NOTES
SCHEDULE OVERVIEW

COMMON HOUR—POSTER SESSION
2:00—3:10 p.m.
Moyer 109

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WELCOMING REMARKS
3:20 p.m.
Miller Forum—Moyer Hall

KEYNOTE SPEAKER
Ariel Mankin ('14)

3:50-4:00 p.m. BREAK

CONCURRENT PRESENTATION SESSIONS
4:00—4:55 Paper Session A—Moyer 104
4:00—5:35 Paper Session B—Moyer 106
COMMON HOUR—POSTER SESSION

Moyer 109

COLLEGE STUDENTS’ PERCEPTIONS OF HIGH SCHOOL TEACHERS
Rae Fishman, Jaclyn Giannone, Josie O’Brien and Carly Scher
According to Gender Schema Theory, a person will identify as male or female and thus develop a schema that is based on normative definitions of masculinity and femininity (Bem, 1981). People will then process and organize incoming information based on gender-typing. Our study examined how sex and major affects students’ view of masculine and feminine attributes of high school teachers from different academic departments through an online survey. We hypothesized that men will be more likely to see science teachers as masculine. We also hypothesized that math and science students will see science teachers as masculine. Finally, we hypothesized that there will be an interaction between sex and major on perception of high school teachers.

CELL PHONE USE AND INTERPERSONAL SKILLS AMONG PEERS
Dalit Agronin, Ryan Armenti, Ashlee Ludwig, Jonathan Ross, and Kara Weiler
According to the Belongingness Theory, people feel the need to form social bonds and maintain strong interpersonal relationships (Baumeister, Leary 1995). Currently, people maintain those relationships through face-to-face communication, supplemented by cell phone use (Jin and Park, 2010). Based on this information, we conducted an exploratory study to evaluate whether cell phone use (including talking, texting, emailing, and various types of social media usage) affects interpersonal skills among Muhlenberg College students. Participants completed an online survey about their cell phone/social media use and interpersonal skills. We hypothesized that those who frequently use cell phones will have greater interpersonal skills.

NATURE OR NURTURE: THE INFLUENCE OF DIFFERENT ETIOLOGICAL EXPLANATIONS OF DEPRESSION ON STIGMA
Eric Kaufmann, Heather Porrini, Nicole Roth, & Crystal Specht
Individuals with mental illness represent a loss of control, which threatens others’ self-worth and security (Spriggs, Olsson & Hall, 2008). Due to the social ostracism associated with mental illness, these fears are expressed in the form of stigma. Specifically, depression is a mental illness that has both biological and sociological explanations. We sought out to explore if certain etiological explanations resulted in less stigma. We primed participants with either a biological, sociological, or no explanation of depression, and then had them complete scales measuring stigma toward individuals with depression. Since prior research has yielded mixed results, this is an exploratory study to evaluate which explanation of depression induces the least amount of stigma among students.
I HAVE MORE LIKES THAN YOU: THE EFFECTS OF FACEBOOK ON SELF-ESTEEM
Andrea Cohen, Taylor Pini, Katie Ninivaggi, Callum Gasteiger
A person’s Facebook activity score and the type of profile that they view will influence their state self-esteem. When a person views a profile whose activity is higher than their own they will have a lower state self-esteem score. When a person views a profile whose activity is lower than their own they will have a higher state self-esteem score. We had Muhlenberg college students reported statistics on their own Facebook profile and then looked at either a popular or unpopular Facebook profile that we designed. They then took the Heatherton and Polivy state self-esteem survey.

PERSONALITY TRAITS AND PERCEPTIONS OF SEXUAL RISKY BEHAVIOR IN WOMEN
David White, Sammi Levine, Sarah Raff, Idil Baysal
Our main goal is to find a correlation between personality traits, mainly extroversion and conscientiousness, and attitudes towards sexually risky behavior in women. We predict that extroversion will be positively correlated with attitudes to risky sexual behavior and that conscientiousness will be negatively correlated.

DESIRABILITY BASED ON PROFILES
Paige Franco, Jaimie Klotz, Emily Mebane, Lauren Roberts, Greyson Soukup
Social Desirability is defined as the need to please others by displaying the characteristics that are valued in our society (Allen, 2000). When observing social desirability among college students, women’s choice of meal size effects others’ perceptions of their desirability (Yantcheva & Brindal, 2012). The main purpose of our study was to examine the participants’ perceptions of desirability in relation to meal size and a target sex. Participants completed one of four online survey conditions in which we manipulated sex and meal size. We hypothesized that women who were paired with the smaller meal would be seen as more desirable. We did not anticipate seeing any significant effects of men’s meal size on perceptions of desirability.

HOW SELF-ESTEEM IS RELATED TO YOUR FACEBOOK ACTIVITY
Dana Brodsky, Monique Goldstein, Madeleine Halle, Jessica Leeman, Chelsea Thompson
We were interested in the relationship between self-esteem and what people post on Facebook. We measured both self-esteem and Facebook activity and presentation using two different scales. Our hypothesis was that people with lower self-esteem would spend more time on Facebook.
MALE GAZE: THE EFFECT OF MASCULINE IMAGES ON WOMEN'S BODY IMAGE
Julisa Fabian, Nicole Fern, Melissa Neustein, and Ginelle Wolfe
Previous research has shown that females' concern about their bodies increases when being objectified by males (Gervais & Dodd, 2013). Because of this theory, known as the male gaze, the main goal of our study was to see if looking at an image of a man who meets the masculine ideal affects a woman's body dissatisfaction. We hypothesize that viewing the image of the masculine ideal will lead to an increase in body dissatisfaction. This may help us understand how images in the media are affecting the public, which is the first step to finding a solution.

ELEMENTARY SCHOOL SEX EDUCATION PROPOSAL
Ariel Mankin, Alyssa Brief, Cassiah Sahl
Our elementary school sex education proposal encompasses a developmental, biological, social, behavioral, and psychological approach to sex education and encourages all students to explore their identity. All content is designed to be appropriate to an elementary school audience. This proposal strongly supports an integrated classroom environment for a more complete curriculum for both boys and girls. This intervention is particularly important because it is the first sex education program students will experience in a school setting. Through learning about these topics in school, young students can better understand all aspects of sex and sexuality.

THE SEXUAL SPECTRUM: A COLLEGE GUIDE TO SEX AND IDENTITY
Lauren Markovitz, Adina Jiji, Marlee Noah, Rachel Goldberg
We propose a collegiate sex education program that focuses on power, identity, social, psychology, and biology viewpoints. Through our sex education plan we are hoping to enlighten students by discussing the different forms of sex and sexuality as well as current "taboo" topics. We hope that our students will leave with a broader and more fluid understanding of the different forms of sex and sexuality.

TRANSITION TO EMERGING ADULTHOOD
Dominic Mangino
Prior studies have shown that with higher levels of anxiety and indecisiveness that result from psychologicially controlling parenting may lead to emerging adults searching for new identity alternatives (Baumeister, Shapiro, & Tice, 1985). Because of the importance of feelings of self-efficacy on overall self-esteem (Bandura, 1997), the negative effect of parental control on self-efficacy might explain how parental control leads to lower self-esteem. We examined these relationships in a college age sample who completed online surveys. We hypothesize a negative relationship between parental control and self-esteem. Further, we expect that low self-efficacy will explain the relationship between parental control and self-esteem.
SLEEP AND PERSONALITY
Gabrielle Witkin and Emily Relkin
Past research shows that male college students report receiving higher quality sleep compared to female college students (Tsai&Li 2004), although it is not clear why this link may exist. One possibility is that neuroticism and personality are closely linked (Soehner, Kennedy,&Monk 2007). This study will examine sex-differences in self-reported sleep quality and consider neuroticism as a personality trait that may explain sex-differences in sleep. Participants completed online surveys of personality using the International Personality Pool Index and on their sleep using the Pittsburgh Sleep Quality Index. We expect to find that females will have lower self-reported sleep and higher levels of neuroticism. We expect neuroticism to mediate the relationship between sex and self-reported sleep.

PARENTAL FACTORS INFLUENCING EMERGING ADULTHOOD
Dayna Kline
Emerging adulthood has been proposed as a period of development in which the process of identity development continues in a context of greater independence from parents (Arnett, 2007). Luyckx’s (2007) found that parents remain an important influence on emerging adulthood finding that children experience difficulty making commitments and feeling confident in their choices. However less is known about how parental control affects positive adjustment in emerging adulthood. We conducted an online survey in which participants answered questions regarding their progression through adulthood, self-esteem, self-efficacy, and caregiver’s behaviors. It is expected that emerging adults whose parents are less psychologically controlling will report more confidence in their choice of major.

THE EFFECTS OF NEUROTICISM ON SELF REPORTED SLEEP QUALITY
Ashlee Ludwig
The purpose of our research is to study the effects between self-reported sleep quality and personality. Specifically, previous research has found that higher levels of neuroticism are predictive of lower sleep quality (Calkins et. al, 2012). In addition, research has suggested there has been a relationship between stress and neuroticism and its link with self-reported sleep quality (Calkins et al., 2012). Participants completed online surveys analyzing their sleep behaviors as well as their personalities according to the “Big 5” personality scale. Our hypothesis supports this previous research in saying that higher levels of neuroticism will support a poorer sleep quality in college students and that this link will be mediated through stress levels.
PSYCHOLOGY OF WOMEN HIGH SCHOOL SEX EDUCATION PROPOSAL
Erin Flaherty, Rachel Brookland, Corin Killins, Shareen Resnikoff and Eliana Saragin
Our Sex education proposal has a heavy focus on developing a curriculum about technology and the media's role in high school student's everyday actions and decisions. We will also focus on power in relation to various identities and labels; expecting that increased knowledge in the diversity of lifestyles will help high school students develop and assist them in making clearer choices. We will define hook-up culture and related terms to help adolescences better navigate current sexual scripts. Finally we are going to normalize certain stigmas associated with sex, so that students feel more comfortable in their own skin and will make more educated decisions in relation to sexual activity.

SEXUAL EDUCATION PROGRAM FOR MIDDLE SCHOOL ADOLESCENTS
Nicole Brown, Olivia Scotti, Morgan Simmons & Sara Van Eerde
Adolescence is a time of great development that encompasses, among others, biological and cognitive changes. Such changes lead to a greater ability to understand and interpret the topic of sexuality, identified by Thigpen (2009) as a matter of heightened interest for children approaching puberty (as cited in Russell, Van Campen, & Muraco, 2012). While this cognitive maturity allows many students in middle school to comprehend the information presented to them, most do not yet have extensive sexual knowledge or experience, rendering information provided during these years a vital element of their sexual maturation. With this in mind, we would will design a sex education curriculum for middle school students focusing on the biological, social, psychological, behavioral, and identity aspects.

SEX EDUCATION PROPOSAL FOR ADULTS AND ELDERS
Chelsea Benjamin, Jamie Adges, Devon Kratchman, Holly Hammer
Our sex education proposal includes social, behavioral, biological, cognitive, and psychological frameworks and their influence on adults and the elderly. A social framework will provide an understanding of sexual stigma, ageism, and where and how to meet other single adults. A behavioral framework will teach adults and elders about STI’s, STD’s, and safe sex practices. A biological framework will include age-related developmental changes that affect sexuality, such as menopause and sexual dysfunction. A cognitive framework will include developmental and cognitive issues, such as dementia and Alzheimer’s, and their relation to sexuality. A psychological framework will teach how depression, anxiety, body image, and loss of a loved one can influence sexual relationships and desires.
SCHEDULE OVERVIEW

WELCOMING REMARKS
3:20 p.m.
Miller Forum—Moyer Hall

KEYNOTE SPEAKER
Ariel Mankin ('14)

Using New Technology to Explore your Interests: A look at Muhlenberg’s Eye Tracking System

Muhlenberg’s recently acquired eye-tracking software provides new insights into how individuals perceive their world and interact with their environment. For my Senior Thesis, I explored how students with ADHD navigate Blackboard and how the presentation of material on Blackboard can be manipulated to be maximally effective for these students. Blackboard is the online learning platform used at Muhlenberg College and over 70% of colleges and universities. I will introduce the Mirametrix eye-tracker and show examples of eye-tracking data from students completing a task on Blackboard. My research project was inspired by my experiences working with individuals with a variety of disabilities in the Allentown community and the explosion in proposals regarding online learning. It is my hope that students will be encouraged to use the eye-tracking system to explore fields that they are passionate about.

3:50—4:00 BREAK

CONCURRENT PRESENTATION SESSIONS

4:00—4:55 Paper Session A— Moyer 104
4:00—5:35 Paper Session B— Moyer 106
DETAILED SCHEDULE & ABSTRACTS

Paper Session A
Moyer 104

4:00—4:15
ACUTE STRESS AND SENSATION-SEEKING ON TASK PERFORMANCE
Andrew Breitel, Samuel Goldman, Victoria Nicosia, and Kimberly Schoenberg
Our study’s goal was to examine whether people high in the sensation-seeking personality trait were less affected by acute stressors than people low in the sensation-seeking trait. Undergraduate students completed a set of multiplication problems, first in a classroom absent of excessive noise or lighting other than that emitted from fluorescent bulbs and then again with the presence of wartime noises and strobe lights. As a whole, participants performed better with the acute stressors. Sensation-seeking did not seem to be significantly correlated with task performance under acute stress, but it is possible that a curvilinear relationship exists.

4:20—4:35
THE AFFECT OF ADVERTISEMENTS ON WOMEN’S BODY IMAGE
Chelsea Benjamin, Jessica Cook, Natalie Evans, Tatiana Patterson, Chelsey Provencher
This study examines the moderating factors that influence women’s perceptions of advertisements. We are particularly interested in how body esteem and personality affect women’s reactions to thin ideal media. We predict that women with low body self esteem and certain personality characteristics will be affected more adversely by thin ideal media. We conducted an in person study with students from Muhlenberg College. Participants were exposed to one of three conditions containing either neutral, body positive, or thin ideal advertisements.

4:40—4:55
PERSONALITY AND TELEVISION HABITS
Katherine Arena, Erin Cummings, Ashley DeAngelis, Megan Reilly
The goal of this study was to examine if the combination of a person’s personality and their television habits may affect other areas of a person’s life. In this instance, our area of specification is belief in a just world (BJW). We hypothesize that participants who are high in psychotic personality traits will have lower BJW despite a high level of preference for fictional crime dramas because they seek crime dramas for the violence and not just the just resolutions that come at the end of the episode. Additionally, we hypothesize that those low in psychoticism with a preference for crime drama will have a high BJW.
DETAILED SCHEDULE & ABSTRACTS

Paper Session B
Moyer 106

4:00—4:15
PERSONALITY AND EMOTION
*Sara Giddings, Matthew Schwartz, Mira Biller*

The study set out to examine two different theories of personality and emotions. The first theory we looked at is called Mood Sensitivity Theory, and the second is Mood Regulation Theory. The former states that introverts will be more sensitive to positive, negative and neutral stimuli. The following states that extraverts will be most sensitive to positive stimuli and have higher overall positive affect across all situations. We expect that extraverts will have more positive reactions across all stimuli, and that the data best supports Mood Regulation Theory.

4:20—4:35
MUSIC AND INFORMATION PROCESSING
*Rachel Chinman, Michelle Certosimo, Blythe Duckett, Jake Ullmann*

According to the Mood Congruency Theory, when exposed to positive music, recall of positive information is greater than recall of negative information. The current study seeks to explore whether a person who is deliberately made to experience a particular emotion (i.e., happiness or sadness) will reflect this in the types of information they are able to recall from a narrative. Based on past research, we hypothesize that participants who listen to happy music will be more likely to remember more positive aspects of the narrative than those who listened to sad music. Likewise, those who listen to sad music will remember more negative aspects than those who listened to happy music.

4:40—4:55
DISTRACTION AND LANGUAGE PROCESSING
*Ashley Aaron, Lauren Fischer, Colleen O'Donnell*

The main purpose of the study was to determine how emotional state will influence an individual's productivity, and the changes across gender. Emotion can be defined as ongoing set of feelings that influences experiences, behavior, and physiological responses (Dang-Glauser & Gross, 2013). We primed participants into happy, sad, or neutral emotion. We induced these emotional states by using short video clips eliciting one of the three emotions. Once participants were primed, their level of productivity were measured through a grammar task. We hypothesized that participants primed into a happy state would be more productive than those primed into a sad or neutral state and that women would be more affected by happy or sad emotions compared to men.
5:00—5:15
EFFECT OF MUSICALLY-INDUCED EMOTION ON CONFORMITY
Erica Allen, Erin Flaherty, Lindsay Hardenberg, Kelsey Henry
The present study looks at the effect of musically-induced emotion on conformity. To test this, participants were exposed to two-minute clips of affective classical music, either in a positive, negative or neutral tone. Participants then responded to grammar questions on response sheets in which three critical questions contained incorrect and unanimous answers from false previous participants, provided by the experimenters. Conformity was measured by whether the participants conformed to provided answers. Previous research indicates that positive mood is correlated with utilizing quicker, heuristic processing, which in turn leads to higher instances of conformity. Results were consistent with the hypothesis, as there was a trend between positive mood and conformity.

5:20—5:35
THE EFFECT OF EMOTION ON FIVE RISK TAKING DOMAINS
Meghan Donahoe, Amanda Gates, Nicole Pisani and Lauren Zakheim
Previous research indicates a relationship between emotional state and willingness to engage in risk-taking behavior. One study found that sad or anxious participants tended to make more risk-averse choices. A different study found that positive emotions trigger an optimistic assessment of a risky situation. For our study, participants were randomly assigned to watch one of two (positive or negative) short videos to manipulate their emotional state. They then completed the Domain-Specific Risk-Taking Scale assessing risk-taking behavior in five domains. Based on prior research, we predict participants reporting more risky behavior when placed in a positive emotional state, especially for the social domain. Future implications include marketing, clinical, and preventative measures.
WANT TO PRESENT YOUR RESEARCH OR INTERNSHIP EXPERIENCE?
Fall 2014 Psychology Day is tentatively scheduled for December 2014. 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."