



University of South Florida
Sarasota-Manatee
Friday Oct. 25th, 2013
Research Symposium



UNIVERSITY OF
SOUTH FLORIDA
SARASOTA-MANATEE

Schedule of Events

**All events will be held in Selby Auditorium*

- Check-in.....8:00am - 8:45am
- Welcome.....8:45am—9:00am
- Poster Presentations.....9:00am - 10:00am
- Oral Presentations—Group 1.....10:15am - 11:15am
- Coffee Break.....11:15am - 11:30pm
- Oral Presentations—Group 2.....11:30am - 12:30pm
- Lunch.....12:30pm - 1:30pm
- Awards Ceremony.....1:30pm - 2:30pm

Moderator

Maureen Bradley

Faculty Committee

Dr. Elaine Augustine—Co-Chair—CAS
Dr. Kimberly Badanich—Co-Chair—CAS
Dr. Ramakrishna Govindu—COB
Dr. Wan Yang—HTL

Event Coordinators

Jenna Thiel—North Port
Amela Malkic—Student Services

Mentors

Dr. Kimberly Badanich
Dr. Valerie Lipscomb
Dr. Jody Lynn McBrien
Dr. Scott Perry
Dr. Richard Reich
Dr. Christine Ruva
Dr. Melissa Sloan
Dr. Wan Yang

Symposium Judges

Faculty:

Dr. Margaret Aurilio
Ms. Christa Fowler
Dr. Michael Gillespie
Prof. Roberto Jimenez-Arroyo
Prof. Olena Maymeskul
Dr. Tim Turner

Students:

Mr. William Harrison
Ms. Juliette Jackson
Mr. Jon Lee
Mr. Demetric Watkins

Writing Services

Dr. Su Senapati
Writing Services Staff

Guest Speaker

Dr. Bonnie Jones

Poster Session

9:00am - 10:00am—Selby Auditorium

#1 Academic, Social, and Emotional Results of Transferring to an Entirely Gifted School
Presenter: Katherine Eidelbus (Elementary Education)
Mentor: Dr. Jody Lynn McBrien

With the research I am conducting, I am will answer this question – do students who transfer to a gifted school face similar challenges, and do these challenges dissipate as the students' time at the school progresses? The purpose of my study is to determine if there are universal and immediate feelings/consequences/benefits of transferring to a gifted school. Since gifted children often have difficulty experiencing social challenges, I want to know if they will have trouble adjusting to the intense culture found in a gifted school. This is a phenomenological study because it would be studying the phenomenon of transferring to a gifted school. Twenty-five third grade students and twenty-five seventh grade students at an entirely gifted school will be surveyed. The questions will ask students about their previous year(s) at the school and how their thoughts and feelings about the school have changed. Six students who have graduated within the last five years will be interviewed. They will be asked to describe their daily experience at the school and to reflect on their memories of the school. This study is important because it will educate parents, teachers, and administrators on what it is like for students to go from a regular school to an entirely gifted school. Adults interacting with transfer students will be able to assist these new students based on what this study shows students new to an entirely gifted school most need help with.

#2: Latino Ethnic-identity and Self-perception and How it Translates to Higher Education Completion or Abandonment

Presenter: Pearl Vega (Psychology)

Mentor: Dr. Melissa Sloan

America's work force is driven by higher education, and is the key to competing in a global market. Historically, Hispanics have lagged behind in attaining college degrees. With 80 million baby boomers retiring over the next four decades, and Hispanics representing the fastest-growing demographic in the nation, it is imperative to boost their college graduation rates. In order to explain why Hispanics have lagged behind, most studies have focused on external factors: social economic status, lack of parental education, family responsibilities, etc. However, this research does not address how these factors are internalized by Hispanics thus, becoming part of their identity. Consequently, the research fails to probe the groundwork of this internalized identity and the underpinnings of the resiliency of those who do succeed in spite of barriers. I attempt to fill this gap by exploring Hispanic students' personal views and beliefs about their ethnic identity and their self perception as they relate to their educational success and college decisions. Using qualitative research methods, this study provides insight into Hispanic college students' and Hispanic post-college-degree professionals' experience of academic performance expectations, based in their ethnic social identity as Hispanic and negotiation of an academically successful self-identity. Through face-to-face interviews, written narratives, and my own autoethnographic lens, the results indicate that how Hispanic students internalize their ethnic-identity and self-identity are often interrelated, and are influential in decisions pertaining to college. Participants' suggestions for program development to facilitate and support the college completion of more Hispanic students are also presented.

#3: Efficacy of Mathematics Education
Presenter: Eric Geimer (Interdisciplinary Social Sciences)
Mentor: Dr. Melissa Sloan

Evidence supports the notion that mathematics education in the United States is inadequate. There is also evidence that mathematics education deficiencies extend internationally. The worldwide mathematics education deficit appears large enough that improving student performance in this educational problem area could yield great economic benefit. To improve the efficacy of mathematics education, education's root problems must first be understood. Often supposed educational root problems are considered and contrasted against potential deficiencies of mathematics methodologies and curricula that are based on mainstream educational philosophies. The educational philosophies utilized to form early-grade mathematics methodologies and related curricula are judged to be the main reasons for low levels of interest in the subject of mathematics by student populations. An exploration of available literature in regard to how the human brain learns is provided. Two unifications are resultantly hypothesized: interest and learning appear to be mentally intertwined, this unification may serve as the basis for a more effective educational methodology; children are nearly universally interested in the visual arts, arithmetic and geometric mathematical principles are intertwined with the visual arts principles of linear perspective and proportion. An early grade curriculum that relates those mathematical principles via artistic methods (similar to those developed and utilized by master artists and engineers of the Renaissance era) may prove broadly effective at equitably increasing students' mathematical achievement. Future research in such a direction is highly recommended."

#4: Foster Family Success: A Case Study in the Foster Care System
Presenter: Monica Drummond (Psychology)
Mentor: Dr. Jody Lynn McBrien

In 2010, there were a reported 408,425 children in foster care in the United States. Foster children are forced from their families, homes, friends and sometimes even their schools. They are placed with their biological family if possible; otherwise, they are placed with a foster family. The foster families in Florida go through extensive background checks, thirty hours of classes, an extensive home study, and some required home modifications, such as a fire evacuation plan placed on a house wall. In spite of these measures, some foster children do not receive the support that they require, resulting in antisocial adult behaviors. However, when foster youth age out of the system and have many of the tools needed to adequately thrive, these young adults are more satisfied with their lives, gained real world work experience while in care, and maintain a strong support system. There is a need for research on the impact foster families play in the overall success of foster youth and what more could be done to improve their lives. This case study explores the success of a local foster family. To the best of their knowledge, the case study parents believe that none of their foster children have ended up as an addict or an incarcerated adult. As a family, they have large family celebrations which include many past foster children. The family unit is vital to their success between their biological children, foster children, and adopted children.

Acknowledgements

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Dean Rose and Dean Wallace for their continued support of USFSM student research

Sponsors

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Dr. Ernest Scott
Dr. Melissa Sloan
Dr. Tim Turner

#7: Psychopathological Predictors of Drug Use**Presenter:** Joseph Hamilton (Psychology)**Mentor:** Dr. Richard Reich

Psychopathology has been identified as a predictor of problematic health conditions. It also has been explored as a predictor of future drug use, with the goal of identifying individuals at risk for addictive behaviors. In the present study, it was hypothesized that anxiety and depression would predict higher levels of recreational drug use in emerging adults. The present study used data collected from a five-year longitudinal study conducted between 2003 and 2009. At baseline, the participants consisted of 645 18-19 year-old participants (half students). Among several measures of behavioral and personality characteristics were the Beck Depression Inventory (BDI) and the Beck Anxiety Inventory (BAI). These measures were administered at baseline of the 5-year study and served as factors in the analyses. Based on previous studies of these measures, participants were categorized as minimal, mild, or moderate to severe depression or anxiety. Once each year, participants also reported recreational drug use for nicotine, cannabis, stimulants, opiates, hallucinogens, inhalants, and sedatives. There was a significant effect of time with drug use generally decreasing at each of the time points, regardless of the participant's psychopathological predisposition. Furthermore, with the exception of nicotine, the higher a participant's depression and anxiety score, the higher their consumption of the substances. Linking each respective psychopathology as a predictor to the occurrence of substance use can identify individuals at risk for addictive behaviors and facilitate the placement of measures that can mitigate the likelihood of future abuse.

#8: Origins and Effects of Geographical and Cultural Relocation for Deaf-Supportive Families**Presenter:** Katie Raines (Psychology)**Mentor:** Dr. Melissa Sloan

The purpose of my study was to explore the experiences of families that have elected to preserve deaf culture by undergoing a geographical and/or cultural transition (henceforth referred to as GCT) in relation to their children's education. In a nation that is concerned with standardizing education with the intent of leaving no child behind, this sentiment may actually adversely affect children who require a tailored educational approach, if not inhibit their family's options for opportunity due to rare availability of specific programs. My study examines the families and educators of deaf students in the United States through one such rare program that implements a Montessori approach in a Deaf-supportive environment. Research questions encompassed investigating the factors and conditions inspiring families with deaf members to make geographical/cultural changes for their children's education. In addition, outcomes of such changes –be they geographical or cultural- that the families made in support of Deaf culture were also examined. My study's method revolved around examining the unique experiences of both hearing and deaf parents/care-givers through qualitative research tactics. As a result, it shed light on the identities of Deaf-supportive families and how they see themselves and their rationale for choosing to implement GCT in order to move to (or remain in) a Deaf-supportive environment. Additionally, qualitative interviews allowed room for unexpected results, to include reverse migration: the act of withholding from physically transitioning to pursue gainful opportunity in favor of access to the rare services offered by my study's site. Examining GCT provides opportunity for others to gain a better understanding of unique experiences and trends that Deaf-supportive families have gone through in order to provide for their child, and support advocacy of making such rare programs like my study's site more available.

#5: Religiosity: Does Personality Make a Difference?**Presenter:** Ann Weatherby (Psychology)**Mentor:** Dr. Richard Reich

Previous research has demonstrated that religiosity is positively related to subjective well-being and can act as a buffer for the adverse effects of stressors, as well as mental illness. Intrinsic religiosity (e.g., importance of religion in one's life) also has been found to be a predictor of less alcohol and marijuana use, less risky sexual behavior and less gambling among the general college student population. Based on this importance, studies have been done to determine who is more likely to have intrinsic religiosity. Personality may be a factor that accounts for differences in religiosity. The purpose of the present study is to examine the relationship between different personality characteristics and religiosity in the emerging adult population. Based partially on previous research, agreeableness, conscientiousness, extraversion and activity were hypothesized to be positively related, while neuroticism, openness, impulsivity-sensation seeking and aggression-hostility were hypothesized to be negatively related to intrinsic religiosity. 645 18-19 year olds (50% female) participated in a five-year longitudinal naturalistic study in the Tampa Bay area. The sample consisted of diverse ethnicities and both students and non-students (equally split). Results demonstrated conscientiousness, agreeableness, extraversion and activity were positively related to religiosity. Results also demonstrated a negative relationship with openness and impulsivity- sensation seeking with religiosity. The results found in this study are consistent with previous literature on the Five-Factor Model's personality characteristics and religiosity, with new data on impulsivity-sensation seeking, activity and aggression-hostility with religiosity.

6: Same Place, Separate Space: Israeli American and Palestinian American Relations**Presenter:** Shiree Weinbaum (Interdisciplinary Social Sciences)**Mentor:** Dr. Melissa Sloan

The Israeli American and Palestinian American diasporas are independent and highly influential actors in the Israeli-Palestinian conflict, often exacerbating homeland tensions. Diaspora refers to any community of expatriates that share the same place of origin and the same place of permanent residency. Some diasporas, such as the Somali diaspora which was central to the 2002 peace talks in Nairobi, Kenya, have been accomplished actors in homeland conflict mediation. This study seeks to identify the social and psychological obstacles hindering the formation of a unified Israeli American and Palestinian American peace movement. Grounded theory, a theoretical framework centered on recurrent themes in original data, was employed in this study. Data were collected from 15 participants with roughly equal representation from the three groups: Palestinian Americans in Palestine advocacy, Israeli Americans in Israel advocacy, and Israeli Americans in Palestine advocacy. Preliminary findings suggest that American-born Israeli Americans (in contrast to naturalized citizens) sometimes struggle to create a political identity that preserves a sense of American pluralism without diminishing the validity of their parents' military involvement in the conflict. This crisis of self may account for the low representation of American-born Israeli Americans in Israel advocacy and their surprising representation in Palestine advocacy. The Israeli-Palestinian conflict has not been sufficiently studied as a multifaceted international phenomenon. In order to make advances towards mediating the conflict the diasporas must be recognized as principal card holders. This research provides insight into the relationship between Israeli Americans and Palestinian Americans and the complex challenges of moving the diasporas towards peace.

#7: Giving Your Life So Others Can Eat: Perceived Health Issues of Migrant Farmworkers

Presenter: Virginia Heidersberger (Psychology)
Mentor: Dr. Melissa Sloan

According to various studies, migrant farmworkers in the United States face a number of job-related health risks. These risks can be limited or avoided by providing educational information to their community. Health issues are linked to work-related exposure to environmental hazards; below minimum-wage compensation; squalid housing; poor diet; and biased health-service choices. As a consequence, health issues manifested, ranging from complications related to pesticide exposure and subsequently leading to respiratory conditions, cancer and birth defects. Other complications are linked to prolonged UV exposure resulting in pterygium, an eye disorder. Poverty is oftentimes linked to neglect in hygiene, thus encouraging the manifestation of tooth decay, the spreading of lice or STD. Using a qualitative design method, the present study analyzed the health issues of eight middle-aged farmworkers. With data obtained during interviews, the results concluded that workers with no or limited access to occupational protection measures suffered health consequences due to unsafe exposures in the work environment. Only little research has so far been conducted into one such health threat, pterygium, highlighting the need for greater awareness of work-related health hazards. Furthermore, the data suggests introducing health improvement solutions through education of a) the farmworker community by discussing protection options; and b) the employer community by enforcing awareness and responsible behavior, and by making mandatory the introduction of work-hazard warnings and the availability of protection options to their workers.

#8: Countering Human Trafficking: An International Comparative Study of Government Policy and NGO Practice

Presenter: Sharona Robinson (Interdisciplinary Social Sciences)
Mentor: Dr. Jody Lynn McBrien

Together, government entities that are charged with enforcing state policies, and Non-Governmental Organizations" (NGOs), play a major role in countering human trafficking. While many governments have taken significant steps working together to end modern slavery, experts agree that collaborations between the two need improvement. The purpose of this comparative study will be to discover what is working and not working, regarding government and NGO efforts to counter human trafficking. The countries included were the US, Nepal, and the Netherlands. In order to draw a comparison between the three countries, I conducted a review and summary of existing data which came from the 2013 Trafficking in Persons Report. In an effort to gain a better understanding of how governments and NGOs work together to eradicate or curtail human trafficking, I conducted audiotaped telephone interviews, audiotaped Skype interviews, and e-mail interviews with representatives from six NGOs that provide programs and services to victims and often work alongside governments to counter the crime. I hope that this study will add to the scholarship concerning the significant issues and struggles faced by governments and NGOs as they work together to end modern slavery. I am also interested in discovering major success stories or milestones that service providers have experienced during their time working with an NGO that deals with the prosecution of human trafficking crimes, prevention, and victim assistance.

Oral Presentations—Group 2

11:30am-12:30pm Selby Auditorium

#5: Inspiring Collective Action through Empathy and Alienation: An Analysis of Brechtian Techniques in Kushner's *Angels in America: Millennium Approaches*
Presenter: Marvict Rodriguez (English Literature)
Mentor: Dr. Valerie Lipscomb

This paper explores the effects of Brechtian techniques in Tony Kushner's *Angels in America: Millennium Approaches*. It proposes that the effect of Brecht's alienation techniques in the plays always works simultaneously to distance the spectator and allow them to experience empathy that leads to collective action, which is an inherent aspect of the kind of political drama that Kushner crafts. The analysis begins by highlighting the major aspects of Brecht's political theater and discussing his alienating techniques dealing with actors and their roles, the spectator, and the scenes as part of a play's structure and what their purpose should be. It then proceeds to explain how Kushner applies Brechtian doubling in the form of double and cross-gender casting, and how the application of this technique alienates the audience to prevent them from fully identifying and sympathizing with characters so that they can concentrate on the issues Kushner presents. Drawing from textual evidence, this paper also demonstrates how Kushner's uses the episodic structure of the typical Brechtian drama to create split scenes that also distance and emotionally engage audience members. It concludes by drawing attention to the interplay between distance and empathy and highlights how this interplay is what motivates collective action, an aspect that is at the heart of any political drama.

#6: Paul the Stoic: The Subservience Mandate and Philosophical Implications of Christian Slavery

Presenter: Kyle Kern (History)
Mentor: Dr. Scott Perry

The traditional approach to historical analysis of slavery is typically oriented towards the liberation of slaves and subsequent demonization of the practice. This context, strictly composed by a modern maxim, is insufficient when approaching slavery in antiquity. When viewing the Roman tradition of slavery, it can be seen that the institution was regarded as ever present and intrinsic in the society in which it found itself. This idea is supported by the Stoic tradition as well as the Pauline Epistles. This congruency composes the essence of the ideological regard that Stoicism and Christianity had for slavery. Coupling the writings of the Apostle Paul with Epictetus, Marcus Aurelius, and Seneca the Younger, it is clear that slavery was an institution contingent upon a greater governing hierarchy. Slaves are to regard their position in the world as divinely mandated, as they can only be relinquished from this position by an authority. Thus, the modern admonishment of slavery in Christianity is removing this institution from its historical context. Not only does this subservience mandate alter the study of the history of slavery, but it also offers a fitting illustration for the greater implications of both Stoic thought and Christianity as wholes. Slavery is a greater representation of the relationship between man and God(s), bringing into question the epistemological subjectivity often utilized when studying this institution. This study has conclusively shown that Stoic and Christian slave owners sought to humanize their slaves while simultaneously maintaining authority over them, all under the guise of divinity.

#3: Educational Challenges During and Post War in Uganda
Presenter: Ashley Metelus (Interdisciplinary Social Sciences)
Mentor: Dr. Jody Lynn McBrien

War in northern Uganda has hindered the country from increasing development in its economic, social, and educational systems. During the war, many students lacked education due to fear of Joseph Kony's rebels raiding the schools, abandonment, or orphan hood. Now that the war is over, Uganda is still facing educational challenges. The predominant question for this research is the following: What educational challenges remain now that the war is over? The research was conducted in Lira, Uganda and participants included 10 students from the Rachelle Comprehensive School of ages 14-20 and from classes senior 1 through senior 3. The other participants were two former teachers during the war and the manager of the Child Restoration Center for educating street children. Interviews included questions about current educational challenges that are being faced in Uganda. The findings were many students are "chased" (a term used in Uganda to be kicked out) from school because many of their parents are peasant farmers and cannot afford to pay the school fees. There is the issue of bullying among both young men and young women. Teachers often strike, causing the students to be without education. Students complain about teachers canning (abusing) them. Young women face the issues of sexual assault among the teachers and young men. Lastly, the dropout rate is high among young women. Further studies need to be conducted in the future to see whether or not there has been an increase or decline in the educational challenges in northern Uganda.

#4: *The Waste Land* and its Notes
Presenter: William Kulha (British and American Literature)
Mentor: Dr. Valerie Lipscomb

T.S. Eliot's epic, *The Waste Land*, is one of the most important poems in the Western Literary Tradition. Because of its pervasiveness and its obscurity, how the poem actually makes meaning from its amalgamation of disparate images is a much researched topic. Most of this research centers on the notes that Eliot attached to only one edition of the poem. These notes have become part of the poem, as its bibliography. The notes present allusions implying that the poem is structured as a narrative. Yet it is certainly no narrative: all of its possible moments of narrative climax collapse frustratingly. The poem and the notes form binary opposition in which the poem should be privileged. The notes, however, have dominated critical analysis of the poem since its publication, and, as more sources and allusions were found and investigated, kept the understanding of the poem in flux. A sample of scholarship now considered current in the study of Eliot's poem serves to reveal that the poem has become subservient to the notes. From this discovery it can be inferred that Eliot's inclusion of notes to the poem was a conscious creation of two major textual elements in agon, and that this struggle frustrates meaning, deconstructing any possible resolution to the tension or fulfilling transmission of knowledge contained in the text of *The Waste Land*. Eliot destabilizes the center of poetic construction and convention. In doing so he turned the popular conception of what a poem, and even what art, could be.

#9: Undocumented Latina Young Adults: Challenges and Hopes
Presenter: Karina Haley (Criminology)
Mentor: Dr. Melissa Sloan

Illegal immigration is currently one of the biggest federal issues in the United States. Men, women, and children constantly cross the border or overstay their visas in hopes to develop a better quality of life in our country. Unfortunately, undocumented immigrants encounter many challenges on a daily basis for the mere fact of being undocumented. For example, Latina women who are out of status face serious issues when it comes to education, employment, and health. More specifically, the opportunities for undocumented Latina students are very limited; hence, we are creating a whole generation of people who may not be productive to society, and not because they chose that path, but because they were not given the opportunity to better themselves. Data were collected with short questionnaires and in-depth interviews with ten Latina women who lived in the United States and who had been undocumented in the past or were undocumented at the time of the study. The interviews provided detailed descriptions of the experiences lived by the participants so that their feelings and input could serve as a platform to highlight the steps necessary to make a change in the lives of other individuals in their same situation. Preliminary findings of this study indicated that Latina women felt the current, broken immigration system in the United States was the basis for the discrimination and lack of opportunities they had to face in the earlier years of their life. Possible solutions to improve the lives and educational opportunities of undocumented Latina women are discussed.

#10: The CSI Effect: Expectation of Forensic Evidence and its Effects on Jurors Verdicts
Presenters: Ashley Porter and Justo Cruz (Psychology and Criminology)
Mentor: Dr. Christine Ruva

Many attorneys, judges, and journalists have claimed that watching television programs like CSI causes jurors to wrongfully acquit guilty defendants when certain scientific evidence is not presented (e.g., DNA or fingerprints). Robbers (2008) found that CSI-like TV dramas have placed an increased burden on the prosecution, due to their influence on jurors' expectations regarding forensic evidence in criminal cases. In addition, Schweitzer and Saks (2007) found that non-CSI watchers, as compared to CSI watchers, are more likely to find the defendant guilty with ambiguous forensic evidence. In contrast, Podlas (2006) found no significant differences between CSI viewers and non-viewers. The present research exposed mock-juror (N=51) to a murder trial and had them provide guilt ratings (combination of verdict). Then measured exposure to CSI-like TV dramas, knowledge of and experience in the criminal justice system (CJS), and ratings of forensic evidence accuracy persuasiveness. Contrary to our expectations, CSI-like exposure was not significantly related to mock-jurors' ratings of forensic evidence accuracy or persuasiveness. That being said, consistent with Cooley's (2004) findings, CJS knowledge/experience was significantly correlated with juror's ratings of forensic evidence accuracy and persuasiveness. As CJS knowledge/experience increased persuasiveness ratings of all types of forensic evidence decreased. There was also a negative association between CJS knowledge/experience and ratings of forensic evidence accuracy, but only for scientific/physical evidence (DNA and fingerprints). Finally, neither CSI-like exposure nor CJS knowledge/experience was significantly related to guilt ratings. In conclusion, CJS knowledge/experience of mock-jurors was associated with the value placed on forensic evidence, which could ultimately affect verdicts.

Oral Presentations—Group I

10:15am-1:15am Selby Auditorium

#11: Effects of Negative Pretrial Publicity on Eyewitness Memory
Presenter: Lorena Alvarez-Ruiz (Psychology)
Mentor: Dr. Christine Ruva

Every day the impact the media has on our daily life increases. Media coverage of court cases prior to them going to trial, known as pretrial publicity (PTP), has become a major way in which the media can influence society's opinions. The majority of media coverage tends to be negative PTP (anti-defendant; N-PTP), and therefore can affect the fairness and even the outcome of a trial (Stebly et al., 1999). Past research has found that N-PTP increases source-monitoring errors (misattributing information in PTP to trial), guilty verdicts, sentence length, and affects the deliberation process (Constantini & King, 1980; Moran & Cutler, 1991; Ruva & Levasseur, 2011; Ruva, McEvoy, & Bryant, 2007). But what about the impact of N-PTP on eyewitnesses to a crime who will later testify? Eyewitness memory has been found to be fragile. Research regarding the misinformation effect demonstrates that misinformation presented after witnessing an event can change an eyewitness's memory, and can lead witnesses to incorporate new details into the previously acquired memory (Loftus, 1979; Loftus, 1975). If this is the case, how much of an impact can N-PTP have on eyewitness memory? The current research examines whether N-PTP can act as a source of post-event misinformation influencing a witness' memory of an event. The answer to this question could have great implications on the way the criminal justice system functions. This presentation will focus on the experimental methods used to explore this question, along with reviewing the research used in hypothesis development, and preliminary data analyses.

#12: Intermittent Ethanol Exposure Decreases Cognitive Flexibility in Rats
Presenter: Mackinzie Fakh (Psychology)
Mentor: Dr. Kimberly Badanich

Learning involves many factors including memory, attention, and problem solving skills. Cognitive flexibility tasks are procedures used to measure changes in problem solving capabilities. Alcoholics have been previously shown to perform poorly on tasks requiring cognitive flexibility. In order to understand the psychopharmacological effects of alcohol in humans, adult binge drinking behaviors were modeled in the present study using adult male Sprague-Dawley rats. Over the course of six weeks a total of eighteen intraperitoneal injections of saline, 0.9% or saline and alcohol solutions, 20% v/v ethanol (EtOH) were given to each subject. To validate our model of alcohol dependence, we assessed development of behavioral tolerance by measuring loss of righting reflex. Measures of blood ethanol concentrations quantified tolerance to sedative hypnotic effects over time. A reversal learning task was then completed to measure behavioral flexibility. Statistical analyses of a 2x2 mixed factor ANOVA were used with significance set at $p=0.05$. Over time, there was an increased effect of alcohol on sleep time and loss of righting reflex indicating the development of behavioral tolerance to the sedative hypnotic effects of alcohol and the development of alcohol dependence. Preliminary data suggests intermittent EtOH exposure impaired cognitive flexibility and performance on reversal learning task. Together these data report the effects of alcohol on problem solving skills in rats. These data can be used to further understand how specific brain regions involved with problem solving, are affected by alcohol dependency and the neurophysiological tolerance to alcohol.

#1: Airport Service Quality Drivers of Passenger Satisfaction
Presenter: Vanja Bogicevic (Hospitality Management)
Mentor: Dr. Wan Yang

Considering the complexity of the airport industry service palette, it is important to identify which air travel factors are distracters and which factors are enhancers of passenger satisfaction. Building on Herzberg's two-factor motivation theory, this study aims to explore most frequently mentioned attributes of airport service quality and distinguish key drivers for passenger satisfaction/dissatisfaction in the airport context. A content analysis of 1095 traveler comments posted between 2010 and 2013 on an airport review website was performed in order to identify satisfiers/dissatisfiers. The web spider randomly selected consumer comments related to 33 popular destinations. The study results indicated key satisfiers in the airport context such as cleanliness and pleasant environment to spend time in. On the other side, security-check, confusing signage and poor dining offer are recognized as major dissatisfiers in the airport setting. Moreover, third category, named performance factors, included most frequently commented factors, related to human component of service quality, adequate seating and accessibility. The study findings provide insight on predominant satisfiers, dissatisfiers and performance factors of airport service quality from passengers' perspectives. Airport management teams may use the study results to renovate airport facility and improve service quality. To the best of our knowledge, this study is the first to utilize the visual data mining techniques in examining airport users' experience. Visualization produced summaries of qualitative comments in the form of tag clouds, word networks, and word tree images that help discover the most emerging themes of travelers' complaints and compliments.

#2: Personality and Drinking Over Four Years
Presenter: Noele Adams (Psychology)
Mentor: Dr. Richard Reich

Numerous studies have examined the relationship between separate personality characteristics and alcohol use in college age students (Ham & Hope, 2003). The purpose of the present study was to examine many of these characteristics among the same sample of participants. Protective factors (conscientiousness, behavior inhibition, and agreeableness) and risk factors (sensation seeking, neuroticism, and aggression) seem to contribute to the use of alcohol. Given this prior research, it was hypothesized that traits such as sensation seeking, extroversion and neuroticism would predict drinking. Baseline personality traits from the NEO-FFI (Costa and McCrae, 1989), the BIS/BAS (Carver and White, 1994), and the ZKPQ (Zuckerman & Kuhlman, 1993) were assessed from 645 18-19 year-olds in a four year longitudinal study. Also assessed were frequency of getting drunk (FGD) and amount of drinks per occasion (Q). Results showed fun seeking, extroversion, sociability, drive, sensation seeking, and aggression/hostility were positively correlated with Q, while behavioral inhibition, conscientiousness and agreeableness correlated negatively. Drive, fun seeking, sensation seeking, aggression/hostility and sociability correlated positively with FGD, while agreeableness, correlated negatively. Similar to previous studies, the personality traits of conscientiousness, behavior inhibition, and agreeableness seem to be protective factors in drinking while the personality traits of sensation seeking, neuroticism, and aggression were shown to be more indicative of problem drinking.