Matt Allegretti
Faculty Supervisor: Dr. William Disch

*Gender Differences in Attributions as a Predictor of Depression*

This study examined the relationships between gender, attribution types, and depression scores for participants on the CES-D depression scale. The Attribution Theory (Heider, 1958), illustrates that there are many ways people attribute causes of success and failure. Each person makes different attributions based on their unique attitudes and beliefs. Attribution has created many questions regarding how a person might perceive a problem, but today we are examining how it might be indicative of a problem. This study consists of 72 students from local state colleges to test the hypotheses. A t-test for independence measured the mean differences in gender and attribution score to test the hypothesis that females will have higher mean depression scores than males. A one-way ANOVA tested the second hypothesis that people who make internal attributions will have higher mean depression scores than people who make external or luck attributions; finally, a 3 x 2 factorial ANOVA tested the hypothesis that depression scores between males and females will be differentially affected depending on the type of attribution they make. An attribution questionnaire was modified from the Feather and Simon (1970) study of attribution, consisting of a 3-item Likert scale which asked participants to assess their own perception of personal success or failure as attributed to either internal causes, external, or luck. Depression was measured using the CES-D Depression Scale, a Likert scale, to assess a person’s level of depression. Higher scores on the CES-D are indicative of higher levels of depression (Perreira, Deeb-Sossa, Harris, & Bollen, 2005).

Amy Bourgoin & Chanté D. Prawl
Faculty Supervisor: Dr. Marianne Fallon

*The Impact of Comedy on Racial Biases*

Do the jokes we listen to unconsciously impact our attitudes? Although one study found that men who scored high on hostile sexism reported more sexist attitudes after listening to sexist jokes (Ford et al., 2008), there have been very few experiments that explore the impact of humor on racial prejudice. As such, we conducted our research to explore the impact of stand-up comedy on implicit racial biases and central executive function. Undergraduates completed the Stroop Task and Race IAT before and after watching a comedy clip. The Stroop Task (Stroop, 1935) measured interference produced by classifying trials in which the identity of the word conflicts with the color ink in which the word is written. The Race Implicit Associations Test (Greenwald, McGhee, & Schwartz, 1998) measured participants' implicit racial biases by comparing increases in reaction time when participants categorized pictures of people (White or Black) and words that connoted "good" or "bad" concepts. The comedy clips varied by comedian race (Black, White) and the target of the joking (Black, White, or nonracial). Participants were tested by a White or a Black female experimenter. Preliminary analysis uncovered several interesting findings. First, Black participants showed greater initial Stroop interference when tested by a White experimenter than by a Black experimenter. Further, participants initially showed a stronger racial bias towards Blacks when tested by a White experimenter than a Black experimenter. Finally, racial bias towards Blacks decreased upon taking the second IAT. We did not find any significant effects associated with the race of the comedian or the targets of the comedy.
Danielle Budnick
Faculty Supervisor: Dr. Steven Horowitz

*Lifestyle Activities And Fear of Crime*
Female's fear of crime versus men's fear of crime has been researched. Specifically, I researched to see if there was a generalized difference between who fears crime and who is actually victimized. Past research has helped to see that women usually have a greater fear of being victimized than men do, even though generally men are victimized more than females. A possible correlation between lifestyle activities and fear of crime has been examined. It was looked at from daytime and night-time activities. I expected people to have greater fear of crime while they are doing night-time activities versus daytime activities. Finally, the shadow of sexual assault hypothesis was tested. I also expected the shadow of sexual assault hypotheses to hold true for females but not males. Participants were undergraduate students from Central Connecticut State University, and they received a consent form and a questionnaire on their levels of fear in general and during specific activities. My results show that women do have higher levels of fear when compared to men. People who have been victimized before have higher levels of fear than people who have never been a victim of crime. Also, people are more afraid when engaging in night-time activities versus daytime activities. These activities include things such as walking to your car, walking across campus to a class or being in your dorm. Finally, the shadow of sexual assault hypothesis was further confirmed for females, and does not apply to males.

Christie Buyse
Faculty Supervisor: Dr. William Disch

*The Effect of Music on Reading Comprehension*
With an increasing availability of music in today's society, it seems likely that students are listening to music as they study more often than ever before. Although vocal music has consistently shown to negatively affect reading comprehension, the effects of instrumental music have been inconsistent. Participants were sampled from Central Connecticut State University and were assigned to one of three music conditions: vocal music, instrumental music, and no music. Each participant read a short article and completed a quiz about the article. Based on the theory of inattentional blindness (Simons & Chabris, 1999), it was hypothesized that participants in the no music group would score significantly higher on the quiz than participants in the vocal and instrumental groups. It was also hypothesized that participants in the instrumental group would score significantly higher than the vocal music group. Although the instrumental group scored the highest and the vocal group scored the lowest, there were no significant mean differences between the groups. Results can be used to educate students about the distracting effects of studying while listening to music.

Richelle Chamberland
Faculty Supervisor: Dr. Jason Sikorski

*Suicide exposure and media influence on college students*
Little research has been done studying the effects that media exposure has on suicidal ideation, especially in a college population. The present study aims to determine if either a fictional film or a documentary film containing a suicide scene impacts the cognitions of college students exposed to suicide in their families or friendship circles. The participant sample consisted of one hundred and nine Central Connecticut State University students enrolled in psychology classes. The Reasons for Living Inventory was used to evaluate beliefs and adaptive characteristics that separate potentially suicidal from non-suicidal individuals. The groups based on type of media exposure and levels of personal exposure were then compared using several two-way ANOVA analyses examining sub-scales of the Reasons for Living Inventory. No significant differences were observed; however, this study provides a foundation for further research on the impact that media has on behaviors as well as assessing risk levels for suicidal ideation in a college population.
Raven C. Cohen  
Faculty Supervisor: Dr. Jason Sikorski  
**Effects of brief prevention programs on alcohol expectancies in college students**  
The present study examined the effects of brief prevention programs designed to address thoughts associated with alcohol abuse in college students. Interventions consistent with the social norm marketing and campus policy approaches were created through the use of short videos filmed by the researcher. A convenience sample was obtained from undergraduate college students, predominantly in introductory level psychology courses at a northeastern university. Alcohol expectancies were assessed using the Alcohol Outcome Expectancies Scale (AOES) (Leigh & Stacy, 1993). The Stages of Change Readiness and Treatment Eagerness Scale (SOCRATES) measured readiness to change alcohol use (Miller & Tonigan, 1996). Results obtained from this study shed some light on how empirically supported prevention programs for alcohol abuse can be designed in a cost effective fashion across college campuses.

Raven C. Cohen  
Faculty Supervisor: Dr. Carolyn Fallahi  
**Gender identity disorder in children and the controversy associated with the diagnosis**  
Gender Identity Disorder (GID) is based upon two ideas: a strong and persistent cross-gender identification and a discomfort about one’s assigned sex or gender (American Psychological Association, 2000, p.581). Children diagnosed with GID show significant sex differences in gender identity self-labeling, sex of playmate preferences and toy and activity interests among others (Drummond et al., 2008). The diagnosis of GID in children has been criticized to be sexist, homophobic and stigmatizing (Ehrbar et al., 2008). Erbar et al. (2008) also notes that others believe the diagnosis to be appropriate because it reflects distress and dysfunction. It is proposed that there are child, parent and family factors that have additive or interactive effects on the development of GID in children (Zucker & Bradley in Wallien, van Goozen & Cohen-Kettenis, 2007). GID is the only disorder in the DSM in which the goal of treatment is to alter the body to match beliefs of the patient (Ross, 2009). In the DSM-V (American Psychological Association, 2010), GID will be replaced with Gender Incongruence as it refers to an incongruence between what identity one experiences or expresses and how one is expected to live based on one’s assigned gender.

Candace Corbeil  
Faculty Supervisor: Dr. Marianne Fallon  
**Learning about Statistics in Undergraduate Research Methods Courses**  
Research Methods I and II are often considered to be the most challenging courses in the Psychology curriculum. Researchers discovered that although these courses effectively enhance students’ knowledge, their attitude toward the course—particularly statistics—may decline (Sizemore & Lewandowski, 2009). The present study examined whether viewing web-based tutorials strengthened students’ understanding of statistics in a Research Methods course. Students enrolled in Research Methods I and II at CCSU completed three types of assessments: 1) A demographics questionnaire; 2) The Statistical Anxiety Rating Scale (STARS; Cruise, Cash, & Boston, 1985; reproduced in Hanna, Shevlin, & Dempster, 2008) that measures anxiety towards statistics; and 3) 20-item quizzes containing questions tapping statistical knowledge and knowledge of other concepts in research methods. Students completed the STARS at the beginning and end of the semester; they completed the quizzes three times - at the beginning, middle, and end of the semester. Students taking Research Methods I in Fall 2009 showed an increasingly greater conceptual understanding of statistics after each quiz, than Research Methods I students without access to the tutorials. Further, Research Methods I students in Fall 2009 displayed a better understanding of non-statistical application than Research Methods I students without access to the tutorials. We found no significant differences in statistics anxiety. Implications for future use of web-based tutorials are discussed, with an emphasis on supplementing in-class statistics instruction.
Brooke Lynn Corbett  
Faculty Supervisor: Dr. Marianne Fallon  
**Statistical Learning in Young and Older Adults**

Saffran and her colleagues (e.g., Saffran, Newport, & Aslin 1996) developed a task that was thought to tap an automatic learning process underlying speech segmentation. Young adults listened to a nonsense language in which three-syllable patterns (“words”) had higher probability of occurring than other syllable patterns. To learn these “words”, participants needed to extract the probabilistic relationships between syllables. Young adults reliably distinguished “words” that they heard in the nonsense language from three-syllable “nonwords” that were not presented. Older adults show a similar pattern, although they perform more poorly than younger adults (Cadiz & Fallon, 2010). Saffran investigated whether providing an additional auditory cue due to speech segmentation (i.e., lengthening steady state vowels) would enhance word segmentation. Lengthening final syllables in some words produced better performance than lengthening initial syllables. The current study investigates whether providing an additional cue to word segmentation can enhance older adults’ performance on this task. We will present 24 older adults an= 24 young adults with nonsense languages that have either the initial or final vowels of some of the words lengthened. Participants complete a short recognition task to distinguish “words” from “nonwords”. Preliminary findings with young adults show a trend that lengthening the final vowel produces better performance than lengthening the initial vowel, as expected. However, the difference is not significant. I am currently running older adults in this study. Consistent with previous literature (Howard, Howard, Dennis, & Kelly, 2008), I expect that older adults are more sensitive to prosodic cues, and will therefore show a significant advantage for final vowel lengthening.

Johanna Correll  
Faculty Supervisor: Dr. Laura Levine  
**The Impact of Western Media on Eating Disorder Prevalence in Traditional and Transitional Cultures**

Eating disorders, including Anorexia Nervosa and Bulimia Nervosa, are complex psychological disorders whose root causes remain ambiguous. In general theories regarding the etiology of these disorders include the biomedical, psychological, and cultural models. This thesis explores the cultural model as the best fit for the current incidence of eating disorders because, in part, it accounts for the influence of Western media on the development of unhealthy eating habits. Not only is this influence felt in Western cultures, but the adverse effects of exposure to these materials are evident in traditional and transitional non-Western cultures as well. By examining cross-cultural instances of disordered eating co-occurring with exposure to Western media images, including cases from the South Pacific, Eastern Europe, the Middle East, and the United States, this discussion is able to point to acculturation to certain aspects of Western media as a cause of disordered eating in non-Western cultures. Non-acculturative explanations of such behaviors are also explored in cases of such disorders in Asia using the diathesis-stress model. By providing information regarding the impact of Western media in non-Western cultures, this thesis is also able to postulate recommendations for reducing the adverse effects of such materials in order to reduce eating disorder prevalence and promote healthy, realistic body image in both the United States and worldwide.

Laci A. Corridor  
Faculty Supervisor: Dr. Carolyn Fallahi  
**Anorexia Nervosa: A Review of Current Literature**

Anorexia nervosa (AN) is an eating disorder that typically affects females in adolescence and early adulthood. This literature review examines recent findings related to classification, epidemiology, co-morbidity, etiology, and treatment of anorexia nervosa. A case study of a 16-year-old female is used to highlight some of the difficulties in the diagnosis of eating disorders based on current DSM-IV-TR criteria. The case also demonstrates co-morbidity with AN, proposes possible etiologies, and outlines best treatment practices as described by the currently available literature. Course, prognosis, and history of the disorder are also explored.
**Tiffany Crockett**  
Faculty Supervisor: Dr. Carolyn Fallahi  

**Specific Phobia**  
Specific phobia is not a disorder that we have a lot of information on. However, upon studying about this phobia, I came to find out many things. What most people do not know about this disorder is that it can be socially learned. Prior to the DSM, it was not called specific phobia, instead, it was known as a simple phobia. There are multiple treatments for this disorder and being that it has so many possible solutions, it is known as the most treatable anxiety disorder.

**Sara Emma**  
Faculty Supervisor: Dr. Carolyn Fallahi  

**Asperger’s Disorder**  
Asperger’s Disorder (AD), also known as Asperger syndrome, is a neurological developmental disability so that, from the moment of birth, the disability affects the way that person develops, interacts and understands the world. AD is a form of autism, but it has been put into its own category of autism because it is unique in that this group has good language ability and higher intelligence, and often, in spite of their social problems and obsessive behavior, these people can function independently (Hill & Firth, 2003). AD is a neurological problem and there is research that suggests the causes may be genetic. With such a marked prevalence in boys, it is not unlikely that there is a defect in a gene that is particular to males (Woodbury-Smith & Volkmar [2009]). Treatment of this disorder is focused on support and education. Children learn how to interact with others, communicate effectively, and participate in therapeutic interventions aimed at reducing problematic behaviors. There is an overlap between AD and high functioning autism (Ozonoff, 2008). There may not be an advantage in differentiating those two diagnoses, and the rigidity of the AD symptoms does not allow for developmental growth to expand or alter a diagnosis. It would seem likely that these two diagnoses may be combined in the upcoming DSM-V under the category of Autistic Spectrum Disorder.

**Michaela I. Fissel**  
Faculty Supervisor: Dr. Claire Davis  

**An integrative model of creativity and schizophrenia**  
The present literature review was conducted to investigate the relationship between schizophrenia and creativity. Specifically, divergent thinking abilities, frontal lobe functionality, and levels of dopamine between schizophrenics and the highly creative have been found to be negatively correlated. Research supports that schizophrenics have significant deficits in divergent thinking, while they have hypofrontality and an increased level of dopamine. There was a positive correlation identified between schizophrenia and creativity in levels of latent inhibition. The reduced LI in both populations have been found to elicit opposing behaviors. LI is theorized to be responsible for the inability to filter out irrelevant stimuli in schizophrenics, while allowing creative individuals to identify associations between seemingly irrelevant stimuli. It would appear that divergent thinking could explain the difference in behavioral outcomes between schizophrenics and highly creative individuals through cognitive control. Recently, with the use of cognitive training for divergent thinking, significant improvements in schizophrenics’ negative symptoms have been produced.
Michaela I. Fissel  
Faculty Supervisor: Dr. Jason Sikorski  
**Creativity as a multidimensional construct**  
The present study was designed to measure the relationship between creativity and personality. Creativity is supported as a multidimensional construct if consideration is made for the variables supporting this hierarchical model. The Remote Associate Test (Mednick, 1962) and a revised divergent thinking task (Silvia et al., 2008; Wallach & Kogan, 1965) were included to group participants based on their levels of divergent and convergent problem solving. Each of these problem solving abilities are components of a cognitive skills variable, while both measures have been found to be an accurate measure of creativity (Cropley, 2000). The 20-Item International Personality Inventory Pool (Donnellan, Oswald, Baird, & Lucas, 2006) was included to measure openness to experience. Univariate Analysis of Variance was obtained for groups based on scores of openness to experience. Previous studies have found a significant difference in scores of openness to experience between levels of divergent thinking (James & Asmus, 2000-2001). Based on this finding, the relationship between convergent problem solving and openness to experience is in need of further examination. By identifying and measuring the relationship between variables associated with creativity researchers will be able to recognize the variables that can be targeted for support. Specifically, in a recent pilot-study, cognitive training for divergent thinking was found to increase cognitive functioning in schizophrenics, while decreasing their negative symptoms (Nemoto, Yamazawa, Kobayashi, Fujita, Chino, Fujii, Kashima, Rassovsky, Green, & Mizuno, 2009).

Aneta J. Galek  
Faculty Supervisor: Dr. Steven Horowitz  
**Self-esteem and Interpersonal Relationships**  
The effects of self-esteem on the satisfaction from interpersonal relationships were examined. Past research suggests that persons with higher self-esteem claim to have better relations with others although the causation was never established. Forty three undergraduate students participated in this research study for a course credit. Three questionnaires were used to assess participants’ self-esteem, communication skills and the satisfaction from love relationships. The results show positive correlation between the level of self-esteem and the level of satisfaction in interpersonal relationships, and the communication score and the level of satisfaction. These results suggest that people with higher self-esteem and better communication skills are able to create and maintain more successful and satisfying interpersonal relationships. A significant relationship between the level of self-esteem and communication score was also found, suggesting that people who have higher self-esteem are able to communicate more efficiently than those with lower self-esteem. Those results confirm the hypothesis that self-esteem, communication skills, and interpersonal relationship satisfaction are linked and further studies may be able to establish the causation.
Morica Hyman  
Faculty Supervisor: Dr. Carolyn Fallahi  
*Eating and feeding disorders in infancy and early childhood*

An old adage says “food is the staff of life, but for some people, feeding and eating disorders may be seen in infancy and early childhood. This phenomenon can be explained as the failure of a child, less than six years of age, to eat or engage in eating inedible materials, such as chalk and dirt, among others. One problem associated with these disorders is that the lack of food results in insufficient nutrients that are necessary for children to develop physically and/or achieve other developmental milestones, and may even lead to death. Feeding and eating disorders are described by the DSM-IV-TR (American Psychiatric Association, 2000) as a significant failure to gain weight or a significant weight loss over at least one month. There are often associated gastrointestinal or other medical conditions. Popular theories have suggested that feeding disorders are biological and psychological in nature. Therefore, it may arise out of unfortunate situations, such as, poverty, lack of socialization, and a history of mental illness, in preceding generations. Feeding and eating disorders of childhood may be treated medically or through behavior modification in children and caregivers (Mash & Wolfe, 2007). Under the proposed new DSM-V, feeding and eating disorders beginning in childhood would be more specific in its criteria, which in essence reduce the need for Eating Disorders Not Otherwise Specified. Additionally, Binge eating disorder, which occurs under Feeding and Eating Disorders in the DSM-IV-TR, is proposed to be a separate disorder under the new DSM-V (American Psychiatric Association, 2010).

Sharon Jessup  
Faculty Supervisor: Dr. Carolyn Fallahi  
*What is Expressive Language Disorder?*

Expressive Language Disorder (ELD) is a communication disorder where a child has normal intelligence and understands speech, but has a below average ability of expression (American Psychiatric Association (APA), 2000; Mash & Wolfe, 2010). ELD affects approximately 10-15% of children under 3 and 3-3% of 5-6 year olds, with the majority being male. Symptoms may include: E2having a markedly limited vocabulary, making errors in tense, or having difficulty recalling words or producing sentences with developmentally appropriate length or complexity” (APA, 2000, 61). Some issues with classification are the overlapping boundaries between ELD and co-occurring disorders such as a Phonological Disorder, an Auditory Processing Disorder, or Learning Disorders. ELD is not diagnosed if the child has a disorder such as Mixed Receptive-Expressive Language Disorder or a Pervasive Developmental Disorder, as symptoms of ELD are only part of the symptoms children with these disorders experience. There are two types of ELD: acquired and developmental. The acquired type of ELD could occur at any age with a sudden onset. This type is often due to a brain injury and recovery depends on the severity of the injury. The developmental type of ELD is often noticed around age 3 with a gradual onset and most children overcome this type with age. The developmental type of ELD does appear to be genetic, occurring more often in children with families that have a history of communication or learning disorders (APA, 2000). The best practice is naturalistic intervention (Gillum, Camarata, Nelson, & Camarata, 2003)

Amanda Kenny  
Faculty Supervisor: Dr. Carolyn Fallahi  
*Children with Reactive Attachment Disorder: What it's all about*

Reactive Attachment disorder, (RAD) is a childhood disorder usually diagnosed by the age of five, dealing with inappropriate attachment, due to pathogenic care. There are two subtypes of RAD, the inhibited type, and the disinhibited type. There are many issues with diagnosing RAD, since there are so many co-occurring disorders that may complicate the presentation. The most prominent etiological theory involves environmental factors, such as neglect, abuse, or a lack of sensitivity in responding to the child during infancy and childhood. RAD can lead to multiple relationship problems that follow the child into adulthood. Treatment for RAD often involves play therapy, parenting skills training and therapy, and behavioral modification for children.
Amy Kiewlen  
Faculty Supervisor: Dr. Steven Horowitz  
**Internet Dependency Among College Students**  
Internet usage has recently become an important resource to stay in touch with others through computers, cell phones, as well as many other devices. Past studies on this subject have concluded that the internet is becoming an addiction for many of its users. So how much is too much? Further research is needed to clarify the relationship between internet dependency and psychosocial well being. In past research it has been determined that the more a person becomes dependent or addicted to the internet, the more vulnerable the person becomes to interpersonal dangers. In previous research uncovering what the internet was used for was a very important factor. Those who used the internet for web surfing, gaming, chatting or emailing were those people more dependent upon the internet. The relationship between internet usage and internet dependency was determined by a questionnaire study asking how often the internet was used weekly and by a dependency scale of ten questions. The study was given to undergraduate college students who were fulfilling a general education requirement. Other questions asked were for demographics such as age, ethnicity and gender. These demographics were also used to search for a correlation between age and internet dependency. No significant statistical data was found for this correlation. There was however, a significant correlation between internet usage per week and dependency scores.

Roxanne Mac Leod  
Faculty Supervisor: Dr. Jason Sikorski  
**Callous Unemotional Traits and Sexual Offense Recidivism in Juveniles**  
Currently, there lacks a reliable and valid risk assessment tool for assessing sexual recidivism in juvenile offenders (Elkovitch, Viljoen, Scalora, & Ullman, 2008). Often clinicians are required to identify high risk offenders who are likely to recidivate and recommend adjudication or treatment protocols (Viljoen, Scalora, Cuadra Bader, Chavez, Ullman, & Lawrence, 2008). Importantly, a risk assessment tool that can identify future recidivist is crucial to protect the public's health. The present study sought to compare the two most commonly used risk assessment tools, the Juvenile Sexual Offender Assessment Protocol: Second Edition (J-SOAP-II) (Prentky & Righthand, 2003) and the Psychopathy Checklist: Youth Version (PCL:YV) (Forth, Kossen, & Hare, 2003) on their levels of risk measures and psychopathy. There was a significant correlation between scale 3 of the J-SOAP-II and factor 1 from the PCL: YV, as well as scale 4 of the J-SOAP-II and factor 2 of the PCL: YV. These findings suggest the presence of callous unemotional traits is highly predictive of treatment failure (i.e. not excepting responsibility, lack of motivation to change, etc.). The urgency of sub-grouping juvenile sexual offenders and implementing individualized treatment cannot be underestimated.

Magdalena Maj  
Faculty Supervisor: Dr. Marisa Mealy  
**Politics, Cocaine, and Money**  
Once considered the most merciless guerrilla organization in South America, *Sendero Luminoso* (Shining Path) was believed to be nearly defunct by the early 21st century. Yet, signs of resurgence have surfaced in remote coca-growing regions of the Peruvian Andes. In these sectors, money is scarce, agriculture abounds, and coca leaves (a key component in the manufacture of cocaine) are considered sacred. In addition, societal divisions are rife with social injustice and ethnic discrimination. For many in the populace, the guerrillas are perceived as supporting the rights and privileges of local farmers - in the face of ruthless drug-traffickers and an apathetic government. Furthermore, continued ties with many of Peru’s estimated 300,000 coca growers and drug traffickers has provided a strong base of power and financial support for a continued resistance by the revolutionary movement (McClintock, 2005). Yet this resurgence is not motivated simply by greed, it also maintains a strong ideological component (Brice, 2009). In fact, increases in ideological and political activity by unarmed Sendero activists have been noted in several sectors, including many university settings. Essentially, the demand for cocaine in the United States contributes to a cycle in which more cocaine is produced, more money is made, and violent revolutionary movements, like *Sendero Luminoso*, gain strength.
Mira McDermott
Faculty Supervisor: Dr. Jason Sikorski

*Alcohol and Self Esteem in College Students*

The present study examines the relationship between self-esteem and alcohol use in college students of legal drinking age. Central Connecticut State University students enrolled in psychology classes served as participants. The Rosenberg Self-Esteem Scale (Rosenberg, 1965) and the Michigan Alcohol Screening Test (Selzer, 1971) were utilized to assess levels of self-esteem and alcohol habits and usage. Contrary to the hypothesis; however, those with reported high self-esteem did not report significantly higher levels of problem drinking indicating that a larger and more representative sample should be used to evaluate the relationship between self-esteem and alcohol use in college students when conducting future research.

Christina Meagher
Faculty Supervisor: Dr. Carol Austad

*An Analysis of the Benefits of Complementary and Alternative Medicine Treatments*

Based on the research of mind-body medicine by Benson (2000), the purpose of this thesis is to examine the psychological, biological, and social benefits of complementary and alternative medicine (CAM). The potential economic benefits of CAM are analyzed with a focus on President Obama’s current Health Care Reform and how CAM treatment coverage would be useful within managed care. Stress management through biofeedback, or a series of practiced breathing interventions for stress relief, a CAM treatment and also a form of mind-body medicine in relation to CAM, is considered when looking at specific beneficial CAM treatments. Case studies (N = 3) involving undergraduate Central Connecticut State University students participating in the practice of stress management through biofeedback are analyzed and results are compared to a larger ongoing CCSU-affiliated research experiment which looks to decrease anxiety and depression scores through breathing interventions (N = 45). It is thought that with the appropriate attention and practice of stress-management techniques such as biofeedback and other CAM treatments, specifically in healthy college students, that the long term effects are significantly beneficial compared to the too often desired instant gratification of conventional medicine.
Jennifer Nosal  
Faculty Supervisor: Dr. Carolyn Fallahi  
**Williams Syndrome**  
Williams Syndrome is a type of neurodevelopmental disorder that is caused by deletions of genes at chromosome 7q11.23 of approximately 1.5 mb (Stromme, Bjornstad & Ramstad, 2002). Symptoms are noticeable early on in childhood and include distinct physical facial characteristics. Other problems are related to brain function and cognitive abilities. Memory, attention, pragmatic abilities are also affected with Williams syndrome, (Asada, Tomiwa, Okada & Itakura, 2009) which may also be due to co-occurring disorders. When domains such as visual reception, fine motor skills, and language are notably low in development, early intervention may be vital (Hepburn, Philofsky, John & Fidler, 2005). Studies have shown that the prevalence rate of Williams Syndrome is approximately 1:7500 with a 95% confidence level. It is suggested that over time that everyday abilities, such as self care, may be learned and improved through adulthood. There were also reported improvements of physical health and some types of social behaviors (Elison, Stinton & Howlin, 2009).

Melanie Osuch  
Faculty Supervisor: Dr. Carolyn Fallahi  
**Developmental Dyscalculia or Getting your Facts Straight**  
Developmental Dyscalculia (DC) is classified as a learning disability and the main deficits of this disorder include the inability to comprehend and perform basic math problems. Epidemiological studies estimate the prevalence rate of DC to be between 3-6% of the population of children. This is vastly different from DSM-IV-TR (American Psychiatric Association, 2000) that estimates the rate at about 1%. The rates for DC were higher for girls in German studies and about equal for girls and boys in Switzerland studies. One prominent etiological theory includes genetics in the development DC after assessing siblings and parents of children with DC. Treatment strategies include step-by-step instructions and visual therapy. Step-by-Step instructions involve a one-on-one interaction between the child and the teacher in order to help the child understand each step in solving a math problem. Visual therapy includes manipulatives for the child to work to make solving word problems easier. Currently, there are no plans to reformulate the classification of DC in the upcoming DSM-V.

Anna Patton  
Faculty Supervisor: Dr. Marianne Fallon  
**Learning how to analyze data from cognitive psychology experiments using varied teaching methods**  
Given the advent of new educational technologies, professors are questioning which methods of teaching are most effective for student learning. The present study compares traditional face to face teaching methods (i.e., lecture) with written instruction and screencasts, which are virtual lessons consisting of narration coupled with real time screen capture. Screencasts can be a valuable tool for instructors when illustrating step-by-step processes (e.g., Peterson, 2007), such as data analysis. Undergraduates completed an online experiment examining The Stroop Effect. After performing the exercise, students received their individual data, which reported their average reaction times when the color of the ink was consistent or inconsistent with the identity of the word. Further, they received group data reporting mean reaction times and standard deviations. Following the experiment, students watched a live lecture, read instructions, or watched a screencast describing the procedures needed to interpret their data. Each lesson, regardless of instructional modality, followed the same script and contained identical content which included how to: 1) find and understand the predictions of the experiment, 2) read summary statistics; and 3. evaluate individual data in relation to the predictions and to group averages (using standard deviations). Certain conditions also included multiple-choice questions within the lesson. Students’ ability to interpret the data improved slightly with each method, however, the most drastic improvement occurred in lecture condition. Including intervening multiple-choice questions did not affect performance. These findings suggest that screencasts can facilitate learning, but not to the extent of face-to-face interaction with a professor.
Anna Patton  
Faculty Supervisor: Dr. Marianne Fallon  
**Preschoolers' Numerosity and Numerical Estimation**  
Children's ability to understand the conceptual meanings of number words and values develops dramatically over the preschool period. At first, children understand that the number 1 conceptually means a single object, but they do not distinguish between amounts greater than 1 (so-called "One Knowers"). A "Two-Knower", by contrast, understands the concepts of 1 and 2 objects, but nothing higher. This pattern continues until children reach the Cardinal/Counting Principle Knowers (CP Knower level), which usually occurs around 4 or 5 objects. Such children understand that there is a one-to-one correspondence between the numeral and the number of objects and they know that numerals proceed in a given order. There is currently some debate over the average age that lower level knowers transition into CP Knowers. The present pilot study investigates this transition and extends this research to examine the relationship between preschoolers' knower status and their understanding of the concept "more" and of numerical estimation. Preschoolers ranged from 3 to 5 years of age. Older children were more likely to be higher-level Knowers (i.e., CP Knowers) than younger children, suggesting that the transition to CP Knower occurs around the age of 4. Further, older children were superior at distinguishing which number of items represented "more". An interesting trend was noted in the estimation task: Children committed few errors when estimating whether 1, 2, or 3 objects appeared on a computer screen. However, they slightly overestimated 4 items, underestimated 6 objects, and greatly underestimated 10 items.

Kaitlynn Peters  
Faculty Supervisor: Dr. Carolyn Fallahi  
**Alcohol Abuse in Adolescence: The Unseen Problems**  
Alcohol abuse is a substance abuse-related disorder that is diagnosed in both adolescents and adults. Patients show a persistent desire to abuse alcohol. Currently, alcohol abuse differs from alcohol dependence in terms of tolerance and withdrawal symptoms. This idea continues to be a major stumbling block within classification issues for substance abuse and dependence. The upcoming DSM-V may tackle this classification issue and combine alcohol abuse and dependence into one disorder. One etiological explanation for alcohol abuse in adolescents is genetics. Adolescents with parents who abuse alcohol are genetically predisposed to become abusers themselves. One treatment option that can be instituted in adolescents with alcohol abuse would be alcohol rehabilitation. The patient would be entered into a rehabilitation program to diminish the addiction to the substance by using a program designed to help patients suffering from this disorder.

Monique Peterson  
Faculty Supervisor: Dr. Carolyn Fallahi  
**Acute Stress Disorder: Preventing PTSD**  
Acute Stress Disorder (ASD) is an anxiety disorder that occurs two days to one month after a traumatic event has happened. Symptoms of ASD can include experiencing peritraumatic dissociation where the traumatic event is re-experienced by the individual; some kind of avoidance of the traumatic event, anxiety or increased arousal; and problems with completing simple, everyday tasks. Research has focused on identifying the necessary treatments to avoid ASD from becoming Post Traumatic Stress Disorder (PTSD). ASD is treated through both cognitive-behavioral therapy and supportive therapies. The upcoming DSM-V may end up categorizing ASD into four different sections of symptoms (intrusive, dissociative, avoidance, and arousal) in which eight signs must be present in order to be diagnosed with ASD.
Dannel K. Petgrave  
Faculty Supervisor: Dr. Carolyn Fallahi  
**Substance Use Between College Athletes and College Non-Athletes**  
Previous research indicates a declining trend in college athletes’ substance use compared to college non-athletes (NCAA Study of Substance Use Habits of College Student-Athletes, 2006). The present study aims to expand the current literature by comparing the frequency of substance use between college athletes and college non-athletes, using a sample from two distinct Connecticut schools. It was hypothesized that athletes would have higher frequencies of substance use than non-athletes because of the stress and anxiety that result from their dual role. To study this hypothesis, participants (N = 764) used self-report measures to report their frequency of substance use in the past month for patterns of alcohol use and 17 different drug types. Athletes had significantly more alcoholic drinks within a 24 hour period, at any point during their lifetime. Athletes reported that on occasions when they did drink in the past 30 days, they drank significantly more than non-athletes. Athletes reported significantly lower frequencies of marijuana, sedative/anxiety medication, and pain medicine use than non-athletes. The results are partially consistent with the study hypothesis.

Chanté D. Prawl & Amy Bourgoin  
Faculty Supervisor: Dr. Marisa Mealy  
**The Effects of Comedy on Racial Prejudice**  
Can comedy affect the way blacks and whites view one another? To answer this question, we conducted an experiment exploring whether comedy could alter interracial perceptions. It also explored the impact of same race or cross-race interactions. Threats (either realistic or symbolic) perceived from outgroup members (i.e. other races) predict levels of prejudice (Stepha= & Renfro, 2000). Interestingly, in this study white participants indicated higher levels of prejudice toward blacks, while black participants perceived more threats from whites. Additionally, white participants with low levels of ethnic identification reported lower prejudice toward blacks after a same race interaction. Yet, after an interracial interaction, they reported more prejudice. In fact, after an interracial interaction, whether a white participant was high or low in ethnic identity made no difference in levels of prejudice. On the other hand, comedy skits targeting blacks lowered levels of prejudice among white participants with low ethnic identification. After exposure to skits targeting blacks, performed by a black comedian, whites perceived less realistic threats from blacks. Moreover, after exposure to skits targeting whites, performed by a white comedian, blacks perceived less realistic threat from whites. Across both races, perceptions of realistic threat were also lower after watching a black comedian. The findings from this study are important because they suggest that comedy may in specific conditions, decrease levels of negative affect toward other racial groups. Yet, interracial interactions that could exacerbate feelings of anxiety, a subtype of threat, may increase levels of prejudice.

Rachel E. Price  
Faculty Supervisor: Dr. Carolyn Fallahi  
**An Examination of Specific Phobias in Children**  
Specific phobia falls under the anxiety disorders within the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR, American Psychiatric Association, 2000). There are four categories of specific phobias that include situational type, animal type, blood-injection type, and natural environment type. Specific phobias can affect relationships, school performance, and the social life for children as well as adults. The prevalence of specific phobias in children is about 5% of the general population (Ollendick, King, & Muris, 2002). There are several etiological theories that help explain how a child may acquire Specific Phobia, including classical and operant conditioning. One widely used treatment plan involves exposure therapy.
Alison Regan  
Faculty Supervisor: Dr. Carolyn Fallahi  

*Childhood Onset Bipolar II Disorder: A Puzzling New Chapter in Psychology*

Bipolar II (BPII) falls under the Affective Disorders within the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) (American Psychiatric Association, 2000) and is often confused with the symptoms of Bipolar Disorder (BPI). Similarly to BPI, patients experience symptoms of major depression; however, instead of experiencing mania, they experience a lesser form of mania called hypomania. The DSM-V is proposing to account for the differences with BPI and II by adding a dimensional for severity in symptoms. Further, for children and adolescents, the symptom presentation is possibly different from adult symptoms leaving unanswered classification issues such as, whether or not childhood-on-set BP is a separate disorder or a variation of the adult form (Mash & Wolfe, 2010). There is evidence that BPI and II are in fact a genetic disorder (Akiskal, 2003). Children and adolescents may be less responsive to medication treatments (Bond et al., 2008). Multimodal therapy plans incorporating patient and family education may be used to treat childhood-on-set BP patients (Copeland, 1983).

Krystal M. Rich, Jason F. Sikorski, & Angela McIntyre  
Faculty Supervisor: Dr. Jason Sikorski  

*Violence exposure in juvenile sexual offenses based on early attachment history*

Juvenile sexual offenders commit a significant proportion of the sexually aggressive acts perpetrated in the United States. In fact, Worling & Curwin (2000) estimate that twenty percent of all reported sexual offenses in North America were committed by juveniles. For the present study, three hundred and eighty-four incarcerated male juvenile sex offenders, distinguished based on their early attachment history and the marital status of their biological parents were compared on their histories of violence exposure within the home, school, and neighborhood contexts. Multiple significant differences in violence exposure based on the quality of parental bonds during childhood were observed, including a number of significant interaction effects. In short, early attachment bonds with mother, father and the interaction of attachment bond quality with both mother and father was predictive of violence exposure experiences in adolescence. It is suggested that some juvenile sexual offenders may require an examination of the impact of early childhood experiences as part of their treatment for their sexual offending proclivities to reduce sexual offense recidivism.

Samantha Richetelle  
Faculty Supervisor: Dr. Steven Horowitz  

*The Connection between Stress and Ideal Body Image in Women*

The connection between stress and ideal body image in college females is the focus of this study. To further the understanding of this connection, the ways in which females cope with stress is also a main focus of this research. Several studies have shown that body image does not only include one's physical appearance, it also relates to ones psychological feelings about their body as well. According to a study done by Fiona Johnson and Jade Wardle in the year 1999, 1,777 females were surveyed to determine that higher levels of both body dissatisfaction and restraint are associated with high levels of abnormal attitudes pertaining to eating and weight, depression, low self esteem and most importantly stress. Past research has confirmed that female's heightened levels of stress are connected to one's ideal body image. Therefore, I expected to find a positive relationship between these two variables. I surveyed 25 undergraduate females from C.C.S.U, all over the age of 18. Each participant completed a handout which consisted of 4 separate surveys, each designed to evaluate different segments of the research including; stress, body image avoidance and stress coping strategies. My study has proven that there is a connection between stress and ideal body image in undergraduate females. Results proved that there is a positive correlation between the two variables. As stress increases, body image dissatisfaction also increases. The top 15 stress coping strategies most commonly utilized by females was also determined and rank ordered.
Christine Rogers  
Faculty Supervisor: Dr. Steven Horowitz  
*The Connection Between Poor Body Image and Binge Eating*  
The connection between binge eating and body image was researched in this study. In past studies, researchers have focused on why people turn to different types of eating methods as a coping strategy for stress. Stresses included different hassles; ego threatening, interpersonal, work or physical. Researchers found that people are more likely to start off on diets because of poor body image, but then conceive a new attitude that eating less amounts are unfeasible, and then begin to eat more. There were 33 female participants in my study; all undergraduates at Central Connecticut State University. Two questionnaires were handed out to participants and completed within fifteen minutes. The first questionnaire dealt with participant's difficulty controlling food, and the second questionnaire dealt with body image avoidance. The scores were totaled up individually. The higher the score for the eating scale, meant participants had most difficulty controlling eating. The higher the score on the body image scale, meant participants had a poor body image. There was a positive correlation between the amount of control participants had with eating and having a poor body image. This research will add to other studies and allow students to become more aware of how their eating habits could be putting a negative impact on their self image.

Kristen E Roper  
Faculty Supervisor: Dr. Steven Horowitz  
*The Self-Reference Effect on Implicit Memory Recall*  
The self-reference effect was researched. Prior research has shown that information that is relevant to oneself is more deeply processed upon encoding and thus will be more likely to be accurately recalled. The purpose of this study was to further generalize the levels of processing theory and consider the role of encoding as well as the role of retrieval in memory construction. Participants were asked to choose from a list of 48 personality trait words those that they feel describe themselves. They then completed a free-recall task of the list items. A significant difference was found between the mean of recalled self-descriptive traits words and non-self-descriptive trait words. As expected, the mean of accurately recalled self-descriptive words was greater than non-self descriptive words. Intrusion errors were also found during recall. These errors consisted of semantically similar, semantically opposite, and associated words.

Ryan Sharples  
Faculty Supervisor: Dr. William Disch  
*Effects of Positive Self-Talk on Pool Playing Performance*  
Positive self-talk related to task performance is a very debatable topic in psychology. An important study on the topic was done by Judy Van Raalte in her dart study (Van Raalte et al., 1995). This study recreated aspects of Van Raalte’s by taking it a step farther. Instead of just having participants compete against themselves, they were instead tasked with competing against others in a pool-playing task. Participants were divided up into two groups of either using positive self-talk or not. They were also divided into three sub-groups according to their skill level to eliminate any confounds in the experiment. The common theme from all the research on this topic is that positive self talk helps to calm participants down and increase skill. The theory behind this experiment is intrinsic motivation. Intrinsic motivation deals with internal drives that influence behavior (Deci & Ryan, 1990). The person wants to perform an action because they find pleasure in it. The positive self-talk serves to create intrinsic motivation and in turns makes the participant more willing to play and thus perform well. The hypothesis for this experiment that using positive self-talk would lead to more wins (improved task performance) was supported.
Katie Sherwood  
Faculty Supervisor: Dr. Steven Horowitz  

Hypermasculinity and Aggression  
Past research reveals strong correlations between hypermasculinity and aggression. This study intends to determine whether under- or upper classmen have higher correlations between hypermasculinity and aggression. It was hypothesized that upperclassmen would have a higher correlation between hypermasculinity and aggression due to more exposure with traditional masculine ideals. The correlations between hypermasculinity and aggression were measured in under- and upper classmen. Twenty-five undergraduate males enrolled at Central Connecticut State University served as participants. Participants completed the Hypermasculinity Inventory (HMI) (Peters, Nason, and Turner, 2007) and the Aggression Questionnaire (AQ) (Buss and Perry, 1992) to determine their levels of hypermasculinity and aggression. Correlation coefficients were found in both the under- and upperclassmen and were .620 and .262 respectively. The two correlation coefficients were compared with each other using an r to z transformation table. This did not reveal significant results.

Amanda Smith  
Faculty Supervisor: Dr. Carolyn Fallahi  

Somatoform Disorders: The Unknown Origin of Pain  
Somatoform disorders include the presence of physical symptoms that suggest a general medical condition, but are not fully explained by a general medical condition, by the direct effects of a substance, or by another mental disorder (American Psychiatric Association, 2000). The symptoms must cause clinically significant stress or impairment in normal functioning. The main classifying issue experienced with this disorder is there is no medical explanation for the symptoms, and the symptoms are vague. Somatoform disorder involves several subtypes, including Hypochondriasis. Symptoms of Hypochondriasis include the preoccupation with fears of having, a serious disease based on the misinterpretation of one or more bodily signs or symptoms. Multifactorial processes contribute to its etiology, but the most prominent are environmental factors; including, experienced trauma, exposure to the medical field, and family relationships. The most effective treatment at this time is Cognitive Behavioral Therapy. Proposed changes to DSM-V include abolishing the classification of somatoform disorders and reassigning the symptoms to have a more specific classification and dimensional approach, to further aid in distinguishing the disorder from a medical condition.

Amanda Smith  
Faculty Supervisor: Dr. Steven Horowitz  

Effects of Direct Auditory Equipment on Learning Comprehension: A Study of College Students of Ages Ranging from 18 - 50  
This research studied the effects of auditory equipment on learning and reading comprehension performance of college students between the ages of 18 to 50 years. This study investigated the differences in absorption and retention of information when music was delivered to the subjects by using direct and background audio equipment. The types of audio direct devices included traditional audio headsets, earphones and MP -3mini/micro listening devices. The other conditions were when music was presented through external speakers and when no music was presented. The dependent variable was measured by the administration of an eighteen question examination focusing on the subject's dept of comprehension and retention of the reading selection. A one way ANOVA analysis indicated that there was nonsignificant difference between the results of the examination under the various research settings. Past research has highlighted the many challenges faced in the area of distractions for students at Central Connecticut State University, the research results are leaning towards no significant change in the level of distraction regardless of the method of delivery of that distraction in this case music. This study has determined that students are not at risk, for a loss of comprehension or retention by listening to music that is directly channeled through audio equipment. This researcher used observation and quantitative data to record the effects of direct listening devices, background music and no music on concentration and retention of random subjects. This research did not find any difference accepting the Null Hypothesis.
Hannah Stacy  
Faculty Supervisor: Dr. Carolyn Fallahi  
*Issues, Information, and Solutions Pertaining to Social Phobia and its Difficult Course*

Social Phobia, also called “Social Anxiety Disorder”, is a type of anxiety disorder where people exhibit severe anxiety towards social situations such as speaking, eating, or writing in front of others out of fear that they will be judged negatively. This disorder is often co-occurring with several other disorders such as Specific Phobia, Panic Disorder, Depression, Separation Anxiety Disorder, and others. It can be mistaken for shyness or inhibition and common symptoms include sweating, shaking, blushing, and fidgeting. Social Phobia is more prevalent in girls than boys and is often under diagnosed based on cultural norms. Etiological reasons are varied, but most cases can be traced through genetics, parental overprotection, negative experiences, and abnormalities in the brain’s neurotransmitters. Treatment such as cognitive behavioral therapy and medication such as Monoamine Oxidase Inhibitors (MAOIs) and Selective Serotonin Reuptake Inhibitors (SSRIs) have proven helpful in the treatment of this disorder and helps patients to live a happier and healthier life. Keywords: social phobia, social anxiety disorder, social fear, childhood-onset social problems.

Chelsea L. Tyrrell  
Faculty Supervisor: Dr. Carolyn Fallahi  
*Childhood Onset Panic Disorder*

Panic Disorder (PD) without agoraphobia is an anxiety disorder characterized by recurrent, un-cued panic attacks. The attacks must be followed by a month or more of either persistent fear about having another attack, worry about the implications or consequences of the attack, or changing behavior significantly because of the attack. In addition, these attacks cannot be better explained by some other disorder, such as social phobia. The onset is mainly after puberty, although some prepubescent children do meet the criteria for the disorder. Panic disorder is mainly seen in females, with a 2:1 ratio observed across most cultures. There are a number of significant classification issues surrounding panic disorder, including the referral bias seen in children. One of the most common models for the basis of panic disorder is the diathesis-stress model, which hypothesizes that patients have a neurobiological predisposition to panic attacks, and environmental stressors precede and cause the development of the disorder. Cognitive-behavioral therapy has been the most successful psychotherapy in treating the symptoms of PD, and has virtually no side-effects. In the upcoming DSM-V, there have been several proposed revisions of PD, including merging panic disorder with agoraphobia and panic disorder without agoraphobia into one diagnosis.

Kaitlyn Cecelia Wall  
Faculty Supervisor: Dr. Steven Horowitz  
*The Effect Of School Counselors On Student’s Academics*

This study is being done to conclude if there is a direct correlation between student’s academics and their interaction with their campus counselors. There are 100 participants across the Central Connecticut State University campus, who have all met the requirements to aid in this study that the data and results are being collected from. The requirements they needed to meet were: being a Central student, having an assigned academic advisor that they have interacted with for at least one full semester (at the least, to get their PIN number for following semester) and to be over the age of 18 or have parental (or guardian) consent for participation. Each participant has filled out a consent form and confidential survey consisting of 6 questions, pertaining directly to their level of interaction with their advisor and academic standing. Each question, other than their GPA is answered using a scale of numbers 1-5, each number representing a different response to the proposed question. When data is concluded, I expect that results will show students with a stronger relationship with their advisors will be achieving higher academic levels, and those who have a weak relationship will be achieving lower academic standings. Results that accept the hypothesis may be very influential towards the CCSU campus in terms of acknowledging that students could be required to meet with their advisors more often in order to attain more understanding and achieve higher academically.
Jessica Zercie  
Faculty Supervisor: Dr. Jason Sikorski  
Alcohol and drug use among college students living on campus and off campus  
Alcohol and drug use is a major issue within the college community. The present study examines levels of alcohol and drug use in college students grouped based on their levels of hypermasculinity and whether they live on-campus or off-campus. Measures used for this study include the Index of Alcohol Involvement (MacNeil 1991), Index of Drug Involvement (Faul & Hudson 199=), and The Auburn Differential Masculinity Inventory (Burk, Burkhart & Sik=rski 2004). The sample consisted of 70 Central Connecticut State University undergraduate students. Results indicated that students that live off-campus and rank high on the Auburn Differential Masculinity Inventory display higher levels of alcohol and drug use. Future research should aim to identify a more precise personality profile of college students that are at risk for alcohol and drug abuse. A drug and alcohol abuse prevention program may be put in place for those who were identified as being at a higher risk for alcohol and drug abuse.

Victoria Zoeller  
Faculty Supervisor: Dr. Carolyn Fallahi  
Childhood Disintegrative Disorder: A Review of the Literature  
Childhood Disintegrative Disorder (CDD) is part of the broad range of Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS). The symptoms of this disorder are characterized by a regression in previously attained skills after a minimal of two years of normal development. A marked impairment is typically present in the child’s social interaction and/or communication, also abnormal behaviors may exist. There is no cure for CDD however, several different methods have been used to treat the disorder including occupational therapy, physical therapy, speech therapy, sensory integration as well as some medication to treat other associated symptoms. There is a lack of information on this disorder because or its rarity; moreover, there is a concern of whether CDD is a separate entity from Autistic Spectrum Disorder due to the high overlapping of symptom commonalities that the two disorders share.
Robert M. Brown  
Faculty Supervisor: Dr. James Diller

Treatment Acceptability

Treatment acceptability may indicate whether or not people will use the treatments in real situations. Kazdin (1980) evaluated the acceptability of our treatments of problem behavior in children, including time out, reinforcement, drug therapy (Ritalin) and shock therapy. In this replication, we used his written scenarios to see how acceptability has changed over the past three decades. The acceptability of the treatments applied to two case studies was examined. Each case study described a child (one male, one female) and his/her problem behavior. Overall, reinforcement was most acceptable, followed by, timeout, Ritalin, and shock. A repeated-measures ANOVA was used to make comparisons between the acceptability of the treatments between the children. This ANOVA revealed a significant treatment by child interaction [F(3,330) = 80.52, p < .01] and a significant main effect of treatment [F(3,330) = 433.16, p < .01] but no main effect of child [F(1, 330) = 3D .01, p = .91]. When comparing acceptability between the children (male and female), there were significant differences between acceptability of time out [t(112) = -8.94, p < .01], reinforcement [t(111) = 2.50, p < .01], and drug [t(110) = 8.05, p < .01], but shock was equally unacceptable =t(112) = 1.43, p = .16]. These results are different from Kazdin=99s original report with respect to the interaction, and suggest different levels of acceptability of treatments as a function of the gender of the child.

Marlana Carroll  
Faculty Supervisor: Dr. Jennifer P. Leszczynski

Relationships among Self-Esteem, Extraversion, and Photo Self-Presentation Facebook

This study will examine two predictors of high or low self-presentation on a student’s Facebook default profile photo. Students will complete self-report measures of self-esteem and extraversion followed by a four-item measure of photo self-presentation (adapted from Kramer, N., & Winter, S. (2008). It is hypothesized that there will be a positive relation between self-esteem scores and photo self-presentation. Additionally, there will also be a positive relationship between extraversion scores and photo self-presentation. This study will extend the literature by adding an exploratory investigation examining the combination of self-esteem and extraversion hypothesizing the combination will have a stronger relationship than any single predictor. The results of this study will better the understanding how personalities can reflect self-presentation.

Nicole Conrod  
Faculty Supervisor: Dr. James Diller

Listen and Recall: The Relation Between Music Arousal and Visual-Spatial Memory

There has been some research done that examines music’s influence on cognitive abilities. This study examines the relation between music arousal and visual-spatial memory. The participants for this study will be taken from a random sample of undergraduate psychology students. There will be 30 participants in each of the experimental music conditions; doing the task while high arousal music or low arousal music plays. Each participant will also complete the visual-spatial memory activity under silent conditions. The results will compare the mean of the number of accurate moves made in the memory card game. Participants in the high arousal music condition are predicted to have the lowest average accuracy scores when compared with the mean accuracy score for the low arousal music experiment.
Blaine C. Fisher  
Faculty Supervisor: Dr. James Diller  
**Internet Addiction in College Students and its Impact on Stress/Anxiety Levels**  
The current study examines the Internet addiction levels in college students and the correlation between that and their levels of depression and anxiety. While it hasn’t been determined as to which occurs first, increased levels of depression or Internet addiction this study takes a closer look into that relationship as well. To test this, surveys were administered to students of Eastern Connecticut State University that volunteered in order to receive class credit or extra credit in the psychology department. The surveys administered included Young’s Internet Addiction Test, the Zung Self-Rating Depression Scale, the Zung Self-Rating Anxiety Scale and Beard’s Internet Use Profile. After data was collected, it was statistically analyzed using SPSS and the correlation between all variables determined.

Michelle Kaczynski  
Faculty Supervisor: Dr. Peter Bachiochi  
**College Student Employment and its Effects on Academic Achievement and Well-Being**  
For decades, studies on extra-curricular activities and their association with grade point average have been completed. There is a question as to whether or not extra-curricular activities impact academic achievement in a positive or negative manner. One area of extra-curricular activities that has been studied is employment. Forty-four students at Eastern Connecticut State University filled out questionnaires in regards to their involvement in the labor force, their expected grade point average for the semester, and their overall satisfaction with life. Research on college employment has focused primarily on academic performance influences but little can be found on possible emotional effects. Independent sample t-tests were run to determine if employment effects academic achievement and overall life satisfaction. Results suggest employment has no affect on college student’s grade point average or well-being. These results support the notion that employment status is neither helpful nor harmful for a college student.

Nicole Page  
Faculty Supervisor: Dr. James Diller  
**Effects of yoga on stress levels and mood states**  
Existing research on the benefits of yoga suggests that such a practice can produce positive effects on the mind and body. This study examined the immediate effects that vinyasa yoga has on perceived stress, positive well being, and psychological distress. A sample of 32 Eastern Connecticut State University yoga students were surveyed before and after their participation in a single vinyasa yoga session. A control group of 21 students were surveyed before and after a psychology class of a similar length. The Subjective Exercise Experiences Scale (SEES) was used to assess positive well-being a psychological distress, and a shortened version of The Psychological Stress Measure (PSM-9) was used to measure stress level. Paired samples t-tests were used to analyze the data. The first hypothesis was supported as the data from the yoga classes showed a significant increase in positive well being, a significant decrease in stress and a significant decrease in psychological distress as well. The second hypothesis was not fully supported considering there was a significant increase in positive well being with the control group along with a significant increase in psychological stress. Overall, the results from this study lend further evidence supporting yoga as a healthy practice.
Connor Patros, James Diller, & Michael Gale
Faculty Supervisor: Dr. James Diller

The Relation Between Impulsive Choice and Cardiovascular Reactivity

Impulsive choice has been defined as the selection of a small, immediate reward, to the exclusion of a larger, delayed reward. Various factors, including drugs of abuse, have been shown to modify levels of impulsive choice. Because drugs have physiological effects and can alter impulsivity, there may be a cardiovascular correlate of impulsive choice. Additionally, the spontaneously hypertensive rat, an animal model of attention-deficit hyperactivity disorder, was originally bred for its cardiovascular profile. The present study explores the relation between impulsivity (measured using a computerized delay discounting task) and cardiovascular reactivity (change in heart rate during a serial subtraction task) in a college-based sample. Data were collected from 39 participants (24 female). A linear regression suggests that there is a predictive relation between cardiovascular reactivity and impulsivity, $B = - .39$, $t(28) = -2.22$, $p < .05$, $R^2 = .15$. That is, individuals who exhibited higher degrees of impulsive choice also exhibited greater cardiovascular changes in the serial subtraction task. Evaluating the influence of cardiovascular factors on impulsivity may provide additional information about its genesis, possibly leading to improved screening methods for the behavioral and health-related problems associated with this type of maladaptive choice.

Erin Rumsey
Faculty Supervisor: Dr. Peter Bachiochi

The Effects of Locus of Control on Undergraduate Student’s Confidence in President Obama’s Plans Based upon Recorded Speeches Delivered by Barack Obama and Rush Limbaugh

25 undergraduate students attending ECSU participated in a study examining how confident they feel in President Obama’s plans to aid the faltering economy. Using a pretest-posttest design, all participants filled out questionnaires measuring demographic characteristics, feelings on the economy, and locus of control. After being assigned to one of three groups (liberal, conservative, or control) participants watched politically-charged recordings (liberal watched Barack Obama, conservative watched Rush Limbaugh and filled out a second questionnaire aimed at determining their change in confidence in Obama. Although results of the study were non-significant, the data show that one speech does not appear to change perceptions, despite how convincing the source may be. Results of this study speak to the importance of informing students of the realities of the work force they must one day join. Students must be aware of the effects the recession may have on their future fulfillment as they graduate and pursue employment.

Ashley Tuggle
Faculty Supervisor: Dr. Lyndsey Lanagan

The push for perfectionism: Perfectionism in collegiate athletes in relation to gender

Perfectionism consists of a person setting goals that are unattainable for themselves or for others by requiring the individual to perform without error. The current study examined the difference in perfectionism between student athletes and non-athletes, as well as the difference in perfectionism between males and females. The current study consisted of 49 student participants from Eastern Connecticut State University, using the Multidimensional Perfectionism Scale (MPS) which measures three dimensions of perfectionism: self-oriented (expecting perfection of yourself), other-oriented (expecting perfection of others), and socially prescribed perfectionism (the belief that others expect perfection of you). The results of the current study found that athletic participation is significantly correlated to both the self-oriented and other-oriented dimensions of perfectionism. However, gender did not show a significant effect on any dimension of perfectionism. Implications of the current study may be useful in limiting the harmful traits associated with perfectionism.
Joy Zuzel  
Faculty Supervisor: Dr. Mark Linder  

*Effect of Sexual Stimuli and Gender on Memory*

The transition to a collegiate environment can be a difficult one for young students. The dramatic shift in supervision levels and exposure to a variety of social influences can introduce many distracters which may hinder academic success. Among these distractions are potential sexual preoccupations which may arise as a result of introducing high hormone levels to a coeducational setting. Little research has been found which offers insight into the significance of this potentially distracting factor. This study examines the relationships between the variables of gender, exposure to sexual stimuli and memory. I hypothesized no significant difference between non-stimulated genders and that exposure to sexual stimuli will negatively correlate with the memory of both sexes. Furthermore, I hypothesized that this effect will be more significant among male participants. This study involved twenty-eight college age students (23 female and 5 male) who were given the Hopkins Verbal Learning Memory Test- Revised both before and after viewing a five minute video of either sexually provocative material or a cartoon. Results were measured and compared using multiple factorial ANOVAs. Results did not support the first hypothesis, as females in the pre-test will score slightly higher than males. Results did not support the proposed hypotheses, although the independent variable of gender approached significant levels. Potential explanations for the results as well as suggestions or further research are discussed.
Natalie Mae Pacelli
Faculty Supervisor: Dr. John Jacobs

**Mental Illness in Relationships and Marriage**

The purpose of this literature review is to address satisfaction in a marriage when one or both partners have a mood or personality disorder. Partners who are in a marriage where one exhibits mental illness may find themselves abandoning the relationship. Spouses are more likely to abandon partners that have clinical levels of depression and anxiety. Based on a review on the literature, depression is common within married couples and can contribute to marital dissatisfaction. Depressed couples or partners may feel resentment or burdened within the relationship. The paper also addresses that anxiety disorders may contribute to poor marital functioning since avoidant behaviors restrict an individual’s social interaction. Whisman (1999) has indicated that partners who experience symptoms of anxiety are at an increased risk to separate or divorce their partner. Learned behaviors of anxiety diminish the couple’s ability to enjoy recreational or interpersonal interactions. Bipolar disorder, another mood disorder, can affect emotional self-regulatory behaviors and the ability to maintain a relationship. Contentment and couple functioning is strained since an exhaustive effort is placed on repairing the relationship. Borderline personality disorder also affects the stability of marriage. Those with BPD struggle with interpersonal relationships. Impulsive behaviors and extreme emotions can interfere with the stability of the relationship. The paper also looked at narcissistic personality disorder as well as childhood sexual trauma.

Kimberly A. Rakiec
Faculty Supervisor: Dr. James Mazur

**Self-Control versus Impulsivity in College Students Making Monetary Choices**

This study compared levels of impulsivity among college students with different individual characteristics. Past research on self-control choice (choosing between a small fairly immediate reward and a larger but more delayed reward) has found differences in impulsivity among people of different ages, smokers and nonsmokers, and gamblers and non-gamblers. The current study was conducted to further examine self-control choice as well as to compare a hyperbolic discounting equation with or without an exponent in predicting how people make choices regarding money. Participants were asked to complete a questionnaire which had a series of choices between one and two delayed rewards. The results indicated differences related to age, college year, and credit card use. Support for the hyperbolic equation without an exponent for delay was also found, suggesting that this simple hyperbolic equation applies to humans similar to previous research in non-humans.

Scott A Witter
Faculty Supervisor: Dr. Claire Novosad

**Differences in the Perception of Stress According to Personality Typology**

All individuals are exposed to stressors, yet there are individual differences in the perception of stress as being traumatic or not. This exploratory study assessed currently enrolled students (n=126) to examine the relationship between the “Big 5” personality factors (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) and an individual’s response to trauma. Three hypotheses were tested which reflect personality typology and the perception of stress that an individual’s personality type may influence their perception of a potentially traumatic experience as being either traumatizing or not traumatizing, that an individual’s personality type may have an effect on the quantity of adversely perceived stressful life events, and that an individual's personality type may influence their election of coping mechanisms. One significant effect and one positive correlation suggest that personality may be an influential factor in occurrences of traumatization, and the number of perceived stressful life events.
Katherine Azana
Faculty Supervisor: Dr. Rondall Khoo

The Effects of Music on the Performance of Visual and Verbal Tasks

The objective of this study is to analyze what kind of effect listening to music with or without lyrics can have on an individual performing a visual or verbal task. In this study, it is hypothesized that music with lyrics only interferes with an individual’s concentration and, thus, they might be more likely to do a poor job on certain tasks. However, music without lyrics can eliminate any outside factors that can be stressful to an individual. It can be used as a way of meditating, which can increase focus on any given task. Therefore, I expect that participants will do better on any task when they are listening to music without lyrics. Each participant will either study a set of words (verbal) or pictures (visual), while listening to music with or without lyrics. Their scores will be based on how many words or pictures they can recognize.

Annette Bass
Faculty Supervisor: Dr. Rondall Khoo

Sex differences and attribution in college students

A commonly believed theory is that women are the more emotional sex. Many evolutionary theorist would say that this is due to a woman’s role as the nurturer, but it seems to be out dated in modern times and can be blamed on attribution biases with women. Attribution is defined as the tendency to overestimate the extent to which a person’s behavior is due to internal, dispositional factors, and underestimate the role of the situational factors. Participants in this study will be given written scripts to determine if they are attributing women’s emotional issues on behavioral tendencies and men’s emotional issues on situational tendencies more. By testing students at the college level on their beliefs of the causes of written situations of emotions with men and women, it can hypothesized that there is a bias in the way women are viewed in dealing with situations based more on emotion than circumstance. The goal of this study is to see if there is at the college level a strong bias in judging women as more emotional than men in the same situations. If individuals can see that they are making an attribution towards women with dealing with circumstances based on more emotion than situation, it can help prevent future biases of women.

Peter Chann
Faculty Supervisor: Dr. Rondall Khoo

Richness of Communication and College Students

The purpose of this research is to gain a better understanding of students’ ability to learn meaningful knowledge through various means of communication. Today students have access and are exposed to many different types of communication media. In this proclaimed online age, venues for communication such as face to face interaction are being overcome by e-mail and social networking. It seems that students are more willing to engage in an electronic community instead of the more personal face to face human experience. In the proposed study, college students will be tested to see which communication methods provide students with the best to effectively learn information. Three groups of students will be presented with different media types of information that are regularly used to display information. They will be presented with some general character profile information to be studied throughout the media types. The students will be then be administered a short test to determine which methods of information communication was most effective for students to learn from than others. I hypothesized that the face to face experience will be the most effective method for students to learn. I also hypothesize that although social networking systems are becoming a staple media for many students, those methods will result in being the least effective learning tools.
**Maureen Harkins**  
Faculty Supervisor: Dr. Rondall Khoo  
*Modified Stroop Effect Evaluating Working Memory*

The primary purpose of this study is to determine if association between font colors and objects has an effect on recollection. Visual connections techniques, such as showing an image with a concrete noun, are used as a teaching method when visual learners are the students. The connection between the picture and the object increases recollection. The goal of this experiment is to test whether color of font affects the memory of words. The results of this study will determine if this concept can be extended to color associations to increase recollection. Three groups, each made up of five participants, will be presented a list of words of fruits and vegetables. Each group will view the same list of words, but the lists will be presented in different font colors. The first group will be presented with their list in only black font, the second group will be presented with the list in matching font colors; the word apple in red font and lime in green font and the last group will be presented with the list in a non-matching font colors, the word apple in blue font and lime in purple font. Each group will be allowed two minutes to review their lists of fruits and vegetables.

**Andrew Lambo**  
Faculty Supervisor: Dr. Rondall Khoo  
*Studying Music with Music*

With this study I am examining whether listening to music of a particular genre will enhance the ability to study the history of that genre. In this study the participant will be given a one of four tests, the four tests will consist of, classical music paired with the history of classical music, rock music paired with the history of rock music, classical music paired with the history of rock music, and lastly rock music paired with the history of classical music. The participants will be given a few moments to read a short summary of the history of these two genres of music, while listening to either classical or rock. When they are done with the reading, they then will take a test, testing their knowledge of the music genre that they just studied.

**Kara Masciangioli**  
Faculty Supervisor: Dr. Rondall Khoo  
*Beer Goggles Effect on Hand Eye Coordination*

The purpose of this experiment is to obtain information on whether beer goggles (which represent a heightened blood alcohol level) have an effect on hand eye coordination. In order to test this, each subject took a test on the computer which required them to click on a red box and avoid the boxes that were circling them and the walls around them. Each participant will take the test with no beer goggles and then with the beer goggles on. There are three different goggle intensities that the subjects will test, low, moderate, and high. After each trial the time in seconds that they were able to last without touching anything will be recorded and averaged. I had hypothesized that beer goggles would have an effect on hand eye coordination. After analyzing the results I was pleased to find that the results supported my hypothesis and were statistically significant.
Alexandra Mazurkiewicz  
Faculty Supervisor: Dr. Rondall Khoo  
The Effects of Chunking on Memorization and Recall  
The purpose of this study is to examine how individuals perform on the memorization task when they have chunked information vs. random not chunked information. Memory is a complicated aspect and sometimes it is difficult for people to memorize a lot of things at once. Chunking the information or like in this case numbers together might make the memorization easier and may have an impact on the memory span. When the numbers are chunked together, it creates the illusion of less. In this study subjects were divided and presented with a list of one digit, two digit and three digit numbers. Each subject was tested in five trials, in each of the three conditions. The memory span was measured, as subjects were asked to recall the numbers in order they saw them. Within-Subjects analysis was conducted. It was hypothesized that individuals will perform better on this memorization task with numbers chunked together.

Kerri Milstein  
Faculty Supervisor: Dr. Rondall Khoo  
Freshman College Students: The Correlation of Stress and Academic Performance Based on Time Management  
The purpose of this study is to examine how stress and time management affect academic performance at the freshman college level. Due to the demanding schedules of college students especially freshman, students find that they become overwhelmed with not being able to find enough time to complete their academic requirement sufficiently. This study examines the relationship between academic progress and stress among freshman students on the basis that they manage their time accordingly. I chose to focus on freshman students because I feel that they are new to the college lifestyle and will find it harder to balance out their academic schedule with their personal schedule which in turn can lead to stress and poor academic progress. In this study I am predicting a negative relationship between academic performance and stress and a positive relationship between academic performance and time management. I expect to find freshman students are able to achieve academic progress through the process of time management. For this experiment the student will be given 3 questionnaires. One on academic stress, one on academic progress, and the last will be on time management. Each questionnaire will consist of 12 Likert scale questions based on a 5 point scale.

William Milvae  
Faculty Supervisor: Dr. Rondall Khoo  
Differences between Relaxation Techniques  
The purpose of this study was to see if there was any significant difference in relaxation between guided imagery, music, and progressive muscle relaxation. 29 WCSU students took part in the study. After they listened to a ten minute recording of one of the relaxation techniques, they then filled out a relaxation questionnaire. My hypothesis was that progressive muscle relaxation would be significantly better at relaxing participants. I then performed a between groups ANOVA analysis. There was no significant difference found between guided imagery, music, and progressive muscle relaxation.
**Candy Murias**  
Faculty Supervisor: Dr. Rondall Khoo  
**Factors that Influence Perception on Job Qualification**  
The purpose of this study is to examine whether one may be biased in judging work competence due to the stereotype that taller people are more likely to be associated with better judgments, such as qualifications for a job. In addition, this study will test whether this stereotype seems to be more prominent for males than for females. The stereotype has been reported in literature that short individuals are viewed in a more negative way than tall individuals. It is an evolutionary theory because being tall has been a dominant trait over the years. In this society there are more benefits for those who are tall than for those who are short. I am interested in examining whether the height of potential work candidates (male or female) affects how an individual perceives that potential work candidates as competent for the job. I anticipate to find that individuals will find the tall male with picture to be perceived as the most competent while finding either the short female or female with no picture as the least competent.

**Tessa Schoen**  
Faculty Supervisor: Dr. Rondall Khoo  
**The Short Term Memory of Numbers**  
The purpose of this study is to examine how interruptions distract an individual from a simple memory task. In general, when a distraction takes place while a person is concentrated their focus is lost and therefore must be redirected back on the task at hand. In this study I will recreate just that by providing the individual with a memory exercise involving four digits numbers and asking them to memorize. After a brief period of reviewing the list, it will be taken away and the subject will be asked to recall any numbers remembered. By providing individuals with the memory exercise they will be focused on the task until they are unknowingly interrupted. This interruption will be the independent variable that will be controlled depending on the time the interruption will last. It is hypothesized that as the amount of time the individual is distracted increases, the amount of numbers recalled decreases. The distractions provide a template to see when an interruption begins to affect the short term memory and when the interruption is not a factor. This will allow me to study how subject’s memories are able to overcome certain distractions while letting others take their attention away from the assignment.

**William Sonnemann**  
Faculty Supervisor: Dr. Rondall Khoo  
**Performance on Visual Information Processing Tasks**  
The purpose of this study is to determine whether information presented before or after a video presentation, will influence an individual's memory of the video presentation. This is a between subjects research study where each group will receive the information about the video presentation in a different order. This research study has been broken down into three different groups of research participants. There is one group that will receive the information before viewing the video presentation, one group that will receive the information after viewing the video presentation, and one group that will receive no information at all. Each group will be given the exact same short questionnaire after the video presentation and information, which will test each individual's memory about the video presentation. This study has not obtained any data as of now, but the study will run early next week. The results that should arise from this research study are a strong correlation between the order in which the information is presented to each individual, and their memory of the video presentation with respect to his order; With information presented before the video presentation obtaining the best results, and no information at all obtaining the worst results. This particular research study will test how individual research participants visually process information, which could be very beneficial in academic settings if applied properly.
Christine C. Stone
Faculty Supervisor: Dr. Rondall Khoo

Perception of Intelligence Based on Appearance
The purpose of this study is to examine how individuals perceive intelligence based on appearance. Thirty students at Western Connecticut State University will participate in the study. Each participant will get a picture of the same man either clean shaven in a business suit or unshaven and casually dressed exiting the same doorway. Students will be asked to fill out a 12 question survey after looking at the picture. I expect results to show the man wearing the business suit will be perceived as having more intelligence than the casually dressed man.

Felicity A. Wiafe
Faculty Supervisor: Dr. Rondall Khoo

The Effects of Computer-Use Distraction on Word Recall
This study measured the effects of computer-use distraction on word recall in a group of university students. Two groups were tested in this study. One group was assigned to computer-use "You Tube" distracting setting and the other group was assigned to the less distracting setting being a computer that was switched off. Each group was then asked to recall as many words as possible by writing them down on a blank sheet of paper. It was hypothesized that individuals assigned to the less-distracting setting would remember significantly more words than those exposed to distractions. In other words, participants in the control group would likely perform the best, while the participants exposed to more distractions would perform the worst. The results supported the hypothesis. The finding from this experiment contribute to the evidence that "You Tube" computer distraction affects how students learn and retain information.
**David P. Morrissey**  
Central Connecticut State University  
Faculty Supervisor: Dr. Jason Sikorski  

*Primary and secondary psychopathy in incarcerated juvenile sexual offenders*

Large samples of incarcerated juvenile sexual offenders and non-sexually offending juvenile delinquents were assessed for the presence of anxiety symptoms, primary psychopathy symptoms and secondary psychopathy symptoms. Results suggest that, as opposed to adult criminal samples, primary psychopaths tended to display greater or comparable symptoms of anxiety compared to secondary psychopaths. These results suggest that psychopathy cannot be assessed reliably in juveniles and perhaps different measures must be used to inform treatment practices for both sexually offending and non-sexually offending juvenile delinquents.

**Melissa Ingoglia**  
Eastern Connecticut State University  
Faculty Supervisor: Dr. James Diller  

*Androgyny and Conformity in Female College Students*

This study was conducted to examine differences in conformity, dominance, self-esteem, and views of sex-appropriate behavior between masculine, androgynous, undifferentiated and stereotypical female college students. The Bem Sex Role Inventory, California Psychological Inventory Dominance Scale, Texas Social Behavior Inventory, Attitude Towards Women Scale, and the Asch paradigm were utilized. According to previous research, masculine females should conform the least, followed by androgynous, stereotypical, and undifferentiated females due to their higher levels of dominance, self-esteem, and more liberated views of sex-appropriate behavior. Results revealed a statistically significant positive correlation between levels of dominance and self-esteem scores, and a statistically significant difference between self esteem scores for masculine and undifferentiated females. This study sheds more light on characteristics of the undifferentiated female, who have been unrepresented in past research.

**Michelle Warcholic**  
Southern Connecticut State University  
Faculty Supervisor: Dr. Dina Moore  

*An Investigation into Acquaintance Rape Prevalence and Symptomology in relation to Post Traumatic Stress Disorder: A College Study.*

The purpose of this thesis was to examine the prevalence of acquaintance sexual assault among college-aged women, and to further explore the relationship between acquaintance sexual assault and various negative consequences, specifically symptoms of post traumatic stress disorder (PTSD). Participants completed a battery of assessments designed to measure the incidence of unwanted sexual experiences by an acquaintance, symptoms of PTSD, and questions regarding previous trauma experienced. As expected a large percentage of women had experienced sexual assault by an acquaintance. An analysis of covariance was conducted, where previous trauma was the covariate, to examine the relationship between unwanted sexual experiences and symptoms of PTSD. Results showed that other traumatic experiences were significantly related to symptoms of PTSD. However, there was an effect of unwanted sexual experiences on PTSD after controlling for the effect of other types of trauma. It’s recommended for further explorative investigations into acquaintance sexual assault and PTSD.
The Effects of Parental Involvement on a College Student’s Grade Point Average

The purpose of this study is to examine the relationship between parental support and a freshman year university student’s grade point average. More specifically, this study will investigate if financial or emotional support, or both, will have a greater affect on a student’s grade point average. This study will be conducted using a questionnaire. The participants will be asked to self-report their grade point average and will be asked a series of questions regarding their parents’ involvement in their lives.