



The
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF NEW HAMPSHIRE

presents

*The George M Haslerud
Undergraduate
Research Conference*

April 29, 2005

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: **Nicholas Adams**

FULLER AWARD: **Milena Doerfer**

CARROLL AWARD: **David Soucy**

PSI CHI INDUCTEES:

KATHERINE BOWEN

JENIIFER DOYLE

JENNIFER GRIECO

JENIFER HOLLANDER

LEE RUDOLF

SARAH SABLE

MICHAEL SIMPSON

MEGAN STEVENER

REGIS WAKEFIELD

1:45 RESEARCH PRESENTATIONS ROOMS 8 (downstairs) and 101

3:30 REFRESHMENTS ROOM 123

Room 101
Childhood Trauma and College Students' Perceptions of
Career and Academic Efficacy
HEATHER ROY

The goal of this study was to understand the long-term effects of trauma on college students' career self-efficacy, academic self-efficacy, and occupational self-efficacy. A total of 321 undergraduates (75% freshmen and sophomores) participated. Participants who reported higher levels of trauma in childhood had lower career decision self-efficacy beliefs. Academic self-efficacy and occupational self-efficacy were not related to childhood trauma. Year in school was a significant moderator of the relation between maltreatment and efficacy; abuse impacted efficacy only for students in their first two years of college.

Juror Perceptions of the Credibility of Child Sexual Abuse Victims:
Effects of Age and Gender
LINDSEY FLOOK

The purpose of this study was to look at jurors' perceptions of child witnesses in a sexual abuse case. 209 mock jurors read a direct examination court transcript of the child victim/witness and were asked to complete questionnaires concerning the child's credibility, which was measured by two variables: cognitive ability and honesty. Female participants rated male victims as more honest than female victims; male participants rated female victims as more cognitively able than male victims. Female participants rated 6 year old victims as less honest than 10 and 14 year old victims, but rated 14 year old victims as less cognitively able than 6 and 10 year olds. Belief in child sexual abuse myths was negatively related to victim honesty ratings. More positive attitudes towards child victims were associated with higher ratings of cognitive ability and honesty.

Factors Related to Resilience in Survivors of Childhood Trauma
ANGELA BORGES

This study explored the role of sense of community (SOC), empowerment, activism and spirituality in the resilience of college students with exposure to low and high levels of childhood abuse and trauma. 270 undergraduates participated. Resilience was measured by current life satisfaction and positive emotion. Consistent with past research, higher levels of trauma were associated with lower levels of resilience. For the low trauma group, higher levels of SOC and emotional empowerment were related to higher levels of resilience. For the high trauma group, higher levels of spirituality and emotional connection were related to higher levels of resilience.

Emotional Intelligence and Health Behaviors

RYAN DEMPSEY

A survey was conducted to assess whether health related behaviors are predictable from Emotional Intelligence (EI). EI was measured using the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test); negative health behaviors were assessed using Brackett's life space questionnaire; depression was measured using the CESD, and physical symptoms were indexed by the Hopkins symptom checklist. 22 male and 77 female college students participated. For males only, there were several significant negative correlations between EI and health behaviors. EI was not significantly related to either physical symptoms or depression. Results are consistent with past findings that low EI is predictive of unhealthy behaviors, but only for males.

Emotional Intelligence as a Predictor of Positive and Negative Coping Strategies

AMY CHOUINARD

To assess whether Emotional Intelligence is related to different coping strategies, 77 female and 22 male undergraduates were asked to complete the MSCEIT, as well as Carver's Brief COPE scale, which assesses 14 different types of coping; including constructive and destructive coping yielding positive and negative coping strategy scores. As predicted, lower Emotional Intelligence scores were associated with destructive forms of coping. In particular, there were strong negative correlations between EI and denial, disengagement, and the total negative coping strategy score. No consistent relations were found between higher levels of EI and constructive forms of coping.

Emotional Intelligence and Responses to Positive Events in Close Friendships

ERIN K. FISHER

This study examined the correlation between Emotional Intelligence (EI) and the way close friends say they respond to conflict situations. One hundred and twelve undergraduate students (25 males and 87 females) participated. EI was assessed using the MSCEIT; responses to conflict situations were assessed using Gable's scales, which include both constructive (active and passive) and destructive (active and passive responses). EI was positively correlated with constructive and negatively correlated with destructive responses to conflict. The results of this study are consistent with earlier findings that people high in EI tend to engage in more positive behaviors, while people low in EI tend to engage in more negative behaviors.

Race-Salience in the Courtroom: The Effect of Individual Differences

MISHA PRIDE

This study was designed to investigate the effect of race-salience on jurors' verdicts. Participants viewed a videotape of a case in which a black defendant is accused of attempted vehicular homicide. Race was emphasized in the race-salient condition and not in the non-race-salient condition. A majority of the male participants found the defendant guilty in the non-race-salient condition as did half of the male participants in the race-salient condition. Contrary to expectations, participants were significantly more certain of guilt in the non-race-salient condition than in the race-salient condition. Scores on the racial prejudice scales were not related to verdict. The implications for trials with defendants from racial minorities will be discussed.

Room 8

Autobiographical Memories of School-Related Experiences

EUGENIA ALEX

This study examined the temporal distribution and content themes of autobiographical memories of education. Participants (N=113) described positive and negative memories of social and academic events that occurred from kindergarten through twelfth grade. Results indicate that positive memories increase in frequency during the late high school years, whereas the age distribution of negative memories is relatively flat. Content analyses show that positive memories from late adolescence focus on predictable developmental landmarks, such as high school graduation, prom and senior awards ceremonies.

Differences in Roommate Relationships: Expectations and Experience

ZARINA KYLE

The college roommate experience is important and unique in the lives of many students. This study explored whether gender differences existed among undergraduates (N=161) in recollections of their anticipated and actual initial roommate experiences. Results indicated that females held more positive expectations of their anticipated roommate experiences than did males. Both males' and females' perceptions of their overall anticipated expectations about their initial roommate experience correlated significantly with their actual experience. Further examinations of roommate experiences would contribute to developing ways to better support undergraduates' adjustment to residential life.

Mothers' Perceptions of Their Own and Their Mothers' Parenting Values
JENNIFER DALE

This study investigated mothers' perceptions of their own and their mothers' parenting values on ten dimensions. Fifty-four mothers of preschool-age children from Alaska and New Hampshire completed surveys indicating their perceptions of the importance they and their mothers placed on various parenting values. Compared to their perceptions of their own mothers, mothers placed greater importance on the value dimensions of hedonism, security, benevolence, universalism, stimulation, achievement, self-direction, and power in raising their children. Alaskan mothers rated conformity and tradition as higher in importance than did New Hampshire mothers. In both communities, mothers of boys rated conformity as more important and hedonism as less important than did mothers of girls. The findings suggest that mothers perceived similarities and differences in parenting values, particularly across generations.

The Effects of Landmark Features and Geometry on Spatial Search
DEBORAH KUNG & MIKE SIMPSON

The ability to use spatial cues as a means of locating a target is fundamental in both human and non-human animals. Prior research has shown that there are two main ways of locating an object: using features and geometry. In this study, children (3.5-6yrs) and adults (college students) were presented with an array of three landmarks on a computer screen. During the course of a trial, a simple cartoon character on the screen, hid behind one of the 3 landmarks; the landmark array and character then disappeared in a storm. The array then reappeared, either in the same position or was rotated or translated. The participant was asked to point to the landmark that the character was hiding behind, and could use either the features of the landmarks or the geometrical relationship between the 3 landmarks to locate the character. Adults were at ceiling on all tasks, but children's performance on the geometry tasks was better in older than younger children. The results suggest that geometry tasks are much more difficult for young children, and that the ability to use geometry in a 2-D navigational task may be acquired across development.

Episodic Memory in the Classroom: A View Into the Minds of Adolescents
ELIZABETH MACKAY

This study focused on the use of memory in junior high students in the classroom setting on an exam. Specifically, the study examined the use of episodic memory (i.e., memory for specific learning episodes) versus semantic memory (i.e., memory for facts or world knowledge) or other types of memory use during an exam. Past literature has focused on memory in the lab and naturalistic settings but few studies have looked at memory in the classroom. Two hundred sixty two students from the age of 13-15 took a survey immediately following an exam in their English or history class. The survey assessed the ways in which the students used memory to answer the questions found on the exam. Results indicate that students often used episodic memory to retrieve information for exam questions. There is an indication that students' use of episodic memory is associated with giving the correct answer on an exam and in some conditions, girls reported using episodic memory more often than boys reported using episodic memory.

Stress-induced Ultrasonic Vocalizations May Predict Stress Resilience in Rats
DAVID P. SOUCY

As part of a research program using animal models to explore the effects of stress-induced depression, this study was designed to determine if ultrasonic vocalizations (USVs) might reflect individual differences in stress resilience or vulnerability. 32 Sprague-Dawley rats were exposed to either forced cold water (15°C) swims or confined in the swim apparatus without exposure to water. USVs were recorded. Twenty-four hours later all rats were tested in a 30 trial swim escape task in ambient (23°C) water. Results indicate that prior swim-stress exposure causes a significant learning deficit in comparison to confined controls. Based on their emission of USVs stressed rats were divided into two groups: callers (n=4) and non-callers (n=12). Callers, unlike non-callers, ultimately learned the swim escape test, suggesting that USV emission may reflect stress resilience in this model of depression

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.