

Fall Program – Dec 7th, 2017

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**Psychology**  
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# NOTES

## **SCHEDULE OVERVIEW**

### **WELCOMING REMARKS/KEYNOTE SPEAKER**

5:00 p.m.

Seegers Union Event Space

### **POSTER SESSION**

5:30—6:15 p.m.

Seegers Union Event Space

### **CONCURRENT PRESENTATION SESSIONS**

6:20—7:15 p.m. Paper Session A—SU 111

6:20—7:35 p.m. Paper Session B—SU 112

## **WELCOMING REMARKS**

5:00 p.m.

Seegers Union Event Space

## **KEYNOTE SPEAKER**

Alexandra K. Frazer, Ph.D.

### **Psycholinguistics: Understanding the Psychological and Neurobiological Basis of Language**

Language is arguably the cognitive skill that separates us from other species and that has made society and the development of complex culture possible. It allows humans to communicate specific ideas formed in the speaker's mind to the listener's mind across time and space. This talk will give a brief overview of how studying language is integral to understanding the human experience, the types of questions that psycholinguists ask, and how we go about answering those questions.

## POSTER SESSION

### Seegers Union Event Space

#### **THE EFFECTS OF SPIRITUALITY AND COMMUNITY ON WELL-BEING**

*Angelica Bakhos, Caroline Rafizadeh, Mia Shmariahu, Benjamin Starr*

Our study aims to understand the interactions of an individual's level of spirituality, their community, and their subjective well-being. Participants completed a survey measuring their perceived levels of their own spirituality, their role in their community, and their own interpretation of their well-being. With a higher sense of spirituality, we expect to find that the individual will experience greater subjective well-being. We anticipate that the influence of one's community will function as a mediator between the relationship of the individual's spirituality and their subjective well-being.

#### **CAN COLORING BOOKS REALLY HELP YOU REDUCE STRESS?**

*Annese Silva, Cateryna Kochan, Rachel Legow, Shuhan Li*

In recent times adult coloring books have become very popular as a way of reducing stress and increasing mindfulness. There is a lack of evidence that supports this claim, so our study will examine this further. Past research has shown mindfulness activities such as breathing, cause a reduction in stress (de Bruin, Formsma, Frijstein, & Bogels, 2017). We want to know if coloring can have similar effects as breathing, regarding stress reduction.

#### **A REAL LIFE SITUATION: HOW THE PRESENTATION OF EMPATHY CAN EFFECT PREJUDICE TOWARDS HOMOSEXUAL INDIVIDUALS**

*Mickey Schindler, Maia Brint, Abigail Hendrick, Bennett Urian, and Rachel Albalah*

The current study investigated relationships between empathy, open-mindedness, and prejudicial outlooks towards homosexual individuals. There were two conditions where participants read a vignette and were primed about their open-mindedness to the LGBTQ+ community. Following reading the vignette, participants in the control group were asked "reading comprehension questions" and participants in the experimental group were asked questions about how they feel about particular aspects about the LGBTQ+ community and the relationship that they have to the community. Questions in the experimental group were meant to elicit empathy. We reworked questions from the "Scale of Prejudice Against Sexual and Gender Diversity" (Brandelli et. al, 2016), a 7-point Likert scale asking questions about feeling.

#### **GERIATRIC SEX EDUCATION PROPOSAL**

*Mia Shmariahu, Emily Strickberger, Melinda Troyka*

Our group will be proposing a sex education proposal for the geriatric population. We will be focusing on cognitive, social, biological, emotional aspects in addition to power.

**CONTACTS, CLASSES, AND HOW THEY MIGHT PREDICT STIGMA TO SCHIZOPHRENIA**

*Julia Baer, Eillis Leyens, David Panisello-Manterola, Brian Hauptman, Conor Prendergast*  
 Many people hold negative attitudes towards people with mental illness, resulting in stigma. It's been shown that stigmas are less likely to be held by people who have received education or have familiarity with mental illness, and/or if the person is positively exposed to a person with mental illness. Less is known about how courses students take in college may be related to holding stigmatized views. Our study focused on courses that included a component on mental illness. We asked participants if they took classes that discussed mental illness, and if they knew a friend or family member with schizophrenia. Questions were selected from the Attribution Questionnaire and reworded to assess for attitudes towards people with schizophrenia (Corrigan 2003).

**SEX EDUCATION CURRICULUM PROPOSAL—ADOLESCENTS**

*Kate Lonsdorf, Annese Silva, Jason Terbat-Leder, Shira Weiss*  
 Our group is creating a sex education curriculum geared specifically toward adolescents. The goal of this curriculum is to educate about the biological/developmental, behavioral, social/power, identity, and cognitive/emotional aspects of sex that pertain to contemporary issues that adolescents experience.

**SEX EDUCATION PROPOSAL FOR ADOLESCENTS**

*Tabitha Weckesser, Alexis Zollo, Brianna Donlon, Caroline Whiting*  
 Adolescence is a transitional period of development marked by significant physical, social, and intellectual changes. Our sex education proposal addresses the biological, social, emotional, and cognitive aspects of sexual health, as well as the concept of power among adolescents.

**IS THE WORLD A JUST PLACE? EFFECTS OF OPTIMISM ON JUDGEMENT AND BLAME**

*Yael Green, Ziming Han, Hailey Kleinberg, Charles Skoler, Peter Scognamillo*  
 Past research has studied the effects of both optimism and just-world beliefs on judgments of others. However, little is known about how just-world beliefs can act in effect with optimism (especially when determining how deserving an individual is of something), and therefore impact judgments about others. We predict that stronger just-world beliefs in conjunction with high optimism can impact the judgment and blame-placement process on victims. In the present study, after participants' completion of scales assessing both optimism and just-world beliefs, they were asked to read one of four vignettes involving a victim with high or low blame. Participants then answered questions regarding blame and other descriptive characteristics of victims. Results and implications will be discussed.

**YOUNG & DUMB: SEX, COLLEGE, AND SEXUAL EDUCATION**

*Jaclyn Trachtenberg, Gabby Khalifa, Amir Carter, Thea Doolittle*  
 Our group is presenting a sexual education proposal to college-aged students. Specifically, our proposal addresses power, social, emotional, behavioral, and spiritual aspects of sex education.

## Paper Session A

### SU 111

6:20—6:35

#### **PRESCRIPTION OR NO PRESCRIPTION: HOW ATTITUDES TOWARDS PRESCRIPTION STIMULANT USE CHANGE BASED ON CONTEXT OF USE AND MORAL VALUES**

*Meriel Conroy, Thomas Herr, Brooke Heisner, Lucy Dalia*

Both prescribed use and misuse of prescription stimulants are highly prevalent on college campuses. Perceptions of stimulant use vary based on the context in which the drug is used, with non-prescribed use almost always being perceived as more unfair and inauthentic than prescribed use. In most studies, the contexts of diagnosis and enhancement are examined. This study added a Self-Diagnosis context. Because these perceptions are often grounded in ethical considerations such as fairness, authenticity, and harm, we investigated how Moral Foundations Theory applies to perceptions of prescription stimulant use. We found perceptions of stimulant use in the diagnosis condition to be overall more positive than in both the self-diagnosis and enhancement conditions, which were regarded similarly.

6:40—6:55

#### **ADHD TREATMENTS ACROSS CHILDHOOD: AN EXPLORATORY STUDY**

*Alli Moses, Laura Holdman, Alexis Romano, Langston Gering*

Our study looked at attitudes towards ADHD treatments in children and the implications that medication, Cognitive Behavioral Therapy and Applied Behavioral Analysis have on authenticity and identity development. Participants read one of four vignettes where a child of different ages received treatment for ADHD and were asked to respond to a series of questions regarding their attitudes towards the different treatments. We hypothesized that attitudes towards treatment would be impacted by its effect on identity formation and authenticity, specifically that medication would be viewed as most detrimental to identity development. Furthermore, we hypothesized that treatment acceptability would be a function of the age of the child, since issues in development are distinctly linked to age.

7:00—7:15

#### **PERCEIVED AUTHENTICITY OF ADDERALL USERS: DISCREPANCIES BETWEEN MEDICATED AND UNMEDICATED PEOPLE WITH ADHD**

*Sarah Geisler, Benjamin Kronisch, Kenneth Siry, Griffin Yale*

Treatment with psychotropic medications is linked to personality change, which makes us question whether people are perceived as more or less authentic when taking these medications. We asked two questions through the lens of ADHD: 1) Are people with ADHD perceived differently on and off medication and 2) Will the perceived authenticity of people with ADHD vary based on the age those people began taking their medication? Participants were given two vignettes of a 26 year old named John on and off Adderall. Participants were assigned into three groups, with variation in how long John has been taking Adderall. Participants rated John as more authentic off of his medication, and perceived him as more authentic on medication when John began taking Adderall at an older age.

## Paper Session B

### SU 112

6:20—6:35

#### **PRECARIOUS WOMANHOOD: WOMEN ARE FROM VENUS AND MEN ARE FROM MARS**

*Emily Strickberger, Alexis Zollo, Sarah Prince, Zach Katz*

Precarious manhood theory claims that manhood is hard to achieve, easily lost, and re-gained through acts of aggression. The present study explores the ways that womanhood is threatened differently; through body image and ability to be a good parent. We hypothesized that women who receive negative feedback about their bodies or parenting ability would adhere strongly to gendered behaviors, traits, and occupations. Participants took an online Personality Test and received feedback on either their body type or parenting ability. The participants completed various measures to examine levels of anxiety, sexist beliefs, and adherence to gendered behaviors, traits, and occupations. We did not find significant results that supported our hypothesis. Limitations and future research are discussed.

6:40—6:55

#### **THE ENDLESS LABOR: THE IMPACT OF PREGNANCY AND MARITAL STATUS ON HIRING DECISIONS**

*Eve Atkins, Jacqueline D'Amico, Ashley Kemper, Samuel Markowitz*

Despite the Pregnancy Discrimination Act of 1978, pregnancy discrimination claims are the fastest growing type of employment discrimination charge in America (USEEOC, n.d.). The present study examines how pregnancy affects women during the job hiring process. Realistic contextual factors, such as job type (masculine or feminine), applicant relationship status (married or single), and whether the pregnancy was planned or unplanned were examined. Participant political beliefs were also explored. We hypothesized that a gender-atypical woman would receive the most discriminatory backlash, whereas a gender-typical woman would receive the least. Main hypotheses were not supported, but exploratory results and real-life implications for employment are considered.

7:00—7:15

#### **"Thinking Outside the Manbox"**

*Jenna Roth, Shira Weiss, Robert William Lamb III, Jason Trebat-Leder*

Past research has examined precarious manhood and threats to one's masculinity using gendered stimuli (Vandello et al., 2008). This study examined whether or not masculinity is threatened when presented with the idea that manhood is a social construct. Our experiment examined 150 participants who were exposed to either a video that deconstructed the idea of manhood or a control video. We hypothesized that participants who rated high in gender identification and gender essentialism would have negative evaluations of the speaker who deconstructed the idea of manhood. Our results do not support our main hypothesis however we discuss implications of our findings that can contribute to the larger narrative of our topic of research.

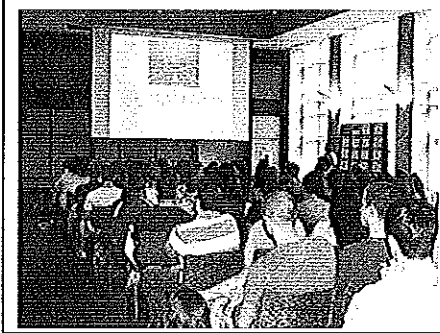


7:20—7:35

**NO STRINGS ATTACHED: THE RELATIONSHIP BETWEEN ATTACHMENT, HOOKUP CULTURE AND MENTAL HEALTH**

*Carli Weimer, Caroline Whiting, Alexandra Liberto, Daniel McGrady, Kathryn Lonsdorf*

Insecure attachments are linked to sexual experiences. These experiences differ based on an avoidant or anxious attachment. In addition, gender norms and the sexual double standard, alongside attachment styles, play key roles in individual's mental health. Our study investigated connections between attachment style, sexual experiences, and mental health. Participants (n=444) completed eight self-reported measures assessing these relationships. There was a significant correlation between attachment style, sexual experiences, and mental health, as well as a difference between genders. The study lends clinical implications in terms of mental health aspects.



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

Spring 2018 Psychology Day is tentatively scheduled for May 2018. 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."