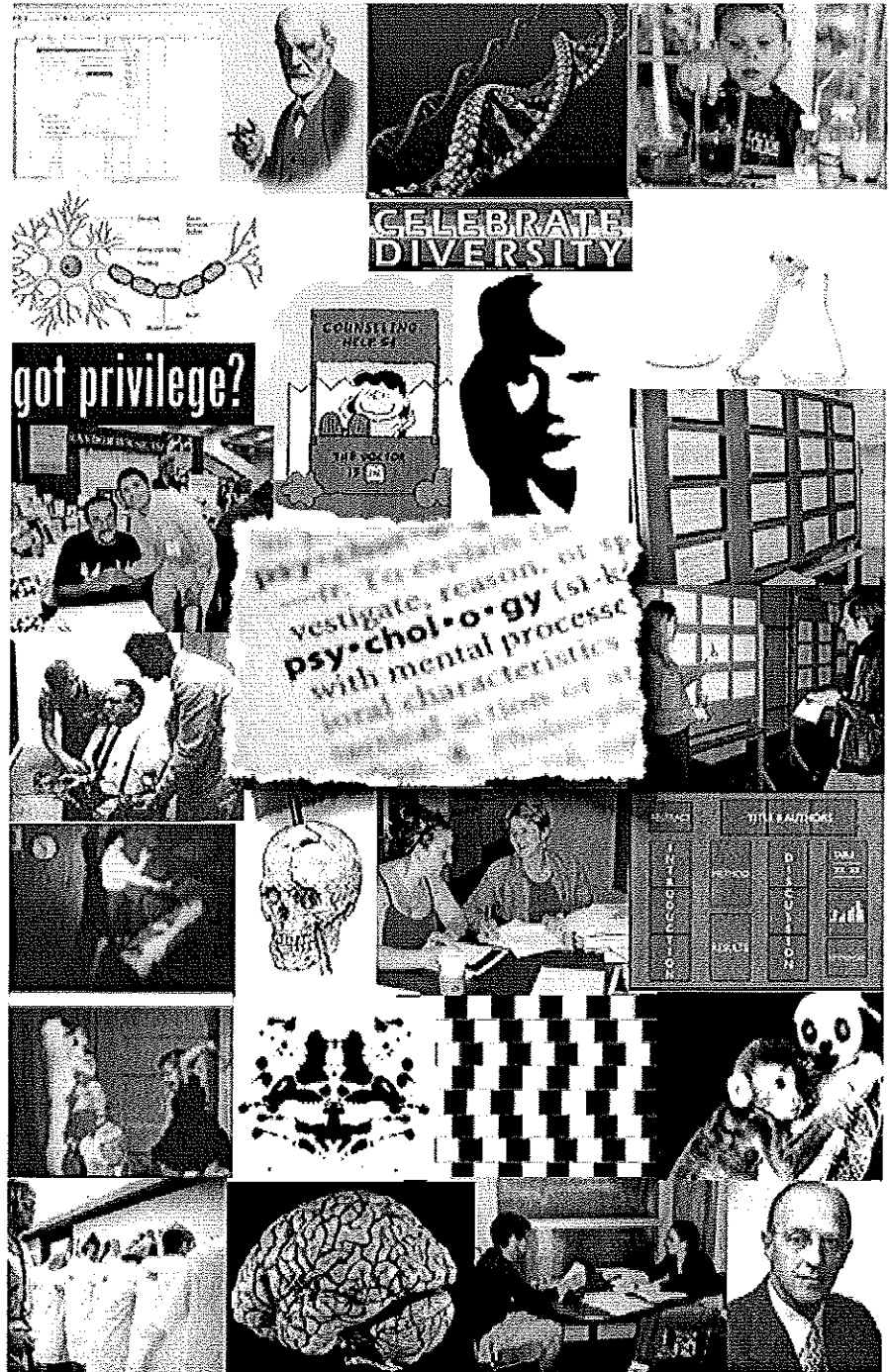


MUHLENBERG COLLEGE

Psychology Day



SPRING 2012 PROGRAM

May 1, 2012 Seegers Union

NOTES

SCHEDULE OVERVIEW

5:00—5:25 Starting in the Great Room, Seegers Union

WELCOMING REMARKS

KEYNOTE SPEAKER

Alan Bass ('12)

Moving Forward, Reaching Success

Entering college is often a tense time for students because of the constant pressures – from parents, peers, professors, and society, all prodding you in different directions. Those who are successful in life always say, "Keep working hard, never give up." But most are very quick to dismiss this idea, claiming success is a product of luck, being at the right place at the right time, and even, genetics. My thesis research deals with this exact dilemma: how is success made, and how can all of us replicate it as we begin the rest of our lives? By looking at this research, it is my hope that we can all maximize our college experience, in addition to placing ourselves on an early path to success, whatever it may mean to each individual.

5:25—5:30 Break

CONCURRENT PRESENTATION SESSIONS

5:30—7:00 Posters—Seegers Event Space

5:30—6:45 Paper Session A— SU 108

5:30—7:05 Paper Session B— SU 109-110

5:50—7:05 Paper Session C— SU 111-112

DETAILED SCHEDULE & ABSTRACTS

Paper Session A

Seegers 108

5:30—5:45

EMOTIONAL RESPONSES TO MUSIC

Nina Moshman, Shane O'Connor, Victoria Wenhold

The purpose of this study was to find how familiarity and enjoyment of music affects the emotions experienced by the listener. We tested the intensity of both positive and negative emotions elicited from each song clip. Participants received a brief survey before clips were played and rated the intensity of emotional responses in addition to the familiarity and overall enjoyment of each song immediately following each clip, in order to gain perspective of emotional responses to music. Based on the past research, we hypothesized that more familiar will evoke a stronger emotional response in listeners. We also hypothesized that songs with faster tempos and major modes would be perceived positively emotionally, and songs with slower tempos and minor modes perceived negatively emotionally.

5:50—6:05

THE EFFECTS OF FAMILIARITY & TEMPO ON MUSIC AND EMOTION

Kennetta Christian, John Zeitoun

Past research on tempo has shown that it is the most important feature in determining the effects of music (Rigg, 1964). Research on familiarity (Bartel, 1992) found that the more familiar a person is with a song, the stronger his/her emotional response is to the music. The purpose of this study is to further investigate the effects of familiarity and tempo on individual's emotions. Through the use of various musical stimuli, we will attempt to determine if tempo alone can impact an individual's emotional response.

6:10—6:25

MUSIC AND TEST ANXIETY

Lauren Barnett, Stephanie Morrel, Bilkis Hashim

This study aims to understand the effect of music on test anxiety among college students. We are interested in understanding which type of music (classical or heavy metal) or no music influences anxiety levels while taking a test. Previous literature found that music influenced overall perceptions of anxiety more than creating any physiological changes. Research has also found that music can alter mood when used as a type of auditory distraction. By helping a person pay minimal attention to an unpleasant stimulus, music can be used as a stimulus-substitution. Thus, we hypothesized that classical music would decrease participants' anxiety levels after exposure to a stressor, heavy metal would increase anxiety, and no music would slightly decrease anxiety. Results confirmed our hypotheses.

6:30—6:45

MUSICAL TRAINING AND EMOTIONAL INTELLIGENCE

Andrew Brod, Sioned Papparotto, Joseph Sandor

Emotional Intelligence (EI) is important for perceiving, understanding, expressing and regulating emotions. It is linked to positive emotionality, increased satisfaction with relationships, better physical health, improved job satisfaction and even leading to higher salaries. Having a high EI will have a positive effect on one's ability to flexibly plan, think creatively, and redirect one's attention and motivation. Some studies have shown that musical training improves one's EI. As such, we predicted that those who were more musically trained would have a higher EI. We considered participants musically trained if they had at least 8 years of experience in either dance or music training. No significant results were found.

DETAILED SCHEDULE & ABSTRACTS

Paper Session B

Seegers Union 109-110

5:30—5:45

EFFECTIVE ADVERTISING

Brittany DeAngelis, Jeremy Fox, Evan Schmidt, and Margaret Vallone

The present study evaluated the effect of music on product recall, product recognition, and mood in advertising. Participants were randomly assigned to one of three conditions (happy music, sad music and no music); all three conditions utilized the same advertisement and differed only in the background music played. Participants were asked to recall specific elements of the advertisement, and report their mood. The study hypothesized that the style of background music played would affect product recall and recognition, and participants' moods. Results showed that there was a significant difference in product recall and recognition across all three conditions. There was marginal significance in participants' moods between the "happy music" and "sad music" conditions.

5:50—6:05

INFLUENTIAL FACTORS ON RAPE MYTH ACCEPTANCE AND VICTIM BLAME ASSESSMENT

Cristina Gannon, Melissa Miller, & Kim Yalango

The purpose of this study was to examine the factors that increase rape myth acceptance (RMA) among college students. This study was particularly interested in the ways in which alcohol involvement and type of rape affect blame assessment in rape scenarios and how gender identity influences one's RMA. We hypothesized that both men and more masculine participants would place more blame on the victim in rape scenarios in comparison to women and more feminine participants. We also hypothesized that the victim would be blamed more in a seduction rape scenario over a date rape scenario, but that participants would give the victim the most blame in scenarios involving alcohol.

6:10—6:25

PERCEPTIONS OF INDIVIDUALS WITH AUTISM SPECTRUM DISORDER

Joshua Silverman, Nicole Weiss, Keith Pedrani, Mike Kellum

This study provides a crucial look at the way college students perceive someone with a disorder, specifically Autism Spectrum Disorder. There are many stigmas associated with Autism Spectrum Disorder that create an out group in society that is unnecessary. The main goal of the study is to look at how education in ASD can have an effect on the way college students perceive people with ASD. Our hypothesis is that an education intervention would result in better awareness of the disorder and less separation from peers with the disorder, while having no education intervention would result in less awareness and therefore more or consistent separation from peers with the disorder.

6:30—6:45

THE EFFECTS OF FACEBOOK ON ONLINE AGGRESSION

Stephanie Moulton, Christopher Carraway, Victoria Piccone, Louisa deButts, Lauren Satkwich

Technology has advanced so much in the past decade; with social networking sites such as Facebook, personal information is easily made public and the average user is able to interact with a larger number of individuals on a daily basis. Our study aims to better understand the impact of Facebook on social interactions and relationships. We will be focusing on how individuals react to negative stimuli that often appears on Facebook. We predict that individuals presented with such negative stimuli will be more likely to react aggressively on Facebook. We believe our study is relevant because it could provide a greater understanding of the reactions elicited in Facebook use and how its use can redefine ways younger generations communicate with peers.

6:50—7:05

RAPE MYTH ACCEPTANCE, EMPATHY FOR THE VICTIM, AND BYSTANDER INTERVENTION

Michele Toher, Christian Mathers, Candice Eaton, Erin Ott

The main goal of the study is to determine a relationship between rape myth acceptance, empathy for a victim, and bystander intervention. More specifically, we hypothesize that individuals who are more empathetic toward a victim of rape and have a low rape myth acceptance would be more likely to intervene as a bystander in a potential rape situation. The findings of our study can potentially be used to gauge Muhlenberg College's social climate. With this, our study can help assess students' current level of rape myth acceptance and determine whether these levels are appropriate.

DETAILED SCHEDULE & ABSTRACTS

Paper Session C Seegers 111-112

5:50—6:05

TEACHERS' AND ADMINISTRATORS' PERCEPTIONS OF LANGUAGE BARRIERS AT JEFFERSON ELEMENTARY

Mary Ann Collins, Courtney DeAngelis, Brendan Joyce, Breanne Klinger

Our research examines teachers' and administrators' perceptions of language barriers at Jefferson Elementary in Allentown. There is an increasing number of families in the United States who do not speak English in their homes, which may be the case for many families at Jefferson (Onikama, Hammond, & Koki, 1998). Good, Masewicz, and Vogel (2010) recently found that both teachers and parents reported communication gaps, specifically language barriers, as the largest impediment to Latino student academic success. Thus, we predict that teachers' and administrators' lack of understanding of language barriers will negatively affect family engagement.

6:10—6:25

COMMUNITY CONNECTEDNESS AND FAMILY ENGAGEMENT

Ally Giordano, Maya Spitalnik, Taylor Gaines, Victoria Benyo

The goal of this research project is to collect survey data from the administrators to understand how this group views the issue of family engagement in creating a community. This data will be used to aid Jefferson Elementary in increasing family engagement and community connectedness as effectively as possible. By looking at constructs such as attendance, trust, understanding, satisfaction, and involvement, we hope to understand how the community at Jefferson can be better connected in order to ensure successful outcomes.

6:30—6:45

BUILDING BLOCKS OF FAMILY ENGAGEMENT: SOCIAL CAPITAL AS A FOUNDATION

JeanMarie DeLuca, Sally Goebel, Annie Gofberg, Ashley Greenberg

It is essential to understand the role that schools have in building families' social capital because increased social capital promotes family engagement (Carreon & Drake, 2005). Higher family engagement has been related to greater student outcomes which includes academic and social performance (Berger, 1995). This study examined teachers' and administrators' promotion and knowledge of resources in the Jefferson Elementary School community. We hypothesized that the more teachers and administrators promote and have knowledge about school resources the higher their perceptions would be of family school engagement. With a greater understanding of the teachers' and administrators' role in building social capital for families, the school can be better equipped to foster family engagement.

6:50—7:05

FAMILY ENGAGEMENT IN THE UNITED STATES SCHOOL SYSTEM: THE EFFECTS OF CULTURAL DIFFERENCES FOR IMMIGRANT AND MINORITY FAMILIES

Elizabeth Geiger, Alexis Clarke, Alexandria Natale, Allison Hourani

Past research has shown that when families are engaged with the school and with the educational process, children have more success academically, have fewer disciplinary incidents, and have a more positive connection to school (Mulhall, et al., 2002; Hymel & Ford, 2003; Reschly & Christenson, 2006). Cultural differences of parents can greatly influence their engagement in their children's education (Bitew & Ferguson, 2010). Teachers often do not address cultural differences with minority parents and attribute their lack of involvement to language barriers (Dotson-Blake & Kylie, 2010). The present study hypothesizes that teachers will believe the lack of family engagement to stem from language and not address cultural barriers within their relationship with minority families.

POSTER SESSION

Event Space

PERCEIVED ATTRACTIVENESS

Victoria Mansolillo, Shana Judd, Wendy Epstein, Karen Trakhtenberg

The goal of this study is to evaluate how the number of similar physical characteristics influences the perceived level of attractiveness, likeability, and approachability in other people. This study intends to look into the reasons why people tend to gravitate towards certain individuals, before any interaction occurs. The anticipated results are that self-perceived attractiveness will moderate the relationship between perceived attractiveness and the likeability, approachability, and attractiveness of others, and the physical similarities.

HUMOR IN THE NEWS: DOES JON STEWART DECREASE ANXIETY?

Katie Arena, Erin Cummings, Molly Jagoda, Lauren Zakheim

This study aims to see if humor has an effect on average state-anxiety, belief in a just world, and irrational pessimism. Participants were randomly assigned to view a clip from ABC newscast (control) or The Daily Show with Jon Stewart (experimental). After viewing one of the newscasts, participants filled out a questionnaire. We anticipate that our results will show that humor is a useful in reporting journalistic information so as not to unduly increase state-anxiety and irrational fears amongst viewers. We also believe participants in the control will report significantly higher average state-anxiety than the experimental condition. Also, we hypothesize that the experimental group will report higher likelihood to watch more, similar newscasts than the control.

PERSONALITY AND COPING IN STRESSFUL SITUATIONS

Rebecca Massey, Maddie Virga, Meghan Donahoe, Jena Verlin

The main goal of this study is to determine the association between personality types and the use of humor as a coping strategy in specific stressful situations. Our study looks to do a more focused study on different personality types and their use of humor as a coping mechanism specifically in socially and non-socially stressful scenarios. In line with previous research, we hypothesize that participants who score high on neuroticism will generally use humor less for both types of stressors. Furthermore, we hypothesize that individuals who score higher in extraversion and openness will be more likely to use humor to cope for social stressors but not for non-social stressors.

RACE AND SEXUAL ORIENTATION INTERACTION: EFFECTS ON WARMTH AND COMPETENCE

Clare Mooney, Margaret Neary, John Dickey, and Olivia Scotti

The current study examined how the obvious category of race and the ambiguous category of sexual orientation interact to affect likeability. Focus was placed on the perceived warmth and competence of individuals of different races (Black or White) and sexualities (gay or straight). This was done to determine if warmth and competence account for differing likeability scores between individuals of the same race but differing sexual orientations. Sixty undergraduates viewed 16 photos of Black and White men who were gay or straight, rating the photos on perceived warmth, competence, and likeability. It was found that Black, gay men were perceived as more warm and competent than straight, Black men, while White, gay men were perceived as more warm but less competent than White, straight men.

EFFECTS OF MUSIC ON CONSUMER ATTITUDES TOWARDS SEXUAL PRODUCTS

Ashley Aaron, Daniel Basch, Nicole Brown, Marissa Kuperschmidt

The goal for this study is to examine how music priming influences choice behavior, specifically how sexually charged music will influence people's perceptions of how likely they will use and/or purchase condoms. Participants were assigned to one of three priming conditions: a sexually charged song, a neutral song or no song at all. Participants were asked to fill out a self-report based on their likelihood to purchase or use certain items. We anticipate that those primed to sexually charged song would be significantly more likely to either purchase or use a sexual product compared to the other priming conditions. We expect that those in the neutral or controlled group will not experience a significant difference from each other.

RELATIONSHIP EXPECTATIONS OF SAME-SEX FRESHMAN COLLEGE ROOMMATES

Carly Reed, Isobel Lewis, Erin Flaherty, Erin Wilson

Our study explored the relationship between gender and freshman roommate intimacy expectations. Participants were given two measures of intimacy expectations, one measuring emotional disclosure and another measuring responsiveness, and told to answer them as though they were themselves coming into their freshman year of college. The results of this study can be helpful for Resident Advisors to understand how male and female same-sex roommates expect different levels of intimacy from one another. We hypothesize that men will have lower expectations than women for their level of intimacy in their college roommate relationship.

THE EFFECTS OF PERSONALITY ON RISKY BEHAVIOR

Steven Alpert, Blythe Duckett, Marisa Levy, and Alexandra Lizzi

There have been multiple studies done to show the connection between the exposure to music and an increase in risky behaviors in adolescents. For example, Van Haver (2011) and colleagues created a study in which they explored the effects of different types of music on stimulant drug use in a club setting. They found that those who reported using illicit drugs were 2.5 times more likely to also report liking dance music, opposed to a lower drug use found in people who preferred rock music. Our main objective is to apply this idea of music's effect on risky behavior to other types of risky ethical, financial, health safety, recreational, and social behaviors to see if and music effects college students views towards these activities.

STUDY ON ATTITUDES OF ROOMMATE BEHAVIOR

Gabriela Brennet, Judy Florio, Mekenzie Kruger, Leah Ryan

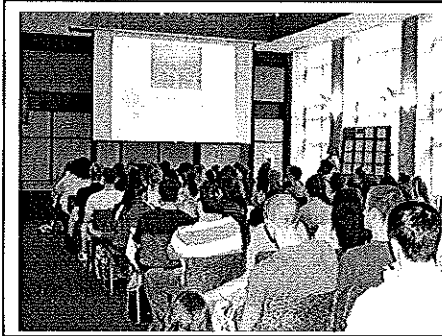
For our study we investigated the effects of labeling a person with a mental health issue. We examined the difference in desired social distance when participants are informed of a hypothetical roommate's mental disorder as opposed to unlabelled symptoms. Muhlenberg students read one of four different vignettes, two depicting a roommate with Obsessive Compulsive Disorder and two depicting a roommate with Bipolar Disorder. Vignettes were identical except for the presence of a sentence disclosing the roommate's condition. We predicted that the participants shown the vignettes with a labeled disorder would desire more social distance from the hypothetical roommate. Further, we predicted that because Bipolar is a more severe mental disorder, our participants would desire the most social distance.

INFLUENCE OF IMPLICIT GENDER STEREOTYPES ON CAREER PERCEPTIONS

Talia Ascher, Lindsey Cunningham, Allison Kovacs, and Amy Lazarus

This study investigates gender stereotyping that exists implicitly regardless of explicit awareness. Evidence exists that priming participants with visual stimuli is an effective way to examine such stereotypes (Lemin, Dabady, & Banaji, 2005). In this study, we looked at the effect of gendered career paths on a gender-neutral name. Participants were primed with either gendered or gender-neutral images before reading a vignette with a career that is either stereotypically male or female. We anticipate that participants who are primed with the gendered images will associate the person in the vignette with the gender of the stereotyped career.

NOTES



WANT TO PRESENT YOUR RESEARCH OR INTERNSHIP EXPERIENCE?

Fall 2012 Psychology Day is tentatively scheduled for December 4th. 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."