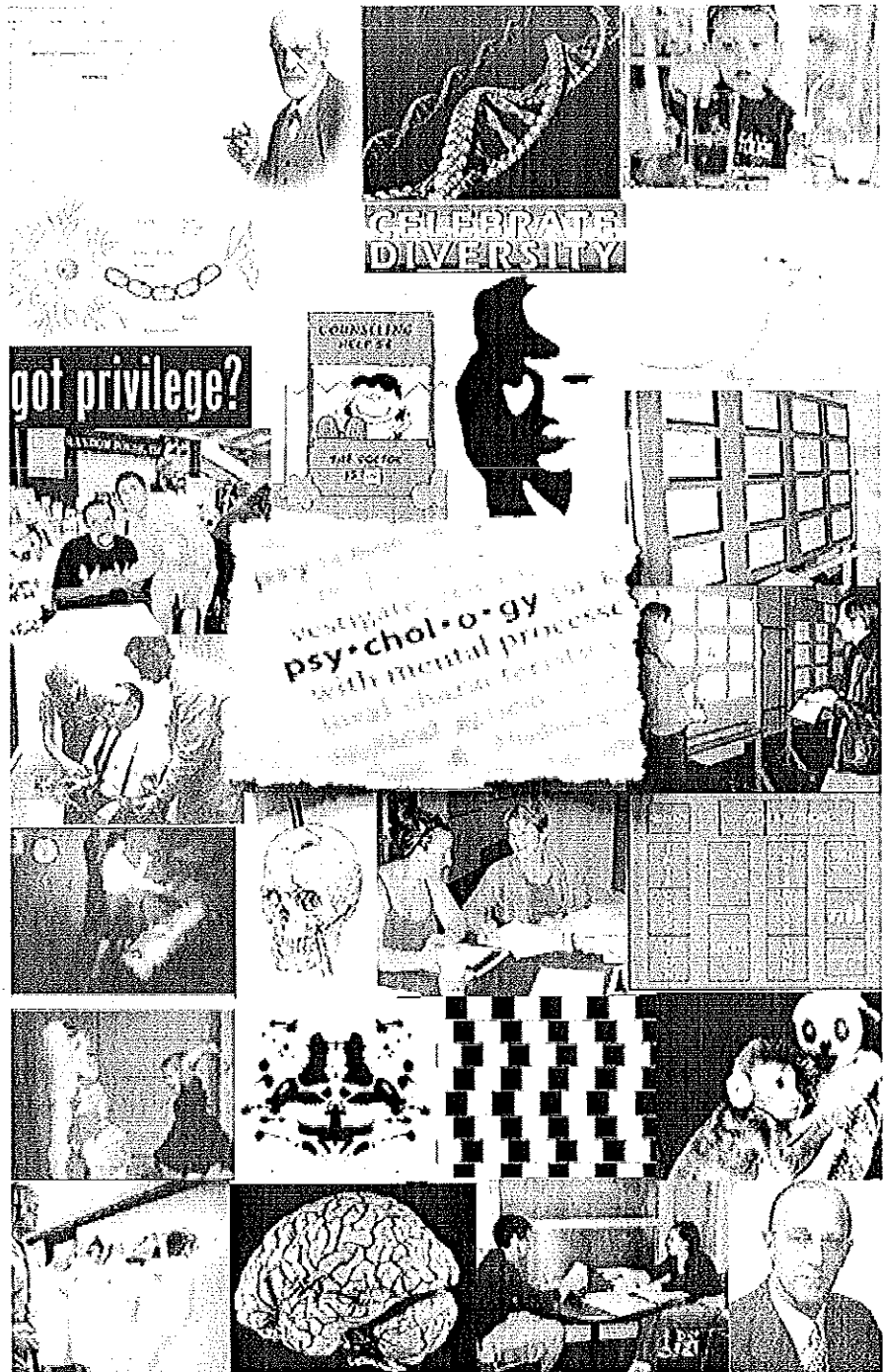


MUHLENBERG COLLEGE

Psychology Day



SPRING 2015 PROGRAM

MAY 1, 2015

NOTES

SCHEDULE OVERVIEW

POSTER SESSION

10:00—11:10 a.m.
Seegers Union Event Space

WELCOMING REMARKS

11:15 a.m.
Seegers Union Event Space

KEYNOTE SPEAKER

11:20—11:45 a.m.
Seegers Union Event Space

11:45 a.m.—12:00 p.m. BREAK

CONCURRENT PRESENTATION SESSIONS

12:00—1:15 p.m. Paper Session A—SU 108-109
12:00—1:35 p.m. Paper Session B—SU 113

POSTER SESSION

Seegers Union Event Space

EXAMINING THE ROLE OF VISUAL FOCUS IN ADVERTISEMENTS

Molly Sanford, Sarah Barbakoff, Anna Poirier, and Danielle Psillos

Prior research has shown that there is a relationship between media exposure and body dissatisfaction. This study will examine the role of visual focal attention as a moderator within this existing relationship among college-aged females. Consistent with prior research we expect that the individuals who have the most exposure to fashion magazines will be affected more strongly than individuals with less exposure. We also predict that, of the individuals who have high media exposure, those who focus their visual attention on the body of the model rather than the product, will have stronger internalization of the thin ideal, and therefore will exhibit the greatest amount of body dissatisfaction from viewing the magazine advertisements.

EFFECTS OF CAUSAL BELIEFS ON IMPLICIT AND EXPLICIT STIGMATIZATION OF PEOPLE WITH MENTAL ILLNESSES

Rebecca Schuck, Matthew Herbener, Nicole Hirschenboim, Lauren Kostman, Joseph Rorem

This study is going to focus on the influence of causal beliefs (just world belief and biogenetic explanation of mental illness) on the implicit and explicit social stigma of schizophrenia. We will give participants a test measuring implicit beliefs (using MouseTracker software) and a few surveys measuring explicit beliefs. We will prime participants using our word choices in the survey; the wording will reflect biogenetic, just world, or a neutral attitude. The only significant test results were from the STKT, a test designed to be unsusceptible to social desirability; just world priming had the most stigmatizing effect, followed by biological, followed by control. On MouseTracker, those primed with the just worldview were quicker to initiate than those who were in the control group.

THE IMPACT OF INTERVENTION ON ELEMENTARY SCHOOL TRUANCY

Jaimie Klotz, Dr. Roger D. Phillips

This poster describes the first year's data on the population and flow of referrals to and outcomes produced by a new program designed to improve attendance and decrease truancy in 8 Allentown city elementary schools. Each school assembled an Attendance Team to regularly review children with excessive or chronic absences/tardies. Families were offered social support, problem-solving, and case management services by 2 outside community-based organizations. A pre-post, treatment-only quasi-experimental design was used to answer the following questions: What child- and school-related factors affect the referral to and opening of cases in this truancy program? Are the children with the most severe attendance problems being served? What is the effect of the intervention on school attendance?

EFFECTS OF ADVERTISEMENT CONTENT ON PURCHASING INTENT

Sara Rosenman, Allison Glass, Alexandra Schorr

Humor has been shown to make a commercial more memorable (Furnham, Gunter and Walshm 1998). Music has been shown to induce positive attitudes towards a product (Gorn 1982). Our research studied how they together influence purchasing intentions. After watching commercial, we measured purchasing intent and advertisement enjoyment. Likelihood to purchase product before and after watching commercial was assessed. We expected a commercial with happy music and humor to have the strongest effect on purchasing intent. Results did not support this—a not funny commercial with sad music had the strongest effect on purchasing intent. This is important to study because we should be aware of impacts ads have on decision-making and advertisers should know ways to make advertisements most effective.

EMOTIONS AND GENDER STEREOTYPES

Emily Gorby, Becca Hahn, Hannah Holmlund, Brooke Liebensohn, Meredith McAllister

Gender stereotypes describe women as more likely to show happiness and sadness and men more likely to show anger. The authors assess how gender stereotypes impact the perception of emotion. We examine how certain jobs are associated with certain characteristics stereotyped to be male or female by presenting gender consistent, inconsistent, or neutral scenarios. Participants examine different emotional expressions on men and women (specifically anger, sadness, happiness, and neutrality) in images presented with MouseTracker software. Participants choose which expressions are shown as quickly as possible, exposing their gender biases. We found that when primed with gender inconsistent scenarios, participants were slower to classify emotions on the presented with the MouseTracker software.

COLORBLIND IDEOLOGY

Dana Brodsky

This research is part of an ongoing study by Dr. Connie Wolfe. The study examines participants' responses to self-report questionnaires as well as seven open-ended questions based on a short vignette demonstrating colorblind racism. The open-ended questions were content coded to determine the extent to which participants recognized and acknowledged the colorblind ideology in the vignette. Colorblind ideology is the belief that race should never be acknowledged, even when it is relevant, in order to ensure equal treatment of all races. However, colorblind racism exists because prejudices need to be acknowledged, not ignored. No statistical analysis has occurred at this point; it is our hope that the self-report surveys and open-ended responses match to show patterns of colorblind responses.

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

Lauren Bomberg, Liuba Seaboyer, Ashlee Ludwig

According to Takahashi (2003), "napping promotes waking function after sleep at night and counteracts decreased alertness and performance under conditions of sleep deprivation." Prior research in children, elderly, and shift workers suggests that napping can improve daytime sleepiness. Is it good for college students? What about other coping mechanisms to deal with lack of sleep, such as caffeine consumption? The current study examines general sleep habits, beliefs, perceived stress and sleepiness. In addition, objective sleep data is being collected through actigraphy for one week, along with data collection of daily stress, sleepiness, and caffeine consumption. We will explore how student's nighttime sleep quality and quantity relate to their napping behavior and caffeine consumption.

CONFORMITY, CONTINGENCY OF SELF-WORTH, AND FACEBOOK USAGE: WHERE THEY INTERSECT

Deanna Ibrahim, Jenna Lehmann, Kate Weisenseel

This study examines conformity in an online setting. Participants were presented with a fictitious Facebook post that introduced a conflict between a student and professor. The nature of the comments varied by condition. Participants reported attitudes about the situation, their self-worth based on others, and Facebook usage. Participants responded to the survey in favor of the students, regardless of condition. Socially independent participants held more anti-student opinions. Participants who checked Facebook frequently were more supportive of the students. Although our hypotheses were not supported, our results display that people who rely less on others are more likely to hold unique opinions, unlike those who are dependent on social media. Future research should use a larger sample.

EATING YOUR FEELINGS: THE INTERSECTION OF STRESS, BODY IMAGE, AND SELF IDENTITY AMONG COLLEGE STUDENTS

Krysta Parker, Alana Kantor, Brendan O'Hara

Our study investigated significant relationships between the contingencies of self-worth, perceived stress levels and eating patterns of college students. The goal was to bring awareness to students regarding how their stress reactions and self-worth may be impacting their overall health. Participants took a survey assessing their perceived stress reactivity, eating behaviors, and contingencies of self-worth dependent on their appearance or the views of others. Our results showed that there is a significant relationship between self-esteem based on others' approval and unhealthy eating patterns. These results suggest that how students view themselves can contribute to negative health implications. Students should be educated about how their self-esteem may impact their health.

THE CASE OF HEAVY HITTERS: ALLENTOWN SCHOOL DISTRICT ATTENDANCE

Ilana Blumsohn & Dr. Roger D. Phillips

This poster describes a data-tracking tool (i.e., monthly dashboards) used within a program designed to improve attendance and decrease truancy in 8 Allentown elementary schools, as well as data on a subpopulation of chronically/excessively absent or tardy children (aka "heavy hitters"). Each school created an Attendance Team to regularly review attendance patterns, and families of children with substantial absences/tardies were offered social support, problem-solving, and case management services by 2 community-based organizations. A quantitative exploratory study was undertaken to (a) characterize and differentiate these subpopulations of heavy hitters, (b) assess the stability over time of being a heavy hitter, and (c) estimate the impact of improvements within these heavy hitters.

PERSONALITY, PERFORMANCE, AND AROUSAL: THE RELATIONSHIPS BETWEEN STRESS, EXTRAVERSION, AND COGNITIVE PERFORMANCE

Jessica Sperber, Kieran Lorenz, Laura Bortnick, Lindsay Auerbach

Eysenck's theory of personality proposes that, when aroused, introvert's performance will decrease; conversely, extroverts will perform better due to a higher point of optimal arousal. This study explores how cognitive performance under conditions of arousal may differ between extroverts and introverts. A stressor was used to increase arousal such that participants in the experimental condition were primed to believe they must give a motivational speech prior to taking a cognitive math test. Control condition received no priming. The manipulation of stress was significant between experimental and control conditions. Results that show non-significant main effects and interaction may have been limited by sample size.

COMMON SCENTS: THE INFLUENCE OF ODOR ON COGNITIVE PERFORMANCE

Aliza Borker, Jordan Elman, Sofia Montgomery, Jazzy Pignatello

This study observed how pleasant and unpleasant scents affect cognitive performance. Our participants consisted (n=24 females, n=7 males) of Muhlenberg Psychology students who ranged from the ages of 18-21. The scent of oxane (onion) was used to imitate an unpleasant smell in nature and the scent of ambrox (amber) was used to imitate a pleasant smell in nature. Participants were randomly assigned to exposure to the pleasant or unpleasant scent along with a control (no scent) and were asked to complete math test. We predicted that participants exposed to the pleasant scent would perform better than participants exposed to the unpleasant scent.

THE INFLUENCE OF PRIMING FOR SELF ESTEEM ON FOOD INTAKE

Payton Russo, Brittany Smith, Rebecca Schwartz, Julie Koenigsberg

According to the matching/modeling theory, people tend to eat the same amount of food as, or 'match', the person that they are with. Prior research shows that low self esteem can increase matching behavior. We observed the effect of self esteem on social influence by priming participants for low self esteem using an unscramble task, and measuring the extent to which participants matched the confederate eating behavior while engaged in a puzzle task. Consistent with matching theory and prior research, we predicted that the participants primed with low self esteem words would be more likely to match the portion size of the confederate.

NOTES

WELCOMING REMARKS

11:15 a.m.

Seegers Union Event Space

KEYNOTE SPEAKER

Nicole Carusone ('15)

DIFFERENT PATHS, SAME PURPOSE: FINDING YOUR PASSION THROUGH RESEARCH

Since beginning as a psychology major at Muhlenberg, I have had the opportunity to dive head first into research in many different ways. From examining perceptions of working women, to creating an assessment program for prison yoga classes, to inducing false memories in college students, I have been able to look at numerous important and intriguing issues through a variety of approaches. All of these experiences have led up to my Senior Thesis, in which I looked at the effectiveness of online Diversity Training programs on knowledge and attitudes toward diversity and how they could potentially be used at Muhlenberg. I will be discussing the numerous paths that one can take to pursue interesting questions, seek solutions that can apply to real-world problems, and contribute the field of psychology. I hope to inspire students to begin actively pursuing research opportunities that will help them find their passion within psychology, as my opportunities did for me.

Paper Session A

SU 108-109

12:00—12:15

STIGMA & PERCEPTIONS OF COUNSELING

Hannah Cascio, Nicole Del Cioppio, Logan Sedelmaier, Kelly Toner, David White

This study examined the impact of public stigma, stigma by close others, and self-stigma on Muhlenberg students' attitudes towards seeking of counseling services. In an online survey, Muhlenberg students completed scales about attitudes towards counseling and stigma, as well as a brief demographic questionnaire. The results of the survey suggest that both self-stigma and stigma by close others significantly predicted attitudes towards counseling, as well as a significant relationship between self-stigma and attitudes towards counseling. Females scored significantly higher than males on the attitudes towards counseling scale, which indicates that they are more pro-help-seeking. Results of the study may offer information of value to the Muhlenberg College Counseling Center.

12:20—12:35

EVALUATING ROMANTIC RELATIONSHIPS BASED ON MODE OF INITIATION

Sarah Costa, Paige Franco, Jaclyn Giannone, Clara Hinchcliffe, Brianna Vinci

Dating culture on college campuses has shifted in recent years. Specifically, technology and sexual hookups have replaced traditional dating in the initiation of romantic relationships. The present study sought to examine how college students perceive quality of relationships initiated on dating applications and through hookups. Additionally, we examined the influence of factors such as religiousness and prior experience with dating applications on perceptions of relationships. We found that relationships based in traditional dating were rated as higher quality than Tinder or hookup-based relationships. Our hypotheses regarding religiousness and prior experience were not supported.

12:40—12:55

BEHAVIORS ASSOCIATED WITH CHRONIC CAFFEINE CONSUMPTION

Anthony D'Angelo, Alexandra Oberle, Elizabeth Ververeli, Nicole Fern

Previous research has found many benefits from consuming caffeine in small quantities. Scholey, et al. (2014) assert that an "administration of caffeine in the range of 50 to 150 mg improves reaction times, psychomotor function, attention, vigilance and alertness" (p. 434). Conversely, other research has found consuming higher amounts caffeine to be associated with higher levels of anxiety (Hughes, 1986; Green & Suls, 1996). Our study aimed to further evaluate the relationship between caffeine consumption and anxiety by assessing chronic caffeine consumption, anxiety levels, and the business of students' schedules. Chronic caffeine consumption was not associated with either anxiety, or students' schedules. Yet, a relationship was found between anxiety and the business of schedules.

1:00—1:15

RELATIONSHIPS OF ACADEMIC SUCCESS, SOCIAL SUCCESS, AND SLEEP IN COLLEGE STUDENTS

Ari Aranov, Chelsea Thompson, Andrea Willard

College students are often forced to balance a variety of different factors, emphasizing academic success, social life, and/or sleep as being important factors. However, many students struggle to feel successful in all three of these areas. We hypothesized that students who are successful in two out of these three areas will be less successful in the third. After having current college students complete an online survey measuring perceived academic success, perceived social success, and quality of sleep, their responses were correlated. We found that when two of the three areas are combined, there was still a significant, positive correlation with the third, although this relationship is weak-to-moderate in strength.

Paper Session B

SU 113

12:00—12:15

A MUSIC EMERGENCY

Ryan Armenti, Lauren Knepper, Jason Leitmeyer, Abby Stenger

The current study looks to determine if an auditory distractor, music, can disrupt the memory of an auditory event. In the current study 17 participants listened to a 911 call and then were placed into one of three conditions: lyrical music condition, nature music condition or a silent condition. After the participants finished the appropriate tasks for their condition they answered three questionnaires about the 911 call. There was a significant difference between the groups for the free response questionnaire. Nature had the highest free response scores compared to the lyrical condition and the silent condition. The results supported our hypothesis of lyrical music being a distractor for a traumatic auditory event.

12:20—12:35

PERCEPTIONS OF ANIMAL ABUSE

Rae Fishman, Josie O'Brien, Devin Reuben, Jordana Sklover

Previous research has shown that various distractors presented after a given stimulus have the ability to disrupt memory consolidation. Both visual spatial and auditory tasks have been used to examine the extent of this phenomenon. In the present study, it was hypothesized that a visual spatial task would disrupt consolidation more than an auditory task, and that both tasks would demonstrate greater disruption than a control condition without any distractions. While there was no significant difference in recall between the three conditions, it was found that Visual spatial task was more successful in disrupting consolidation than the auditory task.

12:40—12:55

GOT SCENTS?

Hailey Marcus, Lauren Roberts, Greyson Soukup

This study explores the influence of scents on memory and performance. Research has shown that peppermint increases the quality of memory, alertness, and performance (Hewitt, 2008). Also, there is a correlation between vanilla bean and relaxation, happiness, while clementine increases happiness and stimulation (Rhind, 2014). 58 Muhlenberg College students were divided into three different conditions (Sweet, Citrus, and Neutral) and were asked to complete tasks assessing their memory and performance. We hypothesized that scents will impact memory and performance, with citrus being more effective. Results found that participants in the sweet condition scored lower on the creativity and on the math problem task. This study supported previous research on cognitive effects of scents.

1:00—1:15

THE EFFECTS OF CHEWING GUM ON MEMORY

Sierra Lenker, Heather Porrini, Sarah Raff, Kayleigh Theis

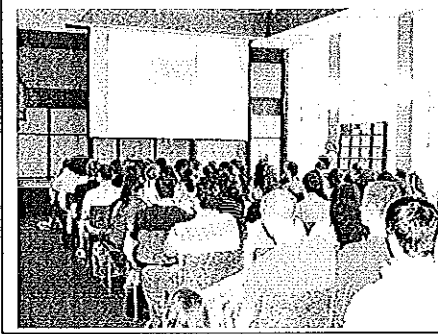
In our study we were interested in the effects of gum on memory consolidation and false memory. Our participants were split into four different groups and performed various memory tasks. We primed our participants with an image of a superstore schema. For a filler task we had a word search that contained either schema words or random words. We found that the participants who took the schema word search were more likely to report remembering the schema words in the image than those who took the non-cued word search. This shows that we were able to induce false memory. We found the gum had no effect on false memory creation.

1:20—1:35

WHO DONE IT?

Gabby Rosen, Nicole Carusone, Lauren Markovitz, Maria Lewis

Research has shown that true events are more likely to be remembered if the event was astereotypical and false events are more likely to be remembered if the event was stereotypical. We wanted to determine if this would hold true with, specifically, racial and gender stereotypes. We conducted a study in which participants read a crime story and answered a series of questions about details of the story. We hypothesized that participants would report remembering more astereotypical details than stereotypical details if the event actually took place in the story and that participants would "remember" more stereotypical details if the event did not take place. Results show that stereotypical details were remembered better than astereotypical details for both true and false memories.



WANT TO PRESENT YOUR RESEARCH OR INTERNSHIP EXPERIENCE?

Fall 2015 Psychology Day is tentatively scheduled for December 2015. 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."