Philip Bennett, Dean of the Teacher's College, Emporia State University

Dr. Brian Schrader and the Department of Psychology, Art Therapy, Rehabilitation and Mental Health Counseling at Emporia State University, our students and faculty

Dr. Cathy Grover and Benjamin Montie, PERK/NPS Website Design and Management, Emporia State University

Dr. Frank Ferraro and Dr. Bill Wozniack, President and Treasurer of Nebraska Psychological Society

Zoiks! Student Improvisation Troupe, Emporia State University

Student Pre-Conference/Teaching Pre-Conference

First Session: 1:00-1:50

Visser Hall 312

IRB approval and classroom projects: Reflections of an IRB chair

John Raacke
Fort Hays State University

Navigating a university Internal Review Board (IRB) should be simple. However, as many professors and their students will tell you, often times there are unforeseen situations can arise. Therefore, this presentation will discuss the rationale for the IRB including the historical facts that lead to IRBs becoming a mainstay on university campuses. In addition, this presentation will discuss the types of review that can be expected when submitting research to an IRB as well as provide insight into the IRB process from the perspective of a former chair.

Visser Hall 343

The Effects of Undergraduate Research and Other High Impact Learning Experiences on Student Engagement

Richard Miller
University of Nebraska at Kearney

Recent research has identified four distinct forms of student engagement. They are (a) skills engagement: the degree to which students practice skills that promote learning, (b) participation engagement that occurs in relation to others, (c) emotional engagement: the degree to which students internalize course information, and (d) performance engagement directed towards measurable academic achievement. Handlesman et al., (2005) created a questionnaire (SCEQ) that measures the extent to which students exhibit each of these forms of engagement in an academic activity. The purpose of this research was to determine the extent to which each of these forms of engagement is promoted by different high-impact learning experiences. Students involved in (a) undergraduate research, (b) learning communities, (c) internships, and (d) service learning courses completed the SCEQ as

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well as measures of performance and intrinsic/extrinsic motivation for academic achievement. Additional variables addressed in the study were year in school, gender, and discipline (major).

Second Session: 2:00 - 2:50

Visser Hall 312

The Ins and Outs, Ups and Downs of Publishing Your Undergraduate Research in Psychology

Susan Burns
Morningside College

This presentation will inform students about the undergraduate research publication process using the *Journal of Psychological Inquiry* as a model. Basic procedures, helpful hints, and a general “what to expect” discussion will be included in addition to time for questions and answers.

Visser Hall 343

Using Reflective Journaling in the the Classroom

Krista K. Fritson & Krista D. Forrest
University of Nebraska at Kearney

This will be an interactive discussion session that presents information on reflective journaling and issues related to its use in the classroom. An overview of how journaling can be used in the classroom will be introduced, along with detailed descriptions of 2 very different journaling styles and their benefits in the classroom.

Third Session: 3:00-3:50

Visser Hall 312

Living-Learning communities: A recruitment and retention tool for psychology departments

Jennifer Bonds-Raacke
Fort Hays State University

This presentation will examine a model of a living-learning community, providing information on the necessary elements to develop a community. We will also discuss the effectiveness of

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living-learning communities to attract potential students and retain current students. Candid feedback will be provided on the rarely discussed challenges and problems associated with such communities. The presentation will conclude with specific recommendations for how living-learning communities can be implemented within psychology departments.

Visser Hall 343

What's the Matter with Kansas? Assessing evolutionary knowledge and attitudes and why it's important to do so

Patricia Hawley
University of Kansas

Dr. Hawley is piloting a course in Evolutionary Psychology at The University of Kansas this fall. In this presentation, she will address the issues surrounding teaching on this critically important but controversial topic in the state of Kansas.

Visser Hall 319

Pseudoscience: One Man's Journey into the Twilight Zone

Leo Hermann
Fort Hays State University

This case study explores the pseudoscience of “alternative medicine” and one man’s collection of machines, paraphernalia, drugs and literature. A review of this collection reveals a well established and thriving industry in alternative medicine and unscientific cures for the body and mind.

Fourth Session: 4:00-4:50

Visser Hall 312

Tips for Applying to Graduate School.

Moderator: Dr. Pam MacDonald - ESU

Panelists:

Dr. Susan Burns - Morningside College

Dr. Cathy Grover - ESU

Dr. Frank Ferraro - Nebraska Wesleyan University

Dr. Calvin Garbin - The University of Nebraska Lincoln

Mariah Laver – The University of North Dakota

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Linette McJunkin – The University of Kansas
Dr. Meredith McKee - Washburn University

Visser Hall 343

Credentialing High School Psychology Teachers

Dr. Kenneth Weaver
Emporia State University

Initiatives since 1990 have professionalized high school psychology teaching. However, state certification or licensing is the primary determinant of teacher preparation. Data from 50 states and District of Columbia reveal that psychology knowledge is not necessary to teach the course in 38 states. The implication of this finding is discussed.

Visser Hall 319

Teaching Tips from New G.T.A.'s

Andrea DuBois
Kenneth Pratt
Myles Louderback
Christopher Rea
Emporia State University

Psychology 101: Ice Breaking

New students are not only apprehensive about the content of psychology, but also their new instructor. This ice breaker introduces broad psychological concepts with trivia points of their instructor in one simple exercise. (DuBois)

Psychology Football and Baseball: The Combination of Study Review and a Favorite Pastime

The presentation's focus is on two unique activities to approach a review day. The two review activities try to energize students to participate by combining a review for a test with two ever popular pastimes. The presentation plans to give two new ways to help students prepare for a test. (Pratt)

Applying Psychology Disciplines to World Phenomena

Many psychology students cannot apply the concepts and theories taught to them in their introductory psychology courses to the real world. Students also have difficulties distinguish between the many disciplinary branches (e.g. behavioral or cognition). In this activity students are assigned to a branch of psychology they find interesting and challenges them to explain bizarre behavioral phenomena in the most creative way possible using only the concepts and theories developed in their area. (Louderback, Rea)

Keynote Address

Dr. Carol Tavis

Self-Justification in Everyday Life: What dissonance theory teaches us about cheating, justice, love, memory, feuds, our deepest beliefs and our dumbest decisions

Friday, November 5, 2010 5:00 p.m.

Emporia State University

Heath Recital Hall, Beach Music Hall

Reception to follow at 6:00 p.m.



Carol Tavis earned her Ph.D. in social psychology at the University of Michigan, after majoring in both sociology and comparative literature as an undergraduate at Brandeis University. (She got a C+ in the only psychology course she took there.) In her career as a writer and lecturer, she has sought to educate the public about the important contributions of psychological science and to explain how pseudoscience can lead us astray at best and, at worst, cause enormous personal and social harm. Her latest book, with Elliot Aronson, is *Mistakes Were Made (But Not by Me): Why we justify foolish beliefs, bad decisions, and hurtful acts*, which has been translated into 11 foreign languages. Her other best-known books include *Anger: The misunderstood emotion*; *The Mismeasure of Woman*; and, with Carole Wade, two textbooks in introductory psychology. Dr. Tavis has written hundreds of articles, essays, and book reviews on topics in psychological science for a wide array of publications, including *The Los Angeles Times*, *The New York Times Book Review*, *Scientific American*, and the (London) *Times Literary Supplement*. Many of these have been recently collected in a reader, *Psychobabble and Biobunk: Using psychological science to think critically about popular psychology*. She has spoken to students, psychologists, lawyers, physicians, and general audiences around the world, from New Zealand to Finland. Dr. Tavis is a fellow of three divisions of the APA, a Charter Fellow of the Association for Psychological Science, and serves on the editorial board of *Psychological Science in the Public Interest*.

This address was made possible by the generous support of the following: The Graduate School, The Teacher's College, The Department of Psychology, Art Therapy, Rehabilitation and Mental Health Counseling, Ethnic and Gender Studies, The Boertman Lecture Fund, Psi Chi, Psychology Club, School Psychology Student Society, Student Society for Industrial Organizational Psychology, and the Student Art Therapy Association at Emporia State University.

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Saturday, November 6

Visser Hall 330

8:30-9:20 a.m.

Invited Faculty Lecture

What We Know About Social Networking sites: Half a decade in review.

***Jennifer Bonds-Raacke and John Raacke
Fort Hays State University***

About Dr. Bonds-Raacke and Dr. Raacke:

Dr. Jennifer Bonds-Raacke is currently the Chair and Associate Professor of Psychology at Fort Hays State University (FHSU). Her primary research interests are the psychology of mass communication, decision-making, and the psychology of teaching. Prior to joining the faculty at FHSU, Dr. Bonds-Raacke served as the Associate Dean of the Maynor Honors College and as a Faculty Teaching Fellow for the Teaching and Learning Center at the University of North Carolina at Pembroke. She has also been an Assistant Professor and Faculty Advisor of the Honors Program at Briar Cliff University. Dr. Bonds-Raacke obtained her PhD and MS from Kansas State University in Experimental Psychology and her BA from Christian Brothers University. She has been happily married to Dr. John Raacke for over a decade and they have two daughters, Callie and Brooke.

Dr. John Raacke is currently an Assistant Professor of Psychology at Fort Hays State University (FHSU). His primary research interests are juror/jury decision making, team decision making, and studying the impact of social networking sites. Prior to joining the faculty at FHSU, Dr. Raacke served as the Associate Dean of the College of Arts and Sciences, the Academic Affairs Administrative Fellow, and Chair of the Internal Review Board (IRB) at the University of North Carolina at Pembroke. He has also been an Assistant Professor at Briar Cliff University. Dr. Raacke obtained his PhD and MS from Kansas State University in Experimental Psychology and his BA from Christian Brothers University. Dr. Raacke is originally from southern Louisiana and enjoys cooking Cajun food for his family.

Visser Hall Atrium

8:30-9:20 a.m.

Poster Session 1: Cognitive Psychology, Social Psychology, Industrial/Organizational Psychology and Experimental Psychology

P1 ***Coloring and Memory Recognition with College Students***

Kristi A. Gildner

Emporia State University

Does coloring while listening to a lecture affect people's ability to recall that information? I had 29 undergraduates either listen to a list of words while coloring

mandala or just sitting, then circle the words they recognized. Participants recognized about the same number of words

P2 ***Child's Appearance and its Affect on Perceived Intelligence***

Allison E. Barnhill

Emporia State University

This study investigated how participants perceive children's cognitive abilities based on their appearance. 38 undergraduate Emporia State University students viewed a photo of either a child dressed up or the same child dirty. Participants perceived that the child wearing dirty clothing had lower cognitive abilities.

P3 ***Antecedents of Contagious Yawning: A Literature Review***

Carly Durst, Brittany Frazier and Julie Allison

Pittsburg State University

A gap exists between theory that predicts a relationship between contagious yawning (CY) and empathy, and research which finds a correlation between activation of human mirror neurons (HMN) and empathy, but fails to find a correlation between HMN activation and CY. This paper discusses CY in this context and offers explanations for this gap as well as implications for future research.

P4 ***Self-consciousness and Personal Success***

Lindy Loneman

University of Nebraska

Many individual traits and characteristics affect personal success. This study used data from a survey of 391 undergraduates of the University of Nebraska-Lincoln, their friends, and their associates. The study investigated how various traits and characteristics were related to self-consciousness, which is a factor in determining one's personal success.

P5 ***Attitudes about rape on Bethany College Campus***

Christine Hormann

Bethany College

Sixty-one students at a small, private, religious-based college completed a survey constructed to see if religiosity might be negatively correlated to emotional and physical capability to commit rape. No significant relationship was found between self-reported religiosity and emotional or physical capability to engage in rape.

P6 ***Mediation effect of engagement on health and turnover intentions***

Kathy Nguyen and Michael Smith

Kansas State University

The current study will evaluate the mediation effect of engagement on health and turnover intentions. Theoretical evidence supporting these relationships will be evaluated and a hypothesized model will be presented. Implications and future directions for the research will be discussed.

P7 ***Crime and Psychological Disorders***

Lauren Bolyard, Janett M. Naylor and Carol Patrick
Fort Hays State University

Little is known about female forensic patients; therefore the goal of this study was to understand demographics of 24 women living on a forensic unit. Age, race, criminal history, marital status, and primary diagnoses were collected. Using descriptive statistics and graphs, results showed most were Caucasian, single, and repeat offenders.

P8 ***Behaviorism: Past and Present***

James D. Crisler
Wichita State University

Behaviorism is a school of psychology that reasons all modes of acting, thinking, and feeling should be regarded as behaviors. Behaviorism gained popularity in the early 20th century due to John Watson's 'Little Albert' and B.F. Skinner's 'Skinner's Box' experiments. Behaviorism would soon experience a decline and give way to the cognitive revolution after Noam Chomsky's review of Verbal Behavior in 1959. Recently, behaviorism has resurfaced through Relational Frame Theory (RFT) and Acceptance and Commitment Therapy (ACT) showing that behaviorism may still have a critical part in future psychological research.

P9 ***A National Survey of Child Advocacy Centers: Interactions of National Children's Alliance Membership, Facility Age, and On-Site Mental Health Services with the Number of Children Served***

Laura Hasemann, Chris Campbell, Elaine Martin, and Tiffany West
University of Nebraska - Lincoln

We explored how National Children's Alliance membership, on-site mental health services, and facility age are related to the total number of children served among 215 Child Advocacy Centers nationwide in 2008.

P10 ***Piloting the Ziggurat Task: The Pitfalls of Research Replication***

Douglas M. Keightley, Sabrina B. Higgins, Dustin M. Elliot, Kristi Gilder, Eric A. McDaniel and Cathy A. Grover
Emporia State University

We attempted to test the validity of using the ziggurat task as a test of spatial memory. After methodological changes, we found on Exploration Day 1 subjects (n=4) took significantly longer to locate the reward than on Recall Day 4.

P11 ***The Interaction of Hometown Population and the Relationship of Grade Point Average to Family Income, Family Type, and Father Education***

Ross Benes
University of Nebraska - Lincoln

This study examined the relationship among family type, family income, father education, and hometown population and grade point average in college undergraduates. There were significant interactions among family type, family income, father education,

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and hometown population. There was a significant relationship between family type, family income, and grade point average.

P12 *Quantitative and Qualitative Predictors of Voting for Male vs. Female Political Candidates*

Mitchell Laski, Amy Hillard and Sarah Gervais
University of Nebraska - Lincoln

This study examines predictors of voting (e.g., candidate qualification, attitudes toward women, and competency on political issues) for four political candidates. Participants (N=142) reported information about their candidate, which was coded and compared across candidates, and qualitative information is correlated with perceived qualification. Voting predictors are examined separately by candidate.

Visser Hall 312
9:30-10:20 a.m.

Paper Session 1: Social Psychology I

9:30 *Collective Efficacy-Performance Spirals and Moderating Variables*
Benjamin Montie

Emporia State University

Research on the relationship between collective efficacy and group performance is reviewed. Other moderating variables within this relationship are considered. The potential moderating effects of task difficulty receive special attention. Implications and possible directions for future research are discussed.

9:42 *Communities centered on older adults: A proposal for age integration*
Ashley Snedeger
Baker University

In order to better care for older adults, I propose age integration in both established facilities and older adult community centers yet to be built. These proposals create environments that provide independence, continued challenges, social support, and active and hopeful lifestyles, while promoting the extinction of ageism through community involvement.

9:56 *Mental Health Beliefs and Treatment in Post Earthquake Haiti*
Maggie Kennedy
Creighton University

This paper examines Haitian mental health beliefs and treatment methods post earthquake. When examining the mental health system in relation to the Beliefs System Model, it is clear that patients respond to traditional methods of healing rather than to Western medicine. Case studies of current mental health issues will be discussed.

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10:08 *Self-Concept Resilience*

Emily Kubalik

University of Nebraska at Kearney

This study examined the relationship between individualism/collectivism, tolerance for ambiguity, self-efficacy, and gender on the resiliency of self-concept. Participants completed a questionnaire that included a self-concept inventory, specifically looking at their values, skills, relationships, personality, and goals, the social sources of their self-concepts, and their resistance to self-concept change scale.

Visser Hall 126

9:30-10:20 a.m.

Paper Session 2: Social Psychology II

9:30 *I Laugh, Therefore I Hate: Self-Perception and the Effects of Derogatory Humor on Group Attitudes*

Brad Kessell, Desiree Johnston, Carrie Mendoza and Mark Landau

Emporia State University, The University of Kansas

Participants were exposed to derogatory jokes, offensive derogatory jokes or non-humorous derogatory statements about an unfamiliar campus club, in the presence or absence of an external attribution for their behavior. Partially supporting our hypothesis, in the absence of an external attribution, a humorous derogatory joke produced more negative attitudes toward the group.

9:42 *Does Level of Group Membership Affect Reaction to Ostracism?*

Abbie Harris

University of Nebraska at Kearney

Previous studies have found the effects of ostracism include changes in mood and self-esteem. This research investigated how group membership affects the reactions to ostracism. I hypothesized that group membership and identity fusion would impact mood and self-esteem. Decreased mood and self-esteem when ostracized by an in-group member were found.

9:56 *Reactions to perceived lack of freedom of choice*

Benjamin Clancy

University of Nebraska at Kearney

This study explored personality (just world orientation) and gender differences in how individuals respond to restricted freedom. Participants read scenarios describing four different situations where their freedom of choice was restricted and indicated how likely they would be to accept, refuse, negotiate, reduce effort, compensate or complain.

10:08 *The Relationship Between Attachment Theory and Self-Handicapping in College Students*

Logan Gibson and Gloria Bayer
Newman University

Although not much work has been done relating adult attachment theory to education, it has been found that adults who score high on insecure attachment display self-defeating behaviors. One such behavior could be self-handicapping. This experiment is exploring if there is a relationship between anxiously attached adults and self-handicapping.

Visser Hall 128
9:30-10:20 a.m.

Paper Session 3: Clinical and Counseling Psychology I

9:30 *The Interaction of Gender and Age in Response to Juvenile Runaway Attempts*

Katrina M. Poppert, Amanda Moen and Laura B. Hasemann
University of Nebraska-Lincoln

Runaway attempts have been linked to gender and age. Such that, there is a significant interaction between the amount of runaway and suicide attempts, chemical dependency, hospitalizations, and removal from treatment by the judicial system. Participants ranged in age from 13 to 20 years ($M=16.36$, $SD=1.55$) and 44.7% were male.

9:42 *Media, Culture, and the Effects on Body Image*

Whitney Samuels
Emporia State University

Culture and media play a significant role in defining body image. The effect on society's perception, particularly on women's views, is often catastrophic. Cultural perceptions of the ideal body can cause eating disorders. The rise of eating disorders in eastern cultures is attributed to western views of body image.

9:56 *The Effects of Social Support on Depression within the Stroke Survivor Population*

Danielle N. Senn
Emporia State University

Strokes create many problems; especially dangerous is depression. Study evaluated depression in stroke population and control population non-stroke participants who reside in long-term care facilities. Understanding depression among population and within facilities allows implementation of programs. Previous research shows cognitive dysfunction and depression are high predictors of death.

10:08 *The illicit use of prescription stimulants in college students*

Sabrina Higgins and Dr. Colleen Eitzbach
Emporia State University

Rates of illicit use of prescription stimulants in college students have risen over the last

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ten years. This presentation investigates the characteristics of students who illicitly use prescription stimulants, the motivation for that use, and illicit sharing of prescription stimulants. Suggestions for further research are discussed.

Visser Hall 330
10:30-11:20 a.m.

Invited Faculty Lecture

The Samoan Heir's Bodacious Captive: Are forceful submission fantasies a sign of feminine psychopathology or interpersonal power? An evolutionary account of the fantasies entertained by socially dominant women.

Dr. Patricia Hawley
University of Kansas

About Dr. Hawley:

Pat Hawley joined the University of Kansas faculty in 2002. As a member of the Developmental Program, she teaches courses in child development, social and personality development, statistics, and evolution and human behavior. Her research focuses on the role of power and status in interpersonal relationships across the life span. Her PhD in Psychology is from the University of California at Riverside where she studied evolution, animal behavior, and quantitative methods. She spent several years in Berlin, Germany, at the Max Planck Institute for Human Development as a Post doctoral Fellow until 1998 when she returned to a research position at Yale and a teaching position at So. Connecticut State University. Though a native to southern California, she lives happily at the center of Google Earth in Lawrence, Kansas with her husband and three dogs.

Visser Hall Atrium
10:30-11:20 a.m.

Poster Session 2: Health Psychology, Developmental Psychology, Clinical and Counseling Psychology

PI ***The Effects of Race on College Students' Opinions of People in Pictures***
Char'dae Bell
Emporia State University

This study is to determine how visual indicators of race influence judgments of strangers in photographs. They will view pictures of people and complete a short survey. I predict that the participants' ratings will be consistent with racial stereotypes. This information will show how people view others in our society.

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- P2 ***About the complex relationships between age of first intercourse, current sexual behavior and suicidal ideation and drinking behaviors.***
Cole France and Jennifer Dinnius
University of Nebraska-Lincoln
Relationships between health-risk behaviors were examined. Undergraduates completed the National College Health Risk Behavior Survey (NCHRBS). Results showed an interaction between age of first intercourse, suicidal ideation and sexual behavior were related to number of days spent drinking, but not to binge drinking. Conclusions and implications will be discussed.
- P3 ***The Toys Tell the Story: Children's Gender Characterization and Toy Ownership***
Merijke Coenraad
Creighton University
In order to study play habits and stereotypes, 52 children aged 3-5 were asked to assign gender categories to 40 toys and then were given 15 minutes to play with the same toys. Children played longer with toys they owned and with age, their stereotypes increasingly matched those of adults.
- P4 ***Juvenile Self-Harm as it Relates to Thinking Impairment, Age, and Abuse.***
Amanda Moen, Laura Hasemann and Katrina Poppert
University of Nebraska-Lincoln
The relationship of deliberate self harm with thinking impairment, age, physical and sexual abuse was examined in 460 juvenile delinquents, and a complex interaction pattern will be described.
- P5 ***Diagnoses and Crime-related Variables as they Relate to Sentencing***
Jennifer Dinius and Cole France
University of Nebraska - Lincoln
Records of 226 convicted child molesters were reviewed. Interactions were found between disorder diagnoses and crime-related variables. Interestingly, variables that were significantly related to whether a perpetrator was sent to prison or treatment were marginally related to the clinical diagnosis of anti-social personality disorder but not substance abuse.
- P6 ***Efficacy of Two Theory-Based 12-Week E-mail-Mediated Walking Programs: A Pilot Study***
Charles E. Sepers Jr. and R. Todd Bartee
University of Nebraska at Kearney
This study compared physical and Social Cognitive Theory mediating variables between high and low theoretical fidelity walking programs. Participants completed a 1-mile walk test and psychometric questionnaire at baseline after completing a 12-week walking intervention. Differences between fidelity groups in physical and psychological measures were reported.

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P7 ***If You Loved Me You Would Fake It: Development of a Scale of Men and Women's Reasons for Pretending Orgasm***

**Danya Goodman, Omri Gillath, Natalie Stroupe and Eddie Wright
The University of Kansas**

To develop a scale for reasons for pretending orgasm, several large samples of men and women completed both qualitative and then quantitative questionnaires. Factor analysis was used to identify several common reasons. In preliminary studies, these reasons are correlated in theoretically predictable ways with attachment styles.

P8 ***Perceptions of gender based pay discrepancies***

**Marissa Ahlvin, Danni Erdkamp and Catie McLey
Doane College**

This study examined correlations of social dominance orientation and ambivalent sexism with perceptions of pay discrepancies between genders in the work force. Researchers hypothesized that these personality variables would positively correlate with acceptance of pay discrepancies.

P9 ***Type of previous treatment, age and gender and how they interact throughout treatment***

**Adam Rawson
University of Nebraska at Lincoln**

Whether or not youth were previously in residential or in-patient treatment, age and gender relate to substance abuse, self-harm, home, community, and school behavioral ratings.

**Visser Hall 128
10:30-11:20 a.m.**

Paper Session 4: Industrial/Organizational Psychology

10:30 ***Relationships among Entrepreneurial Characteristics and Training Transfer***

**Lixiao Huang and Brian Schrader
Emporia State University**

This study was to investigate the relationships between characteristics and transfer climate and differences between employees and entrepreneurs. With 199 participants, the research found that entrepreneurs were significantly higher than employees in achievement motivation, internal locus of control, desire of autonomy, availability of consequence cues, and availability of situational cues.

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10:45 *Employee Values and Human Resource Policies: A Closer Look at the Family Medical Leave Act*

Katherine Klausmeyer and George Yancey
Emporia State University

It was hypothesized that employees from a liberal organization would prefer a more liberal leave policy and that employees from a conservative organization would prefer a more conservative leave policy. While no significant difference was found, most employees from both organizations agreed that the current FMLA policy is too conservative.

Visser Hall 330

1:10-2:00 p.m.

Invited Faculty Lecture

The Legitimization of Torture

Dr. Richard Miller

University of Nebraska at Kearney

About Dr. Miller:

Rick Miller received his Ph.D. in 1975 from Northwestern University. He has taught at Georgetown University, the University of Cologne, and is currently chair of the Psychology Department at the University of Nebraska at Kearney, a position he has held for the past 20 years. He served for many years as the Director of applied behavioral science research projects for the Human Resources Research Organization (HumRRO) in Heidelberg, Germany after which he set up a community college program for English speaking residents of Mallorca, Spain. Rick is past-President of the Nebraska Psychological Society and has served three terms as President of the UNK Chapter of Sigma Xi: The Scientific Research Society. He is a past-President of the Rocky Mountain Psychological Association and continues to serve on the Executive Board as Historian. Rick is the special topics editor for the *Journal of Psychological Inquiry* and the coordinator of the Wertheimer-Portenier Teaching Conference. He is a Fellow of the American Psychological Association and the Association for Psychological Science. Under his leadership, the UNK Department of Psychology was recognized as the 1999 Outstanding Teaching Department in the University of Nebraska system. In 2009 he received the Robert S. Daniel Teaching Excellence Award from the Society for the Teaching of Psychology and was named US Professor of the Year by CASE and the Carnegie Foundation for the Advancement of Teaching.

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Visser Hall 312

1:10-2:00 p.m.

Paper Session 5: Clinical and Counseling Psychology II

1:10 *Approaches to treating depression in couples where one or both partners have depression*

Sabrina Higgins and Tyler Halford
Emporia State University

This presentation will illustrate the various ways to treat depression therapeutically in couples and which methods are empirically shown to work effectively. It will also show support for using a couples approach versus individual and how relationships can exacerbate or ameliorate the depression of a partner.

1:22 *Transitioning From War to College: A Review of the Literature*

Christopher Rea
Emporia State University

Veterans often face unique challenges during the transition of serving in a combat zone to a college campus. The purpose of this review is to determine common issues faced by veterans who have or will face this transition.

1:34 *A Review of the Current Literature on the Various Treatments and Outcomes for Seasonal Affective Disorder*

Benjamin Montie & Tyler Halford
Emporia State University

This presentation will take us through a variety of treatments (e.g. various light exposure, talking therapies, psychopharmaceutical etc.) used for treating Seasonal Affective Disorder and their efficacies as reported in empirical research.

1:46 *Bulimia: Primary Mind-Body Intervention for Middle School Students*

Chad Cross
Baker University

Partial syndrome bulimia nervosa is quite common in early adolescence. The goal of this research is to develop a primary mind-body intervention for middle school students, based on the health belief model, to decrease potential onset of full-symptomatic Bulimia Nervosa and increase awareness of the illness.

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Visser Hall 126

1:10-2:00 p.m.

Paper Session 6: Social Psychology III

1:10 ***Political Affiliation, Religion, Gender, and Community Status: Their Interaction on Ratings of Victim Responsibility for Sexual Assault***

Geoffrey Priester

University of Nebraska-Lincoln

Participants read ten cases involving sexual assault charges, rating the extent to which the victim was responsible for the crime. The study examines the interaction of political affiliation (Republican, Democrat, Other), religion (Christian, Non-Christian), gender, and community status (either community members or students) on these ratings. Future research is discussed.

1:22 ***Stigmas, Labels and Stereotypes: Problems that Face Ex-Convicts Re-entering the Community***

Jill K. Peters

Emporia State University

Recidivism is a huge problem facing the criminal justice system. Two contributing factors to the high recidivism rate are the stereotypes and labels placed on offenders as they try and reintegrate back into society. These labels and stereotypes effect the offenders ability to gain legal employment and make pro-social contacts within the community. Employment and a feeling of community connectedness can help the offender lead a crime free lifestyle.

1:34 ***The Relationship Between Early Childhood Experiences and Substance Abuse Among Criminal Offenders***

Nicole Schmidt, Emily Lien, MaryFaith Vaughan, Isabelle Cherney and Matthew Huss

Creighton University

The current study examined childhood factors related to substance abuse in a probationary sample. Using archival data, we assessed the effect of parent-child attachment, juvenile substance abuse, parental alcoholism, and out of home placements on adult substance abuse. Preliminary results indicate little relationship between the predictor variables and the criterion variable.

1:46 ***The Relationship Between Violent Pornography, Aggression and Negative Attitudes towards Women***

Jessica Nilson

Fort Hays State University

The possible effects of violent pornography consumption have been extensively

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researched. Some studies have found pornography use increases aggression and negative attitudes towards women. However, other studies have found no negative effects. When there are negative effects associated with pornography use, educational briefings counter these effects.

Visser Hall 128
1:10-2:00 p.m.

Paper Session 7: Experimental Psychology

1:10 *Effectiveness of Clozapine in a Rat Model of Schizophrenia*

Laura Olsen

University of Nebraska at Lincoln

Pre-pulse inhibition (PPI) is the ability of a weak stimulus to inhibit a secondary stimulus response. Schizophrenics exhibit acoustic PPI impairment, which has become an established animal model for testing antipsychotic treatments. This study tests the effectiveness of Clozapine (5mg/kg, 10mg/kg) to reverse MK-801 (0.1mg/kg) induced PPI deficit in rats.

1:25 *An Investigation on the Effect of Anxiety Odors on Empathy*

Teresa Ulrich and Dr. Marilyn Petro

Nebraska Wesleyan University

The role of olfactory communication amongst humans is not well understood. But other people can differentiate odors produced by an anxious person from a non-anxious one (Chen & Haviland-Jones, 2000). The present study will investigate the behavioral (empathic response) and physiological (salivary cortisol levels) effects of these odors.

1:40 *Psychological and Physiological Responses to Touch Communication*

Katie Paloucek and Dr. Marilyn Petro

Nebraska Wesleyan University

Touch has been shown to communicate emotion as measured through subjective identification (Hertenstein et al., 2006). Facial expressions depicting strong negative emotions resulted in increased physiological responses (Ekman et al., 1983). The relation between subjective communicative value of emotional touches (anger, fear, love, and sympathy) and physiological responses is examined.

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Visser Hall 312

2:10-3:00 p.m.

Paper Session 8: Social Psychology IV

2:10 *Creativity in the college classroom*

Matthew Fennessy and Katie Konecky

Creighton University

Researchers have established that social influences can affect an individual's creative performance. College can be an important site for research, as it offers different domains which can foster or restrain creativity. This paper offers a literature review examining the array of social factors that influence creativity among college students.

2:22 *The Role of Evolutionary Psychology Theory on Bed Placement in College Students*

Tamara Stimatze

Emporia State University

Participants in this study were asked to sketch the layout of their rooms. They were also given a brief survey, asking questions pertaining to the placement of their bed. Results were then compared to the three specifications of the Evolutionary Psychology Theory, which states that the bed placement should be in a location that is furthest from the point of entry, in a location that will allow for the longest time without detection from a person entering, and the placement which will allow for the most reaction time.

2:34 *Miller Social Intimacy Subscale, Interpersonal Trust Scale, Assertiveness Subscale of the Bakker Assertiveness-Aggressiveness Inventory and Predictability Subscale of the Trust Scale in Relationship with Gender, Greek Affiliation and Family Type*

Kye Le Ho

University of Nebraska–Lincoln

There were significant interactions among gender, Greek affiliation, and family type as they relate to social behaviors. Gender was found to be significant on Miller social intimacy and predictability. There was a main effect of Greek affiliation on Miller social intimacy and family type on interpersonal trust scale.

2:46 *Psychological Characteristics that Predict Obedience to Authority*

Hayley Milam

University of Nebraska at Kearney

The purpose of this research was to explore the relationship between psychological reactance, locus of control, personality traits, just-world beliefs, and levels of obedience. Participants read scenarios where an authority figure demanded obedience and indicated the extent to which they would obey, refuse, or engage in various forms of resistance.

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Visser Hall 126

2:10-3:00 p.m.

Paper Session 9: Educational Psychology, Cognitive Psychology and Developmental Psychology

2:10 *Evaluating Explanations for the Frequency Effect Across Problem Difficulty and Levels of Numerical Literacy*

W. Trey Hill and Gary L. Brase

Kansas State University

Although studies have shown that presenting statistical information in frequencies facilitates Bayesian reasoning, recent studies have suggested that numeracy—one's facility with numbers—may moderate this "frequency effect." Two studies attempted to examine the relationship between numerical literacy and numerical format in an attempt to clear some of the debate.

2:22 *Visual Task Performance for Liberals and Conservatives*

Dillon Cornett

University of Nebraska-Lincoln

Search performance for facial expressions as a function of set size and ideology was studied. Overall, participants were faster to detect angry than happy, which was not moderated by ideology. A tendency was found for liberals who moved their eyes faster than conservatives except for angry faces at small set sizes.

2:34 *The Relationship between Motivation and Relevance and its Application to the Classroom*

Eric McDaniel

Emporia State University

Motivation is a key variable that affects the academic performance of students. In a review of the literature on relevance applied to the classroom, a common finding was that it increased student motivation. The connection that relevance has to motivation was investigated, as well as effective approaches to teaching relevance.

2:46 *The Effects of Parenting Styles on Psychological Well-Being*

Megan Lowe, Alyssa Gummerson and Christin Julo

Newman University

Research correlating particular parenting styles with negative effects on individuals has been well-documented. However, little research has been done regarding what specific positive psychological qualities can be linked to certain parenting styles. This study looks at the relationship between parental authority types and psychological well-being in college students.

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Visser Hall 330

2:10-3:00 p.m.

Paper Session 10: Health Psychology

2:10 ***Relationship Between Meta-Schedules and Quality of Sleep Among College Students***

Chris Tice

Friends University

Insufficient sleep combined with work and personal obligations can result in lowered grades, relationship strain, and health problems. Students are often forced to choose classes from among limited alternatives based on these outside obligations. This presentation will provide an overview of research on the relationship between students' obligations and the consequences of managing multiple schedules.

2:22 ***Conscientiousness, Stress, and GPA***

Christin Julo and Jason Slack

Newman University

Conscientiousness has been said to predict success of higher GPA. It is also known that stress can have an impact on academic performance; however, nothing looks at this relationship. Conscientiousness may mediate the effects of them on performance. In this study, we will be looking at the relationships between all three variables and determining the effects that GPA, conscientiousness, and stress have on each other in a college setting with upperclassmen.

2:34 ***Correlation of GPA and Sleep Habits***

Michael Baxter and Leon Hardy

Fort Hays State University

With the varying literature concerning sleep habits and academic performance, we examined different studies related to this topic. Numerous studies on this topic produce varying and contradictory results. Presented is a review of that literature and a proposed study to merge two contradictory studies into one.

2:46 ***The Effects of Mortality Salience on Self-Reported Health Practices***

Charles E. Sepers Jr., Richard L. Miller and William J. Wozniak

University of Nebraska at Kearney

The purpose of this study is to examine the differences in self-report health practices as a function of mortality salience. Participants completed health behavior surveys after receiving mortality salient primes in proximal and distal conditions. These results compared differences with perceived ideal health behavior versus actual health behavior.

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Mark Your Calendars!

PERK 2011 will be held at Fort Hays State University on November 5!



The 31st Annual Great Plains Psychology Convention will be held on the campus of Washburn University in Topeka, Kansas March 2011

Journal of Psychological Inquiry

Call for Papers

The *Journal of Psychological Inquiry* encourages undergraduate students to submit manuscripts for consideration. Manuscripts may include empirical studies, literature reviews, and historical articles; manuscripts may cover any topical area in the psychological sciences. Write the manuscript for a reading audience versus a listening or viewing audience.

1. Manuscripts must have an undergraduate as the primary author. Manuscripts by graduates will be accepted if the work was completed as an undergraduate. Graduate students or faculty may be co-authors if their role was one of teacher or mentor versus full-fledged collaborator.
2. Manuscripts must (a) have come from students at institutions sponsoring the Great Plains Students' Psychology Convention and the Journal of Psychological Inquiry or (b) have been accepted for or presented at the meeting of the Great Plains Students' Psychology Convention, the Association for Psychological and Educational Research in Kansas, the Nebraska Psychological Society, the Arkansas Symposium for Psychology Students, or the ILLOWA Undergraduate Psychology Conference. The preceding conditions do not apply to manuscripts for the Special Features sections.
3. Send original manuscripts only. Do not send manuscripts that have been accepted for publication or that have been published elsewhere.
4. All manuscripts should be formatted in accordance with the APA manual (latest edition).
5. Empirical studies should not exceed 15 double-spaced pages; literature reviews or historical papers should not exceed 20 double-spaced pages. The number of pages excludes the title page, abstract, references, figures, and tables. We expect a high level of sophistication for literature reviews and historical papers.
6. The Journal requires three (3) copies and one electronic copy (CD-rom) of the manuscript in near letter quality condition using 12 point font. Faded or poor quality printing may be grounds for returning materials without review.
7. Provide e-mail addresses for the author(s) and faculty sponsor.
8. Include a sponsoring statement from a faculty supervisor. (Supervisor: Read and critique papers on content, method, APA style, grammar, and overall presentation.) The sponsoring letter should indicate that the supervisor has read and critiqued the manuscript. In addition, assert that the research adhered to the APA ethical standards. Finally, confirm that the planning, execution, and writing of the manuscript represents primarily the work of the undergraduate author(s).
9. Include a self-addressed stamped envelope of proper size and with sufficient postage to return all materials.
10. On a separate sheet, type the following information:
 - a. Names, current addresses, and phone numbers of all authors
 - b. Name and address of your school
 - c. Name, phone, and address (if other than your school) of your faculty supervisor
 - d. Permanent address and phone number (if different from current) of primary author.
11. Ordinarily, the review process will be completed in 60 days.
12. If the editor returns a manuscript that requires revisions, the author(s) is (are) responsible for making the necessary changes and resubmitting the manuscript to the Journal. Sometimes you may have to revise manuscripts more than once.

Send Submissions to:

Dr. Susan R. Burns, Managing Editor
Journal of Psychological Inquiry
Morningside College
1501 Morningside Ave
Sioux City, IA 51106

Checklist:

- _____ Three hard copies and one electronic copy (CD-Rom) of the manuscript (#6)
- _____ Email addresses for author(s) and faculty sponsor (#7)
- _____ Sponsoring statement by a faculty supervisor (# 8)
- _____ Self-addressed, stamped envelope for the return of all materials (#9)
- _____ Names and addresses of authors and sponsors (#10)

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.

Procedures:

1. All manuscripts should be formatted in accordance with the APA manual (latest edition).
2. Provide the following information:
 - (a) Names, current addresses, and phone numbers of all authors. Specify what address and e-mail should be used in correspondence about your submission,
 - (b) Name and address of your school,
 - (c) Name, phone number, address, and e-mail of your faculty sponsor, and
 - (d) Permanent address and phone number (if different from the current one) of the primary author.
3. Include a self-addressed stamped envelope of proper size and with sufficient postage to return all materials.
4. Send three (3) hard copies and one (1) electronic copy (CD-rom) of the 3-5 page manuscript in near letter quality condition using 12 point font.
5. Include a sponsoring statement from a faculty supervisor. (Supervisor: Read and critique papers on content, method, APA style, grammar, and overall presentation.) The sponsoring statement should indicate that the supervisor has read and critiqued the manuscript and that writing of the essay represents primarily the work of the undergraduate student.

Send submissions to:

Dr. Richard L. Miller
Department of Psychology
University of Nebraska at Kearney
Kearney, NE 68849

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.

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.

Procedures:

1. All manuscripts should be formatted in accordance with the APA manual (latest edition).
2. Provide the following information:
 - (a) Names, current addresses, and phone numbers of all authors. Specify what address and e-mail should be used in correspondence about your submission,
 - (b) Name and address of your school,
 - (c) Name, phone number, address, and e-mail of your faculty sponsor, and
 - (d) Permanent address and phone number (if different from the current one) of the primary author.
3. Include a self-addressed stamped envelope of proper size and with sufficient postage to return all materials.
4. Send three (3) hard copies and one (1) electronic copy (CD-rom) of the 3-5 page manuscript in near letter quality condition using 12 point font.
5. Include a sponsoring statement from a faculty supervisor. (Supervisor: Read and critique papers on content, method, APA style, grammar, and overall presentation.) The sponsoring statement should indicate that the supervisor has read and critiqued the manuscript and that writing of the essay represents primarily the work of the undergraduate student.

Send submissions to:

Dr. Richard L. Miller
Department of Psychology
University of Nebraska at Kearney
Kearney, NE 68849

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.

Procedures:

1. All manuscripts should be formatted in accordance with the APA manual (latest edition).
2. Provide the following information:
 - (a) Names, current addresses, and phone numbers of all authors. Specify what address and e-mail should be used in correspondence about your submission,
 - (b) Name and address of your school,
 - (c) Name, phone number, address, and e-mail of your faculty sponsor, and
 - (d) Permanent address and phone number (if different from the current one) of the primary author.
3. Include a self-addressed stamped envelope of proper size and with sufficient postage to return all materials.
4. Send three (3) hard copies and one (1) electronic copy (CD-rom) of the 3-5 page manuscript in near letter quality condition using 12 point font.
5. Include a sponsoring statement from a faculty supervisor. (Supervisor: Read and critique papers on content, method, APA style, grammar, and overall presentation.) The sponsoring statement should indicate that the supervisor has read and critiqued the manuscript and that writing of the essay represents primarily the work of the undergraduate student.

Send submissions to:
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