12th Annual Psychology Undergraduate Research Conference

Purdue University Psychological Sciences

- April 16, 2014
- East Faculty Lounge
  Purdue Memorial Union
- 11 AM to 1 PM
Welcome to the Twelfth Annual Psychology Undergraduate Research Conference. This event showcases independent research projects conducted over the last year by our undergraduate majors. The conference originated in concert with the department's Research-Focused Honors Program in which students spend three semesters learning about all facets of the research process: developing testable hypotheses, reviewing background literature, implementing the project, collecting and analyzing data, presenting their findings at an open forum, and summarizing their work in a form suitable for publication. Participation in this yearly event has since been broadened to include other talented undergraduates who have conducted independent research with the guidance of a faculty mentor.

Congratulations to all of this year's participants. As you'll see, their presentations cover a wide variety of topics, reflecting the diverse research interests within psychological sciences. These students have worked long and hard on their projects and are preparing for today's presentation. They will be delighted to talk with you about their work – please engage them in discussion.

We thank them and their faculty sponsors for their efforts and for giving us the opportunity to showcase the accomplishments of these outstanding students. Thank you for joining us.
Program

Social Time/Refreshments ............ 11:00 - 11:15 am

Introduction and Opening Remarks
Professor George Hollich ............ 11:15 am

Poster Presentations ............... 11:30 am

Closing Remarks ..................... 1:00 pm
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Brandon Cornelius  
Mentor: Douglas Samuel, Ph.D.  

Integrating Technology and Personality Measures: SIFFM Administration via SKYPE

Personality traits are typically assessed using a self-report questionnaire. Although this has advantages, such as ease of administration, another potentially valuable alternative methodology is the use of a structured interview administered. One difficulty in using the interview method is the need for the subject to be physically present for the interview. In the present study we examined the reliability of interview methods using a web-based video calling platform (i.e., Skype). Nine trained interviewers administered the Structured Interview for the Five-Factor Model of Personality (SIFFM) to 26 research participants. Twenty-three of the 26 participants did not find a significant difference in these test-retest dependability correlations across the 2-week interval, with a median correlation of .815. Further, we did not find a significant difference in these test-retest correlations across the Skype and in-person interview conditions, suggesting this method can be an effective tool. Finally, the SIFFM scores related well with other personality measures. Although, our conclusions were limited by the small sample size, these findings suggest that the SIFFM interview is a valid and reliable measure of personality that can be effectively implemented using web-based video calls.

Conrad Erck  
Mentor: James Nairne, Ph.D

Animacy Effects in Immediate Serial Recall

Inspired by work on the “animacy” distinction in both development and perception, recent research has shown that living (animate) concepts are remembered better than non-living (inanimate) concepts in long-term memory (Nairne, VanArsdall, Pandeirada, Cogdill, & LeBreton, 2013). The current study expands on this finding, exploring how animacy influences short-term memory. In Experiment 1, participants saw and were asked to remember—24 pure lists of seven animate (e.g., “baby”) or inanimate (e.g., “hat”) words. Although no difference between word types was found for serial position accuracy, animate words were more often recalled overall. In Experiment 2, participants performed the same task with six-item lists containing three words of each type drawn from a larger pool. In this mixed-list design, animacy advantages were found in both serial position accuracy and overall recall.

Corey Guilford  
Mentor: Jeffrey Karpich

Summary vs Free Recall: Students’ Learning Strategy

What if a small change in study habits could content better? This research seeks to determine if recall produced after reading a text will result in better content recall for students. Subjects read a text and perform either a short answer questions about the texts they are asked to generate a free recall of each text. These are evaluated for content. They are asked to part rather than a summary because free recall studies, and we expect summarizing tasks will

Erica L. Gurnell  
Mentor: Donald Ly nam, Ph.D.

Psychopathy in Daily Life

Psychopathy is a multifaceted personality trait such as lack of anxiety, cold-heartedness, and impulsivity. Research has shown that aspects can be assessed using models of such as the Five Factor Model. The prespecifical momentary assessments to examine facets from the Elemental Psychopathy in aspects of daily functioning. Results suggest an important role in negative affect and research EPA disinhibition also predicted causing h. Results also show that disinhibition plays an important role in depressed affect. Important areas of future research are dis-
Summary vs Free Recall: Searching for the More Effective Learning Strategy

What if a small change in study habits could make someone remember the content better? This research seeks to determine whether a summary or free recall produced after reading a text will result in better recall of that text. Subjects read a text and perform either a summary of the material, a free recall of the material, or advance directly to the next text. Subjects perform each task once, with a different text used for each task. Subjects then answer short answer questions about the texts they read. In the final stage, subjects are asked to generate a free recall of each text; these free recalls are then evaluated for content. They are asked to perform a free recall in the final part rather than a summary because free recall is more common in previous studies, and we expect summarizing tasks will still produce a benefit.

Psychopathy in Daily Life

Psychopathy is a multifaceted personality disorder that is characterized by traits such as lack of anxiety, cold-heartedness, interpersonal dominance, and impulsivity. Research has shown that psychopathy and its different aspects can be assessed using models of general personality functioning, such as the Five Factor Model. The present study used self-report and ecological momentary assessments to examine the relations between facets from the Elemental Psychopathy Assessment (EPA) and several aspects of daily functioning. Results suggest that EPA disinhibition plays an important role in negative affect and negative affect variability. Moreover, EPA disinhibition also predicted causing harm to others during the week. Results also show that disinhibition plays a role in angry affect, guilt affect, and depressed affect. Interpersonal antagonism and narcissism also plays an important role in depressed affect. Implications of these findings as well as possible areas of future research are discussed.
Mary Hanks  
Mentor: Margo Monteith, Ph.D.  

Dehumanization, Prejudice, and Social Policy Beliefs about People with Developmental Disabilities  

The current study examines the nature of prejudice toward people with autism and Down Syndrome, whether dehumanization is an antecedent of prejudice, and implications for social policy beliefs. Based on a large mTurk survey of 312 participants, we examined a pathway in which we expected dehumanization to negatively impact social policy support with this process being mediated by one's prejudice toward the developmentally disabled (DD). We expected both hostile and benevolent components of attitudes to exist; however no evidence of benevolent attitudes toward the DD was obtained. This suggests that participants' attitudes appeared to vary on a negative dimension only. Results show that our hypothesized pathway involving dehumanization, social policy support, and prejudice does exist and holds for both the autism and Down Syndrome conditions.  

Dasol Kim  
Mentor: Deborah Rupp, Ph.D.  

Bringing the "R" Back to CSR: A Psychological Examination of the Role of Felt Responsibility on Employee Socially Responsible Behaviors  

This research explores the role that employees’ felt responsibility has on predicting work and community behaviors aimed at producing environmental and social change. We predicted employee's felt responsibility to lead three types of individual behaviors regarding CSR inside and outside the organization, all moderated by proactive personality and moral identity: individual-level socially responsible behaviors at workplace (employee CSR behaviors), socially responsible behaviors outside the workplace (general social responsibility), and retaliatory behaviors aimed at the organization when organizational-level CSR is not perceived (deontic retaliation in the face of low CSR). To test our hypothesis, surveys were distributed via an online survey to working adults, and to employees of a university in the United States. The findings from this work will shed light on best-practices for the development of future CSR initiatives as well as help to reveal the nature of what it is to be responsible at the individual level.  

Joan Kim  
Mentor: Thomas Redick, Ph.D.  

The Effect of Language Status on Post-concussion Assessment (ImPACT)  

Management of return-to-play decisions after a concussion has relied on the use of computerized neuropsychological tests. Immediate Post-concussion Assessment and Cognitive Test (ImPACT) is argued to provide objective measures of neuropsychological functions (Verbal Memory, Visual Memory, Reaction Time, and Cognitive Control) to determine whether the athlete is safe to return to play. Language status might influence ImPACT performance, and it might influence return-to-play decisions. In contrast, if an individual is multilingual, s/he might perform worse specifically on verbal tests. If an individual is non-multilingual, s/he might perform better than monolinguals on tests involving language, such as Verbal Memory. If an individual is multilingual, s/he might perform worse specifically on verbal tests. If an individual is non-multilingual, s/he might perform better than monolinguals on tests involving language, such as Verbal Memory. The current study examines the relationship between multilingualism and ImPACT scores with diverse samples.  

Linglu Ma  
Mentor: James Tyler, Ph.D.  

Self-presentation of Romantic Attachment Anxiety, and the Relationship Intimacy  

The majority of human behavior occurs in the context of interactions with others, causing individuals' self-concepts to influence their relationships (Reis, Collins, & Berscheid, 1997). Little is known about the self-presentational efforts individuals present about their relationship. In the current study, participants present information about their relationship with both the target audience and the research. Findings revealed that when individuals experienced a dyad (vs. two control conditions) those high in self-presentation present greater self-presentational efforts (presented relationship). Implications for understanding self-presentational efforts and the goals of individual styles are discussed.
Social Policy Beliefs about Abilities

The nature of prejudice toward people with autism is an antecedent of prejudice beliefs. Based on a large mturk survey of 312 respondents, we expected dehumanization to support with this process being mediated by developmentally disabled (DD). We expected components of attitudes to exist; however no variation toward the DD was obtained. This suggests dehumanization does exist and holds for both the autism 's D. A Psychological Perspective on Responsibility on Behaviors

It stands to reason that information about close relationships will figure prominently in individuals' self-presentational efforts, yet, little is known about how individuals actually present their relationship. In the current study, we examined whether individuals present information about their relationship differently as a function of both the target audience and the individuals' attachment style. Findings revealed that when individuals expected to interact with a romantic dyad (vs. two control conditions) those high in attachment anxiety engaged in greater self-presentational efforts (presented a more intimate version of their relationship). Implications for understanding how relationship information is self-presented, as well as the goals of individuals with different attachment styles are discussed.

The Effect of Language Status on Immediate Post-concussion Assessment and Cognitive Testing (ImPACT)

Management of return-to-play decisions after sports-related concussions has relied on the use of computerized neurocognitive tests, including the Immediate Post-concussion Assessment and Cognitive Testing (ImPACT). ImPACT is argued to provide objective markers of cognitive functioning (Verbal Memory, Visual Memory, Reaction Time, Processing Speed, Impulse Control) to determine whether the athlete is still symptomatic. One factor that may influence ImPACT performance, and its clinical utility, is the language status of the test-taker. If an individual is a native-English speaker, s/he might perform worse specifically on verbal tests, including Verbal Memory. In contrast, if an individual is multilingual, s/he might be expected to perform better than monolinguals on tests involving inhibition and task-switching, including Impulse Control. The current study tested Purdue undergraduate students on ImPACT and examined performance as a function of language status. The results have implications for the clinical application of ImPACT with diverse samples.
Hannah Pruett  
**Mentor:** William Graziano, Ph.D.

**The Color of Compliance: Red Increases Compliance with Donation Requests**

The color red has well-documented social and reproductive implications in the primate world, including fertility in females and status/dominance in males. (Elliot, 2008). Elliot (2008) provides evidence that men rate women in front of red backgrounds as more attractive, whereas women rate men in front of red as higher in status (Elliot, 2010). In social influence literature, attractiveness and status are shown to increase compliance with requests (Cialdini, 2004). This study investigates the influence of the color red on compliance with donation requests. We propose that requesters wearing red will receive greater donations than those wearing white. Additionally, we hypothesize that this effect will be mediated by perceived attractiveness (for female requesters) and status (for male requesters).

Meghan Reilly  
**Mentor:** Susan South, Ph.D.

**Exteralizing Traits, Conflict Communication Patterns, and Relationship Satisfaction in Newlywed Couples: How Intra-and-Interpersonal Variables Influence Relationship Outcomes**

Evidence supports the idea that relationship satisfaction is influenced not only by individual differences, but by the interactions couples have day to day. Karney and Bradbury’s Vulnerability-Stress-Adaptation Model posits that both intrapersonal and interpersonal variable interactions affect important relationship outcomes such as quality, stability, adaptability, and satisfaction. In the current study, we explored whether conflict communication patterns mediate the connection between externalizing traits and relationship satisfaction in 100 newlywed couples (N = 199) by testing various path models. Structural equation modeling was used to examine both actor and partner effects between latent factors of externalizing behavior, couple communication, and relationship satisfaction. It was hypothesized that our analyses would support a mediating role of conflict communication between the overall externalizing factor and relationship satisfaction. Findings have important implications for understanding how externalizing traits lead to marital distress through maladaptive communication patterns.

Tess E. Smith  
**Mentor:** Douglas B. Sam

**A Multi-Method Examination of Personality Disorder and Personality Disorder**

Understanding the existing comorbidity rates, Personality Disorders (PDs) may be useful for antecedents and origins of PDs, as well as the research has been limited by possible self-samples, PD models of questionable validity. The study examined the relationship of child adult personality traits and disorders using individuals pre-screened for elevated child undergraduates completed retrospective reports of a child (WURS-k), and current ratings of ADH completed PD measures assessing both trauma (4) and DSM-5 Section III dimensional trait models. The study provided ratings of self-report, 161 provided ratings of childhood and adult ADI personality traits.

Amanda Van Camp  
**Mentor:** Douglas Samue


Prior research has shown that confrontations and unpersuasive. Participants in this experiment had exhibited either a gender or racial bias and the applicant in a science field. They were self-directed affect (e.g., guilt), intentions to and concern over their biases. Furthermore, whereby participants who were more prone likely to believe they have exhibited subtle bias and an applicant; this belief was associated with greater following confrontation and, consequently, greater bias concern. Implications for when confronting racism, can help to curb prejudiced response.
Compliance: Red Increases Compliance with requests

Presenters

Tess E. Smith
Mentor: Douglas B. Samuel, Ph.D.
A Multi-Method Examination of the Links between ADHD and Personality Disorder

Understanding the existing comorbid relationship between ADHD and Personality Disorders (PDs) may be useful for examining the developmental antecedents and origins of PDs, as well as the outcomes of ADHD. Existing research has been limited by possible selection bias (related to visits and use of ADHD symptoms). This study examined the relationship of childhood ADHD symptoms with adult personality traits and disorders using a university sample, including individuals pre-screened for elevated childhood ADHS symptoms. 439 undergraduates completed retrospective reports of their ADHD symptoms as a child (WURS-k), and current ratings of ADHD symptoms (ASRS). They also completed PD measures assessing both traditional categories (e.g., PDQ-4) and DSM-5 Section II dimensional trait model (e.g., PID-5). In order to overcome potential bias in self-report, 161 percent of the participants also provided ratings of childhood and adult ADHD symptoms, as well as adult personality traits.

Amanda Van Camp
Mentor: Douglas Samuel, Ph.D.
Confronting Prejudice: Comparing Reactions to Race versus Gender Biases

Prior research has shown that confrontations of sexism tend to be dismissed and unpersuasive. Participants in this experiment were led to believe they had exhibited either a gender or racial bias after evaluating a lab manager applicant in a science field. They were subsequently confronted about their biases. Contrary to previous findings, participants reacted similarly to confrontations of sexism and racism by reporting equal levels of negative self-directed affect (e.g., guilt), intentions to monitor their future behavior, and concern over their biases. Furthermore, a path model was supported whereby participants who were more prone to implicit biases were more likely to believe they had exhibited subliminal biases in their evaluation of the applicant; this belief was associated with greater negative self-directed affect following confrontation, and consequently, greater monitoring intentions and bias concern. Implications for when confrontations of sexism, like those of racism, can help to curb prejudiced responses are discussed.
Dr. John Millard Hadley was a Professor in the department from 1946 until 1970. Professor Hadley was the first Director of Clinical Training at Purdue and later served as the second Head of the Psychology Department. It was under his leadership that the Purdue program in clinical psychology was to reach national prominence in research, clinical training, and service. The award that bears his name is given each year to a senior Psychology major at Purdue who has demonstrated excellence in research activities. Since 2003, the award is given to the senior presenting the best research at the Undergraduate Research Conference. Winners are recognized by having their names inscribed on a plaque that hangs in the department, a letter of recognition, and a cash award of $300.

Past Hadley Award Recipients:
2003 Alina Haas       2009 Megan Smith
2004 Ashleigh Maxcay  2010 Judith Asam
2005 Emily Gurry      2011 Caroline Johnson
2006 Amanda Kilavos   2012 Afrida Rahman
2007 Bethany Edwards  2013 Stephanie Larson
2008 Nicole Weatherman

Special Thanks To:
- Professors Jeffrey Karpiche, Ximena Ariaga, Kipling Williams, James Nairne for conducting the Honors seminars.
- Peter Urcuioli for his service as Undergraduate Director.
- The faculty mentors for their support of undergraduate research.
- Christopher Agnew, Head of Department, for the financial support of undergraduate research and this yearly event.