

Spring Program 2017 – May 5th

M^ψ
Psychology
@ Muhlenberg College

NOTES

SCHEDULE OVERVIEW

POSTER SESSION

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

WELCOMING REMARKS

11:15 a.m.
Seegers Union Event Space

KEYNOTE SPEAKER

11:15—11:45 a.m.
Seegers Union Event Space

11:45 a.m.—12:00 p.m. BREAK

CONCURRENT PRESENTATION SESSIONS

12:00 p.m.—12:15 p.m. Paper Session A—SU 112
12:00 p.m.—1:15 p.m. Paper Session B—SU 108-09
12:00 p.m.—1:15 p.m. Paper Session C—SU 111

POSTER SESSION

Seegers Union Event Space

MIDDLE SCHOOL SEX EDUCATION

Julia Beatley, Alex Liberto, Kaylis Moskowitz, Samantha Gelbert

We are proposing a sexual education platform for middle school age groups. We will be focusing on biological, social and emotional development as well as power and identity.

A SEX EDUCATION PROPOSAL FOR THE LATE ADULTHOOD COMMUNITY

Haleigh Jacob, Noa Ayash, Emily Gorby, Madison Reisler

We present a sex education proposal designed to better inform and empower people in old age. Our proposal addresses biological, emotional, and social aspects of sex and sexuality, as well as issues surrounding identity and power.

TAKING THE EDGE OFF: MENTAL HEALTH AFTER SEX

Taylor Beckman, Leah Foster, Victoria Marsala, Jazzy Pignatello, and Joe Rorem

Our poster presents a sex education proposal aimed at those entering emerging adulthood. The topics of interest covered in the proposal are the cognitive, social, emotional, identity and power factors relating to sexual encounters for people in their late teens and early to mid 20s. The issues and misconceptions about sex on college campuses are also addressed as well as the ramifications of hook up culture.

SEXUAL HEALTH AMONG OLDER ADULTS: AGE IS JUST A NUMBER

Madeline Tremont, Gaby May, Julie Koenigsberg, Nikki Hirschenboim

Our sexual education proposal explores the biological, social, cognitive, identity, and power aspects of sexual health amongst older aged adults.

YOU'RE TEACHING MY EIGHT-YEAR OLD "WHAT?" A GUIDE TO SEXUALITY EDUCATION IN ELEMENTARY SCHOOLS

Liv Amundsen, Marisa Garrity, Jenna Lehmann, Amanda Fogelman

In the United States it is not traditional to teach elementary school children about sex, but research supports teaching some aspects of relationships, anatomy, gender identity, socialization, and consent at an earlier age can be beneficial. This project focuses on the Biological, Behavioral, Emotional, Developmental and Social approaches to teaching sexuality education to elementary school children in order to create a comprehensive sexual education program.

ADOLESCENT SEXUAL EDUCATION PROPOSAL

Jessica Chimoff, Heather Hoffman, Delaney Gilson, Amanda Hawthorne, Becky Boxbaum, Langston Gering

Our research examines the developmental, behavioral, emotional, cognitive, and social aspects that play a role in how adolescents understand sexual education. We explore ways in which sexual education can be more inclusive, informative, and effective to high schoolers.

REACTIONS TO SOCIAL MEDIA

Alexis Romano, Molly Plotkin, Melissa Miller, Lucila Dalia

Past research has examined the effect of social media use, self-affirmation tasks, and social comparison on individual self-esteem. Yet, there has been little found research testing if self-affirming through social comparison lessens the threat on one's self-esteem when observing social media. In our study, participants were assigned to a neutral task, a self-affirmation task, or a self-affirmation task where they socially compared to others. We expect to find that those who self-affirm through social comparison will score higher in self-esteem than those who self-affirm on an individual basis and those who do a neutral task after being exposed to social media. Our findings could lead to coping strategies for handling social pressures when viewing social media.

DO YOUR MEMORIES HAVE FEELINGS: AN INVESTIGATION ON THE EFFECTS OF MOOD AND THE VALENCE OF RE-CONSOLIDATED MEMORIES

Isabella Zissman, Nicole DeRobertis, Ben Kronisch, Griffin Yale

This study investigated the effects of mood on the emotional valence of recalled memories through the process of re-consolidation. Specifically, we look at whether the ratings of the memory valence changed after the influence of mood-inducing music when the memory is recalled again. We hypothesize that the valence of the recalled memory will be changed to whichever mood was induced. To test this, we asked participants to rate their current mood. Next, to manipulate their mood, we exposed participants to positive, negative, or no music. They recalled a memory and were asked to rate that memory and their overall current mood. Three days later they completed an online follow up. We expect that participants' memory valence ratings to be changed in respect to what environment they were in.

COLOR IN WHITE SPACES: EFFECTS OF SOCIAL EXCLUSION AND PERCEIVED DISCRIMINATION ON COLLEGE ADJUSTMENT

Amir Carter, Gabrielle Khalifa, Wilhelmina Minney

Our study focuses on how the unique experiences of students of colors at predominantly white institutions impact their adjustment at college. We specifically wanted to see how college adjustment in terms of GPA and diversity of friend group were impacted due to factors including perceived discrimination and social exclusion. We hypothesize that there will be a negative correlation between our predictor variables (perceived discrimination & social exclusion) and our outcome variables (GPA & diversity of friend group)

SOCIAL MEDIA IN SOCIETY: THE EFFECTS OF SOCIAL MEDIA PRIMING ON ENVY

Emily Strickberger, Ellen Shephard, Jaclyn Trachtenberg

We examined the ways that Instagram influenced envy by exposing participants to one of three conditions to serve as a prime: fitness, travel, or partying. While participants were viewing the three images, they filled out an envy, self-esteem, and an Instagram usage scale. We would expect the fitness condition to elicit the greatest amount of envy than any of the other conditions due to its relationship to self-esteem. If participants did not have an Instagram account, they were still shown the picture primes and completed the envy and self-esteem scales. However, they filled out a general social media scale instead. These results can be used to understand individuals' reactions to the images they see on their social media accounts.

THE EFFECTS OF EXPOSURE TO CONFIRMING OR CONTRADICTING INFORMATION

James Feimer, Lauren Kenney, Jason Trebat-Leder, Kyle Watkins

With the current political climate, people are exposed to information supporting various political ideologies. Previous research examining selective attention and confirmation bias has found that people have better memory for belief-consistent information, but no research has explored whether people specifically pay more attention to this information. We attempted to fill this existing gap in the literature by examining how people's attention differs while reading, based on whether the information confirms or contradicts their personal beliefs. We hypothesized that people would pay more attention to information that confirmed their pre-existing beliefs and would thus also have better memory of the information on cued recall and recognition testing.

LET'S (NOT) TALK ABOUT IT: SEXUALITY IN EARLY CHILDHOOD

Danielle Psillos, Rebecca Schuck

We created a sex education proposal for early childhood education. Our program focuses on roleplaying, understanding bodies, and social, emotional, and identity development for preschool aged children.

ELEMENTARY SCHOOL SEX EDUCATION

Jenna Gainsboro, Rachel Plotke, and Kate Weisenseel

We will present a sex education proposal for elementary school aged children. We will discuss what concepts should be taught under the following categories: social, cognitive, power, identity, and development.

SEX ED FOR HIGHER ED

Payton Russo, Staci Rosen, James Feimer

This poster is a sex education proposal for college age students and focuses on the importance of sex education after high school. We focused on several different topic areas that we thought college age students should be aware of before and during the college years. These topic areas are social, emotional, behavioral, power and identity.

THE EFFECT OF DIFFERENT TYPES OF MUSIC ON MEMORY

Justine Perloe, Alyssa Scartozzi, Isabella Cattori

The current study investigated the effects of dual processing on reading comprehension. There were five conditions where participants were asked to read a passage while listening to music or no music. We manipulated the type of music participants listened to which were; familiar lyrical music, familiar instrumental music, unfamiliar lyrical music, unfamiliar instrumental music, or the control condition (no music). At the end of the manipulation participants completed a questionnaire to assess reading comprehension, extraversion and manipulation checks. Listening to familiar instrumental music produced the highest performance scores on reading comprehension

TRANSITING TO THE REAL WORLD: APPLIED EXPERIENCES IN PSYCHOLOGY

Sam Gelbert, Julie Koenigsberg, Liz Katriel

This poster will highlight three applied experiences from the Internship Seminar. We encourage students who are interested in learning about the internship experience to come to the poster. We can answer questions and share our experiences.

EFFECTS OF SOCIAL IDENTITY ON TEXT PERCEPTIONS

Emily Segan, Joely Winnick, Tali Bellicha, Zach Katz

Past research suggests that women have more emotional responses than men when communicating through text messages (Wolf, 2000). No research, however, has examined the impact that this emotional response has on perception of the messages based on gender. In the current study, we asked participants to look at screenshots and consider an emotional response scale that measures reactions to the screen-shotted text messages. We expect that women will take longer to read the text message and score higher on the emotional response scale because women consider emotions more. These results have the potential to limit conflict in romantic relationships because it will better inform couples how to communicate through text messages in romantic contexts.

SYNTACTICUS PRIME: THE SEARCH FOR POSITIONAL PRIMING

Elizabeth Vlattas & Michael Silverstein

Syntactic priming occurs when the grammatical structure of a sentence provides a benefit in the production of similar structures. Smith & Wheeldon (2001) studied syntactic priming at the positional level by having participants describe the movements of pictures on a computer; however, they did not effectively control for lexical priming, using the same verb ("moves") throughout the whole study. Because of this, the facilitation that they observed could actually be a result of the cost in efficiency of remapping nouns and verbs as suggested by Frazer & O'Seaghdha (2011). The present study aims to replicate previous work by Smith and Wheeldon on syntactic priming while controlling for lexical priming by varying the verb. Results and implications will be discussed.

CAFFEINE AND EMOTIONAL RESPONSE

Julia Beatley, Sarah Geisler, Daniel McGrady, Kenneth Siry

Past research suggests that caffeine affects emotional experience (Bolton & Null, 1981) and that gender plays a role in the expression of these emotions (Simon & Nath, 2004). However no research has integrated these two conclusions. We first asked participants to report their emotional expression in addition to reporting their typical caffeine consumption. We expect that caffeine consumption will have a positive relationship with emotional expression, but this expression will be different based on gender. If our expectations are correct, this may have potential clinical implications when treating individuals with distressing emotions while also having implications for understanding emotional processes in men and women

EXAMINING EXOGENOUS ATTENTION IN SENTENCE PRODUCTION

Miranda Louka, Arielle Gur, Liana Magaliff

It is important to study how visual attention is interrelated with language production. This allows us to understand how visual perception of the environment may impact the building of visual scene representation, and whether this affects subsequent descriptions of such scenes. Both eye movements, gaze location, and timing can be indicators of agency and order of mention. We presented a visual cue prior to a two-character scene and asked participants to describe the scene while we recorded their eye movements and linguistic responses. We predict that cues to either character would increase mention of that character in the subject of the sentence, and that previous sentence structures would influence structures used on subsequent trials. Results and implications will be discussed.

AN EXAMINATION OF COLLEGE STRESS

Shira Weiss, Victoria Fuerst, Samuel Markowitz

Past research has shown that removing ones cellphone makes them feel feelings of anxiety (Sapacz, 2016). There is also research that has shown that experiencing anxiety can make one feel a lack of control over their life (Gallagher, 2014). Our objective is to see if taking away one's phone leads them to feel anxious and in turn feel out of control in their academics and school life. We assigned people to two conditions where there will be a brief removal of participants' cellphones or not. We hypothesize that the no cell phone group will experience higher levels of anxiety than the cellphone group and in turn feel less control in their academic and school life. These results have potential implications for debates for the use cellphone use in academic settings.

HIGH SCHOOL SEX EDUCATION CURRICULUM

Miranda Keane, Jessica Sperber, Mahsheed Mahjor, Oshane Kirlew

A proposal for a comprehensive sex education curriculum for high school aged children. The curriculum includes biological aspects of sex, social aspects particularly hook-up culture and cultural approaches to sex, emotional and sexual desire, and identity and power as they relate to sex.

WELCOMING REMARKS

11:15 a.m.

Seegers Union Event Space

KEYNOTE SPEAKERS

Joe Rorem ('17), Julie Koenigsberg ('17), and Brittany Smith ('17)

SIGNIFICANT RESULTS: PERSONAL GROWTH THROUGH RESEARCH

When doing research, we look for significant results for our hypotheses, but what about the significant results of personal growth that arise through the research process? This talk focuses on three seniors' experience with research. We examine each of our paths in the psychology major and identify how we discovered ambition, the importance of research, and future goals through research. Our presentation offers a glimpse at different aspects of and uses for research in psychology.

Paper Session A
SU 112

12:00-12:15

THE RELATIONSHIP BETWEEN ATTACHMENT STYLE AND VICTIMIZATION IN ABUSIVE ROMANTIC RELATIONSHIPS

Corey Rozenblat, Haleigh Jacob, Alexandra Silvestre, Suzanne Brier, Judah Goldman

The goal of our study is to identify the relationship between attachment style and victimization in abusive romantic relationships. We examine whether college students' attachment styles are predictive of their level of victimization in abusive romantic relationships. Participants completed an online survey consisting of questionnaires designed to measure their attachment style, trust level, and victimization level of their current or most recent romantic relationships. We found that participants with avoidant attachment styles showed higher levels of victimization than participants with secure and anxious/ambivalent attachments. Additionally, women with anxious attachment styles showed higher levels of victimization than women with secure attachment styles.

(No additional presentations in this room)

Paper Session B SU 108-09

12:00—12:15

THE POWER OF PRIMING: THE MEDIA'S INFLUENCE ON FOOD CHOICES

Jessica Chimoff, Genna Post, Sarah Barbakoff, Raigne Adler

This study examined the impact priming had on perceptions of food and nutrition labels. We looked at the influence viewing commercials had on whether or not participants would classify images of food and nutrition labels as either "healthy or "unhealthy." We compared a control group and an experimental group. The experimental group was shown commercials depicting women embodying the thin ideal whereas the control group was shown commercials without any people in them. We were also interested in how anxiety and hyperawareness played a role in the decision-making process. We used mouse-tracking software to have the ability to analyze differences in how each group categorized the images. We expect that participants in the experimental group will have increased anxiety and hyperawareness.

12:20—12:35

PERSONALITY AND SUBJECTIVE VS. OBJECTIVE MEASURES OF PHYSICAL ACTIVITY

Taylor Beckman, John Feaster, Alexandria Korba, Brendan O'Hara

Americans put themselves at risk for health issues by inaccurately measuring their physical activity. This study examined whether certain personality traits are related to individual's ability to self-report physical activity using the Theory of Planned Behavior. Participant's levels of extroversion and neuroticism were assessed using measures from the International Personality Item Pool (IPIP). Subjective and objective measures of physical activity were collected from participants over three days with daily surveys and Fitbits respectively. We hypothesized subjective measures will differ from objective measures. Extroverts will have a higher tendency to overestimate their amount of physical activity and individuals higher in neuroticism will have a lower tendency to engage in exercise.

(continued on next page)

12:40-12:55

SOCIAL COMPARISON AND THE SELF

Lauren Waldman, Jazzy Pignatello, Matthew Herbener, Caroline Barberi

Social comparison theory explains the link between our behavior and the behaviors of those around us. We want to see if the participants will judge characters in vignettes differently based upon the participants' self-esteem and social comparison behaviors. We predict that participants with high social comparison behaviors will have more negative judgments of the vignette character than those participants with lower social comparison behaviors and that participants with low self-esteem will have more negative judgments of the vignette character than those who have a higher self-esteem. We also predict that participants who assign the same gender to the vignette character as themselves will be more likely to order the same food as the vignette character.

1:00—1:15

PERCEPTIONS OF CHILDREN'S MEDIA: EFFECTS OF STIGMATIZATION ON IMPLICIT ATTITUDES TOWARDS MENTAL HEALTH

Aliza Borker, Jen Beck, Becky Boxbaum, Julie Koenigsberg, Nikki Hirschenboim

In children's media, such as Disney animated films, studies have suggested verbalizations of mental illness have been potentially impactful on the viewer's perception of mental health. We were compelled to explore the ways college students would react to stimuli that they were most likely exposed to in their childhoods to see if these messages still had a stigmatizing effect. We hypothesized that participants exposed to stigmatizing cartoon clips (Disney and otherwise) would answer our survey and IAT with more stigmatizing answers, that participants exposed to a neutral cartoon clip would have less stigmatizing answers to the surveys and IAT, and that participants with more exposure to mental illness would not be as affected by the priming clips.

Paper Session C SU 111

12:00—12:15

TEXTING AND MULTITASKING

Jordan Bock, Heather Hoffman, Victoria Marsala, Gaby May, Madeline Satin

This experiment focuses on technology, memory and attention. We are interested in determining whether technology while reading will have an effect on an individual's memory and attention. Participants are Muhlenberg College students between the ages of 18 and 22. Participants were recruited through Sona Systems. The participants were given two passages - one on screen and one on paper. Participants received text messages during the study from experimenters and were required to respond to these text messages. After the allotted three minutes of reading, participants then received a questionnaire regarding each passage on Survey Monkey. Results from the study showed that there was a significance between modality and modality order.

12:20—12:35

THE EFFECTS OF EMOTIONAL PRIMING THROUGH MIXED MEDIUMS ON DEVELOPMENT OF FALSE MEMORY

Samantha Gelbert, Arielle Gur, Alexandra Schorr

The goal of this study was to examine the relationship between positive and negative emotions and development of false memory. The study aims to decipher whether the medium in which the emotional content is presented influences the production of false memories. Each participant received two of three emotional conditions, including positive, negative, and neutral. All participants read one story and listened to a second. We hypothesized that emotional conditions, either positive or negative, would lead to increased false memories. Despite minimal past research, we also predicted that the listening condition would lead to the development of more false memories than the reading condition. Analysis is ongoing.

(continued on next page)

12:40—12:55

PERCEPTION OF WRITTEN STORIES

Alli April, Nora Fisher, Delaney Gilson

Our study investigated how voice and distance in written stories impacts emotional perception. We looked at the impact of active and passive voice combined with feeling close or far from the content. Voice was manipulated using active or passive voice. Distance was manipulated through the use of 1st or 3rd person. Emotional perception was measured through open-ended and multiple-choice questions. Muhlenberg students read four vignettes varying in topic and manipulation of independent variables. We predicted a high emotional perception of stories written in the active voice and 1st person, easy to connect with and recall. For passive voice and 3rd person we predicted a less emotional perception, fewer connections and trouble recalling details. Results and implications will be discussed.

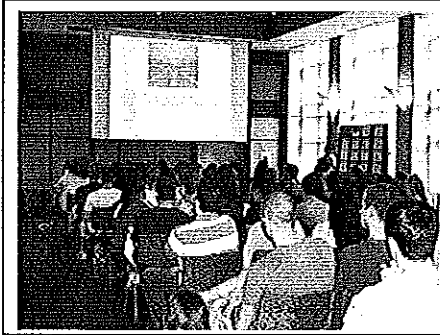
1:00—1:15

EGO DEPLETION AND NUMBER OF OPTIONS EFFECTS ON DECISION MAKING

Jennie Colabatistto, Lauren Polcaro, Hana DeHovitz, Oshane Kirlew

The intention of this study was to examine the effects of ego depletion and number of options on decision-making. The researchers gave participants an ego depletion task in which they had to write a paragraph without using the letters A and N. The control task involved writing a paragraph without using X and Y. Participants then had to make a series of decisions about food with varying number of options. After each question participants had to answer questions about how difficult the decision was to make and their satisfaction with the decision. Reaction time for making decisions was also recorded. The experimenters predicted that ego depletion and an increased number of options would lead to finding decisions more difficult to make and less satisfaction with the decision.

NOTES



**WANT TO PRESENT YOUR RESEARCH
OR INTERNSHIP EXPERIENCE?**

Fall 2017 Psychology Day is tentatively scheduled for December 2017. 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."