MUHLENBERG COLLEGE

Psychology Day

SPRING 2013 PROGRAM

APRIL 30, 2013

NOTES

SCHEDULE OVERVIEW

COMMON HOUR—POSTER SESSION
12:30—1:45 p.m
Seegers Union 111-113

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WELCOMING REMARKS
5:00 p.m.
Miller Forum—Moyer Hall

KEYNOTE SPEAKER
Katherine Finkelstein ('13)

5:30—5:40—BREAK

CONCURRENT PRESENTATION SESSIONS

5:40—6:55 Paper Session A— Moyer 104
5:40—7:15 Paper Session B— Moyer 109
5:40—6:55 Paper Session C— Moyer 214

COMMON HOUR—POSTER SESSION
Seegers 111-113

FACEBOOK STALKING: A COMMON ACTIVITY OR A PRODUCT OF JEALOUSY?
Lauren Berman, Alexandra Menzel, Chelsey Provencher, Samantha Swire
We looked at the possible relationship between trait jealousy and amount of Facebook sur-veillance. Past research has shown that those in romantic relationships Facebook stalk their partners, so we looked at how frequently people Facebook stalk overall, excluding their romantic partners. We hypothesized that those with high trait jealousy would be more likely to Facebook stalk than those who were low in trait jealousy. We also hypothesized that women would have higher trait jealousy, and therefore Facebook stalk more. We will run a bivariate correlation to check any correlations between jealousy and Facebook stalk-ing, and we will run an ANOVA to test any gender differences.

BULK UP OR SLIM DOWN: GENDER ROLES AND EXERCISE MOTIVATIONS
Jamie Adges, Amanda Gates, Megan Reilly, Abigail Stenger, Jake Ullmann
We are interested in how gender roles are related to exercise motivations in college stu-dents. Past research has shown that men tend to exercise to gain muscle mass whereas women tend to exercise with the goal of losing weight. We conducted an online survey measuring peoples' self-rated levels of masculinity and femininity, and their personal exer-cise motivations. We hypothesized that people with high levels of masculinity would exer-cise with the intention of gaining muscle (e.g., through weight lifting exercises), and that people with high levels of femininity would exercise with the intention of losing weight (e.g., through aerobic exercises).

MEAN GIRLS: FIRST IMPRESSIONS AND PHYSICAL ATTRACTIVENESS
Erica Allen, Ilana Blumsohn, Kimberly Schoenberg
Research has shown that people attribute positive personality characteristics to physically attractive individuals. Additionally, research has shown that people who are physically at-tractive are more socially aggressive. However, we researched whether physically attrac-tive women would be perceived as more socially aggressive. Participants took an online survey that contained pre-rated photos of physically attractive women and less physically attractive women. Participants were then asked to rate the women in the photos according to perceived socially aggressive characteristics. We hypothesized that women would per-ceive physically attractive women as being more socially aggressive than women who were less physically attractive.

LET'S TALK ABOUT SEX: THE SEXUAL EDUCATION AND SEXUAL ATTITUDES STUDY
Rachel Cahn, Alison Ederer, Devin Reuben, Melanie Saulle
Students are exposed to sexual education in different ways. Researchers are interested in identifying the different types of sexual education programs in high school and their sexual attitudes in college. The main goals of our study are to analyze different sexual education programs in high school (abstinence-only and comprehensive programs) and subgroups of sexual attitudes in college (permissiveness, communion, and instrumentality) to see if a relationship exists between the two. Students were asked to complete an online survey regarding education, attitudes and their knowledge regarding sex. This study will help sexual educations in high schools identify the benefits and disadvantages of their programs.

WHY ARE YOU STARING AT ME?: FEAR OF NEGATIVE EVALUATION AND THE SPOTLIGHT EFFECT
Jonathan Helfaer, Lauren Markovitz, Tatiana Patterson, Stephanie Solomon
We looked at the fear of negative evaluation and its relation to one's susceptibility to the spotlight effect. The fear of negative evaluation is the expectation that others will evaluate oneself in a negative way. The spotlight effect is the tendency for people to believe that others are noticing them more often than is true. We used the Brief Fear of Negative Evaluation Scale, Current Thoughts Questionnaire, and a Spotlight Effect scale to measure these variables. We attempted to induce the Spotlight Effect in our in-person study. We hypothesized that people with a higher Fear of Negative Evaluation would be more susceptible to experiencing the Spotlight Effect.

MANIPULATION OF COLOR AND EMOTIONS, THEIR EFFECT ON FACIAL EXPRESSIONS
Kayleigh Thies, Bayla Shepley, Ariel Aranov, Adina Jiji, Grant Kobayashi
The purpose of our study was to see if the manipulation of color had an impact on detecting emotions when looking at people's facial expressions. We hypothesize that recognizing simple emotions, such as joyful and sad will be easier to recognize than complex emotions, such as angry and surprised. In addition, we predict that facial emotions in color photographs will be easier to recognize than facial emotions in black and white photographs. The benefit of this study is that we would be able to understand the advantages and disadvantages of color blindness in their ability to recognize facial emotions.

THE EFFECTS OF VARSITY HIGH SCHOOL SPORT PARTICIPATION
Sarah Braviak, Ashley DeAngelis, Lauren Natter, Colleen O'Donnell, Matthew Schwartz
This study tested the idea that there is a positive correlation between varsity high school sport participation and self-esteem in college. Additionally the study examined if the self-esteem of those who did not participate in a varsity high school sport was lower than that of those who did partake in this level of athletic competition. A sample of 48 Muhlenberg College students answered a modified self-esteem survey as well as provided information about their level of high school sport participation and their continuation of that involvement in college. The implication of this study was to gain insight into the effects of sport participation in high school and college to understand how it either helps or hinders the participants' self-esteem in college.

INDIVIDUAL BELIEF SYSTEMS
Hannah Cascio, Debra Miller, Marlee Noah, Chris Royer, Megan Timian
The main goal of the study is to assess whether one's own gender self-concept is related to how they stereotype others. We hypothesized that individuals who more closely identify with what is traditionally considered appropriate for their self-identified gender would be more likely to impose those ideals on other people. We also hypothesized that someone who adheres less to the stereotypes would be less likely to stereotype based on gender. The results of our study will provide insight into the young adult age demographic and their views on gender norms. It will provide valuable insight into how students think about themselves and how those personal beliefs relate to their treatment of others.

THE POWER OF ADVERTISING
Ariella Brant, Rachel Chinman, Rachel Waldman, Joshua Weiss, Audrey Zamichow
The purpose of our study is to learn how the color red effects one's perception of products in comparison to the same products in grayscale. 55 participants completed an online survey. Based on past research, we hypothesize that red in advertising will be more appealing to consumers than the same product in grayscale, and therefore, that the participants' desirability to buy red products will be greater than grayscale products. We also expect participants to show more desirability for high value products regardless of the color. We predict that there will be an interaction between color and value, such that high valued products pictured in red will be the most desirable. The results can benefit companies in determining effective advertising strategies regarding color in advertisements.

SCHEDULE OVERVIEW

WELCOMING REMARKS
5:00 p.m.
Miller Forum—Moyer Hall

KEYNOTE SPEAKER
Katherine Finkelstein ('13)

5:00 p.m.
Miller Forum—Moyer Hall

Branching out with research: What truly intrigues you?

Research can seem a daunting task filled with endless hours of writing and crunching numbers – unless you are researching something that truly fascinates you! Consider these questions as you begin looking for an area to research: What topic do you *not* understand but wish to know more about? Is there an absence or lack of research in some area of psychology that interests you? What effects do you want your research to have on our society and communities?

Asking myself these questions was what ultimately led me to my senior thesis, which examines the social acceptance of pain (i.e., slight or severe) in consensual context (i.e., a sexual activity as compared to a sporting activity). As someone who is interested in social justice initiatives, my interest is in research centered on identifying stigma and the consequences of stigmatization toward out-groups, specifically in issues regarding gender, sexual, and cultural identity.

5:30—5:40—BREAK

CONCURRENT PRESENTATION SESSIONS

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DETAILED SCHEDULE & ABSTRACTS

Paper Session A
Moyer 104

5:40—5:55
TMT: EFFECTS ON HOPE AND MEANING IN LIFE
Alexandra Gabriele, Jillian Freda, Caitlin Sauter, Margaret Neary
This current study, investigates hope as a general personality characteristic as opposed to hope viewed as a religious phenomenon. Participants completed a series of surveys examining: self-esteem, hope, optimism, meaning in life, and life satisfaction. We hypothesize that when participants are primed with a death related poem, hope will serve as a buffer, and participants who view themselves as hopeful individuals will report having higher meaning in life and life satisfaction. From our findings, there was not a significant interaction between people scoring high or low in hope and scoring high and low in meaning in life, based on whether the participants received the manipulation or the control.

6:00—6:15
THE EFFECTS OF VALIDATING CULTURAL WORLDVIEW ON POTENTIAL THREATS
Jennifer Tagliaferro, Jamie Divizio, Betul Cezik
In past research, there have been many studies that looked at cultural worldview as a defense mechanism against thoughts of death. It has been seen that when an individual is reminded of death, they are more likely to view their own culture in a more positive way, and other cultures more negatively. The focus of this study was to bolster participants' cultural worldview as an American to see if it had any effect on their opinion of someone who threatened that cultural worldview when reminded of death. We hypothesize that participants who receive bolstering of cultural worldview will show less animosity towards a threat, and those who do not receive bolstering of worldview will show more negative attitudes towards the same threat.

6:20—6:35
AN EXPLORATION OF INFAMY WITHIN A TERROR MANAGEMENT FRAMEWORK
Jack Dickey, Kathryn Harple, Eric Mercado, & Brandi Stovall
The purpose of our research is to take preliminary steps in understanding the role that infamy has to play within the Terror Management framework. Previous research has found that awareness of one's own death, or mortality salience, leads individuals to boost and defend their worldviews; thus, we predicted that individuals exposed to a mortality salience manipulation would rate individuals who have attacked cultural symbols more infamously and rate those who share their worldviews as more famous/esteemed. Participants were assigned to either mortality salient or dental-pain control conditions and responded to a self-esteem, personality, and Infamous Act Scale.

6:40—6:55

THE EFFECT OF SUPER POWERS ON DEATH ANXIETY

Michael Esposito, Chelsea Sandler, Zachary Weiss

The goal of this study was to examine whether mortality salience has an effect on the appeal of abilities that transcend human limitations based on Terror Management Theory. We wanted to determine if fantasizing about having super powers acts as a buffer against the anxiety that is brought on by thoughts of one's own mortality. We created two conditions to which participants were randomly assigned: a mortality salience and control condition. Participants in both conditions were then randomly assigned to read one of two vignettes. Both vignettes described a pill that increases cognitive functioning. However, Vignette 1 mentioned the pill had the ability to possibly increase life expectancy. We predict that people who were reminded of death would find the pill in Vignette 1 most appealing.

DETAILED SCHEDULE & ABSTRACTS

Paper Session B
Moyer 109

5:40—5:55
IMPACTS OF PRESENTATION MODES ON LEARNING
Caroline Zuckerman, Chelsea Torrance, Amy Lazarus
Compared to a traditional lecture, multimedia lectures incorporate sounds, visuals and effects to capture viewers' attention (Hallett & Faria, 2006; Liu & Su, 2011). Blabberize is an online multimedia program that uses these elements. The goal of this study was to discover if both college students and fourth grade participants who viewed Blabberize would have better recall, recognition and interest in this type of presentation compared to those who viewed the traditional lecture. We were only able to look at college student data. Our hypotheses were not supported, such that Blabberize did not have a greater impact on the participants' learning or enjoyment. We had limited data from fourth graders, but there was a potential trend of the benefits of multimedia learning.

6:00—6:15
EFFECTS OF BREAKING NEWS ON MEMORY FOR POSITIVE OR NEGATIVE CONTEXT
Amanda Moretz, Katharine Schick, Emily Thomas
This study looked at the effect breaking news has on memory, for breaking news and television programming. It was hypothesized that the positive context memory scores would be higher than the negative context memory scores for the breaking news itself because the breaking news was more shocking, and was pertinent for survival. It was also hypothesized that the negative context memory scores would be higher than the positive context memory scores for the television program because the news clip was less shocking, and the content was already pertinent for survival. There were no significant differences between conditions in terms of memory score. However, an overall primacy effect was found, as well as an anterograde amnesic effect for the information after the breaking news.

6:20—6:35
SNOOD AND PREFERRED MUSIC ON PANDORA COUNTERACTS HEIGHTENED CONSOLIDATION OF TRAUMATIC MEMORY
Alexandra Caporusso, Zachary Grewell, Zachary Turner, Jennifer Verola
Visuospatial tasks and relaxing music have been shown to reduce clinical symptoms of PTSD such as flashbacks. The present study looked at the effects of a different visuospatial game, Snood, and participant preferred music (Pandora) on participant memory of a traumatic film. Memory recall and recognition were tested through recall and recognition tests. Results indicated that participants in the Pandora and Snood conditions had significantly lower scores on recall tests than participants in the Silence condition. No significant results for recognition were found. Results suggest that Snood and participant preferred music might suppress heightened emotional memories of a traumatic event.

6:40—6:55
MUSIC & MEMORY: THE EFFECT OF MUSIC TYPE ON RECOGNITION AND RECALL FOR WORDS AND SERIAL PROCESSING
Molly Cohen, Holly Hammer, Ariel Longman
Research has shown that different types of music affect one's ability to retain certain information. The goal of the present study is to determine whether different types of music specifically affect recall and recognition for words and serial processing on visuo-spatial tasks. We are interested in examining the differences that classical music, electronic vocal music, and white noise have on the participants' ability to recall and recognize words. We hypothesize that individuals in the electronic vocal music condition will score lower on memory tasks (word and serial processing recall and recognition tests) and experience more recall impairment than those in the classical music or white noise conditions.

7:00—7:15
THE EFFECTS OF CONTENT MATCHING IN VIOLENT TV PROGRAMS AND ADVERTISEMENTS ON MEMORY
Christopher Colby, Robert Appleby, Jaclyn Todisco
The present study was conducted in order to get a better idea of whether matching the content of television commercials and a television show impacts memory for detail as measured by recall and recognition. Participants will watch a segment from a violent television show and then be presented with a commercial break with either violent commercials or non-violent commercials. After viewing the show participants will complete a series of recall and recognition tests to measure memory. Results of the present study demonstrated that memory for both the television show and commercials are better when the content of both are matched. The major implication behind this is that media companies would be wise to pair commercials and programs with the same content together.

DETAILED SCHEDULE & ABSTRACTS

Paper Session C
Moyer 214

5:40—5:55
COLLEGE STUDENTS' ATTITUDES TOWARD THE SOCIAL ATMOSPHERE
Daniel Basch, Wendy Epstein, Jason Silverberg
This study investigated the acceptance of rape supportive attitudes I college students in all class Years. This study explored the amount of acceptance based on social groups including Greek life, athletics and other organizations on campus. Researchers also looked at years of involvement in each social group. We anticipate significant results.

6:00—6:15
MISINFORMATION AND STIGMATIZATION OF AUTISM IN AN ELECTRONIC WORLD
Steven Alpert, Amber Elchert, Leah Ryan, Emily Gup
The present study explores the link between media and the creation of negative stereotypes of people with Autism Spectrum Disorder. Utilizing a 2X2 ANOVA (credible vs. noncredible sources and low vs. high Information sources), the present study looks at attitudes towards those with ASD using Corrigan's stigma toolkit. Participants read one of four vignettes that were presented to them as a published online news article. They then completed the stigma toolkit. It was found that there was no significant difference among the four conditions with regards to participant's perceived levels of fear, avoidance, and dangerousness. Participants did not score highly on Corrigan's scale ($M=2.38$, $SD=1.0$), which means that they did not, on average, hold negative views towards those with ASD.

6:20—6:35
PARENTAL INFLUENCE ON COLLEGE STUDENT'S SELF ESTEEM
*Ali Lizzi, Ally Legregin, Simone Phillips, & Daniel Langenbucher*
In the present study, the researchers looked at the effects that parental intactness and family structure had on their child's self esteem as they entered into early adulthood. By having the participants fill out an online modified Rosenberg's (1965) self-esteem survey in relation to a series of questions about the participants demographics relating to their own individual demographics and also, their family structure and intactness. After accessing the data that was collected during the study by using a One Way ANOVA, the results for the self-esteem of the college age individual is not affected by parental intactness. The results also showed that the self-esteem of the college age individual is affected by parental-child relationship.

6:40—6:55
STRESS AND RISK TAKING
Samuel Greenfield, Molly Jagoda and Nashalys Rodriguez
Previous research has examined relationships between states of stress and propensity toward taking risks. There is evidence in previous studies to support that men and women may react differently to stressful situations in terms of how much risk they are willing to pursue. Previous research has outlined academic and social stressors as differentially effecting college students' stress levels. In the present study, we manipulated stressors in order to asses the relationships between different types of stressors and levels of willingness to take risks. We anticipate a difference between males and females' risk taking behaviors in response to similar levels of stress. We also seek to identify which type of stressor might be more influential in the population of interest, Muhlenberg students.
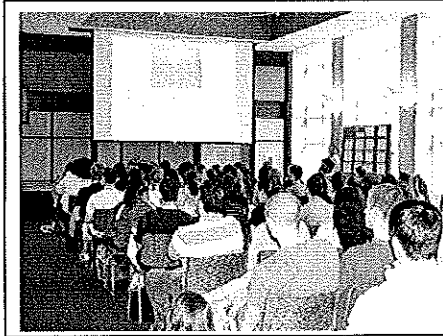
WANT TO PRESENT YOUR RESEARCH OR INTERNSHIP EXPERIENCE?

Fall 2013 Psychology Day is tentatively scheduled for Tuesday, December 3rd. If you would like to present your research or internship, speak with a professor and/or visit the Psychology Department website .

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."