

43rd Annual
Psychology Research
Conference



Full Program

Rowan University
April 7, 2017

Eynon Ballroom
Chamberlain Student Center

Conference Schedule

9:00	<i>Factors Influencing Health Behaviors in Those at Risk for Developing Schizophrenia</i> Adriana Pennacchi Advisor: Dr. Tom Dinzeo
9:15	<i>Coding Study Abroad Websites: Findings and Lessons Learned</i> Brianna Beulah , Tiffany Marcantonio & Jill Swirsky Advisors: Dr. DJ Angelone & Dr. Meredith Joppa
9:30	<i>Efficacy of Community-Based Peer Support Self-Help Group "Find Your Voice"</i> Courtney MacKay Advisor: Dr. Jim Haugh
9:45	<i>Lateralized Asymmetrical Processing During Visual Change Detection</i> Connor Burrows Advisor: Dr. Bonnie Angelone
10:00	<i>Understanding the Relationship Between Erotophobia-Erotophilia and Sexual Aggression: Building a Model</i> Kaitlyn Bleiweiss Advisors: Dr. DJ Angelone & Dr. Meredith Joppa
10:15	<i>Visual Versus Verbal Working Memory: Differing Between Subtle and Mild Cognitive Impairment</i> Sheina Emrani , Melissa Lamar, Catherine C. Price, Terrie B. Ginsberg, Katherine Gifford, Tim Hohman, Angela Jefferson, MaryLou Kerwin, & Rod Swenson Advisor: Dr. David Libon
10:30	<i>Preference for Physical Activity</i> Maureen Kelly, BA, Sarah Krchnavek, BA , Kyle Chudzinski, & Korin Langton Advisor: Dr. Bethany Raiff
10:45	<i>Avoidance and Approach Behaviors in Schizotypy and Hypomania</i> Manny Alvarez Advisor: Dr. Tom Dinzeo
11:00	<i>Does Living on Campus Matter? An Examination of Residential Status and Educational Satisfaction</i> Bryan Stites & Kaitlyn Bleiweiss Advisor: Dr. Michelle Evans-Chase
11:15	<i>What Do Oncology Patients Prefer? Examining the Acceptability of the Stepped-Care Model of Depression Treatment</i> Juliana D'Onofrio, BA , & Krista Herbert, MA Advisor: Dr. Jim Haugh
11:30	<i>Personality, Identity Status, and Aggressive Tendencies in Mental Health</i> Jamie Sullivan Advisor: Dr. Tom Dinzeo
11:45	<i>Chronotypes, Academic Achievement, and Sense of Coherence in College Students</i> Helen Cardoso & Andrew Gerber Advisor: Dr. Michelle Evans-Chase
12:00	Poster Session I

1:00	<p><i>Victims of Childhood Sexual Abuse: What We See Vs. What They See</i> Nicole Cantor Advisors: Dr. DJ Angelone & Dr. Meredith Joppa</p>
1:15	<p><i>The Differential Relationship of Mental Health Symptoms and Sense of Purpose</i> Sherry Pujji, Adriana Pennacchi & Emmanuel Alvarez Advisor: Dr. Tom Dinzeo</p>
1:30	<p><i>Prototype Testing of Breathe Free: A Videoame-based Smoking Cessation Smartphone Application</i> Andrew Abdallah, M.A., Nicholas Ma, & Nefertiti Victor Advisor: Dr. Bethany Raiff</p>
1:45	<p><i>On the Road Again: A Look at Inattentional Deafness and Sound Relevancy During Driving</i> Emily Banks, Sarah Derdock, & Jessica Orsini Advisor: Dr. Bonnie Angelone</p>
2:00	<p><i>Recruiting Young Mothers: Challenges and Opportunities of Community-Based Research</i> Ebru Dugme Advisors: Dr. Meredith Joppa & Dr. DJ Angelone</p>
2:15	<p><i>Young Adult Children Living with Aging Parents: The Association between Income and Parental Affect</i> Andrew Gerber Advisors: Dr. Allison Heid & Dr. Rachel Pruchno</p>
2:30	<p><i>Attitudes and Acceptability of the Stepped-Care Model for Depression Treatment in Physicians and Patients</i> Krista Herbert, MA, Meagan Vermeulen, MD, Joanna Petrides, PsyD, & Seo Choi, DO Advisor: Dr. Jim Haugh</p>
2:45	<p><i>Effects of Immediate Feedback on Eco-Driving</i> Javid Rahaman Advisor: Dr. Bethany Raiff</p>
3:00	Poster Session II
4:00	Psi Chi Induction & Annual Awards Ceremony

Oral Presentation Abstracts

.....
Title: *Factors influencing health behaviors in those at risk for developing schizophrenia*

Author/Student Presenter: Adriana Pennacchi

Program: MA in Clinical Mental Health Counseling

Advisor: Dr. Tom Dinzeo

IRB#: Pro2016001048

Abstract: Individuals with schizophrenia have a greater risk for developing several chronic health conditions including cardiovascular disease, diabetes (Castillo-Sanchez et al., 2015) and metabolic syndrome (Bly et al., 2014). Problematic lifestyle behaviors appear to be directly linked to these chronic health conditions among those with schizophrenia (Saha et al., 2007). Obesity is another health concern among individuals with schizophrenia having a 45-55% greater chance of becoming obese (De Hert et al., 2009). Paradoxically, there appears to be evidence that body weight during the premorbid period (prior to development of schizophrenia) are in the low ranges (Zammit et al., 2007; Weizer et al., 2004).

The current study examined lifestyle behaviors including levels of physical activity and dietary habits of those with varying levels of schizotypy (i.e., indicators of risk for schizophrenia). Examining lifestyle patterns during the premorbid (or high-risk) periods may shed light on whether-or-not problematic patterns of behavior pre-exist or emerge after the development of schizophrenia. Socioeconomic status (SES) was examined due to the link between financial resources and lifestyle choices (Lo et al., 2009). Based on the literature we anticipated that higher levels of schizotypy will be associated with lower BMI scores. Hierarchical multiple regression models will be created to examine predictors of lifestyle behaviors. We anticipate that low SES and increased negative/disorganized symptomology (entered in separate steps within the model) will independently predict poorer lifestyle behaviors. While data collection is ongoing, our current sample consists of over 100 undergraduate students. Our main findings, and potential implications, will be discussed.

.....
Title: *Coding Study Abroad Websites: Findings and Lessons Learned*

Authors: Brianna Beulah, Tiffany Marcantonio, & Jill Swirsky

Student Presenter: Brianna Beulah

Program: BS in Psychological Science

Advisors: Dr. DJ Angelone & Dr. Meredith Joppa

IRB#: N/A

Abstract: Female students are at increased risk for sexual assault (SA), risky sexual behaviors and substance use while studying abroad (Kimble et al., 2012; Marcantonio et al., 2015; Pedersen et al., 2010). University websites have been suggested as a resourceful tool to disseminate information on these topics (Lund & Thomas, 2015), although they have not been examined within the context of studying abroad. The current study examined the information available on university study abroad websites nationwide. Four student coders analyzed 1,000 schools and 726 had a study abroad program. Of the eligible schools assessed, 15% (N=108) contained information about risky sex, 23% (N=163) included information on sexual assault, 24% (N=177) on drug use, and 25% (N=182) included information on alcohol use. Only 8% of schools (N=58) covered all four topics, whereas 66% (N=476) did not cover any of the topics. Qualitative responses that

were coded will be presented. While exploratory, these findings suggest a substantial gap in sexual assault/sexual health awareness and prevention education. In addition, these websites were difficult to navigate; finding information was challenging and these points will be discussed. Thus, future work should aim to evaluate methods of disseminating prevention information to SA students to identify optimal methods for presenting such information and properly preparing students for traveling.

.....
Title: *Efficacy of Community-Based Peer Support Self-Help Group “Find Your Voice”*

Author/Student Presenter: Courtney MacKay

Program: BA in Psychology

Advisor: Dr. Jim Haugh

IRB #: N/A

Abstract: Social anxiety disorder (SAD) occurs at high rates and impairs functioning. Additionally, people with SAD often do not seek treatment due to a number of limitations. The purpose of the current study was to examine the effectiveness of a 12-week, community-based, peer run self-help group program called Find your Voice for people with SAD symptoms. Participants completed weekly session modules from the treatment manual and completed weekly homework assignments between meetings. A total of 21 participants completed both pre and post-test measures of the Liebowitz Social Anxiety Scale (LSAS) and were included in the analyses. Scores on all items of the LSAS were added to obtain a total for the fear and avoidance subscales as well as the severity of SAD. Three paired-samples t-test were conducted to examine the efficacy of the treatment. For each analysis, results indicated that there was a significant difference in the pre-treatment perceived anxiety and post-treatment perceived anxiety. The total of pretreatment avoidance and anxiety scores ($M= 69.82, SD= 18.89$) significantly decreased after the program ($M= 53.9, SD= 17.61$); $t(21)=5.44, p=0.00$. Thus suggesting that the FYV program effectively decreased perceived levels of avoidance and anxiety.

.....
Title: *Lateralized Asymmetrical Processing During Visual Change Detection*

Author/Student Presenter: Connor Burrows

Program: BS in Psychological Science

Advisor: Dr. Bonnie Angelone

IRB#: 2012-009

Abstract: The lateralization of visual processing between the hemispheres is a paradigm commonly applied to hierarchical visual image processing (Hellige, 1996). In fact, lesions to the temporal-parietal left hemisphere have been noted to disrupt local-level (i.e. fine detail) processing, while lesions to the temporal-parietal area of the right hemisphere have caused deficits in global-level (i.e. big picture) visual processing (Lamb et al., 1989). Despite this, previous behavioral, functional, and event-related potential (ERP) research has provided conflicting evidence for the existence of differences in the processing of visual information across the hemispheres (Han, et al., 2002).

Some modulating factors affecting the lateralization of hierarchical visual information have been identified, such as spatial frequency and position of presentation (i.e. unilateral vs. bilateral presentation) (Han et al. 2002). Furthermore, Keita et al. (2014) have suggested that the occurrence of lateralized asymmetry is dependent on stimulus category. The present study sought to behaviorally assess the presence of asymmetric lateralization of processing in a divided attention change-detection task using directional stimuli.

The findings were consistent with some previous research assessing asymmetrical processing of hierarchical stimuli. In this case, a change detection task was used to examine to what extent lateralized processing occurs at higher levels of processing compared to simpler target detection tasks. It was found that at these higher levels of processing, no lateralized processing of object-based stimuli occurs. It is interesting to note, however, that the global precedence effect persists. Participants responded to global change with significantly greater accuracy, and with greater speed approaching significance.

Title: *Understanding the Relationship Between Erotophobia-Erotophilia and Sexual Aggression: Building a Model*

Author/Student Presenter: Kaitlyn Bleiweiss

Program: BS in Psychological Science

Advisor: Dr. DJ Angelone & Dr. Meredith Joppa

IRB#: ProG0520150029

Abstract: Erotophobia-erotophilia (EE), defined as one's openness to sexual experiences (Fisher et al., 1988), is understudied within the literature. The purpose of this study was to expand the limited knowledge of EE and sexual aggression (SA). Participants were male students (Mage=19.6, N=196) who participated in an experimental laboratory study on sexual aggression followed by questionnaires on sexual aggression (Sexual Experiences Survey; Koss et al., 2007), EE (Sexual Opinion Survey; Fisher et al., 1988), and emotional responses to videos. The purpose of this study was to examine the ability of emotional responses to a rape scene and EE to predict past sexual aggression. We hypothesized that those who are more open to sex would report higher rates of SA, and that, those who report positive emotional reactions to the rape scene would have higher rates of SA. A hierarchical regression analysis revealed that erotophilia and self-reported sexual arousal (while viewing a rape scene) predicted sexual aggression. In step one, with only EE predicting sexual aggression, we found a significant effect ($R^2=.04$, $p=.01$). In step 2, self-reported arousal while watching a rape scene was added to the model ($R^2 =.09$, $p<.001$). Together, EE and arousal created a stronger model predicting sexual aggression than EE alone. While there is room to expand the model, these results show that EE may be considered a significant factor in sexual aggression, and should be included in future models and prevention interventions.

Title: *Visual Versus Verbal Working Memory: Differing Between Subtle and Mild Cognitive Impairment*

Authors: Sheina Emrani, Melissa Lamar, Catherine C. Price, Terrie B. Ginsberg, Katherine Gifford, Tim Hohman, Angela Jefferson, MaryLou Kerwin, & Rod Swenson

Student Presenter: Sheina Emrani

Program: PhD in Clinical Psychology

Advisors: Dr. David Libon

IRB#: Pro2016001115; Pro2016001117

Abstract:

Objective: To assess the capacity of clinically available visual versus verbal working memory (WM) tests to differentiate between mild cognitive impairment (MCI) and subtle cognitive impairment (SCI) patients.

Methods: Graphomotor visual WM was assessed with the Object Span Test (OST) and Wechsler Memory Scale-IV Symbol Span (WMS-IV SS). Verbal WM was assessed with the Backward Digit Span Test (BDT) and the Wechsler Adult Intelligence Test-IV Digit Backward Subtests (DBT). Jak, Bondi et al., (2009) criteria

diagnose single and multi-domain MCI using neuropsychological tests where scores fell below <1sd on two measures within at least one cognitive domain. SCI was diagnosed in patients scored below <1sd on two measures in different cognitive domains.

Results: Analyzing the entire sample (n= 51) with two single group tests (criteria, z= 0.00; 50th percentile) found WMS-IV SS performance to be statistically below criterion (M Symbol Span= -0.32 ± 0.74 ; $p < .005$), whereas WAIS-IV DBT performance was statistically above criterion (M= $0.30 + 0.91$; $p < .020$). Within group comparisons found better WAIS-IV Digits Backward performance compared to WMS-IV SS test performance for SCI ($p < .005$) and mxMCI ($p < .040$) groups. Looking at OST and BDT we find that SCI outperformed MCI for serial positions 1 and 2, and SCI participants outperformed MCI on the 5th serial order position, respectively.

Conclusion: Visual WM tests are not routinely used to assess for MCI or SCI and the determination of prodromal dementia. Visual WM tests could be more sensitive than verbal WM tests in identifying potentially emergent illness.

.....
Title: *Preference for Physical Activity*

Authors: Maureen Kelly, BA, Sarah Krchnavek, BA, Kyle Chudzinski, & Korin Langton

Student Presenters: Maureen Kelly & Sarah Krchnavek

Program: MA in Applied Behavior Analysis

Advisor: Dr. Bethany Raiff

IRB#: Pro2016001147

Abstract: Presently, 52% of adults do not meet the recommended levels of Physical Activity Guidelines prescribed by the Centers for Disease Control and Prevention. Thus, identifying a simple strategy to increase preference for physical activity could remedy the serious health concerns associated with limited physical activity. Many studies have shown that by pairing a neutral unconditioned stimulus with a primary reinforcer, the neutral stimulus acquires the reinforcing properties and it becomes a conditioned reinforcer. Stimulus preference assessments can assist in identifying stimuli that can function as reinforcers, and historically self-reports of preferences over-identify items that function as reinforcers. The purpose of the present study is to investigate the relationship between participants' self report of their preferences for physical activity and the results of a multiple stimulus without replacement preference assessment, followed by assessing whether or not physical activity can be conditioned as a reinforcer using pairing procedures. A total of 295 individuals completed a survey, and 8 individuals participated in the preference assessments, 4 of whom identified physical activity as low-preference, and 4 of whom identified physical activity as high-preference. Using a multiple-baseline design, the 4 low-preference participants were then exposed to 8 sessions where they paired walking on a treadmill with a highly preferred compatible activity (i.e., watching Netflix). Preliminary results showed that the in-person assessment corroborated self-reported preferences for physical activity. Additionally, for the participants who have completed some of the pairing sessions, preference for physical activity has increased. Conclusions, limitations, and considerations for future research will be discussed.

.....
Title: *Avoidance and Approach Behaviors in Schizotypy and Hypomania*

Author/Student Presenter: Manny Alvarez

Program: BS in Psychological Science

Advisors: Dr. Tom Dinzeo

IRB#: Pro2016001031

Abstract: The motivation to engage in avoidance and approach behaviors appear to involve specialized brain processes (Gray,1982). The Behavioral Inhibition System (BIS) is associated with the avoidance of aversive stimulus, whereas the Behavioral Activation System (BAS) is linked to the reward system and the pursuit of positive stimuli (Carver & White, 1994). BIS/BAS processes are believed to be relevant in the development of schizophrenia and mania (Fowles, 1994). Schizotypy is a subclinical risk indicator of the schizophrenia-spectrum often separated into three categories: negative, positive, and disorganized symptoms. The literature suggests that negative symptoms in schizophrenia are associated with increased avoidance behaviors (BIS) and decreased pursuit behaviors (BAS) (Schlossera et al., 2014). However, little is known about the relationship of BIS/BAS processes as they relate to positive and disorganized symptoms across the spectrum. Conversely, symptoms of hypomania (linked to mania) appear to be associated with increased pursuit behaviors and increased reward sensitivity (BAS) (Alloy et al., 2013).

The current study (n=60+) fills a gap in the literature by the novel application of the BIS/BAS model to schizotypy. We anticipate the replication of similar reported patterns for negative symptoms and mania. We will explore the link(s) between BIS/BAS processes as they relate to positive and disorganized symptomatology in schizotypy. We will also examine the prediction of symptomatology while taking into account BIS/BAS processes, current mood state, and concurrent levels of hypomania and schizotypy. This data stems from a larger study exploring the physiological (EEG) stress response. Findings and implications will be discussed.

.....
Title: *Does Living on Campus Matter? An Examination of Residential Status and Educational Satisfaction*

Authors/Student Presenters: Bryan Stites & Kaitlyn Bleiweiss

Program: BS in Psychological Science

Advisor: Dr. Michelle Evans-Chase

IRB#: Pro2016001517

Abstract: Educational satisfaction is thought to be an influential factor in career success and future educational achievement (Elliott & Healy, 2001). Many studies have evaluated the differences between commuter and residential students, often citing the advantages residential students have over commuter students (Bowman & Partin, 1993). The current study seeks to evaluate differences in educational satisfaction between commuter and residential students through secondary data analysis of the National Survey of Student Engagement (NSSE). NSSE assesses a variety of educational experiences; this includes students' perceptions on how supportive the environment is (academic support, well-being resources, career management, etc.). In analyzing the differences between residential students and commuter students, a t-test revealed that residential students tend to perceive their educational environment as more supportive, $t(612) = 2.31, p = .02$. A Chi Square Test of Independence (Residential Status x Satisfied/Not Satisfied) found that there are significant differences between commuters and residential students on their educational satisfaction, $\chi^2(1) = 10.46, p = .01$, with residential students reporting a higher rate of satisfaction. These findings support the theory that commuters and residential students differ in a variety of facets. Commuter students are reporting more negative perceptions of the university's support than residential students, and this could

be contributing to their lower educational satisfaction reports. The implications of the gap in satisfaction between commuter and residential students should be seriously considered by universities; addressing these concerns with more initiatives focusing on commuter students.

.....
Title: *What Do Oncology Patients Prefer? Examining the Acceptability of the Stepped-Care Model of Depression Treatment*

Authors: Juliana D'Onofrio, BA & Krista Herbert, MA

Student Presenter: Juliana D'Onofrio

Program: MA in Clinical Mental Health Counseling

Advisor: Dr. Jim Haugh

IRB#: 16-027EX

Abstract: A recent meta-analysis indicated that among individuals diagnosed with cancer, 14.9% meet criteria for Major Depressive Disorder, 19.2% experience minor depression, and 2.7% meet criteria for Dysthymia (Mitchell et al., 2011). The occurrence of depression in oncology may lead to increased mortality rates, higher treatment attrition, and decreased quality of life (Spiegel & Giese-Davis, 2003; Pinguart & Duberstein, 2010). Given the prevalence and impact of depression on cancer patients and cancer treatment, accurately assessing for and treating depression within oncology is warranted.

Previous research supports attending to treatment preferences, which has been indicative of improved treatment outcomes, adherence, and satisfaction (Swift & Greenberg, 2015). One model that attends to treatment preferences that has been created to treat individuals experiencing depression is the Stepped-Care Model. Additionally, this model offers a range of depressive treatments based on intensity (Brotten, Naugle, Kalata, & Gaynor, 2011). The current study considers the Stepped-Care Model for depressive disorders and assesses model acceptability and treatment preferences within an oncology sample. Additional variables include depressive symptom level, illness perception, and resilience.

Participants are being recruited from the MD Anderson Cancer Center at Cooper Hospital and data collection is ongoing. The current sample (N=25) consists of female patients diagnosed with breast cancer. Participants are predominately Caucasian (84%), Non-Hispanic/Latino (76%), and ages range from 32-65 years (M=52.16). Statistical analyses will examine treatment preferences and step-by-step acceptability of the Stepped-Care Model through descriptive data, correlations, goodness of fit chi-square analyses, within and between groups t-tests, and multiple regressions.

.....
Title: *Personality, Identity Status, and Aggressive Tendencies in Mental Health*

Author/Student Presenter: Jamie Sullivan

Program: BS in Psychological Science

Advisor: Dr. Tom Dinzeo

IRB#: Pro2016001052

Abstract: Forensic psychology, at its core, is interested in elucidating how mental health issues intersect with the criminal justice system. Perhaps one of the most important, and difficult, questions within forensic psychology involves understanding why people engage in violent behaviors. Aggression is a multifaceted phenomenon that appears to be related to individual characteristics of the perpetrator and life circumstances. Expanding on the topic of schizotypy in relation to aggression and impulsivity, this study continues to further explore the role of these factors in aggression, while also accounting for specific individual differences in identity statuses and personality traits. These intrinsic qualities may shed light on why individuals engage in

violent and aggressive behaviors beyond abnormal mental health processes. We anticipate to assess the relationship among these variables and to create multifaceted models that better predict aggression and violent act. A cross sectional correlational study design is being conducted to analyze the interactions of aggression, impulsivity, identity statuses, personality, and mental health with upwards of 558 participants. Based on the literature, we developed 3 a priori hypotheses, 1) diffused identity status will be related to higher impulsivity levels and higher levels of schizotypy, 2) moratorium identity status will be related to higher impulsivity levels, and 3) neuroticism will be related to higher levels of impulsivity levels and in turn agreeableness will be related to lower levels of impulsivity. Multiple regressions will be used to test the interactions between aggression, impulsivity, identity statuses, personality, and mental health. Further results and implications will be discussed.

.....
Title: *Chronotypes, Academic Achievement, and Sense of Coherence in College Students*

Authors/Student Presenters: Helen Cardoso & Andrew Gerber

Program: BS in Psychological Science

Advisor: Dr. Michelle Evans-Chase

IRB#: Pro2016001516

Abstract: Sense of coherence, which encompasses one's ability to adapt and cope with stressful life events, has been identified as significantly higher in individuals identified as "morning types." In turn, research among students regarding chronotype, a typology for morningness-eveningness, has discovered a well-documented relationship between morningness and higher student GPA. However, little is known about the ways in which psychological factors related to morningness, such as sense of coherence, may contribute to this relationship between chronotype and GPA. In order to address this gap, a cross-sectional, correlational study was conducted to assess the role of sense of coherence in moderating the relationship between chronotype and GPA. A total of 158 Rowan University students completed an online survey to assess participants' chronotype, sense of coherence, and self-reported GPA. Pearson Correlations and Chi square analysis was conducted to assess the relationship between the aforementioned variables. Preliminary results indicate that there was a significant positive association between GPA and chronotype and chronotype and sense of coherence. However, while not significantly associated, there was a negative relationship between GPA and sense of coherence. Chi square tests show no significant difference between chronotype and sense of coherence in our analyses. These results indicate that while students' GPA was related to chronotype, it is not significantly influenced by sense of coherence. Further work is needed to identify other influences upon this relationship.

.....
Title: *Victims of Childhood Sexual Abuse: What We See Vs. What They See*

Author/Student Presenter: Nicole Cantor

Program: PhD in Clinical Psychology

Advisors: Dr. DJ Angelone & Dr. Meredith Joppa

IRB#: 2010-010

Abstract: Background: Self-blame gives childhood sexual abuse (CSA) survivors a sense of control and understanding, but also instills a feeling of powerlessness, creates deficiencies in coping skills and emotion regulation, and leads to increased risk for sexual assault (SA) in adulthood (Finkelhor, 1985). However, we don't know how CSA survivors perceive adult SA, or whether survivors' perceptions of SA perpetrators and victims differ from someone who has never faced abuse. The purpose of this study was to explore if, and how, CSA experience influences perceptions of adult SA.

Method: Of 179 undergraduate participants, 35% reported a CSA history. Participants read a vignette about an incident of SA re-victimization and completed questionnaires on demographics, sexual abuse, perception of the victim and perpetrator, self-esteem, assertiveness, and desirability.

Results: We examined whether personal experiences of CSA mediated the relationship between their identification with the victim and attributions of blame and responsibility for a victim of adult sexual assault. Results showed significant mediation effects for victim credibility and perpetrator guilt.

Conclusion: Victims of CSA who identified with the victim in the vignette projected their feelings of self-blame; they found the victim less credible and the perpetrator less guilty. This inability to recognize that the fault of sexual abuse lies with the perpetrator highlights the extent that victims blame themselves and other victims for their abuse.

.....
Title: *The Differential Relationship of Mental Health Symptoms and Sense of Purpose*

Authors: Sherry Pujji, Adriana Pennacchi, & Emmanuel Alvarez

Student Presenter: Sherry Pujji

Program: MA in Clinical Mental Health Counseling

Advisor: Dr. Tom Dinzeo

IRB#: Pro2015000430

Abstract: Multi-faceted relationships may exist between an individual's sense of purpose (SOP) and their specific mental health symptoms. Generally, the notion exists that those with certain mental health symptoms experience a decreased SOP. However, recent research has noted that certain psychopathology such as grandiose delusions, may contribute to an increased SOP and further, an increased quality of life. The current study sought to examine relationships between SOP and mental health symptomology. Based on the current literature, we developed the following exploratory hypotheses: 1) SOP would be negatively predicted by mood symptoms (anxiety, depression, stress) and 2) SOP will be predicted by both delusional ideation and religious/spiritual beliefs, but delusional ideation would contribute to the prediction of SOP above and beyond these other normative beliefs. To date, little research is available examining the unique contribution of normative beliefs (e.g. spirituality) and non-normative beliefs (i.e. delusions) as they relate to one's SOP. Data regarding SOP, schizotypy, delusional ideation, hallucinatory experiences, and mood variables was collected from an upwards of 400 participants. As anticipated, SOP was positively predicted by expansive ($p < 0.01$) and primary ($p < 0.05$) delusional ideation, while simple delusions ("Do you ever feel as if your insides might be rotting?"), depression ($p < 0.01$), and interpersonal characteristics ($p < 0.01$) negatively predicted SOP. Religiosity (normative belief) positively predicted SOP in all linear regression models. Information from this study can add to a greater understanding of how much sense of purpose should be incorporated into the understanding and the treatment of individuals. Further results and implications will be discussed.

.....

.....
Title: *Prototype Testing of Breathe Free: A Videoame-based Smoking Cessation Smartphone Application*

Authors/Student Presenters: Andrew Abdallah, M.A., Nicholas Ma, & Nefertiti Victor

Programs: PhD in Clinical Psychology & MA in Applied Behavior Analysis

Advisor: Dr. Bethany Raiff

IRB#: ProG0520140170

Abstract: Contingency management (CM) is an evidence-based smoking cessation interventions that involves delivering incentives (typically monetary) for objective evidence of smoking abstinence. Two barriers to widespread adoption of CM are cost and sustainability. We developed Breathe Free, a mobile video game, to address these barriers. Breathe Free delivers in-game rewards contingent on carbon monoxide (CO) verified smoking abstinence, in place of monetary rewards. Twenty-eight treatment-seeking smokers were recruited to test a Breathe Free prototype. Participants were given an overview of the games' goals and were trained to submit a carbon monoxide (CO) sample via an Android tablet. After playing several levels of the game participants were given the option to play one extra level, or stop and complete an outcome survey, receive payment, and be dismissed. When asked, with a multiple-choice question, whether the game was fun, over half of participants reported "yes" and chose to play the extra level of the game which meant they delayed smoking their next cigarette, and getting paid, by at least a few minutes. The majority of participants endorsed statements about the game helping them quit smoking and wanting to try the game over other tobacco cessation interventions. Most participants asked to be notified when the full game is released. This was the first study to evaluate a smartphone-delivered, video game-based CM intervention for smoking cessation. Breathe Free was highly endorsed on multiple dimensions from a group of treatment-seeking smokers. These outcomes suggest that Breathe Free holds promise for promoting smoking abstinence.

.....
Title: *On the Road Again: A Look at Inattentional Deafness and Sound Relevancy During Driving*

Authors: Emily Banks, Sarah Derdock, Jessica Orsini

Student Presenter: Emily Banks

Program: BA in Psychology; BA in Music

Advisor: Dr. Bonnie Angelone

IRB#: Pro2016000862

Abstract: Missing important stimuli in real world situations can have serious consequences whether the stimuli is visual, auditory or haptic in nature. It is intuitive to think that increased attentional demands will lead to more failures for attended stimuli; however, perceptual load can also impact one's ability to process unattended stimuli (Lavie, Beck, & Konstantinou, 2014). Failure to perceive an auditory stimulus when attending to other stimuli has been called inattentional deafness. The present study investigated rates of inattentional deafness when the unexpected auditory event is either relevant or irrelevant to the environment. During a driving scenario, participants completed a primary task, either auditory or visual in nature, while an unexpected auditory stimulus was presented. Participants were significantly more likely to miss unexpected sounds irrelevant to driving compared to those that are relevant to driving.

.....
Title: *Recruiting Young Mothers: Challenges and Opportunities of Community-Based Research*

Author/Student Presenter: Ebru Dugme

Program: MA in Clinical Mental Health Counseling

Advisors: Dr. Meredith Joppa & Dr. DJ Angelone

IRB#: Pro2016000980

Abstract: Young mothers are at risk for HIV/STIs, unintended pregnancy, and dating violence (Kann et al., 2016). For almost two years, we have been recruiting young mothers (16-21) for a study with the goal of understanding their romantic relationships, informing future interventions targeted towards this population. The purpose of this presentation is to describe the challenges and opportunities for engaging young mothers in community-based prevention research. Recruitment sites included hospital-based clinics and community agencies. For potential participants recruited in the hospital setting, 75% of young mothers did not attend their medical appointments, posing an initial barrier to recruitment. However, once contact was established, 91% of participants agreed to take part in the study. Of those who agreed to participate, 59% completed the study. Although establishing contact with participants is difficult, once they learn about the study, young mothers are interested in participating. To overcome challenges, we expanded to additional locations, including Rowan's main campus, increased the number of research assistants recruiting, and adapted interprofessional communication. We propose several potential avenues for future research. First, consultation with experts on conducting research with underserved populations is recommended. Second, we plan to conduct focus groups to identify facilitators of recruitment and retention of young mothers. Finally, we plan to involve more student research assistants from underrepresented backgrounds to inform our recruitment efforts. Overall, despite challenges faced in community-based research, there are opportunities for improvement and adaptation that may result in greater participation, both for the current study and our planned future prevention intervention research.

.....
Title: *Young Adult Children Living with Aging Parents: The Association between Income and Parental Affect*

Author/Student Presenter: Andrew Gerber

Program: BS in Psychological Science

Advisors: Dr. Allison Heid & Dr. Rachel Pruchno

IRB#: Pro0320060007

Abstract: An increasing number of young adult children are remaining in the parental home for longer periods of time before living independently. While housing adult children has been characterized as a cause of economic strain on parents in popular media, research has found that coresiding with adult children can be both a positive and negative experience. However, little is known about the impact of coresidence on parental positive and negative affect in the context of parental income. To explore the moderating effect of parental income level on the association of coresidence with affect, secondary analysis was conducted with data from 5,688 participants in the ORANJ BOWL panel, a representative sample of older adults in New Jersey, aged 50-74. Hierarchical regression was used to examine the moderating effect of income on the status of an adult child in the parental home with positive and negative affect, after accounting for known demographic associations of gender, race, age, and total number of children. Results indicated a significant moderating effect of income on the association of an adult child's residential status with affect. The experience of coresiding with an adult child is related to lower positive affect and higher negative affect among parents of adult children, particularly when parents report higher levels of income. These results suggest that for families with higher incomes, having an adult child return home may carry a different meaning that results in strain on parental affective wellbeing; additional work is needed to explore the mechanisms behind this difference.

.....
Title: *Attitudes and Acceptability of the Stepped-Care Model for Depression Treatment in Physicians and Patients*

Authors: Krista Herbert, MA, Meagan Vermeulen, MD, Joanna Petrides, PsyD, & Seo Choi, DO

Student Presenter: Krista Herbert, MA

Program: PhD in Clinical Psychology

Advisors: Dr. Jim Haugh

IRB#: Pro2016001559

Abstract: Given that approximately 43 to 60% of people experiencing symptoms of depression will seek services in primary care practices (Kessler & Stafford, 2008), integrating psychological services into these settings is vital. In recent years stepped care (SC) models have been adopted in several international primary care settings as an alternative to standard care for people with depression. In a SC model, a patient's depression severity is assessed and an intervention is prescribed that matches the severity of symptoms (Franx et al., 2012).

Some studies suggest that SC is at least as effective as usual care for depression, in addition to being cost-effective (van Straten et al., 2010). Further, the implementation of a SC model may decrease patient drop out because care can be more tailored to the patient's treatment preferences (Firth et al., 2015). Despite evidence suggesting the possible value of SC models, little is known about the attitudes of patients and physicians regarding this model. The purpose of the current study is to explore patient and physician attitudes towards the SC model using two treatment preference inventories that the authors created.

Data collection will commence in March 2017. Participants will be recruited from the Department of Family Medicine at Rowan University's School of Osteopathic Medicine. Statistical analyses will examine treatment preferences using descriptive statistics, chi square test of independence, Mann-Whitney tests, and Wilcoxon signed rank tests. Knowledge about attitudes and acceptability in this population may be important to future implementation of such models within a primary care setting.

.....
Title: *Effects of Immediate Feedback on Eco-Driving*

Authors/Student Presenter: Javid Rahaman

Program: MA in Applied Behavior Analysis

Advisors: Dr. Bethany Raiff

IRB#: Pro2015000769

Abstract: Each year greenhouse gases continue to be detrimental factors to the world's atmosphere. People continue to emit these gases at alarming rates, which, if uncorrected, will yield greater irreversible consequences to the planet. Behavior, specifically driving, seems to be one direct contributor to greenhouse gas emissions. The purpose of this study is to examine the effects of providing immediate feedback of ecologically-friendly driving, (i.e. eco-driving). Additionally, the purpose is increase eco-driving by utilizing feedback to decrease environmentally hazardous driving (i.e. hard accelerations/brakes). Using an ABAB design, we compared baseline conditions with no feedback on driving performance with an immediate condition, where the "Automatic" device produced an audible sound after each instance of hard accelerations/brakes. Data collection started in October 2016 and 76 were surveyed to determine eligibility. A total of 8 participants met the criteria entered a baseline condition to determine whether they engaged in 3+ episodes of hard accelerations/brakes per day. Only one participant qualified met those criteria. The participant who completed the study engaged in an average of 8.6 episodes of hard accelerations and brakes during the baseline conditions, which was reduced to an average of 3.4 episodes during the baseline

immediate feedback conditions. Although the one participant who completed the study showed reliable, robust decreases with immediate feedback, more participants are needed to determine the generality of this effect. Recruitment has been challenging due to participants failing to meet the inclusion criteria; therefore different recruitment strategies or criteria may be needed.

.....

Poster Session I Abstracts

Title: *Feasibility of Training Non-Smoking Peers to Provide Social Support to a Friend who is Quitting Smoking: A Proposal*

Author/Student Presenter: Andrew Abdallah, M.A.

Program: PhD in Clinical Psychology

Advisor: Dr. Bethany Raiff

IRB#: N/A

Abstract: Smoking is the number one cause of preventable death in the United States. Thus, a primary public health goal is to develop more effective techniques for initiating and maintaining smoking abstinence. Contingency management, an evidence based intervention (CM) consists of delivering incentives contingent on smoking abstinence. CM can initiate abstinence but relapse is the likely outcome. The purpose of this proposed study is to determine whether adding a non-smoking social support person to CM will increase maintenance. Smokers (N = 30) will be randomly assigned to one of 3 conditions.

CM + Social Support (SS). Smokers will identify a non-smoking social support person (SS). Both participants will attend 5, SS training sessions over 7-weeks, during which they will learn to effectively communicate, arrange the environment, and develop contingency contracts to promote and maintain abstinence. They will also earn incentives contingent on abstinence during CM, during these 3 intoconditions: (1) Baseline (3 days) (2) Tapering (4 days) (3) Abstinence Induction (14 days).

CM Alone. Participants in this group will experience the same 3 conditions as CM+SS, but will not identify a support person.

Treatment As Usual (TAU). Participants in this group will experience CM, but will meet with researchers 5 times over the course of 7-weeks to go through a "Clearing the Air" guide to quitting smoking, which will also be done with the other two groups. This study will provide information about the feasibility, acceptability, and preliminary efficacy of involving non-smoking social support partners in a CM intervention.

Title: *Racial Differences among Undergraduate Students in Psychiatric Correlates of Self-Aggression*

Authors: Alex Jaffe, B.A., Noelle B. Smith, Ph.D., Danyella Greene, M.S., Alicia E. Meuret, Ph.D., Pierre Leon, M.A., Melissa Williams, & Breanna Willis

Student Presenter: Alex Jaffe, B.A.

Program: PhD in Clinical Psychology

Advisor: Dr. Georita Frierson

IRB#: IRB00000295

Abstract: There's a well-established relationship between depression, anxiety, emotion dysregulation and aggression, in the form of self harm. These populations have predominately been Caucasian. This study aimed to characterize self-injurious thoughts and behaviors, and to correlate / compare these statistics between African American and Caucasian samples.

Samples were drawn from two universities, one predominantly Caucasian and one predominantly African American. Sample One included 168 self-identified African American college students. Sample Two included 186 self-identified Caucasian college students. Participants completed a series of online questionnaires assessing depression, anxiety, emotion dysregulation, urges to self-harm, suicidal thoughts, and substance use. Results from the first sample included: 8.3% reported seriously considering suicide (4.3%; Sample Two) and 14.9% reported any urges to self-harm (7.6%; Sample Two). In the past month, nearly a third, 31.5% (55.9%; Sample Two), endorsed binge drinking and 44% (15.6%;

Sample Two) reported marijuana use.

For African Americans, emotion dysregulation was significantly correlated with urges to self-harm ($r=.31, p<.001$) and considering suicide ($r=.24, p=.002$), as were depression and anxiety. Psychiatric risk factors were not associated with substance use, although marijuana use was correlated with binge drinking ($r=.39, p<.001$). For Caucasians, emotion dysregulation was correlated with suicidal considerations ($r=.31, p<.001$) and marijuana ($r=.24, p=.001$), as were depression and anxiety. Marijuana use was correlated with urges to self-harm ($r=.27, p<.001$). These results indicate different rates of self-harm (direct and indirect) thoughts and behaviors.

Title: *Does Sexual Risk Among Girls with a History of Dating Violence Vary According to Childhood Maltreatment?*

Authors: Jannette Garriga, B.A., Melanie Fullard, B.S., & Christie J. Rizzo, Ph.D.

Student Presenters: Jannette Garriga, B.A. & Melanie Fullard, B.S.

Program: PhD in Clinical Psychology

Advisors: Dr. Meredith Joppa & Dr. DJ Angelone

IRB#: Rhode Island Hospital IRB, # 220863-13

Abstract: Childhood maltreatment (CM) is associated with risky sexual behavior (RSB) in adolescence (Negriff et al., 2015). Little is known about the association between types of CM and RSB among adolescent girls with a history of dating violence (DV). We examined whether RSB differed according to five types of CM for 109 girls (age 14-17) from a randomized controlled trial of an indicated DV prevention intervention. The Child Trauma Questionnaire (CTQ; Bernstein et al., 1997) assessed history of physical and emotional abuse and neglect and sexual abuse. RSB was assessed with the AIDS Risk Behavior Assessment (ARBA; Donenberg et al., 2001).

Girls with a history of physical neglect were significantly less likely to have used a condom at last intercourse, $X^2(1) = 5.88, p < .05$. Two other associations were found at a trend level: girls with physical abuse histories were more likely to have had vaginal sex, $X^2(1) = 5.88, p = .095$, girls with emotional abuse histories were younger the first time they had oral sex, $t(41) = 1.99, p = .053$. These results can inform prevention programming for girls at risk of RSB due to CM history. Future research should examine associations between RSB and different maltreatment profiles for teens who experienced more than one type of abuse or neglect.

Title: *Project PALMMS: Physical Activity Levels and Family Medical Histories*

Authors: Pierre Alexander Leon, M.A., Alexander Jaffe, B.A., Breanna Willis, Melissa Williams & Dustin Fife, Ph.D

Student Presenter: Pierre Leon, M.A.

Program: PhD in Clinical Psychology

Advisors: Dr. Georita Frierson

IRB#: Pro2016001170

Abstract: Background: Project PALMMS: PHYSICAL ACTIVITY LEVELS AND FAMILY MEDICAL HISTORIES is a multi-university prospective study that explores the impact that familial medical history and awareness of physical activity (PA) guidelines has on physical activity levels through a self-report questionnaire that assesses physical activity levels, knowledge of family medical history, and knowledge of PA guidelines. Purpose: The primary aim of this study is to determine whether individuals that are active are aware of the PA guidelines of the American Heart Association (AHA) and if there are any gender discrepancies in how much an individual is active for and how long they are active. Results: The sample was 72.7% (N=24) female and 27.3% (N=9) were male. Overall, 66.6% (N=22) were White, 18.18% (N=6) were Asian, 12.12% (N=4) reported that they were African American, and 3.03% (N=1) considered themselves multi-racial. Just over 6% of the sample identified as Hispanic or Latino. The results show that individuals who are aware of the AHA physical activity guidelines work out more days in the week ($\hat{=}$ 4.00 days) than those who do not know the AHA guidelines. Furthermore, the data has shown that males and females tend to work out roughly the

same amount of days in the week ($\hat{a} \approx 3.7$ days & $\hat{a} \approx 3.5$ days respectively), but males tend to adhere to keeping up their physical activity longer with an average of 31.33 months for males versus an average 17 months for females. Lastly, over 70% (N=22.8) of individuals who reported being physically active reported that their physicians have informed them of PA guidelines. Conclusion: Findings are consistent with previous studies that suggest physical activity levels among genders and PA recommendation awareness.

Title: *Pre-treatment Verbal Functioning as a Predictor of Response to Parent-implemented Verbal Behavior Intervention for Autism*

Authors/Student Presenters: Emily Connovich & Mollie Rubenstein

Program: PhD in Clinical Psychology

Advisor: Dr. Michelle Soreth & Dr. MaryLouise Kerwin

IRB#: ProG0520130182

Abstract: Approximately 67% of children diagnosed with autism are estimated to respond positively to Early Intensive Behavioral Intervention (EIBI, Perry, 2008). The child's initial level of verbal functioning has been hypothesized to be a predictor variable for these heterogeneous EIBI outcomes (Itzhak, 2009). The purpose of this study was to explore pre-treatment level of verbal functioning as a possible predictor of the mixed treatment outcomes of a parent-implemented ABA intervention based on Skinner's analysis of verbal behavior (VBA). Outcome measures including the Mullen Scales of Early Development (MSEL), the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), and direct observation of verbal behavior (VB) and joint attention (JA) skills during parent-child interactions were collected at baseline, immediately following the 3-month parent-implemented VBA intervention, and 3-months after the end of intervention (6-month follow-up). Data from 12 children assigned to VBA were analyzed in the context of their pre-treatment language functioning level as measured by the VB-MAPP and portions of the MSEL. Growth patterns in VB and JA were detected to cluster by pre-treatment level on the VB-MAPP, and the specific patterns were largely dependent upon the demand characteristics of the "presses" designed to differentially evoke JA and VB during the parent-child interactions.

Title: *Romantic Relational Styles, Mental Health and Cyber Abuse: Examining Predictors of Perpetration and Victimization for Adolescent Girls*

Authors: Rachel Taylor & Christie J. Rizzo

Student Presenter: Rachel Taylor

Program: MA in Clinical Mental Health Counseling

Advisor: Dr. Meredith Joppa & Dr. DJ Angelone

IRB#: Rhode Island Hospital IRB # 220863-13

Abstract: Nearly 26% of adolescents report experiencing cyber dating violence (DV; Zweig, Lachman, Yahner, & Dank, 2014). Previous studies indicate that both romantic relational styles and impaired mental health (MH) functioning are potential risk factors for DV (Furman & Wehner, 1994; Zweig et al., 2014). Individuals with avoidant and anxious relational styles are more likely to be victims and perpetrators of DV. Yet, there is limited research examining relational styles, MH functioning, and cyber DV perpetration/victimization among female adolescents with a history of DV. We used generalized linear models to examine associations between baseline MH impairment and relational styles to cyber DV perpetration and victimization three months later, controlling for cyber DV at baseline. MH functioning was measured using the global impairment scale of the Columbia Impairment Scale (Bird, Shaffer, Fisher, & Gould, 1993). We assessed three dimensions (secure, avoidant, and anxious) and four types of relational styles (attachment, caregiving, affiliation, and physical intimacy) using the Behavioral Systems Questionnaire (Furman & Wehner, 1994).

Results showed that secure attachment styles ($\hat{\beta} = 4.22, p < 0.05$) and secure physical intimacy styles ($\hat{\beta} = 4.68, p < 0.05$) predicted cyber DV victimization. Avoidant ($\hat{\beta} = 4.52, p < 0.05$) and secure attachment styles ($\hat{\beta} = 3.26, p = 0.07$) predicted cyber DV perpetration at the trend level. Mental health impairment was associated with cyber DV perpetration and victimization in all models ($p < 0.05$). These findings indicate teens with greater MH impairment, more secure styles, and more avoidant styles may be at greater risk for involvement in cyber DV.

Title: *Assessing the Feasibility of a Video-Game Based Smoking Reduction Intervention for Smokers with Brain Injury*

Author/Student Presenter: Matthew Lasoski, B.S.

Program: MA in Applied Behavior Analysis

Advisor: Dr. Bethany Raiff

IRB#: Pro2016001103

Abstract: Smokers with brain injuries have a high prevalence of developing nicotine dependence and difficulty with quitting smoking, however, research on this population is scarce. Contingency management (CM) is one smoking cessation intervention that has received empirical support and could assist smokers with a brain injury. CM consists of delivering incentives (e.g., tokens) contingent on objective evidence of smoking abstinence. A survey conducted by Raiff, Jarvis, and Rapoza (2012) suggested videogame-based CM may be effective to help smokers quit. The purpose of this study is to assess the feasibility of video game-based rewards to reduce smoking in the brain injury population. A multiple baseline study with 4 subjects and 4 conditions will be conducted over a period of 14 days. Pre-baseline will vary in duration and subjects will provide two CO samples without submitting them in the videogame. In baseline (3 days), virtual rewards will be earned for submitting CO samples via web-camera non-contingent of CO levels. During tapering (4 days), virtual rewards will be earned for CO samples at or below the subject's assigned daily goal. During abstinence induction (7 days), CO goals will decrease to 4ppm for the condition's duration. The subjects will be encouraged to play the game as much as they desire and submit two CO samples per day. At the conclusion of the study, each subject will complete a survey to determine the acceptability of videogame-based CM for this population.

Title: *Intimate Partner Violence and its Impact on the Rowan University Community*

Authors/Student Presenters: Kaitlyn Gilmartin & Louis Guardino

Program: BS in Psychological Science

Advisor: Dr. Michelle Evans-Chase

IRB#: Pro2016001520

Abstract: Intimate partner violence (IPV) is best defined as "physical violence, sexual violence, stalking, and psychological aggression (including coercive acts) by a current or former intimate partner." Previous literature has established that young adults are more susceptible to IPV than the general population due to many social and societal pressures surrounding their environments. Young adulthood is laced with challenges, rigorous decisions, hectic schedules, and sometimes rocky relationships. When a person is faced with a difficult time or decision; sometimes they may choose to turn to loved ones for advice and/or support. However, what if their loved one is the person causing them the most pain and uncertainty? A randomized controlled online questionnaire was conducted within the Rowan University student body to evaluate if IPV is prevalent within the Rowan community, if IPV was more common among female victims than male victims, and if persons whom dealt with IPV exposure had a harder time trusting a new partner, less self-esteem, and a lesser quality of life after their exposure compared to persons whom did not have exposure to IPV. Through fliers and the SONA database, it was projected that roughly 200 participants would respond to the online survey and our results would correlate the exposure to IPV as higher with females than males and that exposure to IPV lessened persons self-esteem, trust, and quality of life compared to those who did not experience IPV exposure. Proper and accurate results and conclusions are forthcoming.

Title: *Bullying, Mental Health, and Residence in College Students*

Authors/Student Presenters: Victoria Cannizzaro & Steven Malec

Program: BS in Psychological Science

Advisor: Dr. Michelle Evans-Chase

IRB#: Pro2016001518

Abstract: In college, some students experience bullying which has an impact on their mental health. This could lead to negative effects on their ability to learn, socialize, and cope with the stress of their academic career. An online survey is underway to measure levels of anxiety and depression, and cope with the stress of their academic career. An online survey is underway to measure levels of anxiety and depression as well as any bullying experiences in Rowan students. Residence is being used as a moderator of the relationship between bullying and mental health outcomes. The hypothesis for this study are 1.) Students who have been bullied will have higher levels of depression compared to non-bullied students, 2.) Students who have been bullied will have higher levels of anxiety compared to non-bullied students, 3.) Students who have been bullied and who live on campus will have higher levels of anxiety compared with the students who live off campus, 4.) Students who have been bullied and live on campus will have higher levels of depression compared to students who live off campus. The target sample size for the study is 300 male and female Rowan University college students age 18 years old or older. Moderation analysis will be conducted with the main effects model used to test hypothesis 1 and 2. The interaction model will be used to test hypothesis 3 and 4. The systematic versus chance difference will be assessed using 2-tailed t-tests for independent means using a $p < .05$. We expect to have preliminary results for this study to present at the research conference.

Title: *Factors Affecting the Retention Rate of Students with Disabilities within the Academic Coaching Program*

Authors/Student Presenters: Ninoska Aguilar & Maria Vasquez

Program: BS in Psychological Science

Advisor: Dr. Michelle Evans-Chase

IRB#: FWA00007111

Abstract: As a result of an increase of students with disabilities enrolling in postsecondary education, and the variety of these disabilities, higher education institutions have been challenged to meet the specific needs of these students. Previous research has found that Academic Coaching Programs are effective in helping students with disabilities succeed academically and socially. What is still unclear is why, despite the success of these programs, students with disabilities discontinue their participation in Academic Coaching Programs. To address this gap, a correlational study was used to measure how factors such as employment, extracurricular activities, credits per semester, proximity to campus and motivation affect the program involvement of students with disabilities in support programs. Students involved in the Academic Coaching Program at Rowan University during the Fall of 2015, Spring of 2016 and Fall of 2016 were recruited to participate in this study. Considering that the Academic Coaching Program at Rowan University is a relatively small program, it was expected for a number of 60 participants to participate in the study. To collect data, an in-person survey was conducted to assess student's employment status, credits per semester, proximity to campus, extracurricular activities, and motivation while enrolled in the Academic Coaching Program. A Multiple Regression Analyses was used with extracurricular activities, credits per semester, employment, proximity to campus and motivation as the predictors and student's retention/dropout rate in the coaching program as the outcome variable.

.....
Title: *We Can't Stop: Self-Regulation as a Mediator of Exercise Motivation and Life Satisfaction*

Authors/Student Presenters: Emily Wright & Ryan Janesko

Program: BS in Psychological Science

Advisor: Dr. Michelle Evans-Chase

IRB#: Pro2016001525

Abstract: Objective: College is a period where many students struggle with life satisfaction or satisfaction with their weight. Low life satisfaction has been associated with depression and suicidal thoughts. There is evidence that higher levels of both exercise motivation and self-regulation correlate with higher levels of life satisfaction. A randomized controlled trial was conducted to evaluate how an online delivery of a self-regulation intervention would impact life satisfaction in college students. All participants were Rowan students 18 years of age or older. Methods: Participants were randomly assigned to week-long sessions after participation in a pre-test. There were two groups, one, the control group that did a ten-minute daily free write and second, a treatment group that did a daily food/exercise log. Post-tests were administered one week after pre-test. Levels of life satisfaction, self-regulation, and exercise motivation are measured at pre- and post-test for both groups. Preliminary analyses verified the relationship between life satisfaction and exercise motivation. Multiple regression analysis was used to assess the differences in post-tests between the groups, with self-regulation acting as a mediator between exercise motivation and life satisfaction. We expect to have preliminary findings by the date of the conference.

.....

Title: *Self-Esteem Levels in College Students*

Authors/Student Presenters: Bryianna Freeman & Kacy Millar

Program: BS in Psychological Science

Advisor: Dr. Michelle Evans-Chase

IRB#: FWA00007111

Abstract: Self-esteem plays an important role in every person's life. One needs to feel worthy mentally, physically, and emotionally throughout their life in order to achieve their life goals. Self-esteem affects all ages, genders, and ethnicities. Higher self-esteem allows for the decrease in depression and anxiety. It is important to understand how to lower self-esteem to protect against negative psychological factors. A randomized controlled trial is being conducted in which Rowan University participants are randomly assigned to determine if self-affirmation has a positive effect on increasing self-esteem. It's anticipated that 150 Rowan students participate in the main study, 75 in the treatment group and 75 in the control group. Participants are 18 years or older. Participants are randomly assigned to one of two groups of either self-affirmation or health behavior for four weeks, with levels of self-esteem measures at both pre- and post-test. Self-affirmation and health behavior instructions are being delivered electronically through email or text message. A state self-esteem pre-test was completed prior to the intervention and a post-test will be completed at the conclusion of the four week intervention. A Multiple regression analysis will be used to assess the difference between treatment and control groups, using self-affirmation as the predictor and post-test scores as the outcome variable. We anticipate having preliminary findings to discuss at the research conference.

.....

.....
Title: *Gender and Social Interaction*

Authors/Student Presenters: Audrey Onorato & Andrew Shirley

Programs: BS in Psychological Science

Advisor: Dr. Michelle Evans-Chase

IRB#: Pro2016001521

Abstract:

Background: Gender differences and how they may influence altruistic behaviors have been studied for over 50 years. The majority of these studies have focused on behaviors that help those who are in need of some form of physical assistance. However, there is little research that contains information on helping behaviors exhibited when one is in need of emotional support. Consequently, there is little research on gender differences pertaining to altruistic behavior when incorporating either a situation that requires emotional or physical help.

Research Question: How does each gender react to an individual showing a need for either emotional or physical help and how might their opinions on gender roles affect their responses?

Setting: Rowan University in Glassboro, New Jersey

Participants: Recruitment is currently underway using SONA and flyers around campus and we expect to have preliminary data to report at the conference.

Research Design: A randomized control trial is being conducted in which participants are randomly assigned to either a physical or an emotional condition of help. All participants are then given a questionnaire to measure their various opinions on gender roles. They will be asked to fill out the Eysenck Personality Questionnaire. We also prompt them to provide us with their own gender identity.

Data Collection & Analysis: Data collection is underway. We will be using a chi square and multiple regression analysis to test for differences between groups.

Findings/Results: We expect to have preliminary results to report at the conference.

.....

Title: *College Students and Intermittent Smoking: An Application of the Theory of Planned Behavior*

Authors/Student Presenters: Korin Langton & Connor Burrows

Advisor: Dr. Michelle Evans-Chase

IRB#: 2016001515

Abstract: According to the Center for Disease Control (2016), 15.1% of adults smoked cigarettes in 2015. Today, there are 16 million Americans living with a disease that was caused by cigarette smoking (CDC, 2016). There are less current smokers in United States population than ever before (CDC, 2016), however the proportion of smokers who smoke intermittently (less than one cigarette per day, but more than one per month) is on the rise (Husten et al., 1998). Today, 1 in 5 smokers are intermittent smokers (Vaart, 2015). This trend is concerning, as the people who participate in intermittent smoking behavior may not perceive the potential harm and may therefore not be motivated to quit. However, even smoking intermittently has been found to have negative health outcomes (Schane, Ling, & Glantz, 2010).

The present study seeks to apply Icek Ajzen's Theory of Planned Behavior to intermittent smoking behavior. The model describes the way in which planned behavior is predicted by an individual's perceptions of social norms, potential harm, and behavioral control, as well as their planned intention to perform the behavior (Ajzen, 1985). The present study seeks to collect quantitative measures of the relevant variables through an online survey. A secondary study will collect qualitative reports from journal entries in order to describe the context in which people smoke intermittently. It is

predicted that behavioral intention will have a mediating effect on the relationship between the independent variables (perceived social norms, harm, and behavioral control) and intermittent smoking behavior.

.....
Title: *Pedestrian Distraction & Crosswalk Safety*

Authors/Student Presenters: Emily Diana & Megan Brown

Advisor: Dr. Bonnie Angelone

IRB#: N/A

Abstract: Recent research has explored the phenomenon of distraction and traffic safety. In particular, the largest focus has been on driving, such as talking on a cell phone (Nabatilan et al., 2011), that can lead to unsafe distraction. However, dangerous distractions are not limited to driving; pedestrians are also affected. The recent development of research exploring the relationship between distracted walking and pedestrian safety has shown that when individuals engage in distracting behavior, such as texting (Schwebel et al., 2012; Hyman et al., 2009), talking on the phone (Schwebel et al., 2012; Stavrinou & Byington, 2011; Hyman et al., 2009), having a conversation next to someone (Hyman et al., 2009), listening to music through headphones (Schwebel et al., 2012; Hyman et al., 2009), or use of mechanical vehicles such as bicycles (Wilbur & Schroeder, 2014); they are more likely to be less aware of their surroundings (Hyman et al., 2009) and possibly injure themselves (Naser & Troyer, 2013). Even though individuals have been proven to be less likely to be aware of their surroundings while distracted, individuals often overestimate their multi-tasking ability for distracted walking (Schwebel et al., 2012). In our proposed study, we intend to expand these findings towards pedestrian activity in a crosswalk through both surveying individual beliefs on their behaviors in a crosswalk and observation of individual behaviors in a crosswalk. This presentation will be a review on the literature already found on pedestrian safety, followed by the methodology and planned analyses for this study.

.....
Title: *Personality and Mental Health Factors on Completion Time to a BA/BS Degree: A Proposal*

Authors/Student Presenters: Rikki Rosini, Monica Rojas, & Gabrielle Sclocchini

Advisor: Dr. Dawson Dufort

IRB#: 2016-914

Abstract: For most students, their college experience takes place during the years of adolescence. During this time, adolescents strive to discover who they are as a person. They attempt to understand themselves by exploring their extracurricular interests (sports, literature, music), and their vocational interests (i.e., computers, medicine). Exploring the relationship that mental illness and personality factors have on cognition could contribute immensely to students graduating on time without having to have to change their major multiple times. We propose to examine the mental health and personality factor of college students on the duration it takes to graduate from a four-year institution. 200 participants, recruited from SONA, will take part in this study. We expect the results will provide evidence that personality and mental health factors can influence students' completion time to a BA/BS degree.

.....
Title: *Effect of Identity and Mental Health Factors on the Accuracy of Eyewitness Testimony: A Proposal*

Authors/Student Presenters: Shelby Thornton & Larisa Lucaci

Advisor: Dr. Dawson Dufort

IRB#: 2015-482

Abstract: There are many factors that can distort an eyewitnesses' account of a given event. The initial perception of events (i.e., the actual experience) fades over time, which may lead to inaccuracies (Gabbert, Memon, & Allan, 2003; Gabert, Wrights, Daniel, Memon, & Skagerberg, 2012). However, jurors tend to find eyewitness testimony compelling despite the fact that the state under which most eyewitnesses observed a crime are associated with low identification

accuracy. The purpose of this study was to examine the effect of personality factors of college students on their accuracy and conformity in the witness and co-witness memory experimental model. We assessed personality using multiple scales. We had 54 student pairs (18 - 26 years old) watch a video clip of a simulated criminal event together. Conformity responses were detected through analysis of the answer patterns showing change from their own to their partner's in pre- and post-memory tests. What we found using a pair sample t-test was that there was a significant decrease on post-memory test score, $t(107)=2.431$, $p=.017$. However, using a one way ANOVA, we found non-significant differences in numbers of responses that were changed; $F(3, 99)=.777$, $p=.51$.

.....

Title: *Impact of Medication Beliefs on Adherence Among Older Adults with Multiple Chronic Health Conditions*

Author/Student Presenter: Andrew Gerber

Program: BS in Psychological Science

Advisors: Dr. Allison Heid & Dr. Rachel Pruchno

IRB#: Pro2015000290

Abstract: Multiple chronic conditions (MCCs) are prevalent in older adults, and adherence to a prescribed medication regimen has been identified as a critical aspect of illness self-management. However, those with MCCs may have different levels of adherence to prescribed medications, due to the impact of beliefs about the dominance of a particular illness, or one's perceptions regarding the importance of adhering to a medication regimen for illnesses management. Using responses from survey interviews with 25 older adults (age 55+), this study investigated the degree to which older adults' beliefs about medications and the perception of having a "dominant" condition impacted the degree to which they adhered to prescribed medication regimens in managing their MCCs. Pearson Product Moment correlations and t-tests demonstrated no significant correlations or mean differences regarding the association between participants' medication adherence and beliefs about medications, including among those who identified a dominant chronic condition. However, mean scores show a trend toward higher medication adherence for dominant conditions compared to nondominant conditions and medication adherence for nondominant and dominant conditions was highly correlated. Older individuals living with MCCs may have similar levels of medication adherence across all conditions with only a slight increase in attention paid to dominant conditions. Further research is needed to explore how medication adherence is impacted by the experience of a perceived dominant condition, and whether those who identify a dominant condition adhere similarly across all conditions, or prioritize some conditions over others when managing medications.

.....

Title: *Evaluating the Effects of Discrete Trial Instruction on Children of Multiple Births Diagnosed with Autism*

Authors: Jodie Justice & Molly Joufflas, MSED.

Student Presenter: Jodie Justice

Program: MA in Applied Behavior Analysis

Advisors: Dr. Michelle Soreth & Dr. MaryLouise Kerwin

IRB#: 2015000352

Abstract: The purpose of this study was to compare the response to treatment of siblings of multiple births diagnosed with autism receiving empirically validated intervention for Autism Spectrum Disorder, Discrete Trial Instruction (DTI). Three-year-old fraternal twin girls each received 48 center-based sessions over 16 weeks during which they were taught language and related skills using an established DTI curriculum as part of a larger study. Standardized assessments including the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), Early Social and Communication Scales (ESCS), and Language Sample were administered at baseline, 2-months, and 4-months to evaluate treatment outcomes. In each DTI session, data were collected on rates of problem behavior, frequency and independence of manding, and rates of skill acquisition. These single-subject data will be presented to evaluate the changes in each participant's behavior over the 16-week DTI treatment. Both participants completing this 16-week treatment acquired new skills, increased frequency of manding, and reduced rates of problem behavior; however, one of the fraternal twins experienced an increase in problem behavior after the first 8-week phase of treatment began. Reasons for the divergent results will be discussed and placed in a larger context of implications.

.....
Title: *Application of Behavioral Skills Training in Teaching Data Collection*

Authors: Victor Chin & Emily Connovich

Student Presenter: Victor Chin

Program: MA in Applied Behavior Analysis

Advisors: Dr. Michelle Soreth & Dr. MaryLouise Kerwin

IRB#: Pro2015000352

Abstract: A limited body of research exists exploring the effectiveness of different training packages on teaching accurate data collection. Behavioral Skills Training (BST) has had success in preventing gunplay (Kelso et. al, 2007), teaching anti-abduction techniques (Johnson et. al, 2005), and training teachers to implement discrete-trial teaching (Sarokoff & Sturmey, 2004). Application of BST to training data collection procedures could fill an important gap in the literature and shed light on an otherwise unanalyzed, yet crucial component in the field of behavior analysis. The present study explored the use of BST in training three graduate students of behavior analysis in collecting behavioral data from video recorded assessments using data collection software (Observer XT). Observers were exposed to BST to train data collection skills across a series of response classes. Videos from a 20-25 minute standardized language sample of a child between the ages of 2-5 were obtained from a larger treatment outcome study of early behavior analytic interventions for autism spectrum disorder. Participant performance was evaluated by calculating inter-observer agreement with observation of the same language sample videos with established accuracy. Results support the use of Behavioral Skills Training and emphasize the importance of data-based decision-making while training.

.....

Title: *Mental Health in Sri Lanka: Cultural Implications and Comparisons*

Author/Student Presenter: Jennifer Vorel

Program: BA in Psychology

Advisors: Dr. Valerie LaMastro

IRB#: N/A

Abstract: This study is an accumulation of the ethnographic and observational research garnered over the last year by the author (Jennifer Vorel) who lived in Sri Lanka for about a month and a half, working for Sri Lanka Volunteers' 5-week Mental Health Placement. Volunteers are trained by Sri Lankan mental health professionals and then organize and run 8 hands-on projects a week, getting hands-on experience with service-users suffering from a wide range of mental health issues and/or disabilities. Projects were categorized as mental health, special needs, or teaching English. Mental health projects were in psychiatric homes and hospitals. Special needs projects took place at special needs homes/care centers and in schools' special needs classes.

Ethnographic research has been expanded by reviewing literature and primary source case studies which examine mental health in Sri Lanka. Sri Lanka is an island off the southeast of India in the Indian Ocean. It's a second-world country that has experienced severe traumas including a 26-year Civil War, the 2004 tsunami, and annual monsoons. Sri Lanka has one of highest suicide rates in world (higher than 20 per 100,000) (Hendin et al., 2008; Siva, 2010), and mental illness prevalence is rising (Samarasekara, Davies & Siribaddana, 2012). Stigma towards mental illness is very severe in Sri Lanka. Reasons for this, the resulting consequences, and potential solutions for decreasing stigma are presented.

High-income countries place most of their confidence in allopathic treatments, while Sri Lankans rely heavily on traditional treatments (White, 2013). This study examines questions such as how culture and environment affect the epidemiology of illnesses, presentation and diagnosis of illnesses, treatment of illnesses, personal experiences of the afflicted, and the personal experiences of those connected to the afflicted. This study looks at diagnostic and treatment methods in Sri Lanka in comparison to ideologies of high-income countries, and explores the impact that social and structural conditions have on the Sri Lankan mental health system and those within it (both patient and caretaker). Along with this is the impact of the West's misrepresentations and false expectations, especially when we seek to export practices to low- and middle-income countries.

.....

Poster Session II Abstracts

School Psychology Masters' Theses

Title: *The Effects of Career and Technical Education on High School Graduation Rates in New Jersey*

Author/Student Presenter: Cassandra Hart

Program: MA in School Psychology

Advisor: Dr. Roberta Dihoff

IRB#: Pro2016001312

Abstract: Trying to move away from the stigma of its purpose, Career and Technical Education (CTE) has been changing from the beginning of its implementation into the secondary school system. In its early years, CTE was for individuals entering the workforce directly after secondary school but recent research has shown the benefits that these programs are providing for students continuing their education post-secondary. The purpose of this study was to examine the effects that CTE has on high school graduation rates. This study was specifically exploring the effect of CTE programs in New Jersey high schools by comparing strictly CTE schools' graduation rates to comprehensive high schools' graduation rates in each county. Data was pulled from Department of Education website and identifying curriculum was pulled from school websites. Chi square tests were ran to identify any relationships using SPSS for Windows.

Title: *Attitudes Toward Accommodations and Academic Well-being of College Students with Disabilities*

Author/Student Presenter: Alex Troccoli

Program: MA in School Psychology

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001383

Abstract: College students with disabilities remain an understudied population, especially on topics relating to academic success. As more students with disabilities are struggling to complete their college education it calls for more research to be done to ensure students are taking advantage of any resources that can be beneficial for them. This study will contribute to empirical literature about how accommodations and other support service for college students with disabilities can impact academic well-being. The research questions advanced in the study are: 1) Is there a difference in the attitudes of students who are availing and not availing to accommodations? and (2) Is there a difference in the academic well-being of students who are availing and not availing to accommodations? Participants are college students with disabilities from a medium size public research university in New Jersey. Two validated Likert-type scales and a demographic questionnaire comprised an online survey to be completed by the prospective participants. Data are analyzed using descriptive and inferential statistics. Results and implications of the study are discussed.

Title: *The Effectiveness of Strong Start Curriculum on the Social-Emotional Competence of Second Grade Students*

Author/Student Presenter: Crystal N. Fewkes

Program: MA in School Psychology

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001424

Abstract: Social-emotional wellbeing is known to contribute to children's learning and general health. As a national priority in the United States, schools are called upon to foster social-emotional health in children as part of healthy child development (Durlack, Weissberg, Dymnick, Taylor, & Schellinger, 2011). The study reports the implementation and findings of an empirically supported classroom-based social-emotional learning (SEL) curriculum (i.e., Strong Start, 2nd ed.: Whitcomb & Parisi-Damico, 2016) in second grade students in a suburban South New Jersey school district. The SEL curriculum utilizes direct instruction consisting of 10 structured lessons that include readings, activities, examples, and opportunity for practice. The lessons target skills like emotion identification, emotion regulation and control, empathy, and problem-solving. Using a two-group non-equivalent design, it is hypothesized that students who are taught of the SEL lessons will show significant improvement in their social-emotional competence in both school and home environments. Pre- and post-assessments of social-emotional competence of students who are taught and not taught of the SEL lessons are completed using the teacher and parent forms of the Social and Emotional Assets and Resilience Scales (SEARS: Merrell, 2011). Within- and between-groups analysis of variance (ANOVA) are used for data analysis. Results and implications of the study will be discussed.

Title: *Substance Use Among High School Students in the United States: 2013 National Youth Risk Behavior Surveillance System (YRBS)*

Author/Student Presenter: Kelsey Damato

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001442

Abstract: Substance use and abuse has become a rising epidemic all around the United States. When speaking about substance use the age-old question arises, is it nature or nurture that creates these victims of substance use? In order to understand and make a change in substance abuse and use this study hopes to understand when substance use begins, who is using, and at what age. This study hopes to find answers to three questions: 1) Are there gender differences in substance use among high school students in the United States? 2) Are there grade level differences in the substance use? And 3) Are there race differences in substance use? Participants were pulled from the 2013 Youth Risk Behavior Survey (YRBS). Chi-Square (χ^2) test was used to determine if there are gender, grade level, and race differences on alcohol, cigarette, and drug use. Results and implications of this study will be discussed further.

Title: *Learning Behaviors and Academic Readiness Among Preschool Children in a Private School*

Author/Student Presenter: Chelsea Johnson

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001208

Abstract: Prekindergarten programs have been designed with the purpose of improving children's academic skills and behaviors before the start of formal schooling (Howes et al., 2008). Previous research has determined that academic readiness in young children is influenced by the child's learning behaviors (Schaefer & McDermott, 1999). We examined children's learning behaviors and academic readiness at the pre-Kindergarten year in a learning-centered private school in Southern New Jersey. This study will strive to answer the following research questions: (1) Do male and females differ in their learning behaviors?, (2) Do males and females differ in their academic readiness?, and (3) What is the correlation between learning behaviors and academic readiness? Forty children were recruited from three separate classrooms and tested with the Bracken School Readiness Assessment- 3rd Edition (BSRA-3: Bracken, 2007) to assess their academic readiness. Learning behaviors of the children were assessed by their teachers using the Preschool Learning Behaviors

Scale (PLBS, McDermott et al., 2012). Descriptive and non-parametric statistics were used to determine the correlation and gender differences on the primary variables in the study. Results and implications of the study are discussed.

.....
Title: *The Relationship between Academic Motivation and Parenting Styles in Multiple Socioeconomic Status Areas*

Author/Student Presenter: Stephanie Rubin

Advisor: Dr. Roberta Dihoff

IRB#: Pro2016001287

Abstract: The purpose of this research study is to evaluate the relationship between parenting styles and academic motivation in students and compare the results in both high and low socioeconomic status areas. Specific aims of the study are to compare 3 parenting styles (authoritative, authoritarian, permissive/neglectful) to a student's motivation towards their academics and to identify if the results of the comparison are similar or different in diverse socioeconomic status areas.

This study will be conducted at Rowan University within undergraduate students using Rowan University's department of psychology SONA database. The target population is all students. All students will be 18 years or older which will include both male and females and all races, religions, etc. in the sample. All submissions will be anonymous and will be saved for six years. Participation is voluntary.

Motivational Questionnaire: This is a Likert-Scale questionnaire that asks questions about one's academic motivation. Statements will be rated by the participant. There will be statements regarding reactions towards their grades, attitude towards studying, etc.

Parenting Style Questionnaire: This is a Likert-Scale about parenting styles. Statements will be rated by the participant. There will be statements on authoritative, authoritarian, and permissive behaviors. This questionnaire was originally designed for parents, so I will be modifying the beginning of each statement to "my parent(s)", instead of "I". Statements include areas such as responsiveness, expectations, punishment, etc.

Demographic Questionnaire: I designed this questionnaire based on other demographic surveys I found while researching this topic. It is multiple choice and includes questions such as yearly income, number of parents or guardians who raised them, highest educational degree earned in immediate family, etc.

Questionnaires will be compared to see each student's correlation of their academic motivation, parenting style used, and socioeconomic status.

.....
Title: *The Relationship Between Mindfulness and Stress Among College Students*

Author/Student Presenter: Elizabeth Vonderheyde

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001444

Abstract: College students who have high levels of stress have reported difficulties with functioning on a daily basis, whether it be high anxiety due to classes or an increase in unhealthy habits like smoking or overeating. Studies have shown those who practice mindfulness every day learn how to live with accept the stress in their life (Siegel & Allison, 2016). This study will determine if college students who do practice everyday mindfulness show lower stress levels than those who do not practice mindfulness. Using the Five Facet Mindfulness Questionnaire (FFMQ) subjected into a one-way repeated ANOVA and the Inventory of College Students' Recent Life Experiences (ICSRLE) subjected to a Chi-square test, a correlation will be determined between the results of both surveys.

Title: *Shaping of Maternal Identity Through Parenting Experiences of a Child With A Disability*

Author/Student Presenter: Katlyn Martinez

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001298

Abstract: The unexpected diagnosis of a disability in a child can be marked as a significant stressful experience in a mother's life. It can pause challenges on the expectations and plans a mother had created for her child and her own life (Lichter, 2003). As problems occur at every stage of development, a cumulative burden presents itself in caring for a child with a disability (Lichter, 2003). Mothers of children with disabilities report feeling a loss of identity, in giving up their careers and goals they lose a sense of who they were in tending to the responsibilities of caring for their child's needs (Helitzer, Cunningham-Sabo, VanLeit, & Crowe, 2002). The focus of the present study is to explore how maternal identity is influenced by parenting experiences of a child with a disability. By gaining insight on mother's experiences of raising a child with a disability, a deeper understanding of the psychological impact can be achieved. This research seeks to understand how a mother's challenges, adjustments, and feelings in caring for a child with a disability have contributed to her self-concept. In-depth interview will be employed to gather information on mother's view of self as well as how others view the mother in relation to parenting a child with disability. Qualitative analysis of data will be used to extract themes that describe self-identity of mothers.

Title: *The Effect of Therapy Dogs in an Educational Setting*

Author/Student Presenter: Kimberly Sheckler

Advisor: Dr. Roberta Dihoff

IRB#: Pro2016001466

Abstract: A dog in a school? This can seem exciting for many students, but can these furry companions actually help students attain higher levels of academic success? The benefits of therapy dogs in an educational setting can be seen in many research studies. "Dogs in the classroom can be used to calm fears, relieve anxiety, and teach skills." (Lessons Learned from Dogs in the Classroom, 1996). Even though there is much evidence of the positive benefits of therapy dogs in a school, many schools still choose not to have therapy dog programs.

This thesis looks at the benefits of therapy dogs as well as the risks of having them in a school. I created a short survey that could be answered by principle or handler of the dog that can help provide answers to the positives and negatives of the dogs. Preliminary data from the ten different school districts surveyed will be discussed. My thesis will help provide evidence if the dogs actually do help students achieve better academically and assess the risks of having a dog in a school can bring.

Title: *Relationship Between Socioeconomic Status and High School Dropout Retention Plans*

Author/Student Presenter: Nicholas Sciancalepore

Advisor: Dr. Roberta Dihoff

IRB#: Pro2016001313

Abstract: This study's main purpose is to better understand how school systems in different socioeconomic areas encourage and help students who are in danger of dropping out. This study will also help schools better understand which programs for decreasing dropout rates in high schools are most effective in different socioeconomic areas. The participants for this research are being picked randomly from all the schools teaching between ninth and eleventh grades in New Jersey. Each school was placed into their respective socioeconomic range by viewing public records which described how many economically disadvantaged students were in the school. They were split into 0 to 32% (high socioeconomic status) 33 to 65% (middle socioeconomic status) and 66 to 100% (low socioeconomic status) economically disadvantaged students. A random number generator was used to randomly select 20 school systems from each category. To get the information necessary to draw a correlation a seven questions survey was developed and is being sent to superintendents of each school system. The correlations will be drawn by observing which methods of keeping students in schools correlate to lower dropout rates in their respective socioeconomic statuses.

.....
Title: *The Role of Sense of Belonging on the Relationship Between Campus Racial Climate and Academic Achievement of African American College Students*

Author/Student Presenter: DeShonna Prescott

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001445

Abstract: Minority enrollment in higher education has increased over the last 40 years. However, even though African American students are more likely than ever to be enrolled in predominately white institutions (PWI), their rates of graduation and academic achievement fail to keep pace with their white counterparts (Fischer, 2010; Guiffrida & Douthit, 2010; Reitzes & Jaret, 2007; Rodgers & Summers, 2008). This achievement gap in the American higher education system may be crucial to the career development of African American youth (Brown & Jones, 2004). This study will contribute to empirical literature about factors that influence the academic achievement of African American college students. In particular, the study will determine if campus racial climate and sense of belonging can influence academic achievement of African American students. Furthermore, it will explore possible moderating effect of sense of belonging on the relationship of campus racial climate and academic achievement. Data will be collected from African American undergraduate college students in a public research university in Southern New Jersey using rating scales and self-reported GPA. Multiple regression will be employed to establish the relationships of the variables. Results and implications of the study will be discussed.

.....
Title: *Fire Safety Training Using Video Modeling in Young Children with Autism*

Author/Student Presenter: Amy Morgan

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001282

Abstract: Studies on children with autism spectrum disorder (ASD) show limited research on topics involving safety, especially those that relate to fire evacuation procedures. Current research provides minimal information for understanding and practicing fire safety procedures. This topic of study requires more research to ensure these children are able to understand and follow safety procedures during a fire to prevent and reduce injury and death. The research questions advanced in the study are: 1) Is video modeling an effective approach for teaching fire safety skills to children with ASD? 2) Does the teaching approach result in generalization of fire safety skills in novel settings? 3) Does the teaching approach result in maintenance of fire safety skills at least two weeks after termination of training? The participants are three young children ages three to five diagnosed with ASD from a private preschool and kindergarten in New Jersey. A training series comprised of a video model displaying an evacuation procedure to teach children about fire safety at the sound of an alarm. Skill maintenance is assessed two weeks after teaching. Generalization occurs during a school wide mandated fire drill. Data is analyzed using descriptive and inferential statistics. Results and implications of the study will be discussed.

.....
Title: *Academic Emotions and Self-efficacy Impacting Sense of Belonging in Math Classrooms Among College Students*

Author/Student Presenter: Kaitlyn Yavorsky

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001243

Abstract: A student's sense of belonging has been shown to have positive effects on a student, such as increased motivation and performance (Neel & Fuligni, 2013; McMahon, Parnes, Keys, & Viola, 2008). Positive emotions within the academic setting as well as strong self-efficacy have also been found to have these implications (Pekrun, 2006). The impact of emotions in an academic setting and self-efficacy on student's sense of belonging in the classroom is a relatively novel research topic especially in college students. If found, the correlation between academic emotions and self-efficacy along with their impact on sense of belonging can be used to support the need for further research and possible improvements in the classroom. The study will explore the influence of academic emotions and self-efficacy on

sense of belonging in math classrooms among college students. Three validated Likert type scales and a demographic questionnaire are combined into an online survey to be completed by students who are enrolled in general math courses in a public university in Southern New Jersey. Correlational analysis will be employed to verify the research hypothesis. Results and implications of the study will be discussed.

Title: *Victimization and Perpetration in Cyber and In-Person Aggression Among College Students in Intimate Relationships*

Author/Student Presenter: Christina Rossi

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001395

Abstract: Our dependence on technology for communication has become normalized by today's society. As this dependence continues to heighten, the risk for negative behaviors increases. The new environment for social interaction has allowed different forms of aggression to occur. Cyber aggression is now showing up in another social context-intimate partner violence. Intimate partner violence (IPV) describes in-person acts of physical violence, sexual violence, stalking, or psychological aggression. It is now possible for couples to argue over the phone or by text, and to use communication technology to express their aggression towards one another. The study is conducted to determine whether cyber aggression victimization co-occurs with in-person experiences of psychological, physical and sexual partner violence. In addition, the study examines if cyber aggression perpetration co-occur with acts of in-person partner violence. It is hypothesized that victimization and perpetration in one social form (cyber) will likely increase victimization and perpetration in another (in-person) form. Participants will be college students who are currently in an intimate relationship for at least 6 months. For purposes of this study an intimate partner refers to an individual whom someone is romantically involved with or dating, regardless if the relationship is exclusive or open. The Revised Conflicts Tactics Scale and the Cyber Aggression in Relationships Scale will be used to gather data through an online survey. Hypothesis testing will involve the use of correlational analysis. Results and implications of the study are discussed.

Title: *Fostering Social-Emotional Skills: A Cross-County Comparison of the New Jersey Early Intervention System*

Author/Student Presenter: Abigail Alston

Advisor: Dr. Roberta Dihoff

IRB#: Pro2016001205

Abstract: This study compared data from the 2013, 2014 and 2015 New Jersey Early Intervention System county performance and determination reports to investigate whether certain variables positively correlated with the percentage of children that exited the early intervention system with substantially increased social-emotional skill development. Variables examined included county size, number of Early Intervention Programs, number of referrals received, number of children and families with Individualized Family Service Plans, median income, race/ethnicity of children served and social-emotional growth upon exiting the program. Results from the study are currently being investigated, with particular emphasis on findings from the county median income variable. The results add to an existing body of research on early intervention effectiveness, and aid in better understanding which variables may impact the success of early intervention programs increasing social-emotional skill growth among toddlers exiting the early intervention system.

Title: *Sports Involvement and Academic Functioning in College Students*

Author/Student Presenter: Mikala Connery

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001219

Abstract: Over 460,000 students participate in college sports yearly (NCAA, 2016). Early research shows sports involvement has a negative impact on academic achievement; however, current research contradicts those findings. Sports have become a popular extracurricular activity, so it is important to determine the actual relationship between sports involvement and academic functioning. This study examines that relationship by comparing grade point averages, academic self-efficacy, and motivation between student athletes and student non-athletes in a northeast university. An

online self-reporting survey was administered to gather the data. T-tests will be used to compare the means of grade point averages, self-efficacy, and motivation between student athletes and non-athletes. T-tests will also be used to calculate possible significant differences between the athlete and non-athlete groups. Lastly, Pearson's correlation will be used to determine the strength of the sports involvement and academic functioning relationship. Results and implications of the study will be discussed.

Reference

NCAA. (2016). Retrieved December 06, 2016, from <http://www.ncaa.org/student-athletes>

Title: *The Influence of Social Media on Teens' Self-Esteem*

Author/Student Presenter: Shannon Gallagher

Advisor: Dr. Roberta Dihoff

IRB#: 45CFR46.404 / 21CFR50.51

Abstract: The use of social media has drastically increased among teens and young adults. Along with this increase comes a debate as to whether or not social media is doing more damage than good. The current study examined the relationship between social media use and self-esteem with high school students. A total of 100 students from Washington Township High School and Shawnee High School completed two surveys, one measuring their self-esteem using a self-esteem survey created by the Center for Disease Control and Prevention and the other measuring their social media use created by the researcher. Results are in the preliminary stage at this time.

Title: *An Examination of Collegiate Extracurricular Activities and Aspiration Levels*

Student Presenter: Chelsey Ingram

Advisor: Dr. Roberta Dihoff

IRB#: Pro2016001336

Abstract: The purpose of this research study was to examine the relationship between collegiate extracurricular activities and aspiration levels among college students. Furthermore, the study predicted a positive correlation between increased levels of aspiration and students who participate in extracurricular activities compared to those who do not participate. The study forecasted a recruitment of 100 participants via an online survey through Rowan University's psychology subject pool. The data was electronically entered into SPSS for Windows to determine statistical significance. Results were determined statistically significant on a 5% confidence interval ($P=.05$). The results of the study will emphasize the important role of extracurricular activities and facilitating educational and career aspirations and young adults.

Title: *Psychological Distress and Academic Adjustment of College Students*

Author/Student Presenter: Miles Donovan

Advisor: Dr. Carmelo Callueng

IRB#: Pro2016001386

Abstract:

Due to the massive influx of students attending colleges across the nation, an increase in the presence of mental health services are paramount. The mental health needs of today's college students have risen dramatically. According to Kitzrow (2003), an estimated 84 percent of students who walk into a school counseling centers show significant causes for concern. These students are at high risks because of a variety of psychological distressors. The current study seeks to understand the multidimensional affect of these psychological distressors, and their impact on students' academic adjustment. The dimensions of psychological stressors measured in this study included alcohol use, depression, eating concerns, generalized anxiety, hostility, and social anxiety. These psychological stressors were taken directly from the CCAPS-34; an assessment tool created in order to provide accurate multidimensional measurements for college students (CCAPS User Manual 2015). It will be compared with the Academic Adjustment Scale (AAS) which tests for academic adjustment, achievement, and motivation (Anderson, Guan, & Koc, 2016). Undergraduate students from Rowan

University, aged 18-25, were given an online survey using QUALTRICS which contained the CCAPS-34 and AAS. ANOVA will be used for data analysis and results will be discussed.

Title: *Experience and Knowledge of Elementary School Teachers of Emotionally and Behaviorally Disordered Students*

Author/Student Presenter: Ashley Higginbotham

Advisor: Dr. Roberta Dihoff

IRB#: pending

Abstract: Little research has provided information on how to properly manage the behaviors of emotionally and behaviorally disordered students in school settings. The purpose of this research study is to determine if teachers' experience with emotionally and behaviorally disordered students relates to their knowledge of how to manage the behaviors of emotionally and behaviorally disordered students in their classrooms. 20 elementary school teachers were approached to take an online survey, first documenting their experience and then evaluating their knowledge regarding EBD students. The results of the knowledge portion of the survey was then compared with the results of 10 education college professors to measure knowledge. The data was electronically entered into SPSS for Windows to determine the statically significance. The results of this research study will emphasize the importance

Title: *The Effects of Student's Ability to Recall Information Based on Teacher Methods*

Author/Student Presenter: Keanna Ross

Advisor: Dr. Roberta Dihoff

IRB#: Pro2016001314

Abstract: Technology runs the modern day world. Children whom are born in this generation are highly dependent and easily soothed by the electronics and television. Statistics show that children from ages 6 to 11 spend at around 28 hours a week watching television. 71% of adolescents 8-11 have a television in their bedroom. (Television TV and Children: Your Child, n.d). Is it possible that this dependency on electronics have infiltrated our children's awareness in the classroom? Smartboards are very popular in schools today. In some schools they are used throughout the entire day. Smartboards are used for basic instruction, interactive classroom games, displaying videos, and used a classroom tool for most teachers in America. This study is primarily aimed to determine if children are able to recall information more accurately by the means of electronic devices or by general education teaching methods.

Title: *The Disproportionate Representation of Minorities in Special Education*

Author/Student Presenter: Rasuwl Medina

Advisor: Dr. Roberta Dihoff

IRB#: Pro2016001338

Abstract: Students are told every individual is placed on an even playing field, and that studying and learning class material will determine not only their placement within the school but the success they will have in life. Despite this long held belief, research and demographic breakdowns of special education placement suggests minorities are disproportionately placed into special education (de Valenzuela, Copeland, & Qi, 2006). The purpose of my study was to assess the over representation of minorities in special education. It was hypothesized that minorities are disproportionately represented in special education and that race influences placement into special education. In interpreting the possible reasons for the overrepresentation of minorities in special education, four potential causes were analyzed; 1. A higher proportion of minorities need special education, 2. Teachers are disproportionately referring minority students to be assessed by child study teams, 3. Once referred, tests and assessment tools are biased against minority students, and the last potential cause analyzed which engulfs the first three, 4. The entirety of the United States educational system within which students are placed into special education is inadequate, and the structure of public education in the United States systemically works to the disadvantage of minority students.

Title: *How Having a Child with Special Needs Affects Family Functioning in Families of Different Types*

Author/Student Presenter: Victoria Mascati

Advisor: Dr. Roberta Dihoff

IRB#: Pro2016001337

Abstract: There are several studies investigating how families of a child with Autism function as a unit. Many of them concluding that such families experience varying levels of stress, as well as strong levels of happiness and fullness. A few other studies discuss the adjustments made in a marriage when there is a child with a special need. It has been found that there is an increase in divorce in families who have a child with a special need, indicating that the added care, attention, and stress may cause a strain on the relationship. There is little to no research on families of other types and the way their families function. There is little to no research comparing the two types of families. Do typical families have a stronger sense of functioning within their families when compared to non-typical families? This is being tested based on survey responses from parents of children with special needs about their feelings of family functioning as well as a parenting stress index.

Faculty Research Descriptions

Dr. Bonnie Angelone

Generally it has been thought that we retain an accurate portrayal of our visual world simply by using our sense of vision. However, people are often poor at detecting large changes in their visual environment, a phenomenon known as change blindness. Our research focuses on examining factors that influence people's ability to see changes and provide insight into the visual attention system. There are many image properties that can affect visual attention, such as salience, scene context, and complexity. In addition, there may be factors within the individual that influence visual attention abilities, such as expertise.

<i>Undergraduate Students</i>	
Emily Banks	Emily Diana
Megan Brown	Jessica Orsini
Connor Burrows	Danielle Tanelli
Sarah Derdock	
<i>Post Undergraduate Student</i>	
Alyssa Gaull	

Dr. D.J. Angelone & Dr. Meredith Joppa

ASSeRT (Aggression, Substance, and Sexuality Research Team) is a collaborative research laboratory of undergraduate and graduate students. Our students benefit from having two faculty mentors with overlapping interests, as described below.

Dr. Angelone's primary research interests involve the empirical study of sexually aggressive and sexually risky behaviors. We have recently focused on understanding the person and situational factors that affect sexual assault risk recognition, as well as potential influences that can increase STI risk in certain subgroups. We have also focused on the development and implementation of laboratory analogues (including vignette studies) to examine the variables associated with sexual aggression. Finally, we are interested in examining factors related to success in twelve-step groups for addictions.

Dr. Joppa's primary research interests center on promoting healthy romantic relationships and sexual behavior among at-risk adolescents and young adults. We use attachment theory to examine the links between romantic relationship skills and risk for dating violence, sexually transmitted infections, unintended pregnancy and HIV. Dr. Joppa is interested in developing interventions to prevent these relationship risk behaviors, and we are currently channeling these research interests into developing an intervention for young (16-22) mothers aimed at preventing rapid repeat pregnancy, STIs and HIV with an emphasis on fostering healthy relationship skills.

<i>Graduate Students</i>	<i>Undergraduate Students</i>	
Nicole Cantor	Brianna Beulah	Gabrielle Longo
Jannette Garriga	Kaitlyn Bleiweiss	Gabrielle Masciocchi
Ebru Dugme	Tyler Cavarocchi	Kyra Suarez
Melanie Fullard	Grace Van Cleef	Emily Wright
Rachel Taylor	Mariah Duphiney	
Sarah Domico		

.....

Dr. Tom Dinzeo

Our lab consists of students with a shared interest in the schizophrenia-spectrum disorders. Our research focuses on the identification and assessments of risk factors related to the development, or exacerbation, of psychosis and functional impairment. My lab has examined phenomenon such as neurocognitive functioning, personality factors, cognitive processes underlying delusional development, social functioning, the impact of negative life events, and lifestyle behaviors. Our research participants range from college students who endorse varying levels of psychotic-like experiences (i.e., schizotypy) to outpatients diagnosed with schizophrenia. We have become increasingly interested in the relationship between health behaviors (e.g., stress management, exercise & nutrition) and physical/mental health outcomes.

<i>Graduate Students</i>	<i>Undergraduate Students</i>	
Adriana Pennacchi	Emmanuel Alvarez	Rikki Rosini
Sherry Pujji	Jonathan Barrios	Erin Ryan
	John Coudrai	Chad Shire
	Mike Mungiole	Jamie Sullivan
	Allison Niemiec	Dan Wolf
	Tom O’Kane	

.....

Dr. Dawson Dufort

Our lab consists of students with a shared interest in mental health and personality factors. We currently are pursuing two ongoing lines of research. The first line of research investigates the effects of personality traits of witnesses on conformity in co-witness memory experimental paradigms. When evaluating eyewitness testimony from witnesses of a crime, people commonly assume that memory is a simple recording of past events that can be played back at will. This assumption has been shown to be false. For our second line of inquiry, we are investigating personality and mental health factors that are affecting university students from graduating on time.

<i>Undergraduate Students</i>	
Shelby Thornton	Rikki Rosini
Larisa Lucaci	Monica Reyes
Frances Saulino	Gabrielle Sclocchini
Brittany Boggs	

.....

Dr. Michelle Evans-Chase

Our lab focuses on the use of mindfulness meditation with incarcerated youth. Our primary research project this year involved a qualitative feasibility study of Internet-based mindfulness meditation with incarcerated girls. Mindfulness meditation classes were offered 2x per week over the fall 2016 semester in a long-term juvenile justice facility with participants documenting their experiences in personal journals. Current lab activities include content analysis of journals and preparation of two manuscripts for peer-reviewed publications.

<i>Undergraduate Students</i>
Christine Lekas
Rachel Kornmann

.....

Dr. Georita Frierson

The mission of the ARCH 1 (Addressing Race/Ethnicity, Culture, and Health for 1) lab is to address the causes and correlates of health behaviors in majority, minority, and underserved populations. Within our lab, we are interested in the biopsychosocial model that addresses the biological, psychological, and social underpinnings of any person's health behaviors and possible disease processes. By addressing these factors, our lab can prevent, control and treat various chronic conditions within a multidisciplinary paradigm.

The research from ARCH 1 will focus on quality of life, and biomarker domains for persons who are interested in improving or maintaining their health through physical activity interventions or longitudinal studies. These studies are designed for persons with chronic conditions, sedentary, free-living, and/or underserved populations.

We are housed in a department of psychology, but understand that it is critical to work with researchers or incorporate studies from nutrition, kinesiology, epidemiology or public health, and medicine among others. Thus, our research and training is transdisciplinary.

<i>Graduate Students</i>	<i>Undergraduate Students</i>
Alex Jaffe, B.A.	Melissa Williams
Pierre A. Leon, M.A.	Breanna Willis
Staci Johnson	

.....

Dr. Jeffrey Greeson

The Mindfulness, Stress & Health (MSH) lab conducts interdisciplinary research that brings together psychology, medicine, and basic science (chemistry, immunology, 'omics') to study the health benefits of mindfulness, meditation, and yoga. There are many core qualities of mindfulness, including attention, awareness, acceptance, compassion, nonjudgment, and the ability to *respond* versus *react* to stress. Our lab aims to better understand the relationship between being mindful and being healthy. To do that, we use different types of studies, including survey questionnaires; psychophysiology experiments to measure stress responses and meditation; wearables to measure heart rate, blood pressure and sleep/wake patterns; clinical trials to test mindfulness training programs; and correlational studies to look for relationships between mindfulness and various measures of stress, health & psychological well-being. To learn more, visit: www.mindfulnesslab.org

<i>Undergraduate Students</i>	
Jonathan Barrios	Breanna Holloway
Jessica Capasso	Carly Johnson
Marissa DeLuca	Erin Ryan

.....
Dr. Jim A. Haugh

the R.O.A.D. (Research on Anxiety and Depression)

The team consists of undergraduate and graduate, both Masters and Doctoral, students under the mentorship of Dr. Jim A Haugh. The focus of the lab's research is on understanding the etiology and treatment of depressive and anxiety disorders in order to better existing knowledge and clinical practice. Over the past year, we have been working on four major lines of research that have led to a number of various projects. First, we have been exploring the overall acceptability and knowledge of the Stepped-Care Model for depression treatment. Projects within this line of research have included sampling oncology patients from the MD Anderson Cancer Center, and both physicians and patients from a number of primary care sites, including Rowan's School of Osteopathic Medicine. Second, we continue to examine the benefits of self-help approaches for depressive symptoms by examining the effectiveness and the use of mobile applications through consumer self-report and structured interview. Third, we continue to examine the relationship between mindfulness and social problem solving, specifically the predictive value of the facets of mindfulness on adaptive and maladaptive approaches to social problem solving and the relationship to depressive symptoms. Finally, we have collaborated with developers of a cognitive behavioral and acceptance and commitment therapies-based peer treatment group to examine the efficacy of reducing social anxiety symptomatology of group members.

<i>Doctoral Student</i>	<i>Master's Students</i>	<i>Undergraduate Students</i>
Krista Herbert, MA	Juliana D'Onofrio, BA Nicole Romanelli, BA Kristen Merchant, BA	Courtney MacKay Jane Akeret Alexandria Quinto Helen Cardoso Bryan Stites

.....
Dr. Gerald Hough

My lab investigates two phenomena using bird species models: age-related declines in memory, and geographic variation in language. Learning and memory requires a key brain area, the hippocampus (Hp), which deteriorates with age. We have found that birds perceive the world in a primate-like fashion, and are investigating age-related changes in spatial and working memory using a homing pigeon model. In addition, my lab investigates dialect formation in bird language and well as the effects of human disturbance on an environmentally-sensitive songbird species (seaside sparrow).

<i>Undergraduate Students</i>
Jared Richards Christopher Knapp

.....
Dr. MaryLouise Kerwin & Dr. Michelle Ennis Soreth

Center for Behavior Analysis

At the Center for Behavior Analysis at Rowan University, Drs. Kerwin and Soreth conduct a variety of collaborative research projects that have in common the use of behavioral principles as the basis for understanding and managing/treating behavior. Research projects focus on parent-implemented interventions, behavioral interventions for children with autism, and assessment and treatment of gastrointestinal and feeding problems in children.

<i>Doctoral Student</i>	<i>Master's Students</i>	<i>Post-bac / Post-grad</i>	<i>Undergraduate Students</i>
Emily Connovich	Victor Chin	Shannon Caldwell	Emily Banks
	Jodie Justice	Noelle Green	Erica Parker
	Brielle Spangenberg		Mollie Rubenstein
	Victoria Hurley		Abigail Karper
	Alexis Strube		Maria Vasquez
	Amanda Kagel		Marisa Klemowitz
	Jacqueline Logan		Andinase Rubertone
	Jessica Flaherty		Gabrielle Wilkins
	Michele Hunter		David Pressley
	Kristen Thomsen		Bettina Soistmann
			Carly Johnson
			Larissa Anndeherz
			Haley Mohrman

.....
Dr. Kimberly C. Kirby

This lab focuses on research developing family-based treatment for substance use disorders and on using technology to disseminate efficacious treatments based on the principles of behavior analysis. Current projects focus on developing and evaluating the efficacy of a web-based training program for parents, evaluating a mobile application to motivate and assist patients in treatment for substance use disorders, and in studying the social media use of patients in substance abuse treatment as a method to discover predictors of relapse.

<i>Graduate Student</i>	<i>Undergraduate Students</i>
Jessica Flinn	Sarah Howard
Jessica Donlan	
Sarah Springer	
Natalie Torres	
Julie Weiss	
<i>Research Coordinator</i>	
Elena Bresani	

.....
Dr. Valerie LaMastro

GROW (Growth, Resilience, and Optimism at Work) Lab

There are two major research areas currently active within the GROW laboratory. One focuses on Perceived Organizational Support (POS), which is defined as the degree to which an individual feels valued and supported by and within their organization. We will be examining the formation of POS in different occupational groups, and the degree to which certain variables impact upon its development. Additionally, we will be examining POS within a higher education context, exploring the factors that contribute to a feeling of being supported by one's educational institution and how that might relate to school and workplace behaviors and GRIT, which is defined as passion and perseverance.

<i>Undergraduate Students</i>	
Alaina Giovanni	Maria Valladares
Jillian Hensley	Kevin-Scott van Vlijmen
Gabrielle LaMastro	Daniel Wolf
Thomas O'Kane	

.....
Dr. Bethany Raiff

The aim of this lab is to use technology to overcome barriers to implementing powerful, evidence-based interventions, such as contingency management, to promote healthy behavior, such as smoking abstinence, diabetes management, weight control, and physical activity. Contingency management consists of delivering incentives (e.g., money) to individuals contingent on objective evidence of meeting behavior change goals. We are currently in the process of developing two videogames where smokers will be able to earn videogame-based incentives, rather than monetary incentives, contingent on objective evidence of smoking abstinence to address the issue of cost, acceptability, and sustainability.

Graduate Students		Undergraduate Students
Andrew Abdallah	Matthew Lasoski	Connor Burrows
Jeffery Dolin	Nicholas Ma	Kyle Chudzkinski
Maureen Kelly	Javid Rahaman	Korin Langton
Sarah Krchnavek	Nefertiti Victor	Athanasia Moore

Student Recognition Awards

Excellence in Psychology (Medallion)

This medallion, sponsored by the Psychology Department, is presented to an outstanding Psychology major who exhibits excellence in academics, scholarly achievement, service and leadership. This year's award recipient is **Kaitlyn Bleiweiss**.

Dean's Senior Recognition Award

The Dean's Senior Recognition Award (Psychology) goes to one graduating senior psychology major who exemplifies the best and brightest of our department. This year's award recipient is **Andrew Gerber**.

Corann Okorodudu Outstanding Contribution to Service in Psychology Award

This service award is named in honor of Corann Okorodudu, a professor in the psychology department for 43 years and coordinator of the Africana Studies program. Through her international work with the United Nations, Dr. Okorodudu spent her career advocating for women's mental health rights. This award is given to a graduating psychology student that made an outstanding contribution to psychology through excellence in service to the department, university, and wider community. This year's award recipient is **Ebru Dugme**.

Outstanding Contribution by an Underclassman Award

This award is given to a psychology student who demonstrates outstanding promise in psychology. The award is based on the student's academic performance and contribution to service and research activities of the department. Individuals who receive the award are nominated by the faculty and selected based on the faculty's agreement that this student has the skills, motivation, and knowledge to be successful in the field. This year's award recipient is **Emmanuel Alvarez**.

Eleanor Gaer Student Research Award

Dr. Gaer was a consummate researcher who prided herself on the advisement and mentorship of students, especially in the area of research. The Eleanor Gaer Student Research Award was created in 2014 to honor and recognize Dr. Gaer's 42 years of outstanding service and commitment to the students within the Department of Psychology. This \$500 award is presented to an undergraduate or graduate student conducting independent research in the area of social psychology, cognitive psychology, psycholinguistics, or forensic psychology. These funds can be used to support a student research project either by assisting with travel funding, providing support for data collection or assisting with other aspects of the research process. This year's award recipient is **Ebru Dugme**.

Specialization for Behavioral Services: Underclassman Student Research Award

This award is given to one freshman, sophomore, or junior Psychology student who has demonstrated exceptional achievement with research related to the field of Behavior Analysis and was selected by the faculty in the Applied Behavior Analysis program. This year's award recipient is **Sarah Howard**.

Specialization for Behavioral Services: Upperclassman Student Research Award

This award is given to one senior Psychology student who has demonstrated exceptional achievement with research related to the field of Behavior Analysis and was selected by the faculty in the Applied Behavior Analysis program. This year's award recipient is **Erica Parker**.

MA in ABA First Year Graduate Student Research Award

This award is given to one first-year Master of Arts student in the ABA program who has demonstrated exceptional achievement with research related to the field of Behavior Analysis and was selected by the faculty in the Applied Behavior Analysis program. This year's recipient is **Nefertiti Victor**.

MA in ABA Second Year Graduate Student Research Award

This award is given to one second-year Master of Arts student in the ABA program who has demonstrated exceptional achievement with research related to the field of Behavior Analysis and was selected by the faculty in the Applied Behavior Analysis program. This year's recipient is **Matthew Lasoski**.

Professional Leadership Award in the Clinical Mental Health Counseling Program

This award is given to the second-year student who has exemplified professionalism and ethical conduct, both in and out of the classroom. This student has demonstrated strong clinical skills and sound clinical judgment and has served as a leader to peers in demonstrating the professional and ethical codes of the counseling community. This year's award recipient is **Adam O'Donnell**.

Excellence in Research Award in the Clinical Mental Health Counseling Program

This award is given to the second-year student who has demonstrated excellence in the field of counseling research. This student has exhibited a strong working knowledge of the importance of research to the counseling community and has demonstrated advanced research skills in the development of a unique thesis project. This year's award recipient is **Adriana Pennacchi**.

2017 Psi Chi Inductees

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests, and who meet the minimum qualifications. Psi Chi is a member of the [Association of College Honor Societies](#) and is an affiliate of the [American Psychological Association](#) (APA) and the [Association for Psychological Science](#) (APS).

Taylor Bedlivy
Casey Belgio
Arisleidy Blanco
Alexandria Bramante
Kari Brown
Demi Caltabiano
Amanda Caristo
Destinie Cubler
Jenna Fillipoli
Kristina Handy
Breanna Holloway
Sarah Howard
Ryan Janesko
Carly Johnson
Macy Kemble
Rachel Kornmann
Gabrielle LaMastro
Ashley Lesch
Falisha Lormajuste

Carly Murphy
Chantel Nadeau
Thomas O'Kane
Audrey Onorato
Kylie Parish
Israt Retomoni
Jared Richards
Rebecca Russell
Danielle Ryer
Victoria Santiago
Taylor Schnorbus
Kubra Tas
Carol Trimble
Samantha Tuttle
Kathryn Vergis
Breanna Willis
Dan Wolf
Sydney Zulli

President

Dr. Ali Houshmand

Provost

Dr. James Newell

Dean, College of Science and Mathematics

Dr. Karen Magee-Sauer

Department Head, Psychology Department

Dr. MaryLouise Kerwin

Conference Committee

Dr. Lisa Abrams, Chair

Dr. Dawson Dufort

Dr. Michelle Evans-Chase

Dr. Lisa Farkas

Dr. Valerie LaMastro

Dr. Helene Sisti

Special thanks to Brenda Harkins, Dan Dantine, Shelia Stokes, and Ilse Hyde for all that they do for the Psychology Department throughout the year!

Website: <https://academics.rowan.edu/csm/departments/psychology/>

Like us on Facebook: <https://www.facebook.com/RowanPsychology>

Follow us on Twitter: <https://twitter.com/RowanPsych>

Sponsored by

Psychology Department, School Psychology Program, and Psychology Alliance