



The
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF NEW HAMPSHIRE

presents

*The George M. Haslerud
Undergraduate
Research Conference*

April 28, 2006

George Martin Haslerud (1906-1990)

George Haslerud began his career in psychology with a Bachelor's degree from the University of Minnesota in 1930. After completing his dissertation on creative transfer in 1934, he took a position at the Institute of Human Relations at Yale University where he pursued an interest in primate behavior. In 1936 he became an assistant professor at the University of Tennessee where he married Ethlyn Hurd and began a family. In 1945 they moved to New Hampshire where Haslerud joined the Psychology Department.

Both Hasleruds were founding members of the New Hampshire Psychological Association. Haslerud made many contributions to the Department of Psychology here at UNH. He was a general psychologist who spent a great deal of time mentoring students and teaching a range of courses, sending many of his students on to graduate schools and careers in psychology. Haslerud also brought with him an important global perspective, twice receiving Fulbright Fellowships for study abroad. He maintained an interest in department and university activities until his death in 1990. It is in honor of this important UNH educator that we acknowledge and celebrate the achievements of current UNH undergraduates today.

PROGRAM

1:00 Welcoming Remarks

Michelle Leichtman

Chair, Psychology Undergraduate Program Committee

Bruce Mallory

Provost and Executive Vice President for Academic Affairs

John Aber

Vice President for Research and Public Service

Marilyn Hoskin

Dean, College of Liberal Arts

1:30 Awards and Psi Chi Induction

Ken Fuld *Chair, Psychology Department*

HASLERUD AWARD: **Nicole Guenard**

FULLER AWARD: **Ashley Ward**

CARROLL AWARD: **Kristina Schmid**

PSI CHI INDUCTEES: Patricia Barbarits
 Evan Brooks
 Nicole Chaggaris
 Jenna Kraby
 Lisa Kratoville
 Nicole Perrot
 Bligh Reynolds
 Mara Silkoff

2:00 RESEARCH PRESENTATIONS Rooms 8 (downstairs) and 101

3:30 Refreshments Room 123

EPISODIC AND SEMANTIC MEMORY IN CLASSROOM TESTS

Laura Comley & Kara Vigliatura

One hundred three junior high school students (65 8th graders, M = 13.32 years and 38 6th graders, M = 11.34 years) participated in this study. Immediately following tests in four disciplines—math, language arts, science and social studies—each student answered a questionnaire. The questionnaire asked students to revisit questions from the exam they had just taken and to provide the answers they gave on the test and identify how they figured out those answers. Students identified their answers to each question as coming from either 1) a specific one-point-in-time learning event (episodic memory), 2) factual knowledge (semantic memory), or 3) guessing. Results indicated that girls used episodic memory more often than boys did and this difference was most apparent in math. Students with better grade point averages and students who performed better on the exams tended to use episodic memory more often.

THE RELATION BETWEEN RELIGION AND PSYCHOLOGICAL WELL-BEING IN WIDOWHOOD

Alyssa Fenton

This study was designed to identify which religious coping methods influence psychological well-being and to determine whether intrinsic and extrinsic religiosity are equally related to psychological well-being. Twenty-seven widows and widowers were recruited at senior housing facilities and local businesses through flyers and/or a brief presentation explaining the study. Each participant completed measures of intrinsic-extrinsic religious motivation, religious coping activities, depression, life satisfaction and present feelings of grief. Results indicated a negative correlation between pleading with God and life satisfaction and a positive correlation between surrendering to God and life satisfaction. High extrinsic religiosity was associated with relatively poor psychological well-being, whereas high intrinsic religiosity coupled with low extrinsic religiosity was related to better psychological well-being.

COMPARING HEMISPHERIC SENSITIVITY TO GRAMMATICAL AGREEMENT WITHIN PHRASE AND FULL SENTENCE CONTEXTS

Maureen Gillespie

This study was a follow up of a study by Liu, Chiarello & Quan(1999) in which a divided visual field lexical decision task was used to test hemispheric sensitivity to grammatical agreement within noun phrases. In both studies, the noun phrases could appear in grammatically congruent conditions (e.g., a brown DUCK, many brown DUCKS), incongruent conditions (e.g., a brown DUCKS, many brown DUCK), or neutral conditions (e.g., the brown DUCK, the brown DUCKS). Liu et al. (1999) found that both hemispheres were equally sensitive to grammatical agreement within noun phrases. The current study replicated many of the findings of the original but also provided evidence suggesting that the right hemisphere responds to grammatical information in different ways depending on the linguistic context in which grammatical information occurs.

LONG-TERM EPISODIC MEMORY IN ADULTS WITH ADHD

Erinn Walsh

Fifty university students (25 with ADHD, 25 without) participated in a memory study. Participants took part in two short-term laboratory memory tasks (digit span and the Simon game) and one long-term event memory task. Results indicated that in comparison with participants without ADHD, those with ADHD performed worse on short-term laboratory tasks, but performed the same or better on measures of event memory. Implications for theory and application are discussed.

INTERMITTENT SWIM STRESS INTERFERES WITH SPATIAL LEARNING

Andrew Van Hoogenstyn

The goal of this study was to determine the effects of intermittent swim stress (ISS) on navigational learning and memory. ISS is an ecologically valid form of stress. Using the Morris water maze (MWM), a laboratory apparatus commonly used to assess spatial cognition, this study assessed the cognitive effects of ISS compared to confined controls and naïve controls. It was found that 80 five second exposures of ISS did not hamper learning, but after 100 trials of ISS animals took significantly longer to remember the location of a hidden platform in the MWM. No memory for the location of a hidden platform was detected. These results contribute to our understanding of the effects of stress on spatial cognition.

THE IMPACT OF ANTIDEPRESSANT TREATMENT ON INTERMITTENT SWIM STRESS-INDUCED LEARNING DEFICITS AND IMMOBILITY

Sarah Rabbett

Rats were exposed to 100 five-second intermittent cold water (15° C) swims (ISS) or confinement and were given injections of either Fluoxetine (FLX; i.e., Prozac) or saline at 24, 5, and 1 hr prior to behavioral testing. Behavioral measures were evaluated in the swim escape test, in a 5 minute forced swim test and an open field test. There were no significant learning deficits found in the swim escape test. Stress impacted time spent immobile in the forced swim test, but FLX was ineffective in reducing ISS-induced immobility. Confined rats injected with FLX were less immobile than stressed rats in the forced swim test. Both stressed and confined rats injected with FLX were less active in the open field. Experiments using other classes of antidepressants will be necessary to test antidepressant reversal of intermittent swim stress-induced behavioral deficits.

Room 8

Kristina Schmid, *Gender Differences in Memories of Interactions with Parents.* (Advisor: Dr. David Pillemer)

Jesse Gag, *Attitudes Toward the Legal System and Knowledge of Forensic Science as Related to TV Viewing Habits.* (Advisor: Dr. Carolyn Mebert)

Nicholas Adams, *The Effects of Catecholaminergic and Cholinergic Enhancement on Covert Orienting and Alerting in Visuospatial Attention.* (Advisor: Dr. William Stine)

Veronica Vandoloski, *Verb Tense as a Predictor of Listeners' Reactions to Autobiographical Narratives.* (Advisor: Dr. David Pillemer)

Amy Kaye, *Examining Resilience: Parenting Behaviors in Adult Survivors of child Sexual Abuse.* (Advisor: Dr. Victoria Banyard)

Rebecca Peake, *Romantic Relationships and College Students: A Study of Subjective Well-Being in Undergraduates.* (Advisor: Dr. Victor Benassi)

Room 101

Erinn Walsh, *Long-Term Episodic Memory in Adults with ADHD.* (Advisor: Dr. Michelle Leichtman)

Andrew Van Hoogenstyn, *Intermittent Swim Stress Interferes with Spatial Learning.* (Advisor: Dr. Robert Drugan)

Sarah Rabbett, *The Impact of Antidepressant Treatment on Intermittent Swim Stress-Induced Learning Deficits and Immobility.* (Advisor: Dr. Robert Drugan)

Laura Comley & Kara Vigliatura, *Episodic and Semantic Memory in Classroom Tests.* (Advisor: Dr. Michelle Leichtman)

Alyssa Fenton, *The Relation Between Religion and Psychological Well-Being in Widowhood.* (Advisor: Dr. Toni Bisconti)

Maureen Gillespie, *Comparing Hemispheric Sensitivity to Grammatical Agreement within Phrase and Full Sentence Contexts.* (Advisor: Dr. John Limber)

GENDER DIFFERENCES IN MEMORIES OF INTERACTIONS WITH PARENTS

Kristina Schmid

This study examined gender and content differences in autobiographical memories of interactions with parents. College students (N = 174) provided specific memories of positive and negative experiences with mothers and fathers that occurred between the ages of eight and eighteen. Females had more intense emotional reactions to the remembered events than did males. Females also rated the remembered episodes as having a greater impact on their current relationships with mothers and fathers. Content analyses indicated that both males and females frequently describe achievement themes in positive but not negative memories involving parents.

ATTITUDES TOWARD THE LEGAL SYSTEM AND KNOWLEDGE OF FORENSIC SCIENCE AS RELATED TO TV VIEWING HABITS

Jesse Gag

According to popular news sources, jurors who watch crime shows, such as CSI and Law & Order, will have biases and false beliefs that may affect how they decide cases. The theory is that jurors who watch crime shows will expect more evidence, particularly forensic evidence, before they convict a defendant. This has been dubbed the "CSI effect," and is the focus of the present study. The forensic knowledge and legal attitudes of 205 participants were measured and examined in relation to participants' TV viewing habits. No differences in forensic knowledge or legal attitudes were found between heavy and light watchers of crime dramas. However, males who watched Oprah and Dr. Phil often had lower forensic knowledge scores than those who watched such shows rarely. This "Oprah effect" has been documented in other research and is defense-friendly.

THE EFFECTS OF CATECHOLAMINERGIC AND CHOLINERGIC ENHANCEMENT ON COVERT ORIENTING AND ALERTING IN VISUOSPATIAL ATTENTION

Nicholas Adams

Covert orienting is the ability to selectively shift attention from one visual field to another without moving the eyes. Alertness is the readiness to respond to a target following the presentation of a warning signal. The cholinergic and catecholaminergic neurotransmitter systems (chemical systems that relay information between neurons in the brain) are known to facilitate these processes in primates. Studies using humans, however, have returned mixed results. This study examined the effects of cholinergic and catecholaminergic enhancement in 48 human participants using either a low-dose (4 mg) piece of nicotine gum or a low-dose (100 mg) caffeine mint. Participants were tested on a computer-based cued-target detection task that assessed covert orienting and alertness. The hypotheses were that nicotine, which enhances the cholinergic system, would improve covert orienting, while caffeine, enhancing the catecholaminergic system, would improve alertness. No evidence to support these hypotheses was found. When nicotine and caffeine are administered together, however, significant impairments in alertness are seen when compared to caffeine alone.

VERB TENSE AS A PREDICTOR OF LISTENERS' REACTIONS TO AUTOBIOGRAPHICAL NARRATIVES

Veronica Vandoloski

When people recount highly emotional memories, they often switch from the past verb tense to the present verb tense at the height of emotional excitement. The speaker appears to be mentally reliving the moment while sharing it. This study focuses on listeners' reactions to memory narratives in which the speaker either uses the past tense consistently or shifts from the past to the present tense at the emotional high point of the story. Participants heard three different narratives: a personal event story, an eyewitness testimony, and an advertisement. The narratives were spoken either in the past tense or with a shift from past to present tense. The results are consistent with predictions: listeners do respond to subtle changes in verb tense.

EXAMINING RESILIENCE: PARENTING BEHAVIORS IN ADULT SURVIVORS OF CHILD SEXUAL ABUSE

Amy Kaye

The aim of this study was to gain an understanding of the range of parenting goals and behaviors in a group of women with a history of sexual abuse in their childhood. Twenty-one transcripts of interviews from an earlier study on resilience in adult survivors of child sexual abuse were analyzed. Transcripts were coded for various emerging patterns of parental functioning, including view of self as a parent, worries and anxieties about children's safety and well-being, actions taken as parents, goals for children's future, children as motivating factors for parental change, and issues surrounding whether a parent decides to tell her child about the abuse history. The data suggest that while these women with histories of child sexual abuse do display a range of patterns of parental functioning, their resilience is also displayed in their positive and thought-out goals for their children's future and the role of children as sources of motivation, strength, and support.

ROMANTIC RELATIONSHIPS AND COLLEGE STUDENTS: A STUDY OF SUBJECTIVE WELL-BEING IN UNDERGRADUATES

Rebecca Peake

Students in local committed romantic relationships were compared with students in long distance romantic relationships, as well as with students not in committed relationships. Using the Satisfaction with Life Scale, the CESD Depression Scale, the Affectometer2, and the UCLA Loneliness scale no significant group differences were found. It was found, however, that students in long distance relationships had slightly lower levels of subjective well being compared to those in local committed relationships when also looking at length of the relationships. The longer students are in long distance relationship, the lower the support from partner, the lower the quality and satisfaction of time spent together, the longer the arguments and the more frequent and long the breakups.