

MONMOUTH UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

66th Semi-Annual Undergraduate

Student Conference

April 22, 2017

Wilson Auditorium

Schedule at a Glance

- 8:00 – 8:30 AM** **Breakfast & Psi Chi Welcome Table**
Tara Hollywood & MK O'Rourke
- 8:30 – 8:45 AM** **Welcome Remarks**
Wilson Auditorium Dr. Gary Lewandowski, Chair, Department of Psychology
Dr. David Payne, Department of Psychology
Kristi Miceli, Psi Chi – President
- 8:45 – 9:45 AM** **Paper Presentations: Session I**
Wilson Auditorium
- 9:45 – 10:15 AM** **Poster Presentations: Session I**
Wilson Lobby
- 10:15 – 11:15 AM** **Paper Presentations: Session II**
Wilson Auditorium
- 11:15 – 12:15 PM** **Invited Speaker:**
Wilson Auditorium Susan Scheiner
Assistant Director of Content for Sesame Street
“Turning Research into Practice: The Sesame Street Story”
- 12:15 – 1:00PM** **Lunch**
Pompeii Room
- 1:00 – 2:00 PM** **Paper Presentations: Session III**
Wilson Auditorium
- 2:00 – 2:30 PM** **Poster Presentations: Session II**
Wilson Lobby Coffee will be available during the session.
- Department Career Initiative:**
Free Professional Headshots (*Courtesy of Career Services*)
- 2:30 PM** **Awards and Closing Remarks**
Wilson Auditorium Dr. Lisa Dinella, Department of Psychology

MONMOUTH UNIVERSITY

STUDENT SCHOLARSHIP WEEK

Monmouth University has a long history of students presenting their work throughout campus and beyond.

Scholarship Week provides the opportunity for our campus to recognize students' transformative experiences including research, writing, service learning, musical and theater productions, and art exhibits during a university-wide celebration.

Scholarship week is a key initiative from our Strategic Plan that showcases poster sessions, panels, and performances from hundreds of Monmouth's student scholars.

For more information, please visit:
www.monmouth.edu/ScholarshipWeek

Paper Presentations: Session I

Moderator: Maryam Srouji, Psi Chi

8:45 – 9: 45 AM, Wilson Auditorium

Kelly Faxon

Decisions about “Adulthood”: The Influence of Perfectionism and Career Skill Self-Efficacy on Career Indecision

Career indecision has been studied in relation to numerous factors however, there is limited research on the potential impact of perfectionism or career skill self-efficacy on the career decision-making process. Research on the role of perfectionism has thus far resulted in contradictory implications regarding its relationship with career indecision (Leong & Chervinko, 1996; Page & Haase, 2008). Researchers have highlighted the importance of various career-related skills in the career decision-making process (Appleby, 2009), yet self-efficacy in those skills has not been examined in direct relation to career indecision until now. The researcher hypothesized that individuals with highly perfection-oriented personalities as well as individuals with low career skill self-efficacy, experience higher levels of career indecision than those without perfection-oriented personalities or those with a high level of career skill self-efficacy. One hundred and thirteen undergraduate students completed an extensive survey assessing three types of perfectionism, four domains of career skill self-efficacy, and career indecision. As hypothesized, results indicated that career skill self-efficacy was associated with career indecision, such that individuals with high skill self-efficacy experienced less career indecision. Socially prescribed perfectionism, a subtype of perfectionism with which the desire to be perfect is based on pressure from one's social environment, was associated with heightened career indecision. Results will inform career counselors and academic advisors of potential warning signs of individuals that may experience heightened levels of career indecision throughout their academic career, allowing them to provide additional assistance through the career decision-making process.

Supervising Professor: Dr. Natalie Ciarocco

Allison Kramer

The Influence of Cognitive Heuristics and Stereotypes about Greek Letter Organizations on Jury Decisions

The current study utilized data from 140 participants ranging in age from 18-35 years old ($M = 19.66$, $SD = 1.84$) to test whether a defendant's affiliation with a Greek letter organization would result in biased jury decisions. Participants read a short case summary about a college aged male arrested for driving under the influence. The defendant in question was described as either being a member of a fraternity, or an affiliation was not mentioned. Participants were then asked a series of questions regarding their perception of the defendant and asked to determine a final verdict. In addition to the affiliation of the defendant, the participants' affiliation with Greek life was also taken into consideration. Results indicated that participants who were not affiliated with Greek life were less attracted to the defendant. Main effects were also found for both participants' affiliation and the defendant's affiliation on guilt ratings. Guilt ratings were higher when the defendant was affiliated with Greek life, compared to when the defendant was not affiliated with Greek life. Additionally, non-affiliated participants rated the defendant as more guilty than affiliated participants. These results can be used to understand factors that influence jury decisions, including the use of cognitive heuristics and biases within the court system.

Supervising Professor: Dr. Van Volkom

Amanda L. Aynes
Perceptions of Intimate Partner Violence

This study evaluated the influence of self-esteem on perceptions of intimate partner violence. Ninety-seven participants were randomly assigned to one of two self-esteem conditions via feedback given on a cognitive task. Then participants completed a packet of scenarios consisting of a physical abuse scenario, a sexual abuse scenario, an emotional abuse scenario, and a neutral scenario. The questions following each scenario required rating how physically, sexually, and emotionally abusive they saw the scenario and how likely they would be to leave the relationship. The Rosenberg Self-Esteem Scale was given as a manipulation check. I hypothesized that those in the high self-esteem state would perceive the physical abuse scenario as most abusive compared to those in the state of low self-esteem. Furthermore, I hypothesized that those in the high self-esteem state would be more likely to leave for the physical abuse scenario compared to those in a state of low self-esteem. After running a series of repeated measures analyses of variances, there was no significant difference between self-esteem and perceptions of abuse or likelihood of staying, but there was a significant difference between each scenario's perceived level of abuse. Sexual abuse rated the most abusive, yet participants were more likely to leave the relationship for the physical abuse. The manipulation check indicated the self-esteem manipulation failed. Results suggest that people will see sexual abuse as the most abusive yet they are leaving for the physical abuse.

Supervising Professor: Dr. Ciarocco

Caroline Hesse
K. Hovnanian Children's Hospital, Neptune, NJ, Child Life Department
Supervisor: Dr. Hatchard

Faculty-Student Collaboration: Research Lab Highlight

Grants, Trips and Pubs: A Year in the Life of the Clinical Psychology Research Center
Amanda Aynes, Richard Felicetti, and Juliana Thomas

Supervising Professor: Dr. Christine Hatchard

Kristi Miceli and Elizabeth Roderick
Bringing Psychology to Life at Six Flags Safari: How the Animal Behavior Field Experience Course Enriches Student Education

The Animal Behavior Internship and Field Experience course, co-taught by Dr. Mehrkam and Six Flags animal trainers, is a one-of-a-kind learning experience for a select twelve Monmouth University psychology majors each Spring. This course allows students to observe first-hand how animals are trained using psychological principles in a hands-on learning environment. This semester's students were able to observe demonstrations with giraffes, elephants, parrots, lions, and rhinos – just to name a few! Students also get direct, personalized feedback on their resumes, an opportunity to give an interactive oral presentation about an animal species on stage, and receive interactive educational experiences thanks to the expertise of trainers and other animal care professionals at Six Flags. Although in its fourth consecutive year, the course featured several new learning experiences for students this Spring semester. First, students had the unique privilege of designing a scientifically sound but novel enrichment strategy for a particular animal species at Six Flags, which they proposed to evaluate in a formal research proposal. Six Flags will actually choose one proposal to implement before the end of the course. Second, each student conducted an interview with an animal behavior professional of their choice – ranging from university genomic scientists to behavior analysts at Disney's Animal Kingdom - allowing them to network directly with a professional related to their career interests and to further explore the breadth of animal behavior occupations. The class also actively engaged in roundtable discussions on leading research in the field of animal behavior, learning, and animal welfare. Finally, this body of work culminates into a final portfolio that includes students' own self-reflections combined with supervisor feedback. Together, these requirements enabled students to leave their comfort zones and apply their professional skills in more traditional fields of psychology to animal care settings – showcasing a perfect example of versatile and wide-reaching a psychology degree can apply to the outside world.

Supervising Professor: Dr. Mehrkam

Poster Presentations: Session I

9:45 – 10:15 AM, Wilson Lobby

Kali Maguire

The Effects of Tomboyism on Preferences in Intimate Relationships

The researcher evaluated the effect being a tomboy might have on trait preferences one might have in a later romantic relationship. It was hypothesized that tomboys would place less importance on masculine traits than non-tomboys, and that tomboys would focus more on androgynous traits compared to non-tomboys. One hundred and six heterosexual females filled out two surveys. One survey targeted tomboy-like behaviors in childhood, while the other asked participants to rate various traits that appear in romantic relationships. The two groups (Tomboy and Non-Tomboy) were formed after using a median split to divide participants based on their answers in the first survey. However, there was no significant difference between the two groups across all three trait groups (masculine, feminine, and androgynous). In an exploratory analysis, it was found that non-tomboys showed a significant difference than tomboys in importance of the trait “loving”. Non-tomboys found it more important than tomboys did. There can be many implications from the results of this study. One could be that tomboyism does not have any bearing on relationships in a woman’s future since the behavior tends to fall off near adolescence which is when people start forming romantic relationships. Another possibility is that society is moving further from gender norms so even women who did not fall under the tomboy category are not so focused on “typical masculine traits”.

Supervising Professor: Dr. Van Volkom

Andrew Betro

The Effects of Humor on Learning in the Classroom

The purpose of this study was to see if humor could be used as a tool to aid teaching in a classroom setting, and more specifically how it could increase learning among students. Ninety-five college students viewed one of three randomly assigned lectures pertaining to a topic in Social Psychology. Each lecture contained a different level of humor, with each group being labeled as follows; humor, non-humor, and excess humor. After viewing one of the lectures, each participant completed a content quiz regarding the information seen in the lecture followed by a characteristics questionnaire regarding the quality of the instructor and the lecture itself. It was hypothesized that participants in the humor condition would have the highest content quiz scores when compared to participants in the non-humor group. Likewise, participants in the non-humor group would have higher scores than those in the excess humor group. Results were not significant, showing no true difference among test scores between the three conditions.

Supervising Professor: Dr. Van Volkom

Rachel Simodejka

The Relationship Between Sex, Type of Sport, and Level of Mental Toughness Among NCAA Division I Student Athletes

Previous research has not examined sex differences and identified a strong physical, behavioral or a self-report measure of Mental Toughness with good psychometric properties. Division I student athletes ($N = 116$, 43.1 % males, 56.9% females, age $M = 19.83$) completed the MTSQ-32 (Foelber, 2014) and a handgrip task. As hypothesized, men reported higher Mental Toughness than women ($p < .001$). As hypothesized, handgrip duration was correlated ($r = .24$, $p = .006$) with scores on the MTSQ as revised by the current author into a 22-item single scale measure of Mental Toughness (Cronbach’s alpha = .90). This revision was based on a principal component analysis of the current data. Contrary to the hypothesis, team sport student athletes displayed higher levels of Mental Toughness compared to individual sport student athletes. The current study adds to the literature by providing a behavioral measure of Mental Toughness and a revised 22-item self-report questionnaire based on a single scale with excellent psychometrics.

Supervising Professor: Dr. J. Stapley

Cierra M. Harris

The Effects of Birth Order on Addictive Personality

This study aimed to help gain further insight into the prescribed factors that may play a role in the making of someone, determining possible unfavorable personality traits. The unfavorable traits, in this case, were geared toward excessive behaviors/addictions (e.g., shopping, sex, pornography, sports, exercise) that one may possess. This study examined the effects that birth order (oldest, middle, youngest) can have on addictive personality. A sample of 103 college students completed a self-report measure of their excessive behaviors on a 5-point Likert scale (1 = Never, 5 = Often) as well as completed a questionnaire about their demographics. Contrary to the hypotheses, no significant difference was observed in addictive personality across all birth statuses. The results of this research will help to further understand family dynamics and if birth status alone could help predict the likelihood of one sibling with a specific birth status having an addictive personality. Future research should aim to expand the sample size, ensuring more variation across birth order. Additionally, an older pool of participants may demonstrate having a better understanding of participation in excessive behaviors.

Supervising Professor: Dr. Van Volkom

Michelle Tejada

Community Based Educational Initiatives

Community based programs are mutually rewarding for the people who work in them and the people they serve. My internship connects with the All Stars Afterschool Program and the Friendship Train Foundation and my field site is a private elementary school in Asbury Park. The All Stars Program is not a typical after school program. Children engage in experiential learning tasks where they have opportunities to construct robots, learn an instrument, or create video clips. The program primarily serves children of color many of whom are from Hispanic cultural heritages. The program is unique because in addition to homework help, it provides children creative ways to become engaged in science, technology, engineering, art, and mathematics. Through enrichment opportunities, students experience this STEAM theme and these activities reinforce classroom material and learning. My responsibilities include assisting teachers in the enrichment classes and with educational projects, helping children with their homework, and performing diverse office duties. During my internship, I learned about the effectiveness of homework assistance and enrichment courses to children's academic outcomes. I also learned about the organizational structure of these two programs and how they work in concert to help children become more successful not just in school but in life. I want to work with children in my future career and this experience helped me understand the importance of making a difference in our communities.

Supervising Professor: Dr. Holmes

Nicholas Marrero

How Does Society View its Veterans: The Impact of Gender and Combat Experience on our Perception of Veterans

This study examines how people perceive Veteran's likelihood of mental health problems and homelessness. Based on the environment the veteran served in and their gender. The sex of the participant, the sex of the person in a scenario, and the combat experience of this hypothetical person were the independent variables. College students (33 males, 82 females) read a scenario about either (1) a war Veteran, (2) a Veteran who served stateside, or (3) an FBI agent and rated the likelihood that this person would exhibit a list of behaviors including some mental health and substance abuse issues. The findings indicated that participants perceived war Veterans as being a higher risk of being homeless, having mental health issues, substance abuse problems, and less likely to be employed and college educated compared to an FBI agent. Implications for public policy advertising and treatment will be discussed.

Supervising Professor: Dr. Demarest

Juan B. Milan

Perceptions of Fathers in a Variety of Parenting Scenarios

Do people perceive fathers differently if the father is a Single Parent versus a Stay-at-Home Dad? This was the purpose of this study. And since men are socialized to be less emotional than females, is an Emotionally Attached Dad viewed differently than an Emotionally Detached Dad? Participants (N=115) were randomly assigned to one of four groups, each of which read the same scenario except for the description of the father. Participants completed a 9-item scale that measured parental investment and their own closeness with their father. It was hypothesized that people would rate the emotionally attached, single parent father as investing the most in his child and rate the emotionally detached, stay-at-home father least favorably. Results indicated no significant difference in ratings of parental investment of single parent and stay-at-home fathers but found powerfully significant differences in investment based on the father's emotional relatedness to his child. Implications will be discussed.

Supervising Professor: Dr. Demarest

Maryam Srouji

Monmouth University Polling Institute, West Long Branch, NJ, public policy polling

Supervisor: Dr. Hatchard

Dianni Hall

Collier Group Home, Red Bank, NJ, therapeutic group home for adolescent girls

Supervisor: Dr. Hatchard

Elysia Whritenour

Monmouth Cares, West Long Branch, NJ, human resources for a care management organization for children and families

Supervisor: Dr. Hatchard

Savannah Moley

Collier Group Home, Red Bank, NJ, therapeutic group home for adolescent girls

Supervisor: Dr. Hatchard

Emmanuel Romero

Long Branch Senior Center, Long Branch, NJ, recreational therapy and enrichment

Supervisor: Dr. Hatchard

Paper Presentations: Session II

Moderator: Rachel Simodejka, Psi Chi
10:15 AM – 11:15 AM, Wilson Auditorium

Elizabeth M. Roderick

Defending Gender Roles: Examining Cognitive Argumentation

The present study sought to examine the effects of gender and salience of gender roles on cognition and argumentation. One-hundred and thirty-six undergraduate students were asked to read a vignette about household division of labor that was divided traditionally, equally, or in a cross-typed way, and then answer two short questionnaires about emotional state and cognitive argumentation. Those who read about traditional gender roles experienced more negative emotions. While those who read about egalitarian gender roles reported more cognitive thought about gender roles. Post hoc analyses suggest that those reading about egalitarian gender roles rationalize their views less than those reading about either traditional or cross-typed gender roles. This implies a societal shift away from traditional roles towards a more equal division of both home and workforce labor. These findings may ease conversations about gender roles, leading to more productive conversations that end in solutions to issues like the pay gap, or the stigma surrounding paternity leave.
Supervising Professor: Dr. Ciarocco

Juliana Thomas

The Effects of Sex and Traumatic Experience on Empathy Felt Among Undergraduate Students

This study examined the effect that the sex of a victim and type of traumatic event they experience has on empathy felt for them. It was hypothesized that female victims would receive more empathy than male victims. It was also hypothesized that sexual assault victims would receive more empathy than bullying victims. Lastly, it was hypothesized that female sexual assault victims would receive the most empathy. A sample of 102 (22.5% males, 77.5% females) college students read a vignette about either a male bullying victim, female bullying victim, male sexual assault victim, or female sexual assault victim, followed by a manipulation check, and an empathy measure. Results indicated that there was a significant difference in the level of empathy felt for individuals who experienced different types of traumatic events ($p = .04$). Participants were found to have more empathy for sexual assault victims than bullying victims. There was no significant difference in the level of empathy felt for male versus female victims ($p = .72$), nor was there a significant interaction ($p = .46$). The implications of the findings will be discussed.
Supervising Professor: Dr. Van Volkom

Herleen Kaur, Louis Koolidge, Kristi Miceli, Kelly Moedt, Erin Schreiber, Maryam Srouji, & Marissa Stiuso
Play, Culture, Development & Learning

Playful behaviors and activities appear in all human communities. In the Play, Culture, & Development Laboratory, projects have several common themes which highlight the importance of play to the human experience. One line of research is the connection between play and creativity in young children. Psychologists such as Abraham Maslow (Almost all creativity involves purposeful play) and sociologists such as Thomas Hendricks (To play is to create) acknowledge this connection. We are currently working on a project that explores the connection between young children's play, language abilities, and creativity. As interns and research assistants, we have the opportunity to work in real life settings with children and apply our findings to help shape children's lived experiences. Through our field experiences, we learn about the value of play in enhancing children's language and creative skills. We also observe how our findings can help inform classroom practice and policy to prepare children to become successful and productive 21st century adults. Other projects explore the role of media in shaping children's play and gendered knowledge and behavior. One particular comic book and TV character shaping children's play and gendered knowledge is Supergirl. The character is unique because she is a contemporary female superhero with whom many children identify. In this project, we are using a developmental lens to explore how young children and emerging adults perceive this character with a particular focus upon role models and gender norms.
Supervising Professor: Dr. Holmes

Joseph Codario

Mate Guarding Between Males and Females in College Relationships

This research was designed to determine how frequently college students exhibit mate guarding or jealous behaviors in their current romantic relationships. Length and Satisfaction of their current relationship were independent variables. The frequencies of several types of mate guarding were the dependent variables. It was hypothesized that individuals who are more dissatisfied with their current relationship would exhibit more frequent mate guarding. Males and females were not expected to differ. Two test instruments were created, a 10-item rating scale to measure mate guarding and a Likert scale to measure relationship satisfaction. Results will be discussed in the context of the two hypotheses.

Supervising Professor: Dr. Demarest

Alexandra Girardi

Rub Some Dirt in It: The Impact of Positive Life Purpose on Grit in College Students

This study evaluated the influence of having positive life purpose on grit in college students, as well as the differences in grit between college student-athletes and non-athletes. One hundred and two participants (41.2% student-athletes) completed a behavioral and a self-report task that measured grit after completing a writing prompt that either primed life purpose or not. The behavioral measure involved playing a challenging game on an iPad and the self-report measure was a twelve-question survey on grit. The grittiness of the participant was measured through the time it took them to play the game, how many attempts they took to play, and the score they received from the grit questionnaire. It was hypothesized that people with purpose would be more gritty, student-athletes would be more gritty, and that student-athletes with purpose would be the most gritty. The life purpose prompt did not influence levels of grit. Although there was a difference in self-reported grit between athletes and non-athletes, there was no behavioral difference. This could be due to a ceiling effect that occurred while playing the game. The participants might have needed more time to show their actual potential.

Supervising Professor: Dr. Ciarocco

Faustiné Alexis Cofield

Pet Ownership and its Effect on Prosocial Behavior

Pets have more impact on people's lives than one may think, and the present study examined how pets may have an effect on prosocial behavior. This was defined as the want to help others and a concern for others. A sample of 92 (72 females, 20 males) college students completed the Prosocial Tendencies measure, which assessed their willingness to help others. Pet owners completed this measure in addition to the Companion Animal Bonding Scale, which measured the level of bond to their pet. If the participant owned more than one pet, they chose the pet they were most bonded to when answering the questions. It was hypothesized that pet owners will exhibit more prosocial behavior than non-pet owners. Also it was hypothesized that due to a higher level of bond, cat owners will exhibit more prosocial behavior than dog owners. Results did not support these hypotheses. Pet ownership did not have an effect on prosocial behavior and future research may want to study other animals and other effects of pet ownership.

Supervising Professor: Dr. Van Volkom

Maggie Daly

Perceptions of Peer Stuttering

This study examined perceptions of peers who stutter in college students. Seventy-seven participants (63 female, 14 male) were randomly assigned to one of two conditions. Those in the experimental group were exposed to a video of a college-aged man with a stuttering disorder, while those in the control condition were exposed to a video of the same man speaking without a stutter. I hypothesized that participants would perceive the man in the stuttering video to have lower levels of emotional intelligence as well as general intelligence than the man that did not stutter. Further, I hypothesized participants would be less likely to engage with the individual who stuttered than the individual who spoke fluently. Using a series of independent samples t-tests, results indicated participants perceived the person who stuttered as having significantly lower levels of emotional intelligence and general intelligence than the person that did not stutter. Further, participants were significantly less likely to be willing to engage with the person that stuttered than the person that did not stutter. Based on the results, there are many negative social implications for people who stutter.

Supervising Professor: Dr. Ciarocco

Invited Talk



Susan Scheiner

Assistant Director of Content - Sesame Street

“Turning Research into Practice: The Sesame Street Story”

Susan Scheiner is the Assistant Director of Content for Sesame Street, advising not only on the television series but on related products, games, publishing, and formal learning projects. Her experience extends to other children’s shows as well, including Pinky Dinky Doo and The Electric Company.

Through the years, she has developed curriculum that has guided content in academic areas such as literacy, math, and STEM; as well as socio-emotional topics including divorce, race relations, bullying and kindness. Susan is a graduate from Cornell University with a BS in Human Development and Family Studies, and from Teachers College, Columbia University with an MA in Human Development.

Paper Presentations: Session III

Moderator: Julianne Calvano & Allison Kramer, Psi Chi

1:00 – 2:00 PM, Wilson Auditorium

Alyx Lennon

Will You Hire Me?: The Perceptions of Autistic Individuals and the Hiring Process

This study investigated if the timing of Autism diagnosis disclosure during a job interview made a difference in attitudes towards hiring. There were 91 participants in this study (18 males, 73 females), from a university located in the Northeastern region of the United States. The researcher randomly assigned the participants to read a written scenario that either revealed the Autism diagnosis before, during, or after an interview, which was followed by looking at a fictitious resume. The participants took an interview survey and filled out a demographics form. The participants in the before the interview condition correctly identified when the Autism diagnosis was disclosed in the interview versus the other two conditions. There were no significant differences in the attitudes towards hiring between the three conditions. These findings suggest that the timing of Autism diagnosis disclosure during a job interview does not affect hireability.

Supervising Professor: Dr. Van Volkom

Melissa Namenwirth

Tell Me About Your Tattoo

This study observed the influence of gender and meaningfulness on self-perceived judgment and satisfaction with one's first tattoo. One hundred and fifty-four participants (51 males, 103 females) all with at least one tattoo, completed a survey about the levels of meaning, judgement, and satisfaction associated with their first tattoo. The researcher hypothesized males would feel less judged and more satisfied with their tattoos. Also, the more meaningful the tattoo was, the less judged and more satisfied participants would be with their tattoo. Last, the researcher predicated that males with meaningful tattoos will be less judged and more satisfied with their tattoo. Using a series of two-way factorial analysis, the results indicated that gender did not make a difference on judgment or satisfaction with the tattoo. Meaningfulness of tattoo significantly influenced how satisfied they were with the tattoo, but not how judged they felt. Also, the results showed that gender and meaningfulness of tattoo did not interact to influence their judgment and satisfaction of the tattoo. Results imply that males and females do not feel any different when it comes to judgement. Meaning is at least one factor that predicts satisfaction with the tattoo later.

Supervising Professor: Dr. Ciarocco

Daniel Garafano

The Effects of Attractiveness and Appealing Food on College Women's Well-being

The purpose of this study was to examine the effects of food and attractiveness on well-being and wiliness to date. Ninety-seven college students viewed a photo of an attractive or unattractive male eating either a cookie or a prune to manipulate appetizing foods. After participants were given time to view the photo, they were given a questionnaire to evaluate attraction and well-being. The dependent variables were the amount of well-being a person felt, and was based off the total number accumulated on the well-being scale, and in a separate single question their willingness to date the person in the picture. The data suggested that those who see an unattractive male and an unappetizing food scored overall higher on well-being and how willing they would be to date the person shown in the photo, which supported the hypothesis. The results suggest that food could influence how women view attraction in males and could improve their well-being when viewing unappetizing food.

Supervising Professor: Dr. Van Volkom

Julianne Bahamondes

Can You Sell Me That? The Relationship Between Voice and Physical Attraction

The current study examined the influence of voice pitch and physical attraction on persuasion and social attraction. The study consisted of 120 participants. Participants listened to a recording of a persuasive appeal in which the speaker had either a high or low pitch voice. Participants also believed the speaker was attractive or unattractive, depending on random assignment. Participants then rated how persuasive the speaker was, how socially attractive speaker was, and the physical and voice attractiveness of the speaker. It was predicated that the high-pitch voice would be more persuasive and socially attractive than the low-pitch voice. Furthermore, it was hypothesized that the attractive speaker would be more persuasive and socially attractive than the unattractive speaker. Lastly, it was hypothesized that the high-pitch voice and the attractive speaker would be more persuasive and socially attractive than any other combination. Using a series of factorial ANOVAs, results indicated no main effects for voice or physical attraction on persuasion or social attractiveness. Lastly, there was no interaction between the independent variables on either persuasion or social attraction. Results suggest that participants may have shown a resistance to persuasion, and feel are not inclined to judge the speaker.

Supervising Professor: Dr. Ciarocco

Danielle J. Cohen

LinkedIn or Linked Out?

The researcher evaluated the influence of the social networking site, LinkedIn, on recruitment. One-hundred and twenty participants were randomly assigned to assess one out of four LinkedIn profiles of a potential job candidate. The four different profile conditions were positive facial expression and high socio-economic status, positive facial expression and low socio-economic status, neutral facial expression and high socio-economic status, and neutral facial expression and low socio-economic status. Participants read a vignette, assuming the role as a Human Resources Manager recruiting on LinkedIn to fill a job opening at their Fortune 500 company. Once the participants read over their profile, they filled out a Decision on Recruitment survey, along with a demographic questionnaire. Socio-economic status and facial expression had no influence on the recruitment based on the candidate's profile. However, there was a significant interaction effect for the question asking if participants would call the candidate for an interview. If the facial expression was positive and the socio-economic status was high, and if the facial expression was neutral and the socio-economic status was low, the candidate was more likely to be called in for an interview. This research contributes to past literature on initiation of recruitment and a candidate's LinkedIn profile.

Supervising Professor: Dr. Van Volkom

Taylor Pivano

Are You Really That Into Them? How Depletion Plays a Role in Perceptions of Partners

This study examined the influence of ego-depletion on relationship satisfaction and attraction, both emotionally and physically. Ego depletion, or a lack of self-control, results in more negative relationship behaviors, such as infidelity (Ciarocco, Echevarria, & Lewandowski, 2012), but conversely produces positive attitudes (Wheeler, Brinol, & Hermann, 2007). Sixty-three college students were randomly assigned to an ego-depleting task of decision making for themselves, or the control task of making decisions for others. Participants completed surveys to measure their relationships satisfaction and attraction to their partner. It was hypothesized that those in the depletion group would report less relationship satisfaction and attraction to their partner than the control group. However, there was no significant difference in relationship satisfaction or attraction regardless of the assigned group. Unfortunately, the manipulation check indicated the manipulation did not deplete participants. Results suggest that relationship attitudes may be more stable than we think and situational factors will not change our relationship satisfaction or level of attraction to our partner.

Supervising Professor: Dr. Ciarocco

Louis Koolidge

Piecing it Together: Music and Task Performance

Empirical studies support a connection between music and cognitive performance. This study explored the effects of background music on cognitive task performance in young children. Participants were 63 preschool children. There were 27 boys and 36 girls. Children were primarily from European American cultural heritages. Ages ranged from 3.4 to 5.9 years with a mean age of 4.0 years. In my project, the independent variable is the music condition and the dependent variable is the number of correctly placed puzzle pieces. I randomly assigned child participants to one of three conditions; music with lyrics, music without lyrics, and silence. The song selection was “Your Welcome” sung by Dwayne “The Rock” Johnson from the Disney movie “Moana”. During each condition, children completed a 12-piece puzzle, a cognitively demanding task. Children could choose from 2 different puzzles. One theme was barn animals; the other common house pets. Based upon existing literature, I hypothesized that music without lyrics would help children complete more of the puzzle than either the music with lyrics or silent condition. I plan to analyze my findings using a One-Way Analysis of Variance. I will discuss the findings particularly as they relate to early childhood education practice and curricular policy.

Supervising Professor: Dr. Holmes

Casey Schellinger

Gender Differences in Perceptions of Domestic Violence

This study was designed to determine how males and females differ in their perceptions of domestic violence. Participants read three different domestic conflict situations in which the degree of violence and the sex of the perpetrator was varied. They answered 31 questions for each scenario concerned with the level of violence, level of criminality, and their ability to label specific conflicts. Half of the participants read conflicts where males were the perpetrators of the conflict, while the other half read the same scenarios but females were the perpetrators. It was predicted that females would be more likely than males to rate a conflict as violent. It was also predicted that both sexes would rate conflicts in which the male is the perpetrator as having a higher rate of criminality than conflicts where a female is the perpetrator. Results will be discussed in the context of these hypotheses.

Supervising Professor: Dr. Demarest

Are you **Linked**  **?**

Join our group!

**Monmouth University
Department of Psychology
Alumni and Current Students**

Poster Presentations: Session II

2:00 – 2:30PM, Wilson Lobby

Emily Acosta

The Relationship between the Number of Siblings and Personal Characteristics within an Individual

The purpose of this study was to expand on the topics of emotion, affection, independence, and help-seeking behaviors within an individual in relation to the number of siblings they report having. The goal is to help understand how the number of siblings one has may affect the characteristics they possess. This study recruited 111 participants from a private university on the east coast. Participants answered four questionnaires regarding emotion, affection, independence, and help-seeking behaviors as well as a demographics questionnaire that asked them to identify how many siblings they have. The results indicated there were no statistically significant relationships between the four characteristics being observed and an increase in the number of siblings one has. Exploratory analysis found that women reported higher independence than men. Exploratory analysis also found that as participants' age increased, the less affectionate characteristics they reported in the questionnaires. The results help to understand the impact of having more than one child in a home. The study provides insight into understanding the potential impact siblings may have on one another in relation to one's own developmental characteristics.

Supervising Professor: Dr. Van Volkom

Heather A. Burch

Race and Gender: Influences on Perceived Characteristics of Probation Officers

This study manipulated the race and gender of a depicted probation officer, and observed the influences on participant perceptions. One hundred-seventeen participants (18 male, 111 female) were randomly assigned to one of four conditions where they viewed either a White female, White male, Black female, or Black male probation officer. All participants read a vignette imagining their Uber car was pulled over and the police officer found drugs in the car for which no one claimed. This resulted in all passengers being arrested and placed on probation. Participants imagined that the probation officer depicted was their assigned officer. A 30 question survey with three subscales (perceived fulfillment of job duties, perceived interpersonal skills, and perceived willingness to exceed job duties) was completed. I hypothesized that the White probation officers would be rated higher than the Black probation officers on all three subscales. I also hypothesized that the female probation officers would be rated higher than the male probation officers on all three subscales. Furthermore, I hypothesized that White female probation officer would be rated the highest on all three subscales. A series of two-way ANOVAs indicated that there was no difference in race across all three subscales. However, the female officers were rated higher than the male officers on all three subscales. There was no difference in ratings based on the combination of race and gender. Results may suggest that individuals rate those who are similar to them as more competent than those who are not.

Supervising Professor: Dr. Ciarocco

Apollo Awad

Looking Forward to Work on Monday?

The aim of this study was to investigate the impact that a millennial's sex and year in school had on which job factors they valued the most. One hundred and three undergraduate participants partook in this study. Each participant was given a demographics form, which identified their sex and year in school. Participants were also given a job factors questionnaire that assessed the value they placed on 4 dependent variables, which included meaningful work experiences, work-life balance, rapid job advancement, and good pay. The study consisted of 12 hypotheses pertaining to differences in job factor preferences by millennials based on their sex and year in school. All but 1 of the hypotheses were not supported. Females were found to value the job factor of work-life balance more than males. It was concluded that the results of this study might not have been significant due to the fact that the millennial generation may share the same desires in the workplace, with minute differences in preferences.

Supervising Professor: Dr. Van Volkom

Emmanuel Romero

"Loudest" Form of Nonverbal Communication

The topic of this research falls in the area of nonverbal communication. The purpose of this study was to examine what form of non-verbal communication conveys emotion strongest when the non-verbal communication is paired with emotionally unmatching verbal statements. Ninety-one participants were randomly assigned into conditions where they watched pre-recorded clips and rated the perceived emotion of the person in the video in an effort to compare three forms of non-verbal communication: gestures, facial expressions, and body language. It was first hypothesized that when compared to facial expressions and gestures, people would be most likely to identify emotions aligned with body language. Furthermore, it was hypothesized when compared to gestures, people would be more likely to identify emotions aligned with facial expressions. Using a one-way analysis of variance, the results indicated that when compared to body language and gestures, people were most likely to identify emotions aligned with facial expressions. In addition, there was no statistically significant difference between the gesture and body language conditions. The findings of this study suggest body language and gestures convey emotion at the same strength level, perhaps because they work as one whole body unit.

Supervising Professor: Dr. Van Volkom

Heather Wells

How Facebook Influences Envy and Anxiety

With an increased use of social media, there is an increased feeling of being left behind. This study evaluated the influence of Facebook posts on envy and anxiety. A sample of 62 (7 male, 55 female) college students were asked to view Facebook posts of beginning life events or successfully achieved life events, complete two surveys on their emotions, and a demographic questionnaire. Participants in the beginning life events saw Facebook posts of a pregnancy announcement, engagement, looking for a house, car, and dog, and an interview for a dream job. Participants in the successfully achieved life events group saw Facebook posts of a newborn baby, new marriage, purchased house and car, adopted dog, and being hired for a dream job. As hypothesized, participants who viewed Facebook posts with successfully achieved life events had more anxiety than those who viewed Facebook posts with beginning life events. Counter to hypothesized, participants who viewed Facebook posts with successfully achieved life events did not have more envy than those who viewed Facebook posts with beginning life events. Participants were not envious, but experienced anxiety when viewing successfully achieved life events. These findings suggest that people may not take into account what other people are doing specifically, but may feel nervous thinking they need to accomplish similar life events to what they are viewing.

Supervising Professor: Dr. Ciarocco

Jasun Ramirez

Analyzing the Relationship Between Attitudes on Feminism and Reactions to Misogyny in the Workplace

The intention of this study was to examine the relationship between one's attitude towards feminism and emotional reactions to a situation involving misogyny in the workplace. College students (N=115) completed an Attitudes towards Feminism (ATF) scale and read one of three scenarios in which a woman interviewed for a job. The scenarios were the same except that the woman overheard the interviewer talking about her to his colleague indicating that she was hired either for her (1) skills, (2) appearance, or (3) control (no reason provided). Participants' self-reported emotional reactions to the scenario were measured on a 9-item rating scale. It was hypothesized that the misogyny scenario would produce negative reactions, unlike the other conditions. It was also hypothesized that one's attitude toward feminism would predict the degree of negativity to the misogyny vignette. Results will be discussed in the context of these hypotheses.

Supervising Professor: Dr. Demarest

Jayson Bevacqua

Are We All Cut from the Same Cloth?

The purpose of this study was to examine how the relationship between your parents influences your desires to succeed academically and socially. Participants who grew up in a single parent home were compared with participants from a dual parent home. Everyone completed a 28 item Academic Motivation Scale and a 48 item Interpersonal Dependency Inventory which measured one's need to form close bonds with others. It was hypothesized that those raised by one parent would strive more for academic success, while those in a dual parent home would strive more for social acceptance. Results will be discussed in the context of the hypotheses.

Supervising Professor: Dr. Demarest

Silvana Pagliuca

Ocean Township Police Department, Ocean, NJ, forensics and the legal system

Supervisor: Dr. Hatchard

Gianna Venezia

Freehold Township High School, Freehold, NJ, School Psychology

Supervisor: Dr. Hatchard

Sabrina Schreiber, Child Day Program, Neptune, NJ, therapeutic day program for children with behavioral and emotional challenges

Supervisor: Dr. Hatchard

Gianna DeSantis, Lisa Harmon Mollicone, LLC, Freehold, NJ, licensed clinical social worker and addictions

Supervisor: Dr. Hatchard

Alexa Rutigliano

Center for Vocational Rehabilitation, Eatontown, NJ, vocational rehabilitation program for the mentally ill

Supervisor: Dr. Hatchard

MONMOUTH UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

MAKE AN IMPACT

**If you would like to make an impact
and help foster the department's
success, please contact**

Amanda Brockriede

Director of Leadership Programs

abrockriede@monmouth.edu

732-571-3653

Dr. Gary Lewandowski, Chair

glewando@monmouth.edu



Rachel,

We are so excited to be a part of this very important day in your college career! We know how hard you worked on your senior project and today you get to shine! We are incredibly proud of all the accomplishments that you have made at Monmouth! You are an intelligent, hard-working, passionate, and driven student and you will continue to see success as you plan for your future. We can't wait to follow your next chapter in life, as we know that you will accomplish any goal that you set for yourself. Dream big! Also, congratulations on your induction into Psi Chi! We love you!

**Love,
Mom, Dad, and Kelsey**

Dear Andrew,

We never thought the day you would be representing your thesis would come so soon. You amaze us by how hard you've worked and the dedication you've shown year after year to get you to this day. You've matured into a responsible and thoughtful young man who's able to stand independently. We are so proud as we look at you and now see the man you've become. We will always be two steps behind you to cheer you on as you continue on your journey.

*Love,
Mom, Dad and Alex.*



Heather we are so proud of all you hard work and commitment. Reach for the stars. Be true to yourself and all your dreams will come true!

I Love You More!!

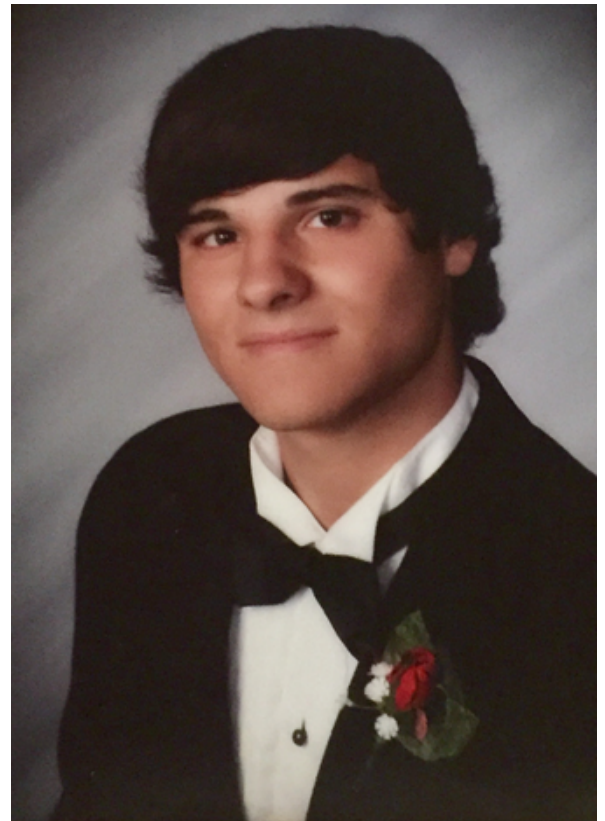
Mom, Dad, Sierra, Thomas and Randi

Congratulations, Joe!

We are so proud of you and how far you have come throughout your college career. There are not enough words to express the excitement we have for you because your future is so bright. You should be proud of the amount of work you have put into your thesis, and we are confident that you will achieve great success in the years to come.

Love Always,

Dad, Mom, Ron, Nina, Maria, Chris,
Christiana, Christopher, Baby Girl, and Rocky



Congratulations Taylor!

What an extraordinary accomplishment this thesis was! All your hard work will pave the way for your future endeavors. We are excited for you and so proud of the young woman you've grown into.

We're confident your presentation will be amazing! Knock it out of the park!! We love you!

**Love,
Mom, Dad, Rachel & Nick**

Congratulations Julianne!

You have made me so proud of you during your time at Monmouth, your hard work has honestly shown. You have the world ahead of you and I cannot wait to see what is in store for you. You have managed completing your schoolwork in a timely fashion in conjunction to working part time, all on top of your thesis, making it certain you are going to be successful in your chosen career path. Thank you for having me here for this special day and being my better half. I love you.



Always in my heart,
Patrick

Cierra,

We are super proud of you!
The dedication, focus,
commitment and resilience
you maintained
in the face of your challenges
to complete your thesis was
commendable.

We are impressed by your
resolve to stay the course.
Your hard work and sacrifice
will pay dividends in the end.
We Love You!

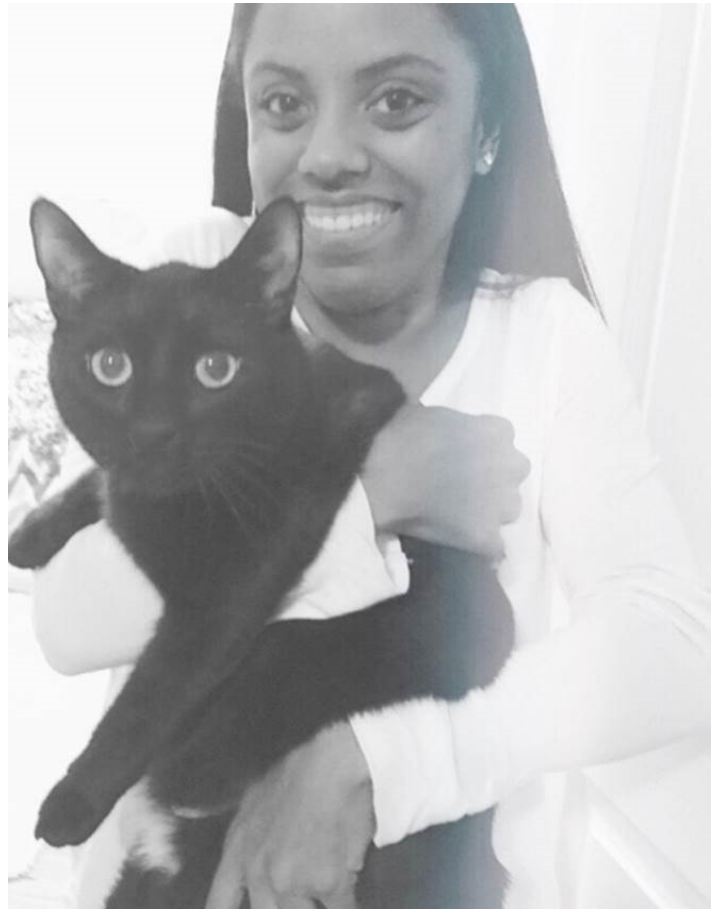
The Fam
The Fam



Congratulation's Faustine' Alexis !

Words will never express how extremely proud of you we are. This accomplishment is an amazing milestone for not only you, but our family as well. All your hard work plus your amazing thesis does not go unnoticed and always keep in mind this is just the beginning for you. You can do anything you put your mind to and never forget the world is yours and everything in it.

**Love,
Mommy, Daddy, your big sister, and
your precious kitty Midnight**



Our Beautiful Daughter Amanda, Congratulations!!

Where has the time gone? As your college journey comes to a close, we want to let you know how extremely proud we are of all your accomplishments. Your hard work, dedication and determination have truly paid off and made you a strong and independent young woman. We are very excited to hear your presentation as I am sure it will be amazing.

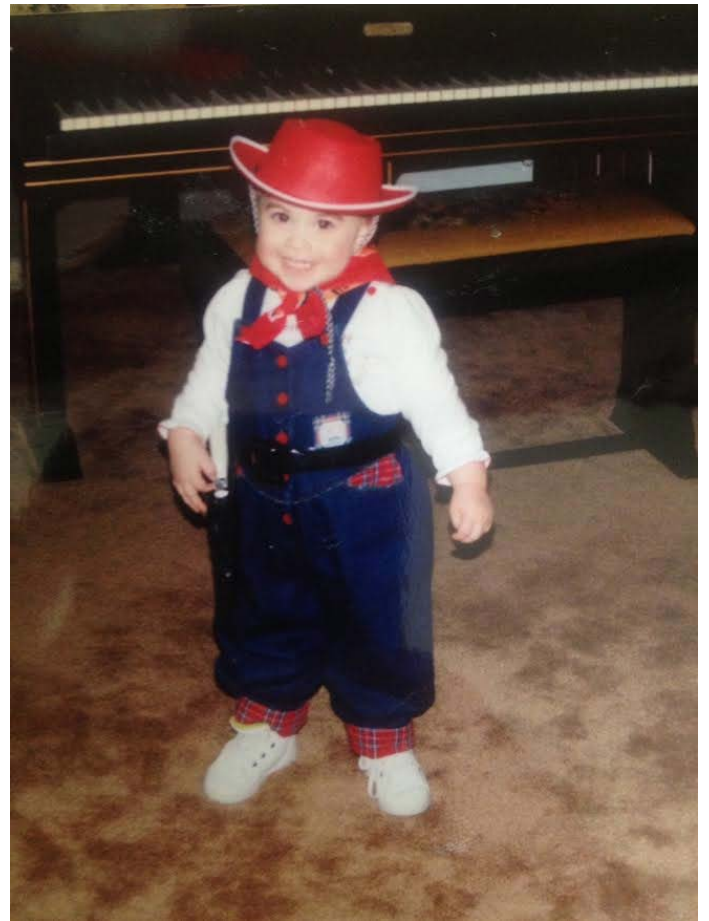
**Love you always,
Mom, Dad and Eric**

Reach for the Stars, Danielle.

Wasn't it just yesterday that you were our "little cowgirl"? Where has the time gone? You have overcome a lot of challenges to get where you are today; a self assured, accomplished young lady.

We are so proud of you for your dedication and persistence. Remember to set your sights on the stars and to reach for them always.

Love you to the moon and back,
Mom, Dad, Mike, Matt & Lexi
XOXO



Amanda,

I am so proud to be sharing this moment with you. The path you took is not for one with lack of heart, fortitude & a burning desire to help. Your Dynamic thinking and focus will guide you throughout your life. I have no doubt that you will touch many lives with your helping heart. Always keeping learning, loving & helping.

"All our dreams can come true, if you have the courage to pursue them" -
Walt Disney

I Will Love You Always,
Vin



Congratulations Danielle,

Through all of the late nights, early mornings and long days you have been able to accomplish a goal that in the beginning seemed impossible. Over the past few years I have watched you transform into a driven, hardworking and extremely capable person who can do anything that she decides to set her mind to. Throughout this entire journey the one thing that I stressed to you was that no matter how hard things get, giving up is not an option. To say that I am proud of you for not giving up would be an immense understatement. I am excited to see what the future has in store for you as I know that only good things are on the horizon. Congratulations on presenting your thesis and your upcoming graduation! Here's to your next journey!

P.S. Keep Smiling, Keep Shining
Love Always,

Christopher

Melissa Namenwirth

It seems like yesterday you were four years old. Time has gone so fast. It's hard to believe you are a senior in college. Dad and I are so proud of the wonderful woman you have become.

We love you very much.

Love,

Mom and Dad





**Congrats
Heather Alexandra Burch**

YOUR ARE SMART,
YOU ARE KIND,
YOUR ARE LOVED.

You worked hard to achieve your goals. We are so proud of all your accomplishments.

Now let's celebrate!

Love,

Your Family & Lola

Elizabeth Roderick

**From songs about ostriches
To studies about gender roles,
You always amaze us!
Keep learning
Keep loving life**

**Love you always,
Mom, Dad, Emily,
Meghan, Dan**

Congratulations Julie!

We are so proud of all the work you have done this semester. This is an amazing accomplishment and We are so happy for you!

We love you so much!!

Love,

Your Family



Congratulations Ally!

We're all so proud of you, and your accomplishments. You've always worked so hard yet you have always remained the same kind and caring person throughout all the challenges you've faced. We couldn't be happier for you, and we are all excited to see you continue your graduate studies here at Monmouth University!

We all love you so very much!

Emily, Grandma, Grandpa, Mom & Dad

My dear granddaughter, Juliana,

you have brought so much happiness into our lives because of your strength and good heart. Let love continue to be your guide to achieve everything you want to create in your life.

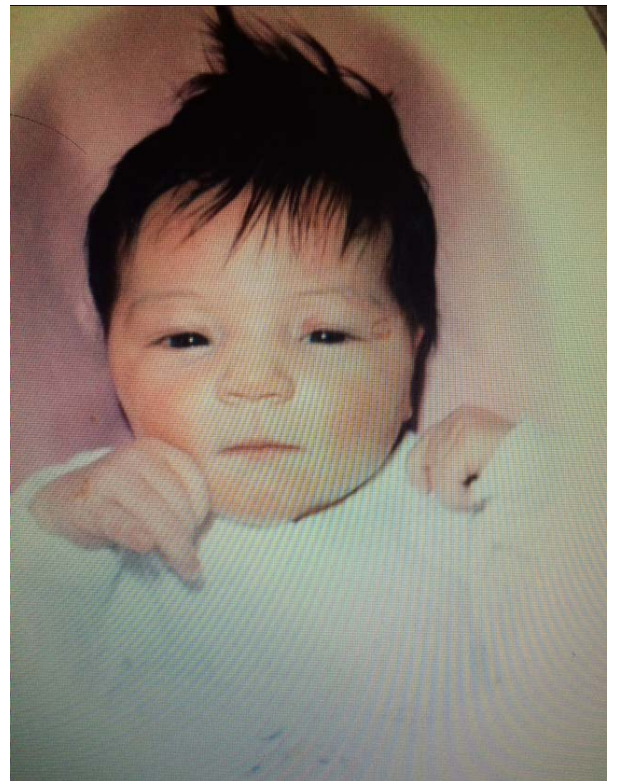
You are our champion, Net & John.

Dearest Juli,

Everything from changing your diapers, to driving from NJ to IA with you has been a total joy (6-year-old me was so excited to be an aunt!) I am constantly amazed by your wisdom, your sensibility, and the beautiful person you are.

Congratulations on this huge milestone. I am so proud of you and look forward to continue watching you blossom and do great things in this life.

Your #1 Fan, Aunt Sam

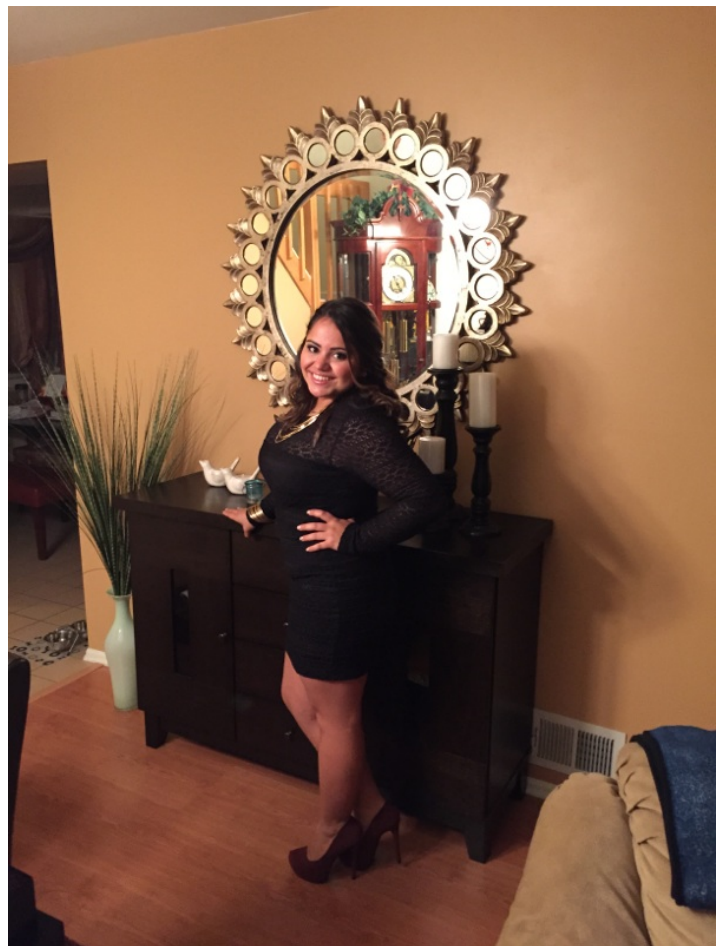


Our Dearest Emily,

You have grown right before our eyes and have become such a wonderful young lady. Throughout the years, you have always applied yourself towards accomplishing whatever you set your mind on. Now, here we are witnessing yet another milestone in your life. This has been a milestone which you worked so hard to achieve. The many long nights you put into compiling information for your thesis has now paid off. It is your time in the spotlight to present your thesis and lift your arms up in triumph. Words can never fully express how proud you have and will continue to make us. Once your experience at Monmouth University comes to an end, you will be ready for whatever obstacles you encounter during your journey in life.

We all love you and will always be here to support all you do.

Mom, Dad and Jingles
Angel, Erica, Angel III, Ayden and Aaron
Jason, Lauren and Luca



Congratulations Danny!

We are all very proud of all you've accomplished in the four years at Monmouth University that have gone by so quickly!

Keep working hard and you can achieve your goals.

Love,

Mom & Dad and
Kristen

To Liz,

*So proud you're
doing your own
research and finding
your cool little niche.
Only great things lie
ahead. To quote you,
"GO forth and do
good science, my
friend!"*

Love you!

-Maryam

Congratulations to my baby chicks!!!
Your mother hen is so proud!



You have worked so hard and grown as scholars and professionals.
I hope you realize that you can achieve anything.
I can't wait to see what you do next!

- Dr. C

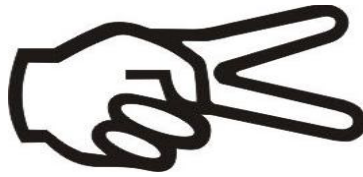
Casey,

You are an inspiration. Your countless hours of research, dedication and drive for excellence have made all of us very proud of you. Your future holds so much promise because you will make it great.

Congratulations on your amazing achievement!

With love from your family

Congratulations to the V Squad on the Completion of your Thesis!



Emily Acosta
Alexis Cofield
Cierra Harris
Kali Maguire

Apollo Awad
Danielle Cohen
Allison Kramer
Manny Romero

Andrew Betro
Daniel Garafano
Alyx Lennon
Juliana Thomas

With a special shout out to Taylor Vance and Jamie Randall, who will now go on their merry way!

Wishing you all the best as you move on to the next chapter of your lives,
Dr. Van Volkom



Congratulations Juliana!

I am so proud of all your outstanding achievements. You have worked so hard on your research thesis along with everything else you've committed to during your undergraduate education. You are brilliant and ambitious and I am so blessed to watch your journey. You have proven you can accomplish anything you set your mind to. I look forward to watching the rest of your journey. Keep shining!!

Love,
Mom

Congratulations and thanks to all of my wonderful research assistants this semester! You rose to the challenge and accomplished so much this year!

Amanda, we've worked together so much over the past few years. I will miss you, but it's time to fly!

Rich, You're awesome! I'm looking forward to working on all of our new projects next year!

Juliana, You've done great work this year! I'm excited to see what your future holds!

Genesis, Congratulations on getting into the Clinical Psy.D. program at Chestnut Hill College! Well-deserved! I'm happy to have you as a future colleague and fellow alumna!

*Alone we can accomplish many things. Together we can change the world. –
Estefania Estrada*

*Most fondly,
Dr. Hatchard*

Congrats to my internship students!

Gianna D. * Dianni * Caroline *
Savannah * Silvana * Emmanuel *
Alexa * Sabrina * Maryam * Gianna V.
* Elysia

I love how you all embraced your internships! It was my privilege to see every single one of you experience personal and/or professional growth this semester.

May you all find success, whatever you define it to be.

*Most fondly,
Dr. Hatchard*

SUCCESS

*is liking yourself,
liking what you do,
and liking*

HOW YOU DO IT.

Maya Angelou



Congratulations, Kelly!

Once again you've proven what an amazing, young woman you have become. With each accomplishment you achieve, you continue to make me proud of all your strength and ambition to succeed.

Today and always, I love you with all my heart,
Mom

Kelly,
Congratulations on all you have achieved. We are so proud of you. Follow your dreams.

We love you so much,
Grandma and Poppy

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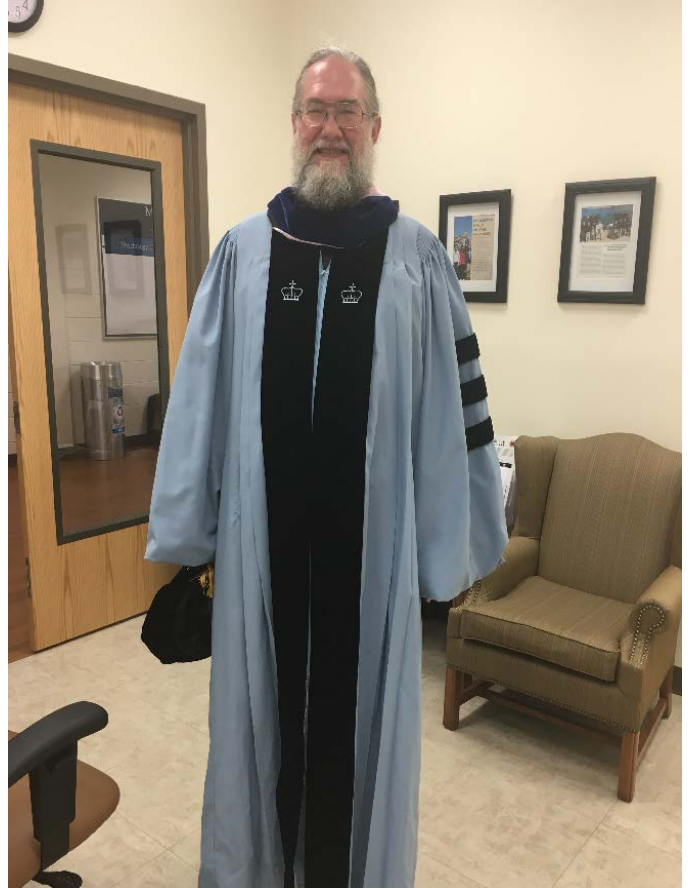
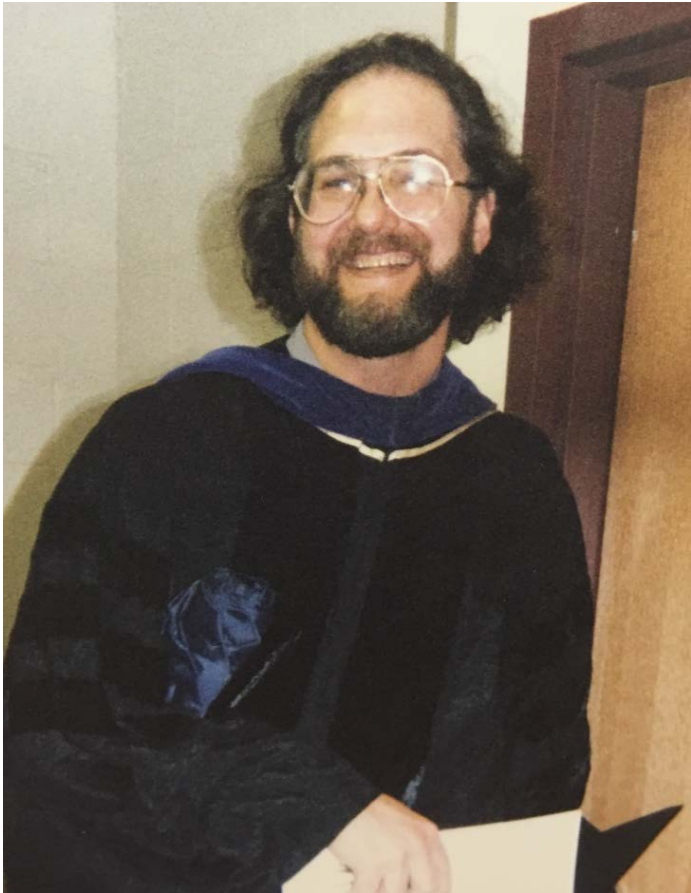
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Dr. David Payne

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From the Department of Psychology