



CELEBRATE DIVERSITY

got privilege?

psychology is the study of behavior and the mind. To explain, or investigate, reason, or apply the scientific method to the study of behavior and the mind. **psy·chol·o·gy** (sī-kŏl-ŏ-jē) *n.* the scientific study of the mind and behavior; the study of the total characteristics of the individual, including the biological, psychological, and environmental factors that influence the individual's behavior and thought.

TITLE & AUTHORS			
INTRODUCTION	METHODS	DISCUSSION	CONCLUSION
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Fall Program – Dec 6th, 2018

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Psychology

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NOTES

SCHEDULE OVERVIEW

POSTER SESSION

5:00—5:50 p.m.
Seegers Union Event Space

WELCOMING REMARKS/KEYNOTE SPEAKER

5:55 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

5:55 p.m.

Seegers Union Event Space

KEYNOTE SPEAKERS

Maia Brint, Bennett Urian

Belongingness at Muhlenberg

What does it mean to feel a sense of belonging to somewhere? Sense of belonging can vary greatly depending on one's location, social identities, peers or acquaintances, and more. During the Spring 2018 semester, Dr. Bagley's research seminar conducted a study of sense of belonging on campus at Muhlenberg. The research focused on understanding the factors that shape sense of belonging in general, but also to specific places on campus. Where do students feel they belong? Where do they not feel they belong? In this talk, we will discuss the importance of sense of belonging and what is known about what contributes to belonging. We will present data that shows various influences on students' sense of belonging across campus. Through this research, we are hoping to start conversations that will improve sense of belonging for all individuals that make up Muhlenberg College community.

POSTER SESSION

Seegers Union Event Space

MOTIVATION IN ACADEMICS

Sara Reibschied, Michael Cannon, Rebecca Carrara

This study explores the relationship between an individual's motivation and their happiness with their academic life. According to the self-determination theory, motivation is on a spectrum ranging from intrinsic to extrinsic motivation. Intrinsic motivation promotes one's basic psychological needs by making them feel autonomous, related, and competent. When these needs are met the self-determination theory states that individuals have an increased sense of well-being and are happier. Previous studies have explored the relationships between motivation and performance or life-satisfaction. This study aims to investigate whether an individual's motivation in their major satisfies their basic psychological need for competency; therefore, making them feel happy with their academic life.

EXPLANATIONS OF FEMINIST IDENTITY IN HETEROSEXUAL, MONOGAMOUS RELATIONSHIPS

Nicole McGovern, Kenneth Michniewicz

Prior research highlights the negative stereotypes associated with being a feminist. Here, we examine the explanations people generate for hypothetical monogamous heterosexual couples. Results suggest that people are more likely to assume that feminist men (compared to feminist women) are motivated by their significant other in identifying as a feminist. We discuss implications of this finding in the context of obstacles to a feminist identity.

THE ROLE OF TREATMENT DECISIONS IN COURTESY STIGMA TOWARD PARENTS OF CHILDREN WITH ADHD (PART 2)

Karly McCloskey, Victoria Fuerst, Anisha Reddy, Jane Mafale

There is a broad range of evidence that supports the fact that children with ADHD are stigmatized, however less is known about the stigma their parents receive. This "courtesy stigma" can take the form of blame, pity, avoidance, and social distance and may result from a variety of factors. Our study focused on this courtesy stigma and the factors contributing to it. Our participants read a scenario about a child with ADHD in which the parent's treatment decision, family status, and gender varied. Results indicated that the level of courtesy stigma differed depending on the parent's treatment decision. In addition, participants' beliefs about the origin of ADHD (biological or social causes) were significantly related to blame towards parents.

SEX AND SEXUALITY THROUGH THE AGING BODY

Saryu Chennat, Kaitlynn Ely, Wilhelmina Minney, Rebekah Nachman, Lucy Sedlis

We believe that spirituality, behavior, power, identity, and biology round out what sexuality is in the aging community. Our sexual education proposal will outline a plan for facilitating discussions that will encourage the aging community to build their own bridges and recognize contradictions between the listed topic areas and their own sexual experiences.

THE EFFECTS OF PARENTAL INVOLVEMENT ON WORK ETHIC AND COLLEGIATE ACADEMIC PERFORMANCE

Gabrielle Gross, Ashley Harpster, Rachel Ladds, Haley Lester, Sydney Rothman

This study examines the effects of parental involvement in elementary, middle, and high school on work ethic and collegiate academic performance of current Muhlenberg students. We studied parental involvement throughout three different areas of schooling (elementary, middle, and high school) and how those levels affected the work ethic scores of our participants. We also investigated the relationship between parental involvement and collegiate GPA, whether it positively or negatively affected GPA. We hypothesized that higher levels of parental involvement (that gradually decrease over the span of development) will be predictive of higher collegiate GPA as well as higher levels of work ethic. We also predicted that higher levels of Work ethic will be correlated with higher collegiate GPA.

BULLYING TENDENCIES AMONG HIGH SCHOOL AND COLLEGIATE COACHES

Brianna Donlon, Jaycie Brown, Julia Lombardo

Athletic coaches have the important responsibility to support the development of athletes. Some coaches, however, prioritize success and winning over the well being of the athlete, demonstrating incivility and bullying behaviors. Our study surveyed participants about their experiences with bullying behaviors from coaches. We believe that athletes have experienced these bullying behaviors from their coaches more frequently than the positive behaviors. We also believe that these bullying behaviors correlate to the team's success.

SPORTY VERSUS SEXY: OBJECTIFICATION AND FUNCTIONALITY OF ONE'S BODY

Leah Flanzman, Samantha Shera, Cassarah Morales, Jason Messey

In this study, we seek to determine if there is a difference between collegiate athletes and non-athletes perception of their bodies in terms of functionality versus objectification. Our objective is to understand the body beliefs of athletes and non-athletes to show how sexualized images in the media have a negative impact. We hypothesize that athletes, compared to non-athletes, will be more likely to view their bodies in terms of functionality rather than objectification. We hypothesize that female athletes will be more likely to objectify their bodies compared to male athletes.

SEX EDUCATION IN YOUNG ADULTHOOD

Melina Economos, Cateryna Kochan, Chelsea Spell, Lily Stonberg, Samantha Taylor

We propose a Sex Education program to target young adults, specifically college-aged adults, on the ways in which social, biological, behavioral, psychological, and identity-based factors can interact.

PREPARE TO SWEAR: CONSIDERING PHONOLOGICAL PREPARATION FOR TABOO WORDS

Kathryn Hodges, Alyce Huot, Dr. Alexandra Frazer

This experiment investigates whether speakers prepare to swear in the same way as they prepare non-taboo words. Swearing, when produced reflexively, has greater right hemisphere activation than normal production – suggesting that swearing is a different linguistic process (Bergen, 2017). We used a form preparation paradigm to consider this for non-reflexive swearing (O'Seaghdha & Frazer, 2014). Participants were presented with two types of lists; homogeneous - all of the words share the phonological onset (e.g. /f/ - feet, film, fuck), and heterogeneous - none of the words share the onset (e.g. film, shit, door). Our data showed that the presence of the swear word did not contravene preparation for the homogeneous sets, and swear words were facilitated similar to the non-taboo words.

RAP MUSIC'S INFLUENCE ON PERCEPTIONS OF BLACK WOMEN

Margaret Esposito, Marguerite Runyan, Kennedy Hinnant, Remi Klein

Rap music videos are known for perpetuating negative stereotypes about women, and Black women in particular. There is data supporting the idea that people gain sexual scripts from the media (Ward 2003, cited in Coleman et al, 2016). Our study aimed to understand whether or not there was an influence on perceptions of Black women based on viewing of a music video—a rap music video (“Baby Got Back” by Sir Mix-A-Lot) and a control music video (Hazel Scott playing piano). After viewing a rap video, we predict that participants will attribute more negative characteristics to Black women compared to those who didn't watch the video. Our data showed no significant relationship between the video viewed and perceptions of Black women.

EXPLORING THE ASSOCIATION BETWEEN SUBSCRIPTION TO ROMANTIC SCRIPTS AND ACADEMIC PERFORMANCE

Moshe Forman, Tovia Marinstein, Madison Reisler, Lucy Sedlis, Julia Weikart

Past research has shown that having a high endorsement of the romantic script can lead to negative occupational consequences in women. As students who are preparing to enter the occupational world; our academic life is seen as preparatory for this next step. We expect to find that high endorsement of romantic scripts will relate with high extrinsic motivation while high endorsement of romantic scripts will relate with motivation; moderated by gender.

STATE ANXIETY AND ITS EFFECT ON EXAMINATION PERFORMANCE

Brianne Kichline, Tongyao Su, Kevin Pugh, Matthew Gliatta

We hypothesize that no state anxiety will result in moderate examination scores, moderate state anxiety will result in higher schools than high anxiety or no anxiety, and high levels of state anxiety will result in low scores; producing a curvilinear relationship. We predict that level of anxiety before the memory task will influence participants to study, leading to superior performance on the memory task.

THE RELATIONSHIP OF BENEVOLENT SEXISM AND PERCEPTIONS OF FEMINITY REGARDING FEMALE STUDENT-ATHLETES

Jazlyn White, Emma Newman, Morgan Weiss, Juliana Reiner

This research was intended to expand on the knowledge surrounding female student-athletes. In particular, of interest were the characteristics a person may hold in which could predict how feminine they perceive a female student-athlete to be. One characteristic of interest was person's benevolent sexism score. An online survey was administered to undergraduate students enrolled at Muhlenberg College. Participants were shown a series of pictures varying in females performing athletic and non-athletic tasks. Additionally, participants completed a benevolent sexism scale, as well as questions pertaining to their perceptions of femininity towards female student-athletes. Results show that those who hold higher benevolent sexism scores, show lower femininity scores for female student-athletes.

UNDERSTANDING STEREOTYPE PROCESSES ABOUT ELDERERS

Sophia Gordon, Jonathan Goldstein, Amanda Josephs

Stereotyping is a cognitive process that impacts society and various groups within it. Our study investigated how certain stereotyping concepts apply to stigma against elders. Elders are a uniquely stereotyped group in that everyone will presumably be an elder and join that group. When stereotyping elders, they are typically viewed within the competent versus warm binary as being high in warmth and low in competence. To manipulate this warmth versus competent view, we made two fake articles featuring Debbie who was either high in competence and warmth, or low in both. Twenty-six participants were randomly assigned one of the manipulations before answering questions measuring perceptions of Debbie, elders, and themselves. Our results can be applied to help understand stereotyping of elders.

SEX EDUCATION FOR ADOLESCENTS

Julia Termine, Sydney Rothman, Courtney Allen, Morgan Wolper, Remi Klein

To create an effective sex education plan for adolescents, we combined various research content areas to successfully teach youths. Our topics include social, developmental, biological, behavioral and identity, all of which indicate the need to transform and personalize how sex education is taught in middle school and high school. In relation to our research, we will outline the changes that need to be made to the current curriculum and, ultimately, set adolescents up for success when it comes identity development and sexuality.

LET'S TALK ABOUT SEX

Brianna Howland, Jordan Wuerth, Morgan Weiss, Talya Ben-Haim, Isabella Randazzo

When considering how childhood sex education should be taught, it is important to consider the different types of influences that impact a child's understanding of sex. Although it is not common to teach young children about reproductive health and sexuality, children develop a fundamental understanding of their bodies from a very young age. The ways in which influencers educate children about sex and the issues surrounding their bodies highly impacts a child's future development.

Paper Session A

SU 111

6:20—6:35

WHO REALLY CARES?" HOW DOES GENDER AFFECT EMPATHY TOWARDS PEOPLE OF DIFFERENT SEXUAL ORIENTATIONS?

Candice Belina, Wenyan Feng, Victoria Fuerst, Bailey Roberts

There has been extensive research done on empathy, but there is limited research regarding how the characteristics of the target affect how much empathy they receive. We created four vignettes in which the target varied by gender and sexuality. We found that male participants who reported their gender as being more central to their identity showed less empathy towards homosexual men and more empathy towards homosexual women. We also found a correlation between political ideology and empathy, such that liberal participants had stronger empathy than participants who identified as conservative. This research provides insight into the types of people who generally care more about the feelings of others.

6:40—6:55

"BI" THE WAY: GENDER AFFECTS PERCEPTIONS OF BISEXUALITY

Nicole DeRobertis, James Feimer, Hailey Kleinberg, Mia Shmariahu

Bisexual individuals are often marginalized in their community and are seen as having an unstable sexual orientation. This discrimination often emerges differently when targeted towards different genders. We asked participants to read vignettes featuring a straight or bisexual target and asked questions about perceptions of the target in order to understand how people perceive bisexuality based on gender. Participants were significantly less likely to rate a female target as bisexual or homosexual compared to a male target. Understanding the psychological consequences that marginalized groups experience can help those in the majority become more mindful of the possible stigma they are presenting.

7:00—7:15

LET'S TALK ABOUT SEX: EFFECTS OF FREQUENCY DISCUSSING SEX WITH PARENTS AND AT SCHOOL

Gal Behiri, Tali Bellicha, Liza Castello, Joely Winnick

Studies have shown that a comprehensive sexual education in schools can decrease sexual risks for individuals, but little research has looked at how these discussions can increase comfort and sexual satisfaction in adulthood. In this study, we asked participants to indicate the frequency of their sex discussion at school and with parents, comfort talking about sex with a partner, and sex life satisfaction. We found that there are gender differences in comfort discussing sex with a partner, and the source of that reported comfort. Furthermore, comfort to communicate with a partner predicts sex life satisfaction. These results have potential implications for teachers and parents to ensure that individuals receive the proper sexual health education to enhance comfort with a sexual partner.

Paper Session B

SU 112

6:20—6:35

THE EFFECTS OF DIFFERING ADDICTIONS ON ATTITUDES AND ADDICTION MODEL PREFERENCE

Brian Hauptman, Carly Tilson, Ellis Leyens, Jaclyn Trachtenberg

Addictions come in different forms from drugs to behaviors. With these different forms comes differing ways to explain addictions. Models of addiction seek to understand the how and why behind addictions. Little research has been done examining how models and types of addictions are interrelated with the individual types. Our study sought to explore how the type of addiction affects one's preferred model as well as how the combination of these two factors affects attitudes. We provided participants with vignettes of one of four different addictions, two behavioral and two drug, as well as descriptions of a medical and behavioral model of addiction. Results show that being presented with a drug or behavioral addiction led participants to prefer the medical or behavioral model respectively.

6:40—6:55

THE IMPACT OF INDIVIDUAL'S PERCEPTION OF OPIOID ADDICTION ON THE EFFICACY OF INFORMATIONAL INTERVENTIONS TO REDUCE STIGMA

Rebecca Bass, Saryu Chennat, Ziming Han, & Shuhan Li

This study, motivated by an aim to reduce social stigma toward persons with opioid addiction, compared the capacity of two informational videos on the nature of opioid addiction in their ability to reduce participants' stigma towards individuals with addiction. Two stigma measurements were completed by participants before and after exposure to one of two informational videos: a disease model and a psychosocial model of addiction. Belief about the nature of addiction was also tested prior to video exposure. Our results found an interaction effect of belief on the change in levels of certain kinds of stigma but no effect of video type. We hope this research will provide a framework for future stigma interventions to increase the efficacy of recovery from opioid addiction.

7:00—7:15

FACTORS THAT CONTRIBUTE TO DRUG ADDICTION: AN EXPLORATORY STUDY

Justine Perloe, Isabella Zissman

This study examines the potential factors that contribute to the frequency and length of drug addiction. These factors include: childhood traumas, parenting styles, personality traits, and sense of belonging. Participants identified either as a current drug addict, a heavy drug user, or currently not an addict but with a history of drug addiction. They were given a series of questions about the factors listed above. One of our findings show that specific interactions with parents during childhood affected how often the participant used the drug. We also found that participants' overall sense of belonging in childhood affected their length of addiction. These results supported our hypotheses that parental styles and sense of belonging during childhood are factors that affect addiction.

7:20—7:35

PERCEPTIONS AND PROPAGANDA: VAPING AT MUHLENBERG COLLEGE

Emily Segan, Charles Giffiths, Michael Besset

This study investigated the effects of messages regarding vaping and perceptions of vaping of students at Muhlenberg College. We looked to see if exposing participants to one of six vignettes would alter their perceptions of vaping. The vignettes differed by two conditions: type of argument and strength of language. We proposed that vignettes may alter a student's perception of vaping at Muhlenberg.



WANT TO PRESENT YOUR RESEARCH OR INTERNSHIP EXPERIENCE?

Spring 2019 Psychology Day is tentatively scheduled for May 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 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.*"