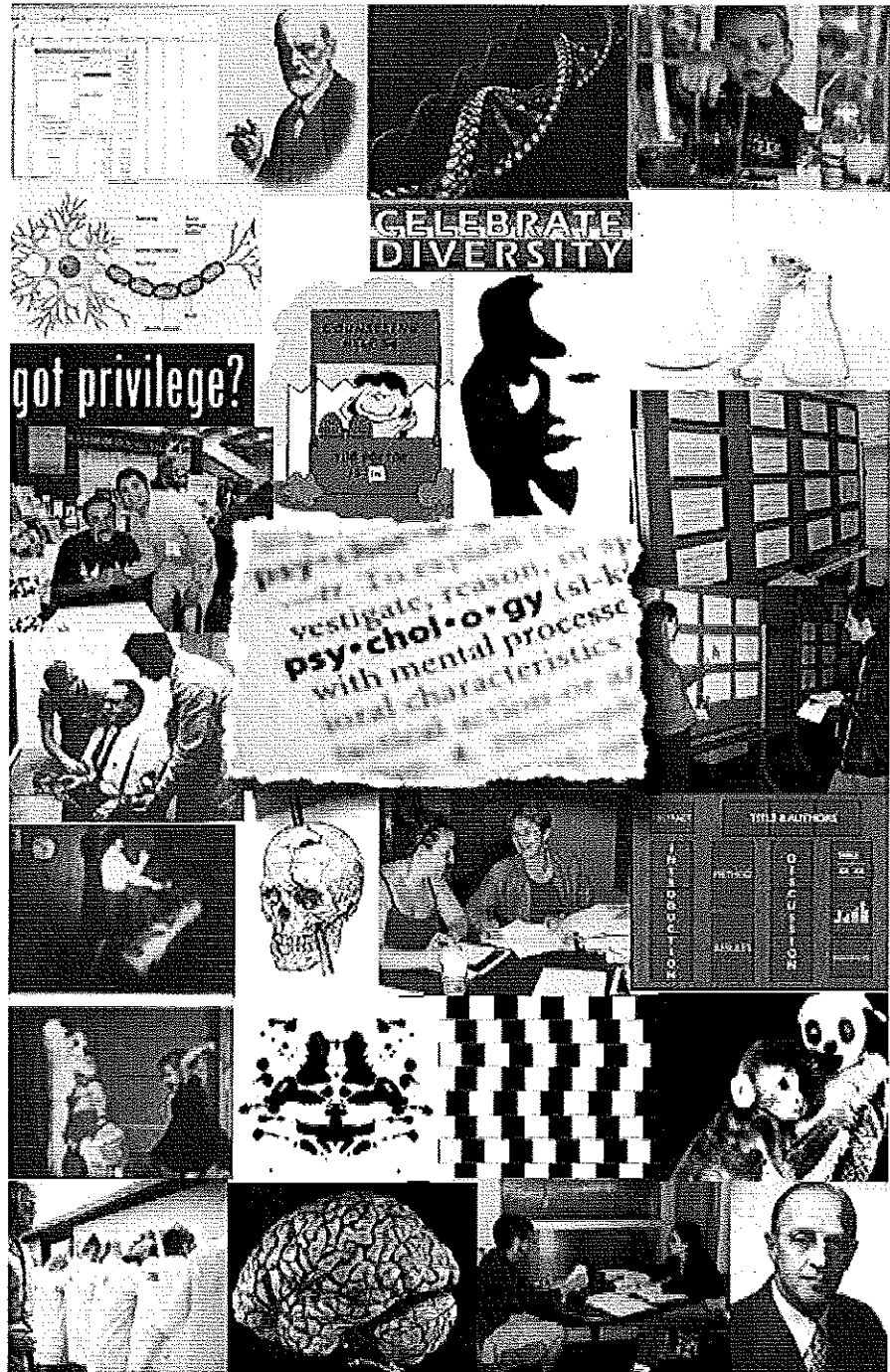MUHLENBERG COLLEGE

Psychology Day

SPRING 2011 PROGRAM

May 3, 2011 Moyer Hall

NOTES

SCHEDULE OVERVIEW

4:20—4:40 Miller Forum, Moyer Hall

WELCOMING REMARKS

KEYNOTE SPEAKER
Samantha Busa ('11)

Where do I go from here?: Turning passions into projects.

As Psychology students, we often wonder how we can turn our interests and passions into something more meaningful. We hear things in class that spark our interests, but limit ourselves to what we learn in the classroom. Research is one way to translate our passions into a pathway to something bigger. In this presentation, I will highlight the mile markers along my path towards my senior thesis research and beyond. My thesis research deals with how teacher expectations of students with Autistic Spectrum Disorders differ based on the label associated with the student (Asperger's Disorder/Autistic Disorder) and the race of the student (Black/White). I will discuss my senior thesis, and I am hopeful that underclassmen will be inspired to follow their own passions for the future.

4:40—5:00 Break/Poster Viewing, Miller Forum

CONCURRENT PRESENTATION SESSIONS

4:40—6:30 Posters—Miller Forum
5:00—6:05 Paper Session A—Moyer 104
5:00—6:35 Paper Session B—Moyer 106
5:00—6:20 Paper Session C—Moyer 109

DETAILED SCHEDULE & ABSTRACTS

Paper Session A
Moyer 104

5:00—5:15
THE EFFECTS OF EMOTIONAL SOUNDS ON TASK PERFORMANCE
Janira Almonte, Sherika Freckleton, Kaitlin Garthwaite, Jillian Paganelli
We are interested in examining the effects of emotional sounds on cognitive task perform-ance. In our study, the main goal is to test which sounds, if any, induce certain emotions, and if these emotions aid or hinder a person's ability to complete a cognitive task. We hy-pothesize that those in the negative sound condition will perform worse than those in the positive sound condition and no sound condition. In addition, we predict that people in the negative sound condition will be more likely to identify with negative emotional words and people in the positive sound condition will be more likely to identify with positive emotional words. Although there were no significant differences in task performance, results indi-cated that the sounds effectively manipulated participants' emotions.

5:15—5:30
THE EFFECTS OF DISGUST AND ANGER ON MORALITY JUDGMENTS
Alan Bass, Ella Retterer, Natalia Sleziak, Melissa Wolpow
Schnall et al. (2008) found that participants induced with disgust rated moral situations more harshly (less moral) than those who were not induced with the emotion. We were interested in determining if disgust is exclusive in affecting moral judgments or if anger has a similar effect. Participants were induced in either a disgusted, angry, or neutral state and rated morality vignettes. Results indicated no significant differences between the three groups, but showed a significant positive correlation between disgust and morality ratings. A significant gender difference also existed, such that women rated the vignettes more harshly than men.

(Break)

5:35—5:50
THE EFFECTS OF PROCESSING AND SUPPRESSING EMOTIONS
Julie Brahen, Kate Morrow, Chelsea Corley, Francesca Martinez
The purpose of this experiment was to investigate how people suppress and process emotions. Research has shown that suppressing one's emotions may have detrimental effects on mental well-being. Conversely, it has also been suggested that processing emotions can help individuals deal with difficult life experiences. Our study attempted to explore how suppressing and processing an emotion effects a person's emotional state. Participants were primed with happy or sad emotions and instructed to either process or suppress those emotions. After the processing/suppression, participants' emotional states were measured. Results of our study showed that processing reduced negative emotion, while suppression lead to more negative emotion. Implications of our study may offer valuable information to people dealing with negative life experiences.

5:50—6:05
THE EFFECT OF MOOD INDUCTION ON IMPRESSION
Melissa Katz, Jacquelynn Matlack, Joseph Mulvihill, Morgan Waldinger
The main goal of our study is to investigate the effect of positive and negative moods on impression formation. Subjects were induced into either a positive or negative mood and asked to rate themselves on the response measure of various affective and personality variables. They were then asked to rate a photograph of either a male or female on the same response measure.
Our results show that individuals tended to rate themselves as being more positive and less negative than the individual in the photograph. For the male photo, participants rated themselves as being much more positive and less negative. This was also true for the female photograph; however, the differences were larger in the male photo showing that overall females tended to rate themselves as being more like the female than the male. Limitations and implications for future research are discussed.

DETAILED SCHEDULE & ABSTRACTS

Paper Session B
Moyer 106

5:00—5:15
THE EFFECTS OF SELF-GENERATED DRAWINGS ON MEMORY AND RECALL
Katherine DiPierro, Rachel Gutman, Dana Shuldiner
The purpose of this study is to compare the effects of self-generated drawing and representational graphics on learning and memory in college students versus not drawing. Self-generated drawing appears to produce more successful learning and recall, and can be used as a diagnostic tool to gauge comprehension of newly-learned material. This will be applied to the recall of concrete and abstract words. The process of generating ones' own drawings has never been directly compared to the effectiveness of included illustrations. If user-created drawings are as useful as or more effective than representational graphics, students may benefit from them as a mnemonic (a memory aid). Results indicated that there is a difference between the recall of concrete words and that given drawings aid recall.

5:15—5:30
TEST IT THE WAY YOU TAUGHT IT: ASSESSMENT OF ACTIVE LEARNING
Grace Garlatti and Samantha Molchany
 In this study, we looked to find if active learning is best assessed through traditional or authentic assessment. Past research has shown that active learning is an effective teaching method (Gurbuz et al., 2010) and that authentic assessments best measure knowledge obtained after instruction (Frey & Schmitt, 2007). This study was designed to see if authentic assessment works best to measure material taught through active learning. Participants were given a pretest on the geography of Australia, participated in an active leaning lesson on the material, and were then given a traditional and authentic assessment on Australia's geography. We found that participants had higher scores, in relation to the pretest, on the authentic assessment than they did on the traditional assessment.

5:30—5:45
CONGRUENT AND INCONGRUENT AUDITORY AND VISUAL MODALITIES ON RECALL AND RECOGNITION
Johanna Block, Stacey Fechter, Maggie Griffin
As humans, we are living in a multimodal environment and receive enormous amount of information via different senses (Van der Burg, Brederoo, Nieuwenstein,Theeuwes, & Olivers, 2010). People tend to multitask and take in various amounts of information at one time. We looked at the congruency effect which states that attention to semantic contents of at least one modality is necessary to establish audiovisual semantic interference(Burg et. al., 2010). It was found that through task recall, people that witnessed a video with congruent audio and visual directions were better able to recall than those that recieved incongruent audio and visual information. It was shown in the incongruent condition, people paid more attention to what they heard, demonstrating the use of one modality over another

(Break)

5:50—6:05

EYEWITNESS MEMORY AND SUBSEQUENT RECALL: THE EFFECT OF VISUAL DETAIL

Pete Fiascone, Hanah Wade

Loftus & Palmer (1974) demonstrated the power of suggestibility with regard to the malleability of eyewitness memory. To explore this idea further we exposed participants to one of six photographs featuring an identical male or female in an identical setting except for the food that the person was eating (if any). We wanted to observe if the type of food would have an effect on subsequent judgments of the person's weight and physical fitness. We believed this could provide insight as to the nature of the processes resulting in unconscious and at times unfair, biased, or inaccurate prejudices. Results indicated that most differences occurred between those observed eating when compared to those who were reading, with the type of food having little effect.

6:05—6:20

GENDER STEREOTYPES ASSOCIATED WITH BENEVOLENT SEXISM

Alyssa D'Addio, Gabrielle Fassman, Laysa de la Parra

The purpose of our study is to assess the extent to which benevolent sexism and gender stereotypes is salient on our campus. We are interested in finding out how much of our campus fits into the heteronormative model, specifically masculinity or femininity. The potential benefits of our study would raise awareness of gender stereotypes as well as benevolent sexism. Benevolent sexism is an act usually performed by a male for a woman in which he helps her on the merit of her biological sex. Research shows that, perceived sex of a performer of a major altruistic act was found to be male and perceived sex of a receiver of an major altruistic act found to be female (Seefeldt, 2007).

6:20—6:35

THE EFFECTS OF CAFFEINE ON COGNITIVE FUNCTION

Allegra DiIorio, Dori Lewis, Stacey Engoron, William Alosco

This study examined the effects of caffeine on cognitive function and state dependency in college students. Previous research has shown energy supplements to have had positive effects on cognitive performance as well as effecting state dependency. Over a two day period, participants were randomly assigned to groups which would ingest either a popular energy supplement or a placebo. Following a brief incubation period, participants were asked to complete a number of cognitive tasks. On the first day, participants completed a mirror drawing apparatus task, an immediate word recall task, a serial recall task, and delayed word recognition task. On the second day participants completed the same tasks with the removal of the immediate word recall task addition of a delayed word recall task. Each task was measured for errors and timed. In accordance with past research, we hypothesize that participants who received the energy supplement will perform cognitive tasks faster and with fewer mistakes than those who received the placebo. We also predict that participants who had the same drink on both days will perform better than those who had different drinks which would indicate a state dependant effect.

DETAILED SCHEDULE & ABSTRACTS

Paper Session C
Moyer 109

5:00—5:15
ASSESSING STIGMA TOWARDS SAME-SEX PARENTS
Chris Hellriegel and Leann Kahrer
This study aims to better understand where stigmatizing attitudes towards gay and lesbian parents come from. Past research indicates that same-sex couples hold competent parenting skills, just like heterosexuals. Many people remain unaware of or do not believe such findings, thus causing stigma against gay- and lesbian-headed families to negatively impact not only parents, but also their children. This stigma, therefore, is not a result of detrimental parenting, but of attitudes towards homosexual parents. The present study assessed the impact of various personal beliefs as well as laws and voting trends in participants' place of permanent residence to attempt to discover which institutions provide the basis for stigma against gay and lesbian parents and their children.

5:15—5:30
DIFFERENCES IN STIGMA TOWARDS THE LABELS OF "HOMELESS" AND "MENTALLY ILL"
Julie Klein, Hannah Mitchell, Alexandra Ripkin, Deborah Ward
Perceptions of individuals who can be labeled as 'homeless' have been studied in relation to race, political affiliation and socio-economic status of both the perceiver and the person to whom the label is attached. How the labels of 'homeless' and 'mental illness' interact with each has not been as thoroughly addressed. We investigated the differences in strength of stigma towards individuals bearing the labels of 'homeless' and 'mentally ill.' In considering a person labeled "homeless," participants were more likely to estimate the person as also having a mental illness than they were to estimate a person labeled as "mentally ill" as also without a home. Participants' scores on certain dimensions of stigma (eg. help, blame, danger) significantly differed across conditions.

5:30—5:45
ANTI-STIGMA INTERVENTIONS GONE VIRAL: THE EFFECT OF YOUTUBE.COM VIDEOS ON STIGMA
Florencia Allegretti and Evelina Eyzerovich
Corrigan et al. (2001) examined the use of three approaches to intervention and found education and contact to have more of an effect than protest in reducing certain dimensions of stigma against individuals with schizophrenia. Many previous anti-stigma campaign attempts have been costly and time consuming for both researchers and participants. More recent intervention methods have involved using media and the internet to reach a broader audience. Youtube.com, the largest world-wide video sharing community, is likely the next frontier in intervention strategy; however, there is no research on the effect of youtube.com videos on stigma. Our study is designed to measure the effectiveness of three kinds of video formats on participants stigma of people with schizophrenia.

(Break)

5:50—6:05
DOES TEACHERS' KNOWLEDGE OF ADHD INFLUENCE ATTITUDES AND BEHAVIORS TO-
WARDS STUDENTS EVENLY ACROSS GRADE LEVELS?
Robert Buesser, Allison Barofsky, Scott Gavin
This study looks at teachers' enacted stigma associated with children with ADHD. Ohan et
al. (2008) found that teachers with sufficient knowledge of ADHD tend to stigmatize less
against elementary students with ADHD. Our study replicates and expands this study by
examining stigma across grade levels. We surveyed teachers from Pennsylvania and New
Jersey school systems and preservice students enrolled in the education program at
Muhlenberg College. In accordance with previous research, we hypothesize that the higher
the knowledge of ADHD, the less stigmatizing attitudes will be shown by the participants.
Furthermore, we anticipate that elementary teachers will exhibit greater stigma than
teachers in middle and high school. Implications and future research will be discussed.

6:05—6:20
HIV/AIDS: FEAR OF DISCLOSURE AND TREATMENT SEEKING PATHWAYS
Carolyn Blake and Joana da Silva
National Statistics have indicated that while the USA, and the Republic of South Africa both
have extremely high AIDS/HIV rates, they each have very different percentages of people
receieving treatment. Past research has speculated that this discrepancy may be due to
fears of disclosure. The purpose of this study is to try and exmaine the relationship be-
tween disclosure concerns and treatment seeking behaviors. Partipants from these coun-
tries completed an online survey asking questions pertaining to disclosure concerns
amoung individuals with HIV/AIDS and perceptions of potenial treatment pathways. We
hypothesize that fears of disclosure will be related to which treatment pathways people see
as acceptable.

POSTER SESSION
Miller Forum

IMAGINE ME AND YOU: EXPLORING THE EXISTENTIAL FUNCTIONS OF SHARED SOCIAL EXPERIENCES
Julie Brahen; Stacey Engoron; Dori Lewis; Melissa Martin
I-Sharing (Pinel, Long, Landau, Alexander, & Pyszczynski, 2006), the subjective experience of a shared social event, is a relatively new area of research within the emerging field of experimental existential psychology. Pinel and colleagues have suggested that I-Sharing experiences likely serve important existential functions, in that these experiences help protect us from feelings of meaninglessness and isolation. I-Sharing experiences may also serve a terror managing function in helping to shield the self from the negative consequences of reminders of death. The present research seeks to examine the possible existential functions of I-Sharing within the context of Terror Management Theory.

THE EFFECT OF PRIMING AND SOCIAL DESIRABILITY ON LIKELIHOOD TO CHEAT
Mallory Smith, Talia Robbins, Shakira Soderstrom
The goal of this study was to examine the effects of priming toward honesty or dishonesty on likelihood to cheat in college students. Priming influences a person's thoughts or behaviors with information or specific words. We assigned participants to one of three conditions, one primed toward honesty, one primed towards dishonesty, and one neutral control. We expect to find that those primed toward dishonesty would report higher levels of cheating. Additionally, we expect that those who report higher levels of social desirability on the Marlowe- Crowne Social Desirability Scale will report lower levels of cheating.

HOW THE FRAMING OF SEXUAL EDUCATION AFFECTS ATTITUDES TOWARD SEX
Michael Manocherian, Nashalys Rodriguez, Samara Roth
The goal of our study is to examine if framing sexuality as dangerous contributes to people thinking that sex is dangerous. We randomly assigned participants to one of three conditions in which they viewed a negative sexual education video, or a factual sexual education video, or a positive sexual education video. Participants then took two scales about mood and attitudes toward sex. Our study can offer insight into the possible effects of different methods of sex education. We expect to find that negative framing sexual education leads to conservative attitudes towards sex, and positive framing sexual education leads to liberal attitudes towards sex. We also expect that framing will influence mood and that the combined effect of framing and mood will influence attitudes towards sex.

THE INFLUENCE OF MAGAZINES ON WOMEN'S ATTITUDES TOWARDS RELATIONSHIPS
Molly Davin, Cristina Gannon, Michele Toher
The main goal of the study is to understand the influence magazine articles have on women. Specifically, participants as well as researchers will learn the degree to which particular types of popular magazines influence women's behavior in romantic relationships. We hypothesize that, women who read cosmopolitan magazine, will endorse heteronormativity in their romantic relationships more than women who read health and gossip magazines.

PERSONALITY AND ATTRACTION
Christopher Caraway, Ashley Greenberg, Lauren Satkwich, Nicole Weiss
Our study is to better understand the extent similarity of personality affects attraction. More specifically, we will examine the influence of introversion and extroversion on companionship. Past research has mixed findings on this question, with some studies supporting the Matching Theory of Attraction and other studies supporting the Fundamental Theory of Liking. Participants will complete a personality survey measuring introversion and extroversion before choosing a hypothetical roommate from a series of vignettes that depict three different levels of introversion and extroversion. We expect that all participants, regardless of personality, will select extroverts as their ideal companion.

MUSIC AND EMOTION
Jenifer Arman, Katharine Schick, Jennifer Seeba, Jennifer Tagliaferro, John Zeitoun
This study, operating under the belief that music can evoke emotion, aims to see if the same lyrics, presented at different tempos (in an original song and the cover of the same song) can evoke different emotions in the listener. A between subjects design was used, with each of the two groups listening to only one of the two song choices. We anticipate finding that there is a difference in evoked emotions due to tempo, which would support the idea that music can actually evoke emotion and is not confined to simply conveying it.

THE RELATIONSHIP BETWEEN MISCONCEPTIONS OF ADHD AND TREATMENT SELECTION
Mark Sciutto, Florencia Allegretti, Evelina Eyzerovich, Melanie Franklin, Eric Hamilton
The help-seeking process for ADHD can be interrupted at any stage causing improper care for many children (Power, Eiraldi, Clarke, & Mazzuca, 2005). One stage that might be directly influenced by knowledge or misconceptions is the selection of treatment options. In this study, we will investigate the relationship between misconceptions of ADHD and treatment acceptability, a variable that is an important determinant of treatment selection. We will investigate two common misconceptions of ADHD: That sugar increases hyperactivity and that the use of stimulant medication increases the likelihood of drug addiction later in life. By better understanding these misconceptions and their relationship to treatment acceptability, we can learn how to prevent attrition from the help seeking process.

CONFORMITY TO A PRESCRIBED ROLE
Lorrae, Bradbury, Melanie Franklin, Kim Hanson, Keith Pedrani
Every day people are held to behavioral expectations based on certain roles they posses such as gender, race, and personality types. In our study, we are researching the effects of prescribing a specific personality trait to an individual. By studying this, we are attempting to see the extent to which people will conform to roles that are given to them. Our study is focused on the personality trait of openness to experience, but can provide a basis for considering people's behaviors due to the assignment of roles in general including the roles of gender, age, and disability. We hypothesize that upon receiving a label of openness to experience, participants will rate themselves higher in that trait.

THE EFFECT OF PARENTAL DIVORCE ON COMMITMENT, VULNERABILITY, AND TRUST WITHIN ROMANTIC RELATIONSHIPS
Sally Goebel, Elana Greenfield, Evan Schmidt, Amy Teichmann, Tennille Wilfur
The purpose of our study is to determine if there is a direct relationship between parental divorce and their children's views on romantic relationships. This will be researched specifically through their views of commitment, vulnerability, and trust for children's romantic relationships. Information acquired in this experiment will lead to an understanding of relationships and how they are undermined by the effects of divorce. This study was completed through an online survey which includes three scales evaluating commitment, vulnerability, and trust. Our hypotheses are that individuals with divorced parents will have lower commitment, higher vulnerability, and be less trusting within romantic relationships.

EXAMINING THE LINK BETWEEN SEXUAL ATTITUDES AND WORK ETHIC
Angela Napoletano, Jonathan Blau, Elizabeth Geiger, Jacob Kreeger, Mackenzie Raub
The goal of this study is to see if there is a relationship between work ethic and sexual attitudes in college students. There has not been previous research conducted on this question, so this study could provide information for further research in sexual attitudes among college students. While reviewing previous research we have found that there is no link between higher grades and sexual attitudes, which is why we decided to focus on work ethic. Participants are taking a self-report survey on sexual attitudes as well as work ethic. We anticipate finding a relationship between a high work ethic and high sexual attitudes. Therefore, we also expect that a low work ethic will have lower sexual attitudes.

THE EFFECTS OF PHYSICAL ACTIVITY ON ACADEMIC PERFORMANCE
Monica Shin, Margaret Vallone, Jay Salasko, and Emily Robbins
We investigated the effect of physical activity on the academic performance levels of undergraduate college students. We used a Likert scale survey to observe the relationship between these two variables. Based on what prior research has suggested, we anticipate a positive correlation between physical activity and academic performance levels. Along with this, we hypothesize that there will be no significant difference in results between men and women. Our final prediction is that athletes will have higher significance in results than non-athletes.

NOTES
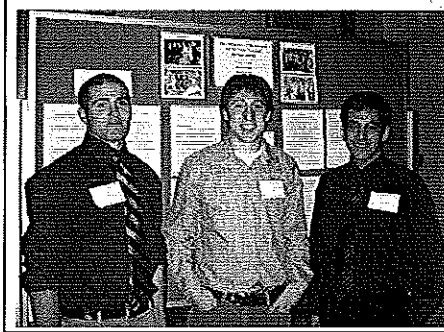
WANT TO PRESENT YOUR RESEARCH OR INTERNSHIP EXPERIENCE?
Fall 2011 Psychology Day is tentatively scheduled for December 6th. If you would like to present your research or internship, speak with a professor and/or visit the Psychology Department website for more information!

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."*