

NOTES

SCHEDULE OVERVIEW

WELCOMING REMARKS KEYNOTE SPEAKER

5:00 p.m.
Seegers Union Event Space

POSTER SESSION

5:30—6:15 p.m.
Seegers Union Event Space

CONCURRENT PRESENTATION SESSIONS

6:15—6:50 p.m. Paper Session A—SU 110

6:15—7:50 p.m. Paper Session B—SU 113

POSTER SESSION

Seegers Union Event Space

NAPPING BEHAVIOR IN COLLEGE STUDENTS: PREDICTORS AND EFFECTS ON NIGHTTIME SLEEP

Liuba Seaboyer and Lauren Bomberg

According to Takahashi (2003), "napping promotes waking function after normal sleep at night and also counteracts decreased alertness and performance under conditions of sleep deprivation." Prior research of children, the elderly, and night shift workers suggests that napping can improve daytime sleepiness. However, is napping beneficial for college students? Do other coping mechanisms, such as caffeine consumption, impact sleep? This study examines general sleep habits, beliefs, history, and hygiene. Objective sleep data is collected using actigraphy for one week, along with daily data collection of stress, sleepiness, and caffeine intake. With this data we explore how Muhlenberg students' nighttime sleep quality and quantity relate to their napping behavior and caffeine consumption.

MOVING AND SINGING TOGETHER: WHICH AFFECTS SOCIAL BONDING?

Michael Hogan, Amy Leeds, Kiersten Mulvey, Katie Ninivaggi, and Jonathan Ross

Previous research has shown that both music and synchrony play a role in social bonding (Harring and Edelman, 2013). The current research was designed to test the influence of music and synchrony together and separately. In four different condition, participants sang and moved, only sang, only moved, or neither sang nor moved. We hypothesized that singing and moving would lead to the greatest social bonding, as defined by rapport and entatativity, meanwhile no singing and no moving would lead to the least social bonding. The other two conditions of singing with no movement and moving with no singing were expected to show moderate to intermediate levels of social bonding.

FIRST DO NO HARM: THE ETHICS OF REVEALING PLACEBO EFFECTS

Michael Silverstein, Lauren Polcaro, Rachel Truitt

Kirsch has raised controversy by claiming that SSRIs are no more than placebos. Kirsch's claim has led to inquiry about the ethics of revealing placebos. Our study presents participants with the controversy of SSRIs' efficacy, and gauges their ethical beliefs about revealing the SSRIs as placebos. Our participants had mixed opinions regarding the morality of revealing placebo effects. The participants tended to agree that should Kirsch's critics be correct, it would be morally problematic to tell clients that SSRIs are solely placebos. However, if Kirsch were correct, the participants tended to shift their view in favor of revealing the placebo, $p < .01$. Patient history also led to some significant differences in beliefs, $p < .01$.

PERCEPTIONS OF HEROES AND VILLAINS AS UNDERDOGS

Elizabeth Vlattas, Kenneth Michniewicz

Previous research suggests that people associate underdogs with heroes (Vandello, Goldschmied, & Michniewicz, in press). However, modern villains can also have heroic qualities, as they often go up against the odds repeatedly in spite of probable loss. Using an online survey, we asked 88 participants to rate 52 popular characters (26 villains; 26 heroes) based on familiarity with the character, identification with the character, and underdog status. Results of correlational analyses showed that people identify more with characters the more they view them to be underdogs, regardless of whether or not they are heroes or villains. Men are significantly more likely to rate villains, but not heroes, as underdogs than women. These findings may have important implications for future research.

BODY TYPE AND CHARACTERISTICS

Alexandria Korba, Lauren Bisogno, Allison April, Caroline Barberi

Past studies show that football players are often stereotyped to be larger and stronger; characteristics that are associated with masculinity (Williams & Youssef, 1972). We hypothesized that since college athletes have more exposure and knowledge about diversity among athletes, they will be less likely to attribute masculine characteristics regardless of body type. Thirty Muhlenberg College students participated in an online survey: 17 athletes and 13 non-athletes. Our hypothesis was not supported by our results. We found that athletes and non-athletes did not differ in their perceptions of the characteristics of the silhouettes. However, people assigned to the larger silhouette had a significantly lower rating in feminine qualities than participants assigned to the smaller silhouette.

PERCEPTIONS OF COLLEGE STUDENTS' DRUG USE

Rachel Davis, Melissa Amico, Rebecca Boxbaum, Jennifer Beck

The goal of this study was to assess Muhlenberg students' perceptions of drug use according to academic major. Participants were shown one of four vignettes describing a student with either a major in either the arts or the sciences with identical extracurriculars, and were then asked how likely they were to use specific drugs using an adapted version of the Motivations for Drug Use Scale (Newcomb et al, 1988). We hypothesized that students involved in the Studio Art and Music majors will be more likely to be perceived as illegal drug users than students involved in Neuroscience and Engineering. We found no significant difference between any of the four conditions. Our results suggest there is no effect of major on perceptions of drug use.

EFFECTS OF TEACHING COGNITIVE DISSONANCE ON COGNITIVE DISSONANCE?

Rachel Truitt

Teaching potentially controversial information remains a topic of debate in the field of education. Attempts to preserve student well-being have given rise to various precautions (e.g., trigger warnings). Because people value having rationally devised thoughts and behaviors, evidence that we irrationally justify our behaviors may be aversive. The goal of this study was to examine the effects of teaching one such theory (Cognitive Dissonance Theory; CDT). Participants watched a scripted lecture on CDT and answered questions about the theory's implications regarding the self and others, judgements of the presentation, and their endorsement of the theory. We hypothesized that after viewing the CDT lecture, participants would convey through their responses that feelings of dissonance arose.

SELFIE-ESTEEM

Leah Foster, Jenna Gainsboro, Kate Lonsdorf, Lauren Waldman

Previous research suggests that participants who view their personal social media have higher self-awareness which leads to increased self-esteem (Gonzales & Hancock, 2011). We hypothesized that this would translate to the perception of others' self-esteem on social media. In our study, we created mock Instagram accounts representing three conditions: selfies, group photos, and photos of food. The accounts were accompanied by an adapted version of the Rosenberg Self-Esteem Scale. Our results showed that participants rated the mock Instagrammer as having higher levels of self-esteem for the selfie condition than in the group condition. Future research on this topic would be necessary to facilitate further development of these findings.

PERCEPTIONS OF BEAUTY AND INTELLIGENCE OF WOMEN

Jessica Chimoff, Amanda Fogelman, Samantha Gelbert, Arielle Gur

Previous research states that people perceived as beautiful are also expected to possess other favorable qualities, such as intelligence (Jackson, 1995). The goal of this study was to examine perceptions of beauty and intelligence of women based on the type of clothing they wear. We randomly assigned 72 participants to view one of three photos of women's clothing: revealing, formal, or casual attire. A three-by-two ANOVA showed that women wearing revealing clothing were viewed as less intelligent than women wearing formal clothing. There were no other differences in perceptions of beauty or intelligence. Our findings can contribute beneficial information to future research on the relationship between clothing and perceived characteristics.

BILINGUAL PICTURE NAMING IN ENGLISH AND FRENCH

Lauren Butler

In this study, French-English bilinguals named images of objects in both French and English. Participants received a cue indicating which language to name each object in. There were three cue types: colors, the written name of the language, and the audio cue of either the word "answer" or "répondez." Cues were presented at 0 ms, 500 ms, 1000 ms, and 1500 ms before the presentation of the object to be named. This study will then consider both what type of cue is the most effective and how much time, if any, between the cue and the presentation of the object to be named is the most effective in switching between the two languages. Data analysis is ongoing.

CONSUMER BEHAVIORS AND THE SELF

Meriel Conroy, Liz Katriel, Stacy Leinfuss

The goal of our study is to investigate how the advertised presentation of a media super-peer, a very familiar celebrity, affects potential consumer behavior. Peer influence has been found to affect self esteem (Strickhouser, 2015), while self esteem affects consumer decision making (Sirgy, 1982). We used the idea of the "media super-peer" to mimic peer relationships. This study examined the influence of self concept and video condition on purchase intent. We hypothesized that the way a media super-peer is portrayed in an advertisement will influence consumer behavior depending on initial reported levels of self-concept. There was a main effect of condition on purchase intent; however, there was no interaction between self concept and condition on multiple condition levels.

THE EFFECTS OF MUSIC AND YOGA

Miranda Keane, Victoria Marsala, Hannah Weinstein

This study investigated the effects of music and yoga on perceived and physiological stress. Our study looked at relaxation conditions of soul music, techno music and yoga. We hypothesized that soul would have the greatest effect in reducing stress. We proposed that perceived relaxation would be higher than physiological relaxation. Students participated in a stressful anagram task and were exposed to one of three conditions. Blood pressure, heart rate, and perceived relaxation were reported at three points. Our results showed that soul music had the greatest effect in reducing systolic blood pressure, which supports our hypothesis. Also, people who had a higher anxiety level on the State Trait Anxiety Inventory reported greater levels of perceived relaxation after the condition.

COLOR EFFECTS ON MOOD AND MEMORY

Stephanie Gallucci, Gaby May, Zoe Gurrieri, Caroline Whiting

This study explores the effect of color on mood and memory. We examined the effects of red, blue, and green overlays on a video clip. The fourth video was the control, with no color overlay. This helped us see whether the color and the emotion in the video effected memory. We believe that there could be a significant relationship between color, mood, and memory. We found that the videos with a color overlay had an impact on emotional outcomes. Our results also indicated that color did not affect the ability to recall details from the video.

CAN NEWS REPORTS PRIME RACISM?

Connor Tabak, Mary Monte, Madeline Tremont, Sarah Merlo, Marisa Garrity

This study explored the implicit attitudes associated with race and violence. Participants were placed in one of four conditions: three conditions were primed with news clips reporting the protests that followed the murder of Michael Brown; the fourth was a control condition. Afterwards, participants took an IAT in MouseTracker, designed to measure the strength of unconscious associations between two concepts. We predicted that the priming condition would influence participants' movements and reaction times, and that these results, indicative of implicit attitudes, will not match explicit attitudes. We found that participants' were closer to the ideal trajectory when making stereotype-consistent decisions than when making stereotype-deviant decisions.

SEX EDUCATION FOR CHILDREN

Chandler Belfort, Krysta Parker, Crystal Specht and Lauren Waldman

Within modern Western society, such as the United States, children are viewed as naive beings, who need to be protected from "difficult knowledge," such as sexuality, and thus are subjected to censorship and surveillance (Peterson, 2015). However, parentally induced restrictions in regards to children's access to sexual knowledge have shown to produce detrimental consequences for children's short term and long term psychological well-being. This proposal will introduce an age-appropriate approach to educating children about healthy sexuality.

SEX EDUCATION FOR ADOLESCENTS

Siedah Cazaubon, Liz Katriel, Steven Feldman

This poster presentation will feature a sex-positive education program for adolescents. The themes featured are biological, social, behavioral, identity, and power.

SEX EDUCATION FOR ADOLESCENTS

Nicole Berger, Sabina Muccigrosso, Anna Robinson, Lexi Schorr

Adolescence begins at the onset of puberty and begins a time of sexual exploration. Our poster will explore several critical components of sex education directed toward the unique developmental needs of adolescents.

SEX EDUCATION FOR COLLEGE STUDENTS

Dalit Agronin, Monique Goldstein, Jennie Colabatistto

The shift from college to high school is a challenging time for many young adults because it is when they establish a sense of identity and shift from their relationship from parents to peers (Samuolis, et al, 2001). Our proposal will highlight a sex education plan that specifically considers the challenges associated with developing a healthy sexual identity within the current collegiate "hook-up" culture.

SEX EDUCATION FOR ADULTS

Mary Donofrio, Sarah Barbakoff, and Brittany Smith

Women who wish to date casually, build their careers, and focus on themselves should consider how to develop healthy sexuality. Our proposal will feature a distinctively feminist sex education program for contemporary women.

SEX EDUCATION FOR OLDER ADULTS

Shira Gorelick and Sarah Merlo

Our poster presentation will focus on educating aging adults about healthy and empowering approaches toward sexuality. We will explicitly address some of the unique developmental needs of this particular age group.

WELCOMING REMARKS
KEYNOTE SPEAKER

5:00 P.M.

Seegers Union Event Space

KEYNOTE SPEAKER

Dr. Kenneth Michniewicz

Why Underdogs?: Using Psychological Research to Explore the Social Perceptions

Many of our judgments about other people happen before we even realize it. For instance, while people would likely not express blatant favoritism, people nonetheless tend to be more helpful and friendly towards those who are physically attractive. Recent research has focused on how we make such automatic judgments about underdogs. But who are underdogs? Why do we generally support underdogs, and what benefits do people seen as underdogs receive in everyday life? This talk will focus on how psychologists address such broad and specific questions, about underdogs or otherwise, using testable research hypotheses. Specifically, empirical research on underdogs regarding the domains of international conflict, competition between sports teams, and romantic relationships will be discussed.

Paper Session A SU 110

6:15—6:30

ACTUAL BIRTH ORDER AND PERSONALITY: A MISSING LINK

Kara Weiner, Rebecca Schuck, Katherine Boll, Sarah Levine, Katie Ninivaggi, Jonathan Ross

Past research (McCrae & Costa, 1991) has indicated that birth order is a good indicator of the big five personality traits (Cattell, 1943). Alfred Adler placed more emphasis on how a person perceives his or her role within the family rather than his or her actual birth order, called psychological birth order (Adler, 1976). An additional trait that differentiated with birth order was perfectionism. There has been little effort since Adler to see whether or not actual birth order relates to personality traits. Therefore, this study looks to see if actual birth order is an accurate indicator of both perfectionism and the traits on Cattell's Big Five Scale. Actual birth order did not have a statistically significant relationship to any of the personality traits in question.

6:35—6:50

PERCEPTIONS OF WOMEN IN STEM FIELDS

Sarah Villano, Melissa Neustein, Maya Billig, Briana Stapelton

The incongruity between gender role expectations of females and the masculine stereotypes of STEM professionals produces obstacles for females of all ages to participate in STEM at various stages of life (Dasgupta & Stout, 2014). The main goal of our study was to see if gender stereotypes affect women's perceptions of their own abilities and interests in STEM-related fields as well as their perceptions of all women in STEM-related fields, by combining and abbreviating measures from two previous studies. We hypothesized that women's perception of themselves and other women in STEM fields would be diminished by gender stereotypes.

Paper Session B

SU 113

6:15—6:30

THE SOUNDS OF FOCUS AND PRODUCTIVITY

Mindy Fliegelman, Rachelle Murad, Madeleine Halle

College students frequently think about where the best places to study are, hoping that they are using strategies that will make their efforts as effective as possible. An informal genre of music called “focus inducing” or “productivity enhancing” markets itself as a way to give listeners a productivity boost. The goal of this study was to attempt to verify these claims. We hypothesized that listening to focus-inducing music while reading would produce different results on recall and reading comprehension tasks than reading with pop music or in silence. Results showed that focus-inducing music did lead to significantly higher recall for an open-ended, free recall task and a fill-in-the-blank, cued recall task, but was not significant for a multiple choice, recognition recall task.

6:35—6:50

MULTITASKING AND RECALL

Caitlin Fell, Hanna Nash, Francesca Aldrich, Jess Leeman

Because multitasking is becoming so prevalent in everyday life, it is necessary to be conscious of its potential effects. We hoped to get a better understanding of the relationship between multitasking and memory. In our study, one group watched an instructional origami video, while the other group watched the video and simultaneously folded origami. We hypothesized that participants who folded origami would remember less about the details of the video when compared to participants who did not fold origami. There was a significant difference on measures of memory for the two groups.

6:55—7:10

THE EFFECT OF ATHLETIC PRACTICE ON MEMORY

Taylor Pini, Jennifer Mermelstein, Sara Finger

Prior research has shown that distracting tasks inhibit memory performance. The current study assessed whether collegiate athletic practices decrease memory. Specifically we hypothesized that participants who completed a sports practice would perform worse on an object recall and recognition task than a group that did not practice. Participants viewed an image sheet prior to either a practice or team meeting. Directly after their activity their memory recall and recognition was tested. Results showed no differences between groups for recall, but football participants had significantly lower recognition scores than other groups. These results suggest that football practice inhibits memory performance more than other collegiate sports.

7:15—7:30

THE EFFECTS OF MUSIC ON LEARNING AND REMEMBERING

Sivan Adler, Emily Relkin, Gabrielle Witkin

This paper aims to provide further evidence about the type of music that is most conducive for memory retention. Past research has been multidirectional and shows that arousing music, relaxing music and no music are all critical for memory retention (Aubé, Peretz, & Armony, 2013) (Wong & Velik, 2012) (Alley & Greene, 2008). We hypothesized that memory retention will be highest when participants have moderate arousal levels. Participants (n=57) were placed into one of three conditions (arousing, relaxing, or control) where they watched a house cleaning routine video and completed a memory test. Our findings suggest that music could have been a distractor to the participants and hindered their memory performance results.

7:35—7:50

HOW DOES KNOWLEDGE OF MORE THAN ONE LANGUAGE IMPACT WORKING MEMORY
IMAGE RECALL AND RECOGNITION?

Julisa Fabian, Sara Magill, Azada Mowahid, Samantha Rutter

Previous research has been inconclusive as to whether or not knowledge of more than one language impacts working memory. First, we hypothesized that bilingual and multilingual students would perform better at memory recall tasks than monolingual students regardless of the distraction task. We also hypothesized that compared to monolingual participants, bilingual and multilingual participants who were in distraction group would be better at the image recall task as they would be able to suppress the false images. Finally, we hypothesized that natives of another language would perform better at both tasks than those who learned a foreign language. The results of this study showed that there was a significant difference between monolinguals and non-monolinguals in recall performance.

NOTES



WANT TO PRESENT YOUR RESEARCH OR INTERNSHIP EXPERIENCE?

Spring 2016 Psychology Day is tentatively scheduled for May 2016. If you would like to present your research or internship, speak with a professor and/or visit the Psychology Department website for more information!

ABOUT PSYCHOLOGY DAY

Psychology Day is an opportunity for students from all class years to present and discuss findings from the research or internship projects they have conducted that semester or year. New majors can look ahead to the types of research conducted in Research Methods, Advanced Lab, Research Apprenticeships and Independent Studies. More senior majors can look back, note their own intellectual development, and mentor younger students. The student presenters are practicing valuable communication skills. Most of all, students (from any major) and faculty join together as colleagues to celebrate student research.

CONDUCTING RESEARCH

Learning how to conduct empirical research is central to the education of the psychology major. Through research experiences, psychology students strengthen their critical

thinking skills and develop systematic, rigorous ways of thinking about people.

Research in Courses

Students are introduced to research in Introductory Psychology. This foundation continues through the rest of the major, including Research Methods and Advanced Lab. In these courses students develop a unique hypothesis and design a research study to test it. They then follow through by running, analyzing and presenting the study.

Research Apprenticeships

Many students (freshmen through seniors) work with faculty members as research assistants and collaborators. After an apprenticeship, students also often develop their own research ideas and go on to Independent Research or Senior Theses.

Independent Research

We encourage juniors and seniors in particular to consider Independent Research. Students work

closely one-on-one with a faculty mentor in developing and implementing their ideas. Seniors looking for a year-long, intensive experience are encouraged to pursue a senior thesis. Any type of research, but especially independent theses such as these are very positive additions to a graduate school application.

INTERNSHIPS

An internship is a work experience characterized by intentional learning. During this experience, the student assumes a responsible role in an organization and actively reflects on what he or she is observing and learning. Psychology students have held internships in many different settings.

MORE INFORMATION

Visit the Psychology Department website and follow the link for "Students."