

Volume 1, Special issue 1, April 2006

Southeastern Journal of Psychology

PROGRAM SCHEDULE

1st Annual Meeting

Georgia Psychological Society

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The Georgia Psychological Society



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- ◆ Aging and Psychology
- ◆ Teaching of psychology
- ◆ Early Intervention

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SOUTHEASTERN JOURNAL OF PSYCHOLOGY

A publication of the Georgia Psychological Society

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Teaching of Psychology

Psychology of Aging

Early Intervention

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Steven Kohn, PhD

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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.

REGISTRATION

Registrations will be taken in the main lobby of the Regional Center for Continuing Education, on the south campus of Valdosta State University, from 3:00—4:30 pm Friday, April 7th, and from 8:30 am to 10:30 am, Saturday, April 8th, 2006. Conference registration is \$20.00 for faculty (doctoral level), \$15.00 for professional (master's level), and \$5.00 for students (undergraduate and graduate levels). Members of the Georgia Psychological Society receive a 50% discount on these above rates. There is a Special Friday only registration of \$5.00.

GENERAL INFORMATION

Map of the rooms at the Regional Center for Continuing Education is on page iv. A buffet BBQ lunch and drink will be offered Saturday, April 8th, by the Valdosta State University Psychology Club for \$5.00 at 12:00 pm. 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) Early Intervention. The Early Intervention Group is dedicated to services for infants and young children at risk. Collaborations in teaching, workshops, and research are areas of focus for this group. Chair of the Early Intervention Group is Paula Wolfteich.
- (D) 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 and companies who will have booths at our first annual meeting.

1. Department of Psychology and Counseling, Valdosta State University
2. Division of Social Work, Valdosta State University
3. Southeastern Psychological Association
4. Association for Psychological Science
5. Worth Publishers: Melanie May, Representative
6. McGraw-Hill Publishers
7. Allyn and Bacon
8. The Haven
9. Greenleaf
10. Midtown Psychological Associates

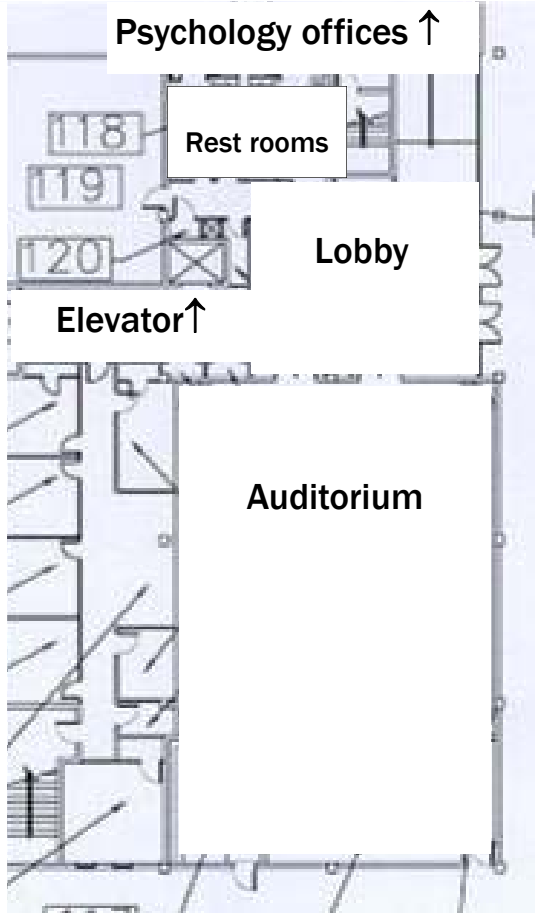
ACCREDITATION

Continuing Education units have been applied for Head Start Personnel (teachers and consultants) for Introduction to Disaster Services, and the Workshop in Assessment of Malingering in Clinical Psychology.

Social Work contact hours are provided (from Division of Social Work, VSU) for the following: Reflective Pedagogy and Analogy Construction—1 hour, Introduction to Disaster Services—2.5 hours, Workshop in Assessment of Malingering in Clinical and Counseling Psychology—0.75 hour, Symposium in Clinical and Forensic Psychology—0.75 hour, Symposium in the Psychology of Aging—0.75 hour, Symposium on the Psychology of Religion, Motivation, and Creativity—0.75 hour.

Regional Center for Continuing Education

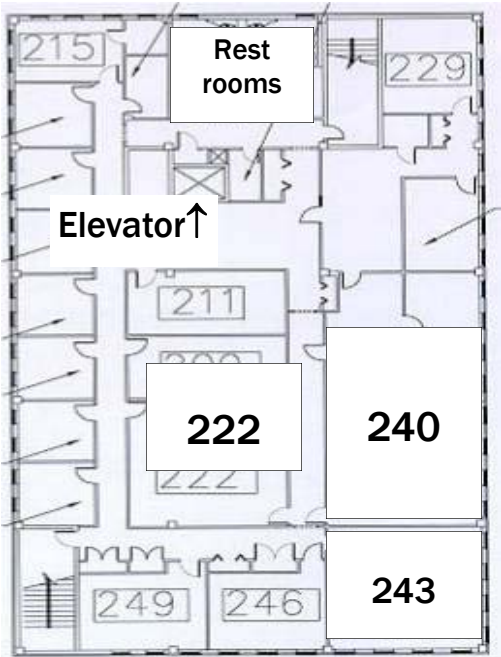
Parking



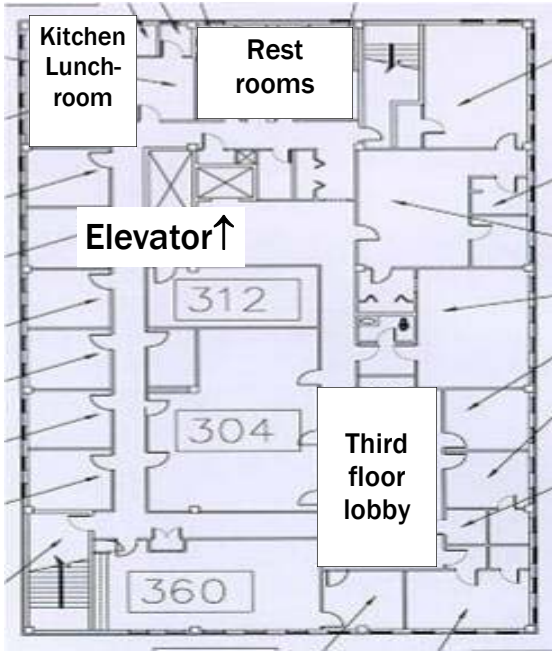
Parking

north ← 1500 N. Patterson Street → south

First floor map



Second floor map



Third floor Map

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Proceedings of the First Annual Meeting of the Georgia Psychological Society

April 7-8, 2006

Friday, April 7, 2006
Poster Session 3:30—4:30 pm
Main Auditorium

Bales, Christen, Valdosta State University. The Effects of Behavior on Emergent Reading

Failure to meet grade expectations in reading is the most cited reason for retention in early grades. Past researchers have investigated the acquisition of early literacy and the impact of behavioral deficits. In the current study, an accelerated reading program (STAR) was used to gauge students' progress in emergent reading skills.

Boatright, J., University of Exeter, England & Talor, C.R., Valdosta State University. Use of Technology Across the Lifespan.

In the last 15 years, home computers, cell phones, email, chat rooms, and access to videos and music have become incorporated into our lifestyles. Previous research of elders focused on providing training and access for those who are technologically illiterate (O'Hara, 2004; Ostlund, 2004) to access this lifestyle. In the present study, economically well off and educated older adults were compared to younger adults use of computers and electronics.

Walls, E., & Browne, B. Valdosta State University. The Effect of Word Length and Imageability on Memory

This study examined imageability and word length on memory. The hypothesis is that both concrete and abstract short words will be recalled about the same amount but long concrete words will be recalled significantly more than long abstract words. The results supported our interaction hypothesis.

Gonzalez, B.D, Ironson, G.H., Balbin, E.G., & Detz, K.J. University of Miami, Immune System Responses to Negative Life Events in HIV+ Subjects

This study will determine the effects of recent deaths and/or divorces on psychological and immunological factors in HIV+ patients. As hypothesized, depression was affected significantly, while other factors were affected as hypothesized but analyses did not reach significance levels. Also, several factors were found to predict recovery from deaths and divorces.

Talor, C. Valdosta State University. Impact of economic recession on college students' quality of life

Quality of life of college students were assessed over two time periods: in the economic boom year of 1999, and in the recession and recovery year of 2004. Participants were 60 (45 women, 15 men) adults ($M = 23.15$ years) attending a medium sized university in the southeast United States. Using a modified Quality of Life Questionnaire (Schalock, R.L and Keith, 1993) college students scores were similar for life satisfaction, independence, and community integration across time periods. However, students in the economic recession reported lower competence and productivity scores. The college experience appears to insulate students from some aspects of the external economy.

Stout, S. Valdosta State University, Analysis of Group by Trial Effects using a Randomization Comparison of Geometric Growth Rate Parameters

The traditional method of deciding whether rate of extinction varies between groups as a result of an experimental manipulation is to seek a significant Groups x Trials interaction with a mixed-model ANOVA. This procedure suffers from serious conceptual and methodological flaws.

Kohn, S.J., Dove-Steinkamp, M., & King, A.J. Valdosta State University. The Effect of Selective Social Comparison Processes on Depression and Anxiety in Later Life.

Depression and anxiety are recognized as distinct, yet common later life disorders associated with normative age-related health and functional changes. Gerontologists argue, however, that depression and anxiety linked to age-related physical changes can be diminished as older adults selectively compare themselves to age peers whose situation they per-

ceive as either similar to (lateral) or worse off than (downward) their own. More specifically, using downward comparisons will impact a reduction in symptoms of depression, while lateral comparisons will contribute to reduced feelings of anxiety. A model in which depression and anxiety was tested in a sample of 437 older men and women ($M = 74.55$ years).

Register, April. Valdosta State University. The Overrepresentation of Minorities in Special Education Programs

This study examined disparities in special education placements for minorities in American society. African-American, Native-American, Hispanic, and Asian/Pacific Islander students have disproportionate assignments to special education programs relative to their portion in the population compared to Caucasian-American counterparts. The 22nd Annual Report to Congress found that Asian/Pacific Islander and Hispanic students were over-represented in 3 of 13 disability categories, while African-American and Native-American students were over-represented in 9 of 13 disability categories. In order to examine educational disparities, data from the Early Childhood Longitudinal Study were examined for special education placements as a function of race, ethnicity, and socioeconomic status.

Popivker, L., & Malcolm, D.S. Fordham University, New York. Does Information or Secondary Reinforcement Maintain Behavior in College Students?

Research with animals shows that information or feedback is only sought if it provides a signal that a positive reinforcer is available. In fact, responding in pigeons will only be maintained if they get a signal telling them positive reinforcement will be available and will not continue to respond for information that tells them about a nonreinforcing situation even though logically the same amount of information is present in either case. It would appear that in most animals behavior is being maintained by secondary positive reinforcement rather than a desire for information about the situation. This study attempted to examine this question in 50 college students by giving them a quiz on basic Psychological knowledge. The participants had the opportunity after each question to obtain feedback on their answer. The scored participants lost credit for an answer if they asked for feedback. The study found that participants who were not scored preferred to know whether they were correct or incorrect significantly more than participants who were scored ($p < .01$). Although students are naturally inclined to

learn, when the choice is between raising their scores and gaining information about the correctness of their answer, they would choose to raise their scores supporting the secondary reinforcement hypothesis in explaining observing behavior in humans as is found in pigeons.

Collier, R., & Malcolm, D.S., Fordham University, New York. Sowbug Whisperer: An Attempted Replication of a Psi Effect in Armadillium

Armadillium also known as the sowbug or Woodlouse, is a common crustacean found in most parts of the world. The Armadillium is a generally harmless creature, and can benefit gardens by stimulating decomposition in woodlands. Much research has shown that sowbug behavior is primarily driven by taxes and extensive research has shown the sowbug is capable of learning only relatively simple tasks. Despite these limitations on its abilities and nervous system, Randall (1971) reported a significant effect when schoolboys transmitted via telepathy which section of a circular area Armadillium were to locate. In this attempt to replicate this Psi effect in the woodlouse, we adhered to the original experiment as closely as possible with some changes to increase control and reduce possible confounds in the results including cleaning the area between trials to eliminate any possible chemical cues. Twenty-five trials were conducted with six different woodlice. As expected no significant Psi effect was found, $c^2(4, 150) = 0.281$, $p > .05$. Further research in Psi using invertebrates would not seem to be a useful field of study until some solid evidence has been found that some such Psi effects exist.

Browne, L., & Lawson, A. Valdosta State University. Exposure Duration on Recognition Memory.

Current examinations of recognition memory have concentrated on 'false memory' generation. Specifically research has focused on semantic aspects of words in relation to false recall (Roediger & McDermott, 1995; 2000). Other research has focused on the malleability of memory by examining how misinformation affects recall accuracy as well as how mood and/or emotions influence memory (Bowers, 1981; LeDoux, 1996). The present study extends previous research by examining how exposure duration and affective word type influ-

ence recognition memory. Moreover, the present study was aimed at examining which types of information, if any, would be recognized when processed at very short presentation durations in an incidental learning task. One hundred twenty undergraduate students (67 women and 53 men, M age = 19.8 years, $SD = 3.75$) participated in the study. Participants were assigned to one of two groups based on the stimulus durations (150 msec or 500 msec) of a lexical decision task (LDT). Performance on the incidental learning task (LDT) was consistent with past findings (Bowers, 1981). Participants responded to words faster and more accurately than non-words. Participants responded to emotional items faster and more accurately than non-emotional items in an incidental learning task, leading to an increase in subsequent accurate recognition for these emotional items.

Briehl, D., & Wasieleski, D. Valdosta State University. The GRE Analytical-Writing Test is and how programs use it.

Since October 1, 2002, students taking the GRE have had to take the Analytical Writing Test (GRE-AW). This test is designed to assess critical thinking and writing skills. This test has been shown to be positively correlated with self-reported UGPA (ETS, 2004), other measures of academic writing (Power, Fowler, & Welsh, 1999) and is more closely correlated actual writing skills than the personal statement (Power & Fowles, 1997). Power and Fowles (1997) also found graduate faculties assess the same features as GRE essay graders when judging essay quality. This test also shows smaller gender and ethnic differences than the old MC analytical writing test, although it is not as good for students for whom English is a second language (Schaeffer, Briel, & Fowles, 2001).

To find out how graduate psychology programs are using the GRE-AW test, a seven item survey was sent out to the coordinators of programs listed in APA's (2005) *Graduate study in psychology*. Responses were received from 142 universities. Overall, 35% use the GRE-AW test in some way in their admission policy, with Ph.D. and Ed.S. programs using it more than Masters and other doctoral programs (Psy.D., Ed.D.). While some programs are considering using the GRE-AW test, 78% of the programs not using the GRE-AW measure are not planning on doing so. Programs that do use the GRE-AW test usually require the test, but do not have a set cut-off score, and they rate the test as medium or low in importance in their admission decisions.

Presentations, Roundtables, and Discussions

Friday, April 7, 2006

4:30-5:20 pm Room 240
Teaching of Psychology Roundtable. D. Briehl, presiding.

Speakers (and specialty areas) are: Lowney, K. (Social Work), & Briehl, D. (Psychology).

Discussion of requirements 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.

5:20-6:45 pm Room 240
Discussion: Overview of Graduate Fields in the Social Sciences. D. Briehl, Valdosta State University, presiding.

Panel Speakers (and specialty areas) are: Lowney, K. (Social Work), Hinkle, K. (School Psychology), Wiley, L. (Industrial-Organizational Psychology), & Briehl, D. (Experimental Psychology).

Discussion of the different areas of specialty for graduate study in Psychology, Social Work, Marriage and Family Counseling, and related fields. Degrees required for special employment areas and job tasks.

5:20-6:30 pm Room 243
Reflective Pedagogy through Analogy Construction. Mayo, J., Gordon College.

Through constructivist pedagogy, students experience reflective and self-directed learning on the basis of relating salient course principles to their pre-existing conceptual understandings, life experiences, and predilection for discovery. Over the past two decades, I have successfully employed numerous constructivist techniques in teaching college undergraduates. As a result, I have been inspired in recent years to uncover empirical validation in my own classes for these apparent pedagogical successes.

As one such example, analogical reasoning as a constructivist classroom approach has long held my interest. In this proposed 60-minute symposium, I will discuss the educational implications and applications that stem from the professional literature regarding the efficacy of analogy construction as a heuristic tool, emphasizing the instructional methodology and learning outcomes of my own published research on this topic.

Since thinking and speech are inherently metaphorical processes, effective teachers across disciplines incorporate analogies and metaphors (sometimes even unwittingly as in using "Likewise," "Comparably" "Just as," and other such expressions) as explanatory tools in introducing new concepts to their students. In my presentation, I will highlight supporting rationale and general guidelines for teaching with analogies. As additional food for thought in terms of subsequent classroom application, I will conclude my presentation with several analogy-based classroom activities arranged in ascending levels of complexity.

Presentations, Roundtables, and Discussions

Saturday, April 8, 2006

8:30-8:50 am	Main Hall
Opening and Coffee/Doughnuts	
Registration	Main Hall

9:00-9:50 am	Room 243
Teaching of Psychology Interest Group Meeting with Joe Mayo. D. Briehl, Valdosta State University, presiding.	

Open discussion of topics in the Teaching of Psychology. Needs of south Georgia, research opportunities and collaborations.

9:00-11:50 am	Auditorium
Introduction to Disaster Services. White, P., American Red Cross	

This is the Red Cross introduction to disaster services. Training for child care workers, head start personnel, and others who wish to receive the basic introduction training for assisting in disaster events.

10:00—12:00 pm	Room 240
Mock GRE Experience. D. Briehl, Valdosta State University.	

The mock GRE experience provides students a realistic exam experience before taking the actual assessment. Students will take a shortened version of the verbal, quantitative and written sections. Students will receive feedback on their mock performance in the 1:00 pm afternoon session (below).

12:00-1:00 pm	LUNCH
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12:00-12:45 pm	Room 222
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Lunch meeting of the Early Intervention Interest group. L. Hilgert, Valdosta State University, presiding.

Meet and discuss early intervention issues for south Georgia. Topics include research and applied needs, grant opportunities, and fellowship.

1:00—1:50 pm	Room 240
Mock GRE Feedback. D. Briehl, Valdosta State University.	

Students will receive feedback on their performance on the verbal, quantitative, and written sections. This session completes the testing session begun at 10:00 am (above).

1:00—1:50 pm	Room 243
Workshop: Assessment of malingering in clinical and counseling psychology. K. Colwell, Valdosta State University.	

Clinicians are often faced with distortion or fabrication of symptoms. This session provides an overview of assessment techniques designed to detect these issues of response style. These will include: the forced-choice paradigm, symptom validity testing, and other interviewing and assessment strategies. Areas of assessment will include: feigned cognitive impairment (amnesia and low IQ), forensic assessment (competence, criminal responsibility), memory for events, and psychosis. Methods of assessment will be presented which can be used by nurses, social workers, law enforcement, and counselors.

as an important later life coping strategy. Implications with respect to future research and clinical practice with older adults will be discussed.

Evaluating an Interactive Activity Enhancement Group (IAEG) in an Alzheimer's Day Care. Holliman, D. Valdosta State University.

This project is a modified replication of a study done in 1998 in a geriatric psychiatry facility in Tuscaloosa, Alabama. In this 2004 study, clients of the Division of Social Work's Alzheimer's Day Care were recruited to participate in an interactive active enhancement group. Clients were pre-tested and post-tested prior to the intervention and consent was obtained to participate in the group from the client's next of kin. Changes in activity and behaviors from enhancement is described. Recommendations on the intervention, limitations and opportunities for single subject and single group aging designs are discussed. Applications to research in a university and practice setting are outlined.

Stress and Coping in Nursing Home Personnel. Avery, C., Williams, J., Phillips, M., Smith, S., Maxwell, J., & DePaola, S. Thomas University.

As the number of older adults has grown and recognition of the problems of aging has increased, researchers have become interested in the ability of nursing staff to provide care for elderly nursing home residents. Little research has been conducted on the stress and coping of nursing staff who work in nursing homes. Some research indicates that lack of training of nursing assistants contributes to higher levels of job stress. Other studies have identified a number of working conditions that contribute to high levels of stress. For example, shift work, rotating shifts, and low pay are all associated with higher levels of stress. The central purpose of the present investigation was to assess the relationship between coping, perceived stress, and social support in a sample of nursing home personnel.

One hundred forty-five participants from three nursing homes took part in the study (60 nursing professionals, 85 nursing assistants). Participants completed a demographics form, Revised Ways of Coping Scale, Perceived Nursing Home Stress Scale, and the Work Social Support Scale.

Results indicated significant differences between nursing professionals and nursing assistants on: (1) the Perceived Nursing Home Stress Scale, with

nursing assistants reporting higher levels of perceived stress, (2) the Work Social Support Scale, with nursing assistants reporting lower levels of work support compared to nursing professionals, and (3) the problem-focused coping style, with nursing professionals scoring higher than nursing assistants, and (4) nursing assistants were more likely to use an emotion-focused coping style when compared to nursing professionals.

Research consistently indicates that nursing assistants provide the majority of care in nursing homes. This trend is also very likely to continue in the future. In addition, the majority of cases of resident neglect are associated with negative interactions between the resident and the nursing assistant. The results of our study clearly support the need for training programs that educate nursing assistants on the potential benefits of using a variety of coping styles within their job role. In addition, training programs that create formal social support networks for nursing assistants at the facility have the potential to impact the relationship between residents and nursing assistants.

Practice Roundtable Session: discussion of aging in South Georgia: community needs, aging in place, retirement migration, and statewide aging trends by symposium presenters.

3:00—3:50 pm Room 222
 Symposium: Psychology of Religion, Motivation, and Creativity. West, M. presiding

Religious Beliefs as Predictors of Attitudes Toward Cloning. Nielsen, M. Georgia Southern University, GA; Bainbridge, W.S., National Science Foundation; Hellstrom, I., Georgia Southern University, GA.

The role of religion in shaping people's attitudes toward human cloning was studied in an online sample. After reading a brief description of a man who wanted to clone himself in order to have children, participants rated how good or bad, as well as how likely, such an act would be. They also how beneficial human cloning would be, and whether there should be a law against human cloning. Analyses reveal that belief in God, but not confidence in organized religion, predicted attitudes toward cloning.

Participants were 312 website visitors (mean age =

23). Participants were 40.1% Male and 59.2% Female. They responded to a "Questionnaire about Technological Transcendence" containing the following vignette:

Richard is an athletics instructor who is unable to produce children. He has visited a new clinic that can clone human beings from a sample of a person's DNA. He provided them with a sample and has made arrangements to be cloned. In this way he hopes to have a child of his own.

In general, favorable attitudes toward cloning were associated with favorable attitudes toward technology, space exploration, and doubting the existence of God. Furthermore, the effect of belief in God generally reduces the predictive power of attitudes toward technology and is relatively independent of attitudes toward space exploration. Results indicate that religion plays a significant role in shaping people's attitudes against human cloning, but this is due more to belief in God than to confidence in organized religion.

The Effects of Cheating Behaviors of College Students on Faculty. Walls, E., & Talor, C.R. Valdosta State University.

While there has been extensive research on the reasons why college students may cheat, very little research has been conducted on the impact of the cheating on those who teach. In the present study, college faculty were randomly selected to participate in a survey on the impact of college student cheating. A total of 50 faculty were surveyed.

Previous research has identified four main reasons for college student cheating in academic work: (1) time constraints, (2) lack of ability, (3) opportunity, and (4) personality. In the present study, faculty identified reasons students who were caught cheating provided, then the reasons faculty attributed to the cheating. Specific forms of cheating were also reported across types of academic assignments: (1) tests, (2) paper assignments, (3) oral presentations, and (4) field work.

Technology has become a new factor in cheating. Students can now download papers or segments of papers online, and faculty reported use of google and other technology techniques to uncover cheating. Frequently reported faculty reactions to student cheating included anger, disappointment, and to seek justice.

Reffel, J. Valdosta State University. The relationship between perfectionism and "beyond" creativity

Torrance and Safter (1999) introduced the concept of "beyond" to describe those creative individuals who make a difference or "go beyond" in a given field. The Beyond Checklist (Torrance, 1999) provided characteristics of these individuals (e.g., delight in thinking, tolerant of mistakes, a clear purpose, and enjoy their work (Torrance & Safter, 1999)). The beyonder must be tolerant of mistakes and work to correct, modify, and change original ideas (Torrance & Safter, 1999). Perfectionism is commonly found in creative individuals (Schuler, 2002). Perfectionism can be adaptive or maladaptive (Parker, 2002). For example, creative talent in performing arts may benefit from perfectionism (Lynch & Harris, 2001). There may be elements of depression, shame and guilt feelings, and self-deprecation associated with perfectionism but one should exercise caution before viewing perfectionism as unhealthy (Schuler, 2002).

The current research addressed the relationship between perfectionism and the beyonder. Volunteers (n = 110) completed the Beyond Checklist (Torrance, 1999) and a perfectionism quiz (Adderhold & Goldberg, 1999). There was a significant correlation coefficient between the two scales, $r(110) = .26, p = .006$. While the results are consistent with previous research (Schuler, 2002), much of the variance remains unexplained.

Perfectionism may be a characteristic of some beyonders but it is not necessarily evident in all creative endeavors. Torrance (1999) found that being tolerant of mistakes was characteristic of only 46% of the beyonders. Beyonders may exhibit more adaptive perfectionism. The implications of perfectionism and beyonders will be further addressed in this session.

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 or WordPerfect 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

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Schedule of the first annual meeting of the Georgia Psychological Society, Valdosta, GA. April 7th & 8th

Friday, April 7, 2006 Pedagogy, Education and Psychology

Location: Continuing Ed Building, Valdosta State University

3:00 pm	Arrival and opening in Auditorium; Registration in lobby	
3:30 – 4:30 pm	Poster session in the main Auditorium	
4:30—5:20 pm	How to Get into Graduate School. Teaching of Psychology Roundtable: Dr. Deborah Briehl, Valdosta State University, presiding. Room 240	
5:30–6:30 pm	Overview of graduate fields in social sciences. Discussion: Dr. Deborah Briehl, Valdosta State University, presiding, Room 240 (to 6:45 pm)	Presentation: Dr. Joseph Mayo, Gordon College. Reflective Pedagogy through Analogy Construction. Room 243

Saturday, April 8, 2006 Psychology and the Social Sciences

Location: Continuing Ed Building, Valdosta State University

8:30—8:50 am	Opening and Coffee and Doughnuts in main Hall	
9:00—9:50 am	Meeting of the Teaching of Psychology Interest group featuring Dr. Joe Mayo. Room 243	Introduction to Disaster services. Auditorium
10:00-11:00 am	Begin MOCK GRE experience. Room 240	CONTINUE Disaster services Auditorium
11:00-11:50 am	CONTINUE Mock GRE. Room 240	CONTINUE Disaster services Auditorium
12:00—1:00 pm	LUNCH-on own <i>Psychology Club BBQ (\$5.00 a plate) available main lobby area.</i> Early Intervention Lunch meeting: host Dr. Larry Hilgert, 12:00—12:45 pm. Room 222	
1:00-1:50 pm	Begin Mock GRE Feedback. Room 240	Workshop: Assessment of malinger in clinical and counseling psychology. Room 243
2:00—2:50 pm	Symposium on Clinical and Forensic Psychology Room 240	Symposium and practice roundtable (to 3:15 pm): Psychology and Aging research paper session and Discussion Room 243
3:00 -3:50 pm	Symposium: Psychology of Religion, Motivation, and Creativity. Room 222.	Psychology and Aging Interest Group meeting (begins 3:25): Room 243
4:00 pm	Closing Session in Auditorium ♦ New interest group discussion: (1) Clinical and Counseling Psychology, (2) Experimental Psychology	(3) Ethnicity and Race, (4) Psychology of Social Work ♦ Proposal on name change ♦ Set-up committee for next year's meeting.