

Volume 2, Special issue 1, April 2007

Southeastern Journal of Psychology

PROGRAM SCHEDULE

Second Annual Meeting

Georgia Psychological Society

You Are Invited To Join

The Georgia Psychological Society



Become a member of the only professional group of Psychologists for southern Georgia. The GPS was founded on the great need for professional communication and sharing for college faculty, professionals, and students of our region.

Regular and professional members receive our quarterly newsletter, electronic and hardcopy subscriptions to the Southeastern Journal of Psychology*, and 50% discount to the annual conference.

Rates:

- ◆ Regular member (Ph.D., Psy.D., Ed.D.) \$25.00
- ◆ Professional member (M.A., M.S., Ed.S.) \$15.00
- ◆ Students* (graduate or undergraduate) \$ 5.00

*Student members who wish to receive hardcopies of the Southeastern Journal of Psychology© please add \$5.00 (total yearly cost: \$10.00).

You may select to join a Special Interest Group (free to members, no limit on SIG memberships)

- ◆ Aging and Psychology
- ◆ Teaching of psychology
- ◆ Early Intervention
- ◆ Industrial/Organizational Psychology

For more information, go to <http://www.georgiapsychologicalsociety.org>

SOUTHEASTERN JOURNAL OF PSYCHOLOGY

A publication of the Georgia Psychological Society

Georgia Psychological Society

Executive Council

Member.....	Charles R. Talor, PhD, <i>Valdosta State University</i>
Member.....	Michael Nielsen, PhD, <i>Georgia Southern University</i>
Member.....	Joseph Mayo, PhD, <i>Gordon College</i>
Member.....	Blaine Browne, PhD, <i>Valdosta State University</i>
Member.....	Steven Kohn, PhD, <i>Valdosta State University</i>

Interest group chairs

Teaching of Psychology.....	Deborah Briihl, PhD, <i>Valdosta State University</i>
Psychology of Aging.....	Steven Kohn, PhD, <i>Valdosta State University</i>
Developmental Psych./Early Intervention.....	Charles R. Talor, PhD, <i>Valdosta State University</i>
Industrial/Organizational Psychology.....	Larry Wiley, PhD, <i>Valdosta State University</i>

2007 Conference Coordinators

Coordinator.....	Blaine Browne, PhD, <i>Valdosta State University</i>
Coordinator.....	Joseph Mayo, PhD, <i>Gordon College</i>
Coordinator.....	Michael Nielsen, PhD, <i>Georgia Southern University</i>
Coordinator.....	Charles R. Talor, PhD, <i>Valdosta State University</i>
Coordinator.....	Wendy Kallima, PhD, <i>Macon State College</i>
Coordinator.....	Diane Holliman, PhD, <i>Valdosta State University</i>

Southeastern Journal of Psychology

Editor.....	Charles R. Talor, PhD, <i>Valdosta State University</i>
Co-Editor.....	Anjoo Sikka, PhD, <i>University of Houston-Downtown</i>
Co-Editor.....	Blaine L. Browne, PhD, <i>Valdosta State University</i>
Co-Editor.....	Joseph Mayo, PhD, <i>Gordon College</i>
Reviewer.....	Michael Nielsen, PhD, <i>Georgia Southern University</i>
Reviewer.....	Larry Wiley, PhD, <i>Valdosta State University</i>
Reviewer.....	James Reffel, PhD, <i>Valdosta State University</i>
Reviewer.....	Steven J. Kohn, PhD, <i>Valdosta State University</i>
Reviewer.....	David Monetti, PhD, <i>Valdosta State University</i>

The Southeastern Journal of Psychology, Volume 2, Special Issue 1, April 2007. This is a biannual journal (with one special issue in Spring), owned and published by the Georgia Psychological Society. Subscription is provided as a part of regular and professional membership, or for student memberships an additional \$ 5.00 per year. Single issues may be purchased for \$ 3.00 each. Orders for subscriptions should be sent to: Georgia Psychological Society, care of Department of Psychology and Counseling, Valdosta State University, Valdosta, GA 31698-0100. Web copies of The Southeastern Journal of Psychology are available at no cost at <http://www.georgiapsychologicalsociety.org>. Submit manuscripts to Charles R. Talor, Editor, The Southeastern Journal of Psychology, care of Department of Psychology and Counseling, Valdosta State University, Valdosta, GA 31698-0100; telephone: 229/333-5930; e-mail: crtalor@valdosta.edu.

Copyright © 2007 by the Georgia Psychological Society. All rights in the Southeastern Journal of Psychology are reserved. Address requests for permission to reprint to the Georgia Psychological Society.

REGISTRATION

Registrations will be taken in the main lobby of the Student Life Center, Macon State College from 4:00 pm to 5:00 Friday, April 13th, and from 8:30 am to 10:30 am Saturday, April 14th, 2007. Conference registration is \$25.00 for faculty (doctoral level), \$20.00 for professional (master's level), and \$10.00 for students (undergraduate and graduate levels). Members of the Georgia Psychological Society receive a 50% discount on these above rates. Presenters and program moderators will receive early bird discount rates.

GENERAL INFORMATION

Maps to the Student Life Center is provided on page iv. A buffet lunch and drink will be offered Saturday, April 14th for \$10.50 at 12:30 to 1:30 pm in the Student Life Center Cafeteria. A list of nearby restaurants is available at the registration desk.

INTEREST GROUPS

The Georgia Psychological Society sponsors Special Interest Groups to facilitate member discussion and collaboration. The interest groups and their missions are:

- (A) Teaching of Psychology. The Teaching of Psychology group was organized to facilitate interactions among faculty who teach undergraduate and graduate-level psychology. Interest area topics include teaching techniques, research on student outcomes, and teaching learning strategies. Chair of the Teaching of Psychology group is Deborah Briihl.
- (B) Psychology and Aging. The Psychology and Aging group has a multidisciplinary approach to applied and basic issues to gerontology, and focused for south Georgia. Collaborations in research, development of programs, and faculty interaction are the main themes for this group. Chair of the Psychology and Aging group is Steven Kohn.
- (C) Developmental Psychology and Early Intervention. The Developmental Psychology and Early Intervention Group is focused on applied and basic issues pertaining to children, adolescent, and young adults. Collaborations in teaching, workshops, and research are areas of focus for this group. Chair of the Developmental Psychology and Early Intervention Group is Charles Talor.
- (D) Industrial/Organizational Psychology. The Industrial/Organizational Interest group is focused on the applications of Psychology to personnel management and business. Chair of the Industrial/Organizational Psychology Interest group is Larry Wiley.
- (E) Informal groups. The Georgia Psychological Society encourages members to form collaborations in research, teaching and service. When a group develops enough interest, it can form a formal interest group. Currently, interest groups need a chairperson plus 5 members to form.

BOOTHS

The Georgia Psychological Society is pleased to welcome the following organizations who will have booths at our annual meeting.

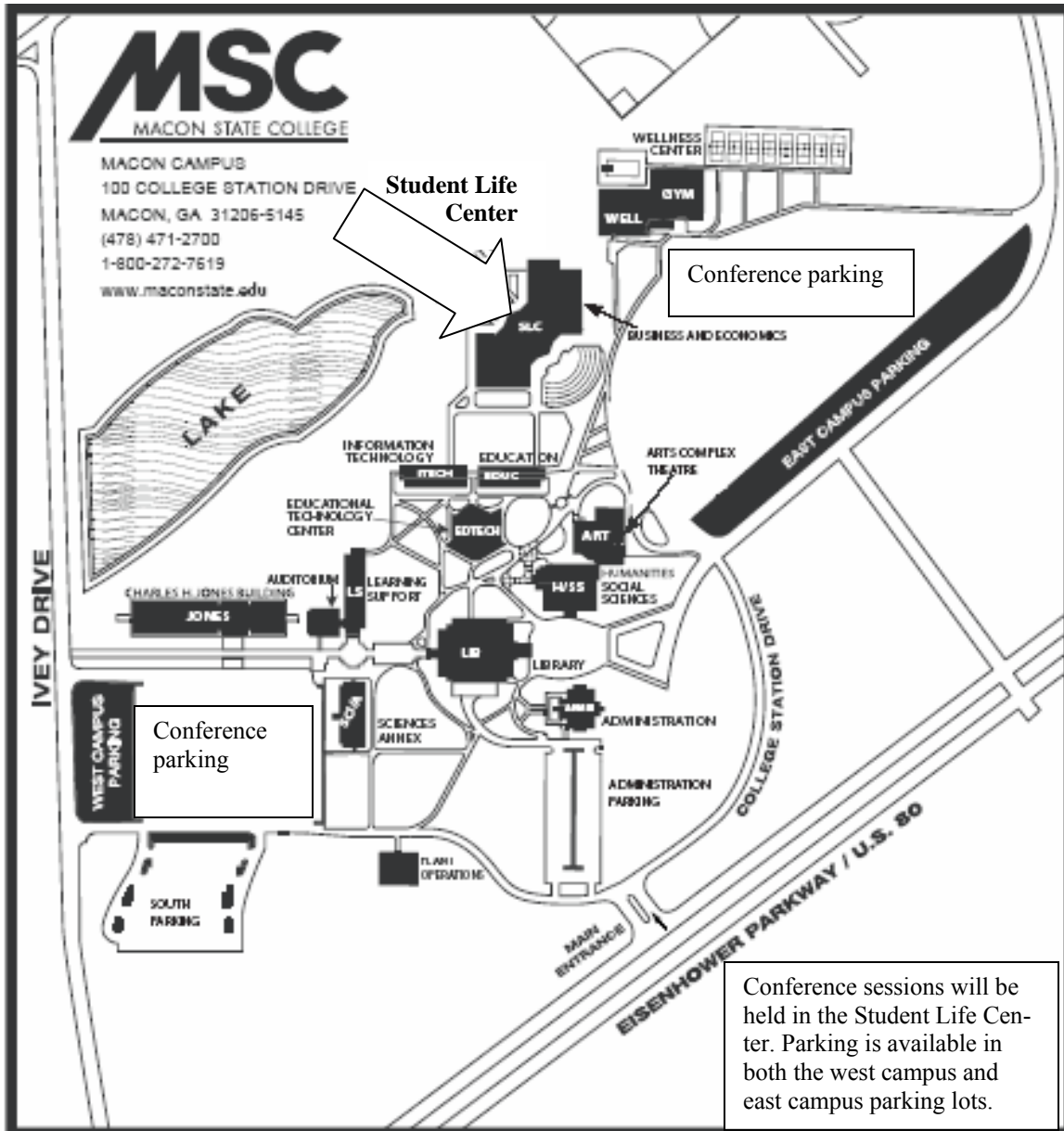
1. Department of Psychology, Georgia Southern University
2. Department of Psychology and Counseling, Valdosta State University
3. Division of Social Work, Valdosta State University
4. Southeastern Psychological Association
5. Association for Psychological Science

ACCREDITATION

Continuing Education units are available for School Psychologists (individuals must apply for credits on an individual basis).

Social Work contact hours have been applied for through the Division of Social Work, Valdosta State University for conference participation.

Campus of Macon State College



WEST CAMPUS

EAST CAMPUS

September 2003



The Student Life Center of Macon State College

TABLE OF CONTENTS

REGISTRATION.....	iii
GENERAL INFORMATION	
Lunch.....	iii
INTEREST GROUPS	
Psychology of Teaching.....	iii
Psychology of Aging.....	iii
Early Intervention.....	iii
Informal Groups.....	iii
BOOTHS	
Listing of organizations and companies.....	iii
ACCREDITATION	
Continuing Education Units for Head Start Personnel.....	iii
Continuing Education Units for Social Workers.....	iii
MAP.....	iv
PROGRAM.....	1
 Saturday, April 14, 2007	
Poster Session.....	1
Mock GRE experience	Deborah Briihl 3
Paper session 1: Issues in ethics, cheating, and resilience.....	3
Paper session 2: Developmental Psychology.....	3
Keynote Address.....	Janie Wilson 5
Lunch.....	5
Mock GRE experience feedback	Deborah Briihl 5
Technology and teaching psychology.....	Blaine Brown 5
Exploring Careers in Psychology.....	Wendy Kallima, David Biek & John Murray 5
How to get into graduate school.....	6
Paper session 3: Teaching of Psychology.....	Joseph Mayo 6
Paper session 4: Psychology of Religion	6
Interest group meetings.....	6
Industrial/Organizational Psychology Interest Group meeting.....	6
Psychology and Aging Interest Group Meeting.....	Steven Kohn & Taunia Tucker 7
Developmental Psychology and Early Intervention.....	Charles R. Talor 7
Psychology Clubs of Georgia.....	Natalie Parkhurst 7
Closing Session.....	7

Proceedings of the Second Annual Meeting of the Georgia Psychological Society

April 14, 2007

Saturday, April 14, 2007
Poster Session 8:30—9:30 am
Student Life Center Main Lobby

Brooks, R.W. *Georgia Southern University*.
Power-Point versus Traditional Chalk-and- Talk
Lecture.

Students received a lecture using either the chalk-board or PowerPoint. Female participants scored both lecture types lower when compared to their male counterparts. Female participants also rated the instructor's performance lower than male participants. Finally, students tended to rate the PowerPoint lecture higher than the chalk-and-talk method.

Collins, J. *Georgia Southern University*. Professor
Gender Affects Student Attitudes and Quiz
Grades.

Student and professor gender and professors' experience were analyzed for potential effects on student outcomes. Results indicated that the female professor was rated higher than the male. In addition, male students who heard the male professor made higher quiz grades than males who heard the female professor.

Harris, C.R. *Georgia Southern University*. Seat Location, Teacher Enthusiasm, and Student Performance

Students were randomly assigned to seating locations when they arrived. Students then heard a lecture that was presented either enthusiastically or monotonously. Students who sat in the back with an enthusiastic teacher perceived more learning than those who sat in the back with an unenthusiastic teacher.

Kishi, R. *Georgia Institute of Technology*. Gender stereotyping in college students: if you can't blame it on parents, who can you blame it on?

Gender stereotypes instilled by parents play a large role in our lives. Though the college participants were not subjected to a great deal of gender biases during their childhood, surveys show that they still show gender biases presently. One's childhood experiences, thus, does not correlate with one's current views.

McLee, E.A. *Georgia Southern University*. Employment and Academic Performance Among College Students

Employment situations, stress, and student academics were investigated. Working and student gender interacted to affect amount learned. Males who worked on campus reported more perceived learning than females who worked on campus and males who worked off campus.

Webster, D.G., Nielsen, M., Foster, P.S., & Drago, V. *Georgia Southern University*. SOSA: A Novel Approach to Psychological Assessment

SOSA, a novel approach to psychological assessment, allows participants to represent subjective relationships they perceive among stimuli while providing objective data about their perceptions. Two applications of SOSA are presented: assessment of effects of hemispheric laterality of function on placement of emotion terms, and assessment of perceptions of different religions.

Maddox, S., *Clayton State University*, Kable, J., Coles, C.D., Taddeo, E. *Marcus Institute FAS Center*. Preliminary development of the Assessment of School Climate-Parent Report (ASC-P) for elementary school children

The Assessment of School Climate-Parent Report (ASC-P) is designed to assess parent's perceptions of their child's school. Preliminary analyses indicate that the ASC-P is a reliable measure that significantly related to school demographic, parent, and child variables. Ways to continue to expand school climate research will be discussed.

Awargal, M., Moore, C., Agarwal, A. *University of Missouri-Columbia*. Evaluation of School-Based Mental Health Personnel's Knowledge of Self-Injury

Self-injury is a growing concern among adolescents and young adults. The present study compares and contrasts the existing knowledge base of the practicing school psychologist, school counselor and school nurses about self-injury.

Prevette, M., & Biek, D.M. *Macon State College*. The Decline of the Nuclear Family – Are We Training Our Children Early?"

We wondered whether the Disney movies of the 1950s and 1960s may have anticipated the 1970s decline of the nuclear family structure. A content analysis of all animation-based and live-action Disney movies from 1950 through 1969 coded the content of the protagonist's family structure. As a comparison group, we coded the family structures portrayed in children's picture books – chosen for their similar target audience and use of a visual-narrative style. Results from our analyses showed a significant difference in family structure content between Disney films and children's picture books.

Supik, J., Strickland, D., Wiegand, K. *Georgia Southern University*. The relationship between alcohol, smoking, religious activities, and sleeping habits and college students life satisfaction.

A survey of 148 college students tested several predictors of life satisfaction. As expected, religious activity and sleep quality were positively related, while smoking frequency was negatively related to life satisfaction. Unexpectedly, frequency of drinking alcohol was positively related to life satisfaction.

Smith, M., *Worth County Schools, Georgia*. & Hilgert, L. *Valdosta State University*. Examining the efficacy of the Dynamic Indicators of Basic Early Literacy Skills as a predictive measure of oral reading

Scores for the Dynamic Indicators of Basic Early Literacy Skills DIBELS were positively correlated to CRCT Reading Composite score for 234 first graders and 249 second graders. In addition to this general hypothesis it was predicted that DIBELS Oral Reading Fluency was the best predictor. Girls showed no differences from their same aged male classmates.

Smith, B., Wiegand, K. *Georgia Southern University*. Color and Emotion

Scores for the Dynamic Indicators of Basic Early Literacy Skills DIBELS were positively correlated to CRCT Reading Composite score for 234 first graders and 249 second graders. In addition to this general hypothesis it was predicted that DIBELS Oral Reading Fluency was the best predictor. Girls showed no differences from their same aged male classmates.

Widner, S., Davis, Q., & Richardson, D. *Augusta State University*. Promoting Minority Student Enrollment in Graduate School

We report on our department's efforts to increase minority enrollment in graduate programs in psychology. We surveyed 67 minority psychology majors to identify the reasons they may not attend graduate school. Financial concerns and the lack of a mentor may be two areas to target to increase graduate school applications.

King, A. *Valdosta State University*. Predictors of job satisfaction: An investigation of teacher candidates and public school teachers

An exploratory study of predictors of job satisfaction for current teacher candidates and employed public school teachers was conducted. Participants (N = 81) were recruited from a regional university in Georgia and two local public schools (one elementary and one middle grades). Overall work-related thoughts significantly predicted 27% of the variance found in perceived job satisfaction, for this sample. A majority of participants (65%) disclosed feelings of depression over the previous 4 weeks.

Bruzek D. & Talor, C.R. *Valdosta State University*. Retrospective reports of college student participation in D.A.R.E.

Undergraduate students participated in a retrospective study of D.A.R.E. participation, current and past use of drugs. Participation in D.A.R.E. was not related to a lowered use of drugs.

Depaola, S., Avery, D., Trammell, T., Williams, J., Scott, V., Roberts, M., & Tosh, J. *Thomas University*. Death Anxiety and Meaning in Life Among Older Adults

The increase in the number of older adults has increased the interest in the attitudes toward death that this age group holds and how those attitudes are related to other factors that influence quality of life. The present investigation assesses the relationship between death anxiety and meaning in life in a sample of older adults. Age was positively correlated with the Fear of Being Destroyed subscale.

Zhang, R., *Guangzhou University, China.*, Chen, L., *Valdosta State University*, Xu, Y., *Guangzhou University, China.* Controlled Autonomous Learning -- An Empirical Research in English Listening

While technology has been widely used in language learning, the reports on the effectiveness of technology in ESL/EFL listening are limited. An empirical study was conducted on the effects of Web-based computer-assisted learning on students' listening comprehension. Although students do not have traditional listening classes, their listening ability improved. Web-based computer-assisted learning particularly benefited students with a low-level English language competence. Web-based computer-assisted learning also motivated students' learning in English listening and promoted learner autonomy. Use of a Web-based self-study activity package for language instruction appears an efficient way to increase learning outcomes of ESL/EFL listening. Time slots saved from the traditional listening classes may be used to provide other communication-oriented classes, such as oral classes, to improve students' communicative competence in English.

Kohn, S.J. *Valdosta State University.* Gender Differences in Social Comparison Target Preference in Later Life

Community-dwelling seniors (N=437-M-age=73.86) were surveyed about the targets that they used to make health-related downward (to persons worse off) and lateral comparisons (to persons perceived as similar). Target data were gathered with the Rochester-Social-Comparison-Record and showed that downward comparisons were made most often with an imaginary target ($p < .001$), while lateral comparisons were made with real person target ($p < .001$). The majority of the sample also compared themselves to age

Presentations, Workshops, Roundtables, and Discussions

Saturday, April 14, 2007

9:30—11:30 am

Room 256

Mock GRE Experience

Deborah Briehl, *Valdosta State University*

The Graduate Records Examination is one of the most important components which graduate schools evaluate students for program admission. Yet many students have minimal knowledge about, and preparation for, this test.

The mock GRE experience provides students with an opportunity to take sample tests in each of the three major components of the Graduate Records Examination before they take the actual test. These sections are the verbal, mathematics, and writing sub-tests.

Students will take practice test in timed conditions, then after lunch receive feedback on their test performance. The mock GRE experience feedback can be used to help guide study for the actual test, familiarity with testing conditions, and an understanding of the test itself.

9:30—10:30 am

Room 261

Paper session 1

Issues in ethics, cheating, and resilience

Nielsen, M., *Georgia Southern University*, moderator

Richman, H., & Halford, F. *Columbus State University.* Cheating and related factors among university students:

Cheating behaviors and a number of associated factors were assessed via questionnaire in 150 undergraduates. Very high rates were found, esp. in math. Easy convenient methods were common whereas major plagiarism was rare. Types and frequencies are reported. Positive professor ratings were associated with lower rates of cheating.

Walls, E., & Talor, C.R. *Valdosta State University*. Student ratings of scenarios of cheating

College students were provided scenarios of cheating and no cheating on tests and paper writing assignments. Students rated all incidences of cheating as inappropriate, regardless of magnitude. A minority of students also rated working hard and applying extra hours as cheating. Relationships to study skills, procrastination, time management are reported.

Goldman, B., Norman, M., Maddox, S., Williams, K., Terrell, M., Cagel, M., & Hale, M. *Clayton State University*. Predicting Well-Being: The Role of Dispositional Authenticity and Resilience.

We investigated how individual differences in dispositional authenticity and resilience predicted various markers of psychological well-being. Results indicated that authenticity and resilience both positively contribute to one another and to well-being. Furthermore, when controlling for the influence of one another, authenticity and resilience generally function as independent predictors of well-being.

(receptive language) and ITPA (expressive language) scores were obtained. Mothers spent 68% of time pointing and < 20% on verbal elaboration/questions. Maternal reading strategies didn't differ by preschool age, but were significantly more complex for boys than girls.

Biek, D., *Macon State University*. Awareness of Math Stereotypes in Adolescence.

The present study investigated awareness of gender stereotypes related to mathematics in eleven middle- and high-school classrooms and found a large proportion of the eighth- and tenth-grade participants failed to produce a relevant gender-related mathematics stereotype in a cued-recall exercise! Among those adolescents who did produce a relevant gender-based stereotype, directionality of the stereotype predicted performance in the mathematics classroom as well as participants' level of interest and self-efficacy in the mathematics domain. Findings from this study suggest that researchers, educators, and policy-makers need to take a closer look at our assumptions concerning the widespread existence and early onset of the "girls are bad at math" stereotype.

Hinkle, K., *Valdosta State University*. High-Stakes Testing and Student Achievement: The Elephant in Our Professional Living Room

With the enactment of the federal No Child Left Behind Act of 2001 (NCLB), standardized test scores are considered to be the best indicator of school district accountability and student achievement. As a result states are responsible to construct an accountability system with attached consequences--or stakes--for student performance. In response, states have begun developing content standards in reading, math and science which are to be linked to test questions used to measure student competence and district progress. The purpose of this session is to question why psychologists and educators engaged in higher education have remain silent on this issue.

10:30—1130 am

Room 261

Paper session 2
Developmental Psychology

Charles R. Talor, *Valdosta State University*, moderator.

Wu, C.C., *Georgia Southwestern State University*, & Honig, A. *Syracuse University*. Cross cultural perspectives: Taiwanese maternal storybook reading strategies with their preschoolers

In Tainan City, Taiwan, 82 mothers were videotaped reading to preschoolers, for whom PPVT

11:30 am – 12:30 pm**Room 261****Keynote Address**

Wilson, J., *Georgia Southern University*. Rapport in the Classroom and Student Outcomes.

A wealth of research indicates that immediate teachers, those who are psychologically available to students, enjoy benefits such as high evaluations of their skills as a teacher and their finesse as a person. Unfortunately, immediacy has been characterized by specific verbal and nonverbal behaviors which may be too limiting to professors who do not naturally express these behaviors (e.g., humor, using gestures when talking, or calling on students by name). Instead, any communication of liking students can foster rapport in the classroom and lead to positive student outcomes such as higher motivation to learn as well as improved student attitudes toward both the teacher and the course material. In fact, students who think their teacher likes them also make higher grades than those who do not perceive a positive attitude from their teacher. Thus, communicating liking to students helps them by potentially increasing motivation, fostering a positive attitude toward course material and learning, and even improving grades. Liking students benefits teachers as well by eliciting more positive teaching evaluations, improving the classroom atmosphere, and leading to greater job satisfaction.

12:30 – 1:30 pm**SLC Lobby****LUNCH in the cafeteria of the Student Life Center**

Lunch buffet (\$10.50)

Includes sandwich platter, rolls, salads, sides, drinks, dessert.

1:30 – 2:30 pm**Room 256****Mock GRE experience feedback**

Briehl, D. *Valdosta State University*.

Feedback will be provided to students on their mock GRE text performances, including criteria the Educational Testing Service will use to grade the writing sample test.

1:30 – 2:30 pm**Room 261****Technology and the Teaching of Psychology**

Browne, B., *Valdosta State University*, moderator.

Brovey, A., & Brasell, H., *Valdosta State University*. Using Technology and Teaching in 2017: A Discussion Regarding The Impact of Technology on Education

We will cover how technology needs are changing and how these changes will effect both students and teachers in the coming years. Aspects of online technology and resources that are available for teachers will be discussed. The focus of the discussion will be to examine what classrooms may be like 10 years from now.

2:30–330 pm**Room 256****Exploring Careers in Psychology and Related Fields**

Kallima, W., Biek, D., *Macon State College*, & Murray, J., *Georgia Southern University*. *Exploring Careers in Psychology and related fields*.

A panel discussion of the different career fields for students interested in Psychology and closely related fields (i.e. Social Work, Marriage and Family Counseling).

2:30—3:30 pm**Room 261****Paper session 3
Psychology of Teaching**

Mayo, J.A., *Gordon College*. Pedagogical Applications of Personal Construct Theory

As the centerpiece of assessment in George Kelly's personal construct theory, the repertory grid technique (RGT) highlights bipolar meaning dimensions (e.g., nature-nurture). In this workshop on the pedagogical efficacy of RGT in the undergraduate psychology curriculum, I will overview the instructional methodology and learning outcomes from my own published reports.

3:30—4:30 pm**Room 256****How to get into graduate school**

Widner, S., *Augusta State University*, Murray, J., *Georgia Southern University*, Briihl, D. *Valdosta State University*.

Discussion of requirements of graduate school programs in the applied social sciences. Focus will be on programs in Psychology, Social Work, Marriage and Family Counseling, and related fields. Discussion will include entry requirements of master-level and doctoral programs.

3:30—4:30 pm**Room 261****Paper Session 4
Psychology of Religion**

Kathy Wiegand, *Georgia Southern University*, moderatorGordon, G., & Browne, B., *Valdosta State University*. The Concept of Self and Others in Hegelian Ideology.

Using Q-sort methodology, we investigated the influence of religion on individual's perceptions of self, others, and God. Our hypotheses are based on Hegelian philosophy. Individuals who belong to similar religious groups demonstrate certain social similarities in their perceptions of self, others, and God. Additionally, those with a positive attitude toward religion, will group self and others more similarly than those individuals with a negative attitude toward religion.

Richman, H., & Wright, A. *Columbus State University*. Religiosity and Well-Being II.

In a sample of 194 university students, religiosity (specifically "living one's beliefs) and a belief in maintaining high moral/ethical "values" were found to be associated with lower levels of psychological distress and increased life satisfaction. Religious attendance and adherence to religious tradition did not show similar relationships.

Nielsen, M., *Georgia Southern University*, Cragun, R., *University of Cincinnati*. Secularization among Mormons: Knowledge of Polygamy reduces devotion to the LDS church

Although tens of thousands of people in the U.S. are involved in polygamous marriages (Adams, 2005), little is known about the factors that predict people's attitudes toward polygamy. The present study examines the role of demographic variables in predicting attitudes toward polygamous relationships, and the effect of knowledge regarding polygamy on LDS (Mormon) churchgoers' faith.

4:30—5:30 pm**Interest group sessions**

4:30—5:30 pm**Room 261****Industrial-Organizational Psychology**

Wiley, L., *Valdosta State University*. Introduction: Education and Careers in I-O Psychology

Spremulli, M., *President, The Chrysalis Corporation*. Confessions of a Corporate Consultant

Personette, M., *Personnel & Customer Operations, Falcon Solutions*. Consumer Surveys: Real World Problems and Solutions

Villa, M., George, L., King, A., Spezzo, V., & Pfeifer, L. *Graduate Students in Industrial/Organizational Psychology, Valdosta State University*. A Panel Discussion on Industrial/Organizational Psychology: Education and Career Dynamics.

4:30—5:30 pm Room 256

Psychology of Aging

Kohn, S.J. *Valdosta State University, moderator*. Introduction to the Psychology of Aging Interest group.

Locker, T., *Georgia Southern University, discussion leader*. Delivery of psychological and social services to rural Georgia

Roundtable discussion of issues of delivery of human services to elders living in low density, rural environments.

4:30—5:30 pm Main SLC Lobby (North)

Developmental Psychology and Early Intervention

Talor, C.R., *Valdosta State University, moderator*. Introduction to the Developmental Psychology and Early Intervention Interest group.

This is an informal meeting of GPS members who are interested in Developmental Psychology and Early Intervention. Some activities planned for this meeting are to create a listserv for continued communication, dis-

cussion of possible collaborations in future research, teaching and grant writing. Since members are based across the state of Georgia, it may be possible to create regional or state-wide collaborations.

4:30—5:30 pm Main SLC Lobby (South)

Psychology Clubs of Georgia

Parkhurst, N., *Valdosta State University, presiding*. Introduction to the Psychology Clubs of Georgia Interest group.

This meeting is open to both students and faculty who are interested in sponsoring Psychology Club activities. This is the first attempt in Georgia for meeting and developing future interactions for Psychology Clubs across the state.

Agenda will include discussion of possible future joint activities, collaborations, and discussions of issues of common interest for Psychology Clubs, such as community volunteer projects, social activities, career developmental activities for members.

5:30—6:00 pm Room 261

General Meeting of the Georgia Psychological Society.

TOPICS

- Feedback
- Issues for future
- Planning committee for 2008 meeting

Doctoral program in Clinical Psychology at Georgia Southern University

Visit us on the web:

<http://class.georgiasouthern.edu/psychology>

Psy.D. (Clinical Psychology, rural practice emphasis)

Minimum Admission Standards:

Undergraduate GPA: 3.25

GRE: 550 Verbal, 550 Quantitative, Psychology subject test

All applications require

- Online application—
<http://admissions.georgiasouthern.edu>
- Statement of Professional Goals
- 3 letters of recommendation
- Official transcripts, and official GRE scores

Graduate Assistantships are available for the Doctoral Program.

To download an application form:

<http://cogs.georgiasouthern.edu/forms.html>

Deadline

January 15

Graduate program in Industrial/Organizational Psychology at Valdosta State University

Our students have a high success rate in acquiring jobs in human resources, research, and human services.

Visit us on the web:

http://chiron.valdosta.edu/lwiley/ioprogram/why_io.htm

M.S. in Industrial/Organizational Psychology

Regular admission standards:

Undergraduate GPA: 3.0

GRE: 1000 combined Verbal and Quantitative scores, with neither score below 400.

GRE Analytical writing score of 3.5

Probationary admission

Undergraduate GPA: minimum 3.0

GRE: 800 combined Verbal/Quantitative score, with neither score below 400

OR

Undergraduate GPA: minimum 2.5

GRE: 1000 combined Verbal/Quantitative score, with neither score below 400.

All applicants must submit three letters of recommendation and a goal statement.

Georgia Psychological Society would like to acknowledge the following sponsors and supporters for our second annual meeting:

- ◆ Department of Psychology and Counseling at Valdosta State University
- ◆ Department of Continuing Education at Macon State College
- ◆ Department of Social Work at Valdosta State University

Author Guidelines for submitting articles to the Southeastern Journal of Psychology©:

The Southeastern Journal of Psychology© invites original manuscripts on topics in applied and basic psychology, and interdisciplinary work which intersects with psychology, such as education and learning, assessment and nursing, behavior within social groups. Articles representative of a variety of disciplinary bases are accepted. Content may address research, reviews, scholarly writings, field and clinical experiences, and the teaching of Psychology.

Brief manuscripts are 1,500 to 2,500 words (3 to 5 single spaced pages), manuscripts are 5,000 to 10,000 words (10 to 20 single spaced pages). Review of literature manuscripts will also be considered. All manuscripts must conform to the editorial style of the fifth edition of the APA style manual.

The Southeastern Journal of Psychology© is published in both electronic and hardcopy formats. For the electronic format, hypertext submissions are welcome.

- ◆ Articles may be submitted either electronically to the Editor or by ordinary mail on a floppy diskette, CD, or DVD disk in windows in MS Word format. All articles will be peer reviewed in a blind process.
- ◆ Articles should be prepared according to the guidelines in the publication manual of the American Psychological Association (The Fifth Edition).
- ◆ Please include a 100-150 word abstract.
- ◆ Questions concerning possible contributions be directed to the Editor.

crtalor@valdosta.edu, or by

U.S. Postal Mail at

Dr. Charles R. Talor
Editor,
Southeastern Journal of Psychology
Department of Psychology and Counseling
Valdosta State University
Valdosta, Georgia

At a glance schedule of the second annual meeting of the Georgia Psychological Society, Macon, GA. April 14th				
Friday, April 13, 2007 Macon State College Campus Location: SLC lobby, Macon State College				
3:00—5:30 pm	Informal social and setting up: Campus of Macon State College			
Saturday, April 14, 2007 Location: Student Life Center, Macon State College				
8:30—9:30 am	Poster Session SLC lobby			
9:30—10:30 am	Begin Mock GRE experience Room 256	Paper Session 1: Issues in ethics, cheating, resilience Room 261		
10:30—11:30 am	Continue MOCK GRE experience Room 256	Paper Session 2: Developmental Psychology Room 261		
11:30—12:30	KEYNOTE: Rapport in the Classroom and Student Outcomes Dr. Janie Wilson, Georgia Southern University Room 261			
12:30—1:30 pm	LUNCH—buffet (\$8.95 a plate) in cafeteria			
1:30—2:30 pm	Begin Mock GRE Feedback. Room 256	Using technology and teaching in 2017 Room 261		
2:30—3:30 pm	Exploring careers in Psychology Room 256	Paper Session 3: Psychology of Teaching: Dr. Joseph Mayo. Room 261		
3:30—4:30 pm	How to get into graduate school Room 256	Paper Session 4: Psychology of Religion Room 261		
4:30—5:30 pm	Interest group: <i>Psychology Clubs in Georgia.</i> SLC lobby	Interest group: <i>Psychology of Aging.</i> Speaker: Ms. Taunia Locker, M.S., LCP, Room 256	Interest group: <i>Industrial-organizational Psychology.</i> Speaker: Mr. Michael Spremulli, Room 261	Interest group: <i>Developmental Psychology and Early Intervention.</i> SLC lobby
5:30—6:00 pm	General Georgia Psychological Society meeting Feedback, setting up for next year's conference Room 261			
Contact information for conference committee: Blaine Browne: blbrowne@valdosta.edu Joseph Mayo: joe_m@gdn.edu Michael Nielsen: mnielsen@georgiasouthern.edu Charles Talor: crtalor@valdosta.edu Wendy Kallima: WKallina@mail.MaconState.edu				