Muhlenberg College
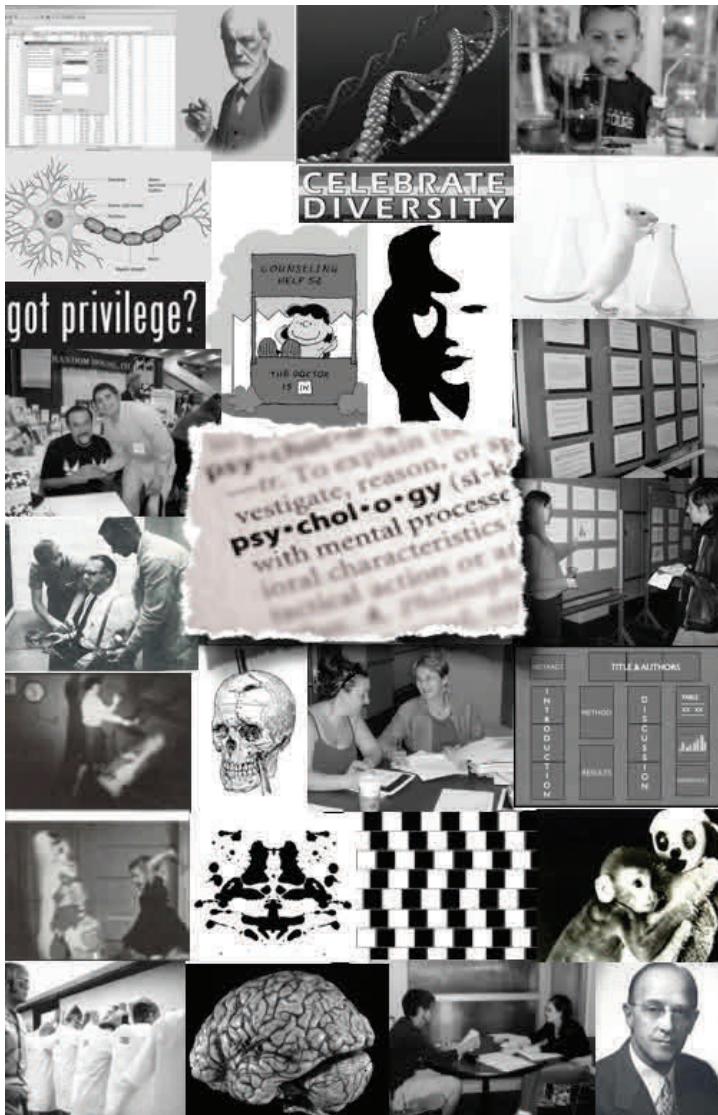
Spring Program 2019 —May 3rd

Psychology
@Muhlenberg College

NOTES

"SCHEDULE OVERVIEW"
Moyer Hall—Miller Forum

POSTER SESSION
10:15—11:05 a.m.

WELCOMING REMARKS
11:10 a.m.

KEYNOTE SPEAKER
11:15—11:30 a.m.

11:30 a.m.—11:35 a.m. BREAK

CONCURRENT ORAL PRESENTATION SESSIONS

11:35 a.m.—12:30 p.m.-Paper Session A—Moyer 106

11:35 a.m.—12:50 p.m.-Paper Session B—Moyer 109

WELCOMING REMARKS

11:10 a.m.

Moyer Hall—Miller Forum

KEYNOTE SPEAKERS

Tovia Marinstein ('20), Isabella Zissman ('19)

Boundaryless Experiences

As college students, we become hyper-focused on achieving "success" through a traditional academic framework. The psychology internship program provides a space for students to explore their own interests and passions through engaging with psychology in the "real world." Isabella Zissman's internship experience consisted of traveling to the woods of Jim Thorpe, PA to Youth Services Agency and engaging with adolescents who struggle with truancy, drugs and alcohol, and behavioral issues. Tovia Marinstein worked with the Shanthi Project on evaluation of program efficacy, diving into the world of data organization and analysis. Both internships demonstrate that some of the most powerful college experiences cannot be designed by a curriculum, but rather must be pursued through vulnerability and authenticity.

POSTER SESSION
Moyer Hall—Miller Forum

SOCIAL DOMINANCE ORIENTATION PRIMING EFFECT ON HONESTY-HUMILITY FACTOR
Justin Axelrod, Brittany Bashore, Christine Cavaliere, Sydney Crispano
Personality often converges with attitude. This has been interpreted as personality informing attitude. The present study explores if the inverse could be true; we hypothesized that attitude (perception) informs personality (behavior). Participants reported level of agreement with items pertaining to Social Dominance Orientation (SDO), an attitude that sees the world in terms of social hierarchy, and the Honesty-Humility factor of personality, a trait associated with aversion to exploitation of others in benefit to oneself. In the test condition, participants were primed with attitude consideration via SDO assessment prior to the H factor questionnaire. In the control, the H factor scale was presented first. We anticipate that those who saw SDO first have lower H factor scores.

WHY ARE "YOU" STRESSED? INVESTIGATING THE EFFECTS PERCEIVED PARENTING STYLE ON MOTIVATIONAL ORIENTATION AND ACADEMIC STRESS
Levelle Arnold, Devin Goldsmith, Maayan Malomet, Thomas Spinelli
College students have varying degrees of academic stress, which can be attributed to different types of perceived parenting styles and motivational orientations of the college students. We investigate three types of parenting styles: authoritarian, authoritative, and permissive. Our study surveys college students to determine the relation between perceived stress, parental strategy, motivational orientation. We hypothesize that college students who perceive their parents as authoritarian will have the controlled orientation, which will lead to to the highest levels of academic stress. We hypothesize that those who view their parents as authoritative will have an autonomy orientation, which will lead to the lowest levels of academic stress. We hypothesize that those who view their parents as permissive will have an impersonal orientation and high academic stress.

THE EFFECTS OF SOCIETAL NORMS ON HEALTHY DIETARY DECISION MAKING
Emily Cannavale, Dylan Clayton, Gabriella Crivelli, Kayla Klarides, Isabel Schwartz
This study researched the effect of one's perception about nutrition and health. The influence that health sources can have on one's perception about health was analyzed through how quickly participants were able to correctly identify whether a visual image of a food item was higher in sugar, protein, or carbohydrates. Using MouseTracker, the time it took for each participant to both begin making a decision, and to finalize the decision that they were making was measured. Participants then completed a survey in which their gender, age, and race was recorded, as well as whether they were a college athlete, their level of importance for maintaining a healthy diet, where they typically gain their nutritional knowledge from, and their confidence levels in making their choices.

FITSPIRATION AND BODY POSITIVITY: PERCEPTIONS OF INSTAGRAM POSTS
Alex Britvan, Savannah Connolly, Eva Hersch, Kaelyn Kappes
We are studying the ways that various Instagram accounts affect people's body positivity levels. This is interesting to us because we are from a generation where Instagram is an extremely well known and broadly used form of social media. In this way, we are analyzing if people's

Body positivity levels would decrease when presented with a fitspiration post; a post that shows people in very little clothes and explicitly shows their musculature. On the contrary, we predict that when people are presented with body positivity posts, their body positivity would increase, but only by a small amount.

COMMUNICATION AND EMOTIONS
Bari Dershowitz, Molly Roitman, Yael Turk, Zoe Volchuk, Sophie Weber, and Ariel Wursta
Previous work reports emotional effects on in-person and virtual conversations but the interaction between in-person, phone call and text message communication has not been evaluated. Our goal was to examine the emotional responses between the three types of communication. We hypothesized that in-person conversations will have stronger emotional effects than those over text or phone call. Participants were randomly assigned to a communication method and a positive or negatively-based conversation led by our confederate. Each then completed a survey assessing comfort and engagement in the conversation and their extraversion levels using the BFI Personality Scale. We anticipate that in-person conversations report higher comfort and engagement levels than text or phone call discussions.

CAN COLLEGE STUDENTS OF DIVERSE BACKGROUNDS IDENTIFY MICRO-AGGRESSIONS IN EVERYDAY SITUATIONS
Darcy Furlong, Ivie Mims, Audrey Quinn, Shira Romanoff
We are interested in looking at how well current college students can recognize microaggressions in different minority groups. We wrote several situations that depicted racial, gender, LGBTQ, and religion-based microaggressions. We also collected demographic information about each participant, such as ethnic background, religion, and class. We hypothesized that students of certain minority groups would be able to better identify microaggressions against their specific minority group; we also hypothesized that white men would be least able to identify microaggressions out of every category. Our expectations were subverted, however, when our overall results indicated that people from every demographic group had difficulty identifying microaggressions in the first place.

"MOMMY, WHERE DO BABIES COME FROM?": AN EXPLORATION OF CHILDHOOD SEXUAL EDUCATION AND CONSENT
Tali Bellicha, Meredith Lipson, Rebecca Ostrow, Joely Winnick, Isabella Zissman
This project will center around educating children (ages preschool-fifth grade) about sexuality. It is important to note that it will focus not just on the act of sex, but rather the important facets of sexuality, including consent and an open-dialogue between children, teachers, & parents. We are focusing on topics of social, identity, power/cognitive, biological/developmental, and emotional.

SOCIAL ACTIVITY IN COLLEGE STUDENTS
Emory Bunn, Ariana Feliziani, Olivia Salzman, Austin Sherman, Skylyn Torres
This study aims to look at belonging and self-concept/perception in college students. We hope to provide the psychological community with a greater understanding of the factors related to social belonging and self-concept in college students the amount of poor self-concept in college students.We are looking at factors that most heavily affect self-concepts of Muhlenberg College students. In order to best understand these concepts, we propose to look at how Muhlenberg College students perceive themselves as a result of what "social group" they associate with on campus. We are interested in looking at a large range of different social groups at Muhlenberg, including but not limited to; athletes, dancers, actors/actresses, and sorority/fraternity life members.

UNDERSTANDING RACE AT MAJORITY WHITE COLLEGES: ETHICAL COLLECTION OF QUALITATIVE DATA FROM MARGINALIZED POPULATIONS

Breanna Booth, Maia Brint, Michael Cannon, Hannah Cohen-Oppenheimer, Shaynie Hayward, Brianna Howland, Amanda Josephs, Jourdan Lane, Lisha Rabeje, Lucy Sedlis, Bennett Urian

The experiences students of color (SOC) have at small, predominantly White institutions (PWI) are typically very different than those of white students in terms of climate, experiences with racism, and identity exploration. PWIs must improve conditions for SOC to retain and better serve this student population. We are collecting data about Muhlenberg SOC's sense of belonging via open-ended questions from online surveys, and via interviews. The qualitative method is essential to our research; it will add nuance and context to quantitative climate data. Our poster will explain the value of this approach, the steps we took to collect our data without further marginalizing this unique population on our campus, and some preliminary findings.

MAKE SEX CONSENSUAL AGAIN: SEX EDUCATION FOR ADOLESCENTS

Gal Behiri, Amanda Josephs, Sarah Kremen, Jason Messey, Carina Nicolaisen, and Emily Segan

This poster will outline important sex education-related topics for adolescents. Topics include the biology of sex, virginity, consent, safe sex, contraception, orgasm, and peer pressure.

A MAN'S BEST WINGMAN: HOW MEN'S RESPONSE TO DOGS' BEHAVIOR IMPACTS WOMEN'S PERCEPTIONS OF OWNER ATTRACTIVENESS

Christine Cavaliere, Margaret Esposito, Brooke Greenberg, Nicole McGovern, Tongyao Su, Dr.Kenneth Michniewicz

The goal of this study was to find out how perceptions of masculinity and femininity as they relate to dogs affect perceived attractiveness of men to heterosexual/ multi-gender attracted women. We hypothesized that a man who disciplines his dog in an authoritarian way will be only viewed as an attractive when the dog is first obedient rather than a man who does not discipline his dog or disciplines the dog in a passive way would only be found as attractive when the dog has a naturally calm disposition. The survey randomly assigned you to view and imagine attractiveness of a man based on several aspects of their personality. You were assigned to either imagine him with a masculine dog (a Rottweiler) or a feminine dog (a Pomeranian) that is either fundamentally obedient or disobedient. You then learned how he behaves towards his dog (authoritarian or passive). You then were asked a series of questions about Mark's attractiveness and his perceived masculinity and femininity. You were then asked a series of scales to discover your sexual openness, empathy, and relative masculinity and femininity.

REIMAGINING INTIMACY WITH THE SELF AND OTHERS: SEX EDUCATION FOR ASEXUAL WOMEN

Kyra Hickey, Sarah Krell, Tongyao Su, Sophie Weber

Description our project will examine sex education through the lens of asexuality as it is experienced by female-identifying adults. We will address this topic via identity, social, biological, power, and developmental components of asexuality.

THE BIRDS, BEES AND SPECIAL NEEDS

Jamie Andrich, Melissa Carmilani, Aine Filler, Hailey Kleinberg, Brianna Plass

In this project, we will focus on sex education as it pertains to people with intellectual disabilities. We will mainly focus on high-school aged young adults with autism. Our project will cover biological, social, developmental, behavioral, and power topic areas.

7

NOTES

PAPER SESSION A
Moyer 106

11:35—11:50

PERCEIVED EMOTIONS OF TWITTER USERS

Rachel Legow, Tongyao Su, Amber Zion
The goal of our study is to determine how three types of stimuli (emojis, cartoons, and pictures) have different effects on the perceived emotions of the tweets of a Twitter user. We have found through past research that emojis can change how understandable and believable a tweet is, and also that emotions can be more easily identified in pictures than cartoons. Participants were exposed to a neutral tweet with positive, negative, or neutral stimuli that was either an emoji, a cartoon, or a picture. We hypothesized that pictures would have the strongest display of emotion and emojis would have the weakest. We also hypothesized that the stimuli would impact the emotional rating. Our results were consistent with these hypotheses.

11:55—12:10

HOW SOCIAL NETWORKING SITE AFFECT JEALOUSY IN ROMANTIC RELATIONSHIPS

Jaycie Brown, Matt Gliatta, Ashley Harpster, Sydney Rothman
This study examines the effects of social networking sites (SNS) on jealousy in romantic relationships of current Muhlenberg students. We studied whether or not SNS's have an effect on jealous behaviors in the context of a romantic relationship. We hypothesized that the more you use SNS's, the more jealousy you will have. We also predicted that females show more jealousy than males. We also hypothesized that, due to generational differences, Facebook will provoke the least jealousy. Lastly, we predicted that longer relationships present less jealousy. Our findings supported that all SNS's provoking jealousy, mainly from Instagram and Snapchat. Also, the longer a relationship, the less SNS use, resulting in less jealousy. Our other hypotheses were not supported.

12:15—12:30

PORNOGRAPHIC INFLUENCE ON RISKY BELIEFS AND BEHAVIOR

Gabrielle Gross, Madison Reisler, Morgan Weiss
Pornography consumption, perceived norms regarding sex informed by pornography or peers, and high risk sexual behavior has yet to be studied about Muhlenberg College students. Prior research has indicated the effect of pornography on sexual beliefs and behaviors. This study reports results measuring undergraduate Muhlenberg College students (N = 103) exposure to sexually explicit material, perceived influence of pornography, sexual conservatism, Rape Myth Acceptance (RMA), perceived peer norms regarding sexual behavior, and condom usage. We found that participants who report higher levels of pornography consumption indicated a higher perceived influence of sexually explicit material on their perceptions of their own sexual encounters and indicated higher engagement in or acceptance of risky sexual behaviors.

PAPER SESSION B
Moyer 109

11:35—11:50

INSTAGRAM: HOW DO WE PERCEIVE PICTURES?

Brianna Donlon, Brianne Kichline, Julianna Mindlin, David Panisello-Manterola

Social media platforms dominate modern day society as a form of digital communication. In the lens of social comparison theory, prior research has shown that Instagram users engage more frequently in social comparison, resulting in lower self-esteem. We built on previous research by manipulating the participants' perceptions of the people in the posts they viewed on Instagram. Participants were asked to view an experimenter-curated feed of either peers, strangers, or the control, nature. After viewing a feed, participants assessed their ratings in social comparison tendencies, social anxiety, and emotional affect. Results will be discussed based on how browsing posts on Instagram effects a user's social comparison tendencies and how this ultimately affects their emotional well-being.

11:55—12:10

HOW DO YOU COPE?

Maggie Esposito, Grace Lingenfelter, Kevin Pugh, Steven Smith

Little is known about the perceptions of active coping strategies. This study is an attempt to understand the nuances of how coping strategies affect stigma towards the behaviors of those dealing with mental illness. In a mixed experimental design, we manipulated gender, symptoms of mental illness and coping strategy through two vignettes to determine perceptions, which are assessed through self-report measures, as were participants' empathy and own habitual coping strategies. Analysis is ongoing and results are to be discussed in the presentation. We hypothesize people of specific identities

will perceive the coping strategies of those with similar identities more positively than those without. We believe findings in this study may be applicable to existing research on stigma overall.

12:15—12:30

SIP HAPPENS: EXAMINING DRINKING PATTERNS AND BEHAVIORS ON MUHLENBERG COLLEGE'S CAMPUS

Maia Brint, Julia Cohen, Remi Klein, Jason Messey, Olivier Payen

We examined the relationship between how group affiliation & gender affects problematic drinking behaviors in students at Muhlenberg College. We predicted that the need to belong, as well as bond with the people around through alcohol consumption, can be influenced by gender. We aim to discover whether or not social bonding, through the consumption of alcohol, could be used as a mechanism for increased drinking. Our hypothesis was that gender is a moderator as a tool for social bonding. Our results showed no evidence of moderation effects. However, we did find a strong correlation between masculinity and drinking as a tool for social bonding.

12:35—12:50

IDENTITY CONFLICT AND ITS EF-FECTS ON INTIMACY

Angelica Bakhos, Ilissa Kaufman, Sara Reibschied, Lucy Sedlis, Peter Scognamillo

Past research and social discourse dictate a conflict in intersecting religious/spiritual (RS) and sexual identities. As shame/guilt (SG) is linked to worse relationship intimacy in heterosexual couples, we explored the role of SG in the relationship between conflicting RS and sexual identities. Upon completion of surveys assessing RS and sexual identities, SG, and

relationship specifics, our analyses suggest that SG moderates this relationship. Findings suggest that for those with lower levels of SG, levels of intimacy decrease as identity conflict increases, while for those with higher levels of SG, levels of intimacy increase as identity conflict increases. Results are discussed as dependence on the romantic relationship in the face of dissatisfaction in other areas of life.

WANT TO PRESENT YOUR RESEARCH

OR INTERNSHIP EXPERIENCE?

Fall 2019 Psychology Day is tentatively scheduled for December 2019. 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 of 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 year-long, intensive experience are encouraged to pursue a senior the-

sis. 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 "Student Portal"

https://www.muhlenberg.edu/academics/psychology/studentportal/