

42nd Annual
Psychology Research
Conference



Full Program

Rowan University
April 14, 2016

Eynon Ballroom
Chamberlain Student Center

Conference Schedule

9:00	<i>Sex Ed Just Wasn't Enough: Understanding How High School Risk Behaviors Relate to College Women's Risky Sexual Activity</i> Kaitlyn Bleiweiss, Tiffany Marcantonio & Jill Swirsky Advisor: Dr. DJ Angelone
9:20	<i>A Pilot Study Examining the Feasibility of a Smartphone Intervention for Smoking in Schizophrenia</i> Ashley Weaver, Adriana Pennacchi & Sharanjit Pujji Advisors: Dr. Bethany Raiff & Dr. Tom Dinzeo
9:40	<i>Girls these days: The Role of Substance Use in Adolescent Girls' Perpetration of Controlling Behavior With Dating Partners Via Social Networking or Information Technology</i> Rachel Taylor, Christie J. Rizzo, & Tiffany Marcantonio Advisor: Dr. Meredith Joppa
10:00	<i>Telehealth Delivery of Parent-implemented Verbal Behavior Intervention for Children with Autism</i> Jacqueline Eggink & Michele Simon Advisors: Dr. Michelle Soreth & Dr. MaryLou Kerwin
10:20	<i>Does Benevolence Benefit? Understanding the Role of Benevolent Sexism in Predicting Sexual Aggression Among Men</i> Alyssa Shilinsky & Kaitlyn Bleiweiss Advisor: Dr. DJ Angelone
10:40	Break/Poster Setup
11:00	Poster Session I
12:00	Lunch Break
1:00	<i>Effectiveness of Self-Help Material</i> Helen Cardoso & Bryan Stites Advisor: Dr. Jim Haugh
1:20	<i>Traumas, and Traumas, and Traumas...Ob No! The Stories of College Women</i> Maureen Sessa, Jill Swirsky, & Tiffany Marcantonio Advisor: Dr. DJ Angelone
1:40	<i>Factors Influencing Beliefs About Oneself and Others in Undergraduate Students</i> Sharanjit Pujji Advisor: Dr. Tom Dinzeo
2:00	<i>Flip Cup, Beer Pong, Power Hour: Understanding the Role of Pre-Game Drinking Motives with Sexual Assault for American and Spanish Women</i> Kyra Suarez & Tiffany Marcantonio Advisor: Dr. DJ Angelone
2:20	<i>The Relationship Between Mindfulness, Social Problem Solving, and Lifestyle Behaviors</i> Rachel Verdecchio Dr. Jim Haugh
2:40	Break/Poster Setup
3:00	Poster Session II
4:00	Psi Chi Induction & Annual Awards Ceremony

Oral Presentation Abstracts

Title: *Sex Ed Just Wasn't Enough: Understanding How High School Risk Behaviors are Related to College Women's Risky Sexual Activity*

Authors: Kaitlyn Bleiweiss, Tiffany Marcantonio, DJ Angelone, and Jill Swirsky

Student Presenter: Kaitlyn Bleiweiss

Program: BS in Psychological Science

Advisor: Dr. DJ Angelone

IRB#: 2013-009

Abstract: Risky sexual activity tends to increase across time spent in college (Fromme et al., 2008), further elevating the risk of contracting a sexually transmitted infection (CDC, 2012). College women are more likely to develop STI's than adults, making them a high-risk group (Calvert, Bucholz, & Steger-May, 2010). The purpose of this study was to examine high-school risk behaviors that could influence risky sexual activity in college women based on their partner type, a casual or romantic dating partner. Data were collected from 143 college women who completed battery of measures. Two linear regressions were conducted to predict engagement in risky sex for women based on their partner type (romantic partner or casual partner). Four independent factors that have been predictive of risky sex were placed in the models: high school risky sex (condomless sex and sex with multiple partners), victimization, alcohol use, and drug use. For a romantic dating partner, only high school risky sex with a relationship partner ($\beta = .62$) was predictive of current risky sex ($F(4,147)=24.92, p<.001$). High school risky sex with a casual partner ($\beta = .25$) and high school drug use ($\beta = .02$) were predictive of current risky sex with a casual partner ($F(4,147)=20.15, p<.001$). Results are consistent with previous literature with high school risky sexual behaviors predicting current risky behaviors. Drug use was predictive of current risky sex, which may relate to women using substances with new partners they are meeting at college. One limitation of this study was that participants were examined early in their first year of college, and may still be acclimating to the college environment and demands. Future research should examine students longitudinally; including early freshmen year and frequently throughout their four years.

Title: *A Pilot Study Examining the Feasibility of a Smartphone Intervention for Smoking in Schizophrenia*

Authors: Ashley Weaver, Adriana Pennacchi, Sharanjit Pujji, Bethany Raiff, PhD, BCBA-D, Thomas Dinzeo, PhD

Student Presenters: Ashley Weaver, Adriana Pennacchi, & Sharanjit Pujji

Programs: BA in Psychology, MA in Clinical Mental Health Counseling, & BA in Psychology

Advisor: Dr. Bethany Raiff & Dr. Tom Dinzeo

IRB#: Pro2014000129

Abstract: Individuals diagnosed with schizophrenia and related psychotic disorders tend to have a significantly reduced lifespan (i.e., 20 years) compared to the general population (Saha et al., 2007; Laursen et al., 2014). Smoking is strongly implicated in this mortality gap, with over 50% of people diagnosed with schizophrenia engaging in nicotine use compared to the national rate of approximately 17%. Smoking is directly linked to premature mortality related to cardiovascular disease, pulmonary disease, and some forms of cancer (Kelly et al., 2011) and is the most preventable lifestyle factor associated with negative health outcomes (Bobes et al., 2010).

The objective of this pilot study was to examine 1) the rates of nicotine use, 2) the desire to quit smoking, and 3) access to mobile technology (e.g. smartphones) in individuals with psychosis. Information gathered from

this study is being used as the basis for a larger study examining the effectiveness of a smartphone-administered smoking intervention where monetary rewards will be used to incentivize cessation. Data was collected from 51 participants diagnosed with schizophrenia or schizoaffective disorder (18 males, 21 females, 12 with gender not specified) with ages ranging from 25-66 (mean= 44.57, SD= 11.62). The sample of this study consisted of a group of individuals that are currently receiving care at a local outpatient facility. Upon consent, participants were asked to complete a survey that included questions regarding the frequency and duration of current and past smoking behaviors, experience with smartphone usage, and interest in an incentive-based smoking cessation intervention. Participants were then presented with questions involving personal willingness to cease nicotine use.

One third of participants surveyed reported that they owned a smartphone. Additionally, 57% (i.e., 26) reported being current smokers, averaging 19 cigarettes per day (SD=10). Nicotine dependence scores (FTND)^69 fell into the moderate range, with 54% of smokers indicating a desire to quit and 38% of smokers indicating that they would be willing to attempt quitting if provided monetary incentives (participants suggested amounts averaging \$197). Additional analyses will also be discussed. The findings from this pilot study suggests that a smartphone-based intervention using monetary incentives may be an effective strategy for the cessation of smoking in those with schizophrenia and related disorders.

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Title: *Girls these days: The Role of Substance Use in Adolescent Girls' Perpetration of Controlling Behavior with Dating Partners via Social Networking or Information Technology*

Authors: Rachel Taylor, Meredith Joppa, Christie J. Rizzo, & Tiffany Marcantonio

Student Presenter: Rachel Taylor

Program: BA in Psychology

Advisor: Dr. Meredith Joppa

Rhode Island Hospital IRB # 403009

Abstract: Approximately 20% of teenagers experience some form of dating violence (DV) (Shorey, Fite, Choi, Cohen, Stuart, & Temple, 2015). Advances in technology provide a new outlet for teen DV behaviors to occur though the platform of social networking or information technology (SN/IT). SN/IT DV is a vehicle for psychological aggression, with nearly 26% of teenagers reporting being a victim of cyber dating abuse (Zweig, Lachman, Yahner, & Dank, 2014). Prior research has associated physical DV with substance use; however, there is a paucity of research on the relationship between substance use and SN/IT controlling behavior. The goal of this study was to examine the relationship between substance use (alcohol and marijuana) and SN/IT controlling behavior (i.e. checking a partners text messages) in adolescent girls with a history of DV perpetration. Results showed that there was not a significant relationship between lifetime alcohol use and SN/IT controlling behavior perpetration, $\chi^2(1, N=107) = .50, p > .05$. There was a significant relationship between marijuana use and SN/IT controlling behavior perpetration, $\chi^2(1, N=108) = .02, p < .05$, with girls who reported using marijuana engaging in more SN/IT controlling behaviors. In terms of alcohol, the results were incongruent with previous research; it is possible alcohol use is more closely related to physical DV. Our results suggest a relationship between marijuana and SN/IT controlling behaviors. This could be due to the easier accessibility adolescents may to marijuana since it is not government regulated. However, this study did not assess for the frequency of SN/IT use, which could assist in clarifying the discrepancy. Future studies should examine other types of SN/IT behaviors that may be associated with interpersonal DV, as well as using these data to develop preventative intervention.

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Title: *Telehealth Delivery of Parent-implemented Verbal Behavior Intervention for Children with Autism*
Authors: Jacqueline Eggink & Michele Simon

Student Presenters: Jacqueline Eggink & Michele Simon
Program: MA in Applied Behavior Analysis
Advisors: Dr. Michelle Soreth and Dr. MaryLou Kerwin
IRB#: 2015000392

Abstract: The purpose of this study was to evaluate a telehealth delivery model of a parent-implemented intervention for Autism Spectrum Disorder (ASD) based on the science of Applied Behavior Analysis and Skinner's analysis of verbal behavior (ABA/VB). As the demand for effective intervention increases with the rise in ASD, innovative treatment delivery systems are needed. Parent-implemented interventions are a known cost-effective and ecologically valid means of increasing access to evidence-based intervention, but are not reliably incorporated into ABA/VB and may not be readily available. Telehealth technology has the potential to remove barriers to wide-scale dissemination of effective parent-implemented treatment. A multiple baseline across participants design was used to evaluate the preliminary efficacy of a parent-implemented ABA/VB intervention delivered through a web-based videoconferencing platform. Parent training was delivered through in-person coaching and video conferencing software over the course of 10-weeks. Parents were coached in the implementation of verbal acquisition and behavior reduction strategies for 1 hour each week by trained graduate student therapists. Dependent measures included parent implementation fidelity and child language outcomes. Preliminary results indicated that parent implementation improved after treatment was introduced for all 3 parents and were maintained for at least one parent in the video conferencing condition. Rates of manding increased for one child after treatment was introduced. Data collection will be completed no later than November 2015.

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Title: *Does Benevolence Benefit? Understanding the Role of Benevolent Sexism in Predicting Sexual Aggression Among Men*
Authors: Alyssa Shilinsky, D.J. Angelone, & Kaitlyn Bleiweiss

Student Presenter: Alyssa Shilinsky
Program: MA in Clinical Mental Health Counseling
Advisor: Dr. DJ Angelone
IRB#: 2015-029

Abstract: Sexual aggression remains a pervasive problem in our society, with approximately one in five women reporting an unwanted sexual experience (Koss, Gidycz & Wisniewski, 1987). A key construct associated with sexual aggression may be the endorsement of sexist beliefs, which have been conceptualized along two domains: hostile and benevolent (Glick & Fiske, 1996). Hostile sexism can be defined as the endorsement of blatant, negative stereotypes about women, while benevolent sexism can be defined as the endorsement of protective, yet patronizing stereotypes about women (Glick & Fiske, 1996). Hostile sexist beliefs are known to strongly predict engagement in sexual aggression (Malamuth et al., 1995); however, there is a paucity of research examining the influence of benevolent sexism on sexual aggression perpetration. The goal of this study is to explore the relationship between the three subcomponents of benevolent sexism (protective paternalism, gender differentiation, and heterosexual intimacy) on sexual aggression using an established laboratory paradigm (Mitchell, Angelone, Hirschman & Lilly, 2004). Data collection has been completed and we are in the process of analyzing data. The analytic plan involves evaluating the aforementioned three benevolent sexism constructs' predictive utility on sexual aggression perpetration using a linear regression. It is expected that these findings will help assist our understanding of how the specific benevolent sexism constructs affect sexual aggression.

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Title: *Effectiveness of Self-Help Materials*

Authors: *Helen Cardoso, Bryan Stites, & Jim A. Haugh, PhD.*

Student Presenter: Helen Cardoso & Bryan Stites

Program: BS in Psychological Science

Advisors: Dr. Jim Haugh

IRB#: 2013-096

Abstract: Previous literature has supported the efficacy of self-help interventions in controlled settings. However, there is a lack of research on how effective self-help attempts are in the “real world.” This study explored the effectiveness of self-help material as it is commonly used by individuals in the community. Participants were undergraduate and community members who used self-help over the span of one year. Results indicated that regardless of the type or quality of self-help used by participants, the majority of participants reported self-help to be effective with some also reporting ineffective and even harmful results.

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Title: *Traumas, and Traumas, and Traumas, Oh No! The Stories of College Women*

Authors: Maureen Sessa, Jill Swirsky, Tiffany Marcantonio, & DJ Angelone

Student Presenter: Maureen Sessa

Program: BA in Psychology

Advisor: Dr. DJ Angelone

IRB#: 2014-046

Abstract: As many as 85% of individuals report experiencing trauma at some point in their lifetime (Frazier et al., 2009; Smyth et al., 2008). Trauma exposure, specifically in the college population, is related to many negative consequences, such as substance use, emotional and academic issues, and dropping out of college (Banyard & Cantor, 2004; Duncan, 2000; MacFarlane et al., 2009). The current qualitative study is part of a larger project examining women’s responses to their most salient traumatic experience. This project examined 779 undergraduate women’s responses to the question: What traumatic experience did you write about? Two independent reviewers coded responses into 27 categories, and a third reviewer was brought in to obtain 2/3 consensus.

The most commonly reported trauma was sexual assault, with 24% (n=186) of the women reporting an experience. Other reported traumas included general life stress, breakups, police involvement, and stalking or kidnapping. These findings are consistent with quantitative research suggesting that nearly 25% of college women report an experience of sexual assault (Fisher et al., 2000). It is notable that while progress has been made in our society to combat sexual assault, there is much more to be done, as women are still suffering. Given the outcomes of trauma associated with sexual assault, colleges must create and provide stronger treatment, prevention, and educational programs for students. One limitation is that sexual assault was referenced in the questionnaire, perhaps leading women to over-report sexual assault. Future studies should target women of various age groups and examine the process of recovery after trauma.

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Title: *Factors Influencing Beliefs About Oneself and Others in Undergraduate Students*

Authors: Sharanjit Pujji & Tom Dinzeo, PhD

Student Presenter: Sharanjit Pujji

Program: BA in Psychology

Advisors: Dr. Tom Dinzeo

IRB#: Pro2015000430

Abstract: Beliefs underlie our daily interactions, relationships, and assist in our functioning. When belief-related processes become dysfunctional (e.g., thought disorder, delusional ideation), these phenomenon may be associated with a wide range of clinical impairments. Schizophrenia-spectrum disorders often involve impairments in thought processing, communication, and beliefs that may be present on a continuum ranging from sub-clinical (mild) to severe symptoms (Debban et al., 2012). In some instances, delusional beliefs appear to provide individuals with an increased sense of purpose or meaning in life and help manage stress and anxiety (Roberts, 1991). Metacognitive beliefs have been related to errors in knowing if an experience, thought, or memory is internally or externally generated (known as source monitoring; Arguedas et al., 2012). These source monitoring errors occur more often in individuals at-risk for schizophrenia (i.e., high levels of schizotypy, hallucinatory-like experiences) and may lead to beliefs based on false notions (Johnson et al., 1993). In addition, there is some suggestion that an association exists between schizophrenia and physical health conditions that perhaps impacts both physical and mental conditions and disorders (Pedersen et al., 2012; Han et al., 2013).

The current study sought to examine factors (i.e., metacognition, source monitoring, lifestyle and health issues) that could potentially influence the development of a number of problematic (delusional or delusional-like) beliefs. Based on the current literature, we developed three a priori hypotheses. We anticipated that: (1) higher levels of delusional ideation would predict higher levels negative metacognitive beliefs and schizotypy, (2) problematic lifestyle and health behaviors would be related to poor mood/wellbeing, and levels of delusional ideation and other schizophrenia-spectrum symptoms. (3) We also had an exploratory hypothesis where we anticipated relationships between physical symptoms (asthma, obesity, history of diabetes and inflammation) and levels of delusional ideation and other schizophrenia-spectrum symptoms.

Data collection is ongoing with upwards of 250 undergraduate students participating in this study. Participants volunteered for this study and completed an IRB-approved informed consent form before doing the study. The following measures were used to examine beliefs and other factors: Schizotypal Personality Questionnaire-Brief Revised, Peters et al. Delusions Inventory-40, Metacognitions Questionnaire-30, Lifestyle and Habits Questionnaire-Brief Version, a questionnaire related to specific health conditions, Launay-Slade Hallucination Scale, a source monitoring activity, World Health Organization-Spiritual, Religious, Personal Beliefs questionnaire, and the Depression Anxiety and Stress Scale.

Preliminary results are reported in this abstract and additional results will be discussed in the paper presentation. We found support for our first hypothesis, where metacognitive activity and schizotypy significantly predicted delusion-like experiences. There was also strong support for relationships between lifestyle variables and mental health where higher levels of psychological health formed significant negative correlations with stress, anxiety, and depression. Interestingly, higher sense of purpose was positively correlated to expansive and primary delusions. This indicates that certain delusions may actually provide some sort of structure or support to individuals, rather than harming them psychologically, which is consistent with some previous literature and in opposition to others. There was limited support for our third exploratory hypothesis. Health symptoms were not generally associated with schizophrenia-spectrum symptoms. However, health worries were related to schizotypy, mood, and specific delusional-like beliefs. Health worries, including fear or frustration with one's health, were positively correlated to delusions of control, simple delusions, delusions of reference, and other delusions. Such delusions may be prominent in those that

have health worries because of the lack of control one might feel during a health problem. For example, it might reduce anxiety to believe that my health behaviors are imposed on me by an outside agency (i.e., delusions of control) since this reduces the need for me to change difficult behaviors.

The importance of findings from this study could possibly include identifying potential factors that can lead to delusional ideation and predict symptom severity of schizotypy and delusional beliefs. Clinically, information about beliefs might aid in the development of more adaptable and individualized preventative treatments in those at risk for schizophrenia.

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Title: *Flip Cup, Beer Pong, Power Hour: Understanding the Role of Pre-Game Drinking Motives with Sexual Assault for American and Spanish Women*

Authors: Kyra Suarez, Tiffany Marcantonio & D.J. Angelone

Student Presenter: Kyra Suarez

Program: BA in Psychology

Advisor: Dr. DJ Angelone

IRB#: 2012-028

Abstract: Pre-gaming is a common drinking experience for many college students and occurs cross-culturally, with specific attention on Spain and the United States (Begona, et. al., 2012). Pre-gaming is defined as consuming alcohol before attending a social function (e.g. a party, going to the bar) (DeJong, DeRicco, & Schneider, 2010) and can be used as an event in which to binge drink. Binge drinking is associated in women's engagement in pre-gaming behaviors and their motives to drink which put them at an elevated risk of sexual assault while intoxicated (Borsari, Boyle, Hustad, Barnett, Tevyaw & Kahler, 2007). In both Spain and the United States students report pre-gaming, and experiencing negative consequences from their alcohol consumption such as sexual assault (Abbey, Zawacki & Buck, et. al., 2010). Despite the strong relationship between alcohol consumption and sexual assault, there is a paucity of research examining pre-gaming motives role with sexual assault. The purpose of this study was to examine American and Spanish women's pre-gaming motives in relation to their sexual assault experiences.

Participants were 117 U.S. women, mean age 18, and 113 Spanish women, mean age 23, who completed an online survey on pre-game drinking motives (Copper, 1984) and sexual assault experiences (Koss, 1987). Correlational analyses were conducted between experiences of incapacitated sexual assault and three drinking motives: drinking for fun, drinking as a distraction and drinking to ease social anxiety for both American and Spanish women. Drinking for fun ($r = .63$) and drinking as a distraction ($r = .09$) were not significantly associated with sexual assault for American women. Similarly, drinking for fun ($p = .09$) and drinking as a distraction ($p = .16$) were not significantly associated with sexual assault for Spanish women. There was a significant correlation between incapacitated sexual assault and the social anxiety drinking motive for Spanish women ($r(111) = .31, p < .01$). Social anxiety was not correlated with American women's assault experiences ($p = .68$). Speculatively, pre-game drinking motives may not correctly identify American women's motives to pregame which would explain the differing results when compared to Spanish women. Regardless of cultural differences, sexual assault is a pervasive problem in the United States and Spain for college women. Future research should include societal and gender roles differences when observing drinking motives in women.

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Title: *The Relationship Between Mindfulness, Social Problem Solving, and Lifestyle Behaviors*

Authors: Rachel Verdecchio & Jim A. Haugh, PhD.

Student Presenter: Rachel Verdecchio

Program: BA in Psychology

Advisor: Dr. Jim Haugh

IRB#: Pro2015000262

Abstract: Establishment of healthy lifestyle habits in early adulthood is important, as the development of such habits have positive long-term implications for later health habits. In addition, the negative consequences of establishing poor lifestyle habits during this time period have been widely documented (Martinelli, 1999). The current study was a preliminary investigation into the ability of Social Problem Solving (SPS) and Mindfulness (MIND) to predict types of health in a college population. Based on past research we hypothesize Social Problem Solving to be a stronger predictor of Psychological Health (PH) than Health/Exercise (HE) and that MIND would be a stronger predictor of HE than PH. Participants (N=315) were undergraduate students at a public university. Participants completed these measures to evaluate the following factors :mindfulness (MAAS), social problem solving (SPSI-R), and lifestyle behaviors (LHQ-B). Results of our study partially support the notion, SPS and MIND contributed significant variance to the model of PH behaviors and SPS contributed significant variance to HE behaviors. Additionally, there was a significant difference in gender on the HE variable. Examination of the standardized beta weights indicated SPS was a significant predictor of HE and MIND was not a significant predictor of HE.

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Poster Session I Abstracts

Title: *Possibilities of Virtual Contingency Management Interventions*

Authors: Daniel Gillespie, Dishayna Dennis, Athanasia Moore, Matthew Lasoski, & Bethany Raiff

Student Presenters: Daniel Gillespie, Dishayna Dennis, Athanasia Moore, & Matthew Lasoski

Program: BA in Psychology; MA in Applied Behavior Analysis

Advisor: Dr. Bethany Raiff

IRB#: Pro2016000819

Abstract: Up from the Ashes is a video game-based contingency management intervention to help cigarette smokers try a new creative way to quit smoking. Contingency management interventions involve delivering desirable consequences contingent on objective evidence of health behavior, which has been shown to be effective in promoting smoking abstinence. A number of barriers exist that prevent the widespread adoption of contingency management including accessibility, convenience, cost, and sustainability. To address these barriers, we developed a video-game called Up From The Ashes. Up From The Ashes is a post-apocalyptic game where the player rebuilds civilization using resources earned for demonstrating smoking abstinence and for completing mini-games. Up From The Ashes addresses the barriers listed above because it can be played by anyone who has an Internet connection, nationwide, provides video game-based incentives rather than monetary-incentives, and because it has the potential to be extended beyond the traditional 7 - weeks at little to no additional cost. During this research, participants (N = 100), who will be recruited via Facebook and other online forums, will engage in video game quests that they will only be able to complete by earning rewards contingent on video-verified smoking abstinence. Participants will be asked to submit videos using a carbon monoxide (CO) monitor, that the researchers will provide, to record CO levels throughout the 7-week intervention. Using social and group contingencies, participants can work together to gain resources and rewards by remaining abstinent from smoking. Players can also speak within their groups using a chat feature to discuss and help each other by discussing strategies for quitting smoking that have worked for them. Participants will be asked to submit videos using a carbon monoxide (CO) monitor, that the researchers will provide, to record CO levels throughout the 7-week intervention. Failure to submit videos will result in lack of game-based rewards and resources to help the player advance their game, and will also cause a reset in an otherwise escalating schedule of the game-based rewards. Game-based incentives are expected to be feasible, acceptable, and effective in promoting smoking abstinence, and we plan to explore these hypotheses in an upcoming randomized, controlled clinical trial.

Title: *Power and the Five Facet Mindfulness Scale: Positive Relationships with Acting Awareness*

Authors: Josh Fetterman & Louis Guardino

Student Presenter: Louis Guardino

Program: BS in Psychological Science

Advisor: Dr. Josh Fetterman

IRB#: PRO2014000198

Abstract: The present study examines the different ways power can affect mental processes and tests the hypothesis that power and mindfulness are positively associated. Previous research indicates that elevated sense of power contributes to increased cognitive flexibility, and that people who feel more powerful are more successful in goal pursuit. This suggests a link between feelings of power and mindfulness. Mindfulness is the act of focusing on a present point in time and living in the moment. Cognitive flexibility may allow people to better focus on the present moment. Additionally, power and mindfulness have similar effects on goal pursuit. Participants answered questions on the General Power Scale, IPC scale, and the Five Facet Mindfulness Scale. The General Power Scale measures dispositional feelings of power as a unitary construct. The IPC scale measures the extent to which participants feel in control of their own life, controlled by other people, and controlled by chance. The Five Facet Mindfulness Scale measures five separate aspects of mindfulness including observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience. Feelings of power were unrelated to most facets of the Five Facet Mindfulness Scale. However, both the General Power scale and the IPC scale were positively related to the acting with awareness facet. This makes sense given powerful people's greater focus on action and achieving goals. The implications and future research directions of this research will be discussed.

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Title: *Comparing Health Delivery Models for Treatment of Behavioral Disorders in Young Children Identified in Primary Care Pediatric Practice: A Pilot Study*

Authors: Lauren Heller, Kristen Thomsen, Lynne Farbman, Michelle Ennis Soreth, & MaryLouise Kerwin

Student Presenters: Lauren Heller

Program: MA in Applied Behavior Analysis

Advisors: Dr. MaryLouise Kerwin & Dr. Michelle Soreth

IRB#: 2015000457

Abstract: The current pilot study compared the outcomes of four distinct service delivery modalities of Parent-Child Interaction Therapy (PCIT), an evidence-based intervention for externalizing behavior disorders consistent with the principles of behavior analysis. Twenty participants ranging between ages 2 and 8 were recruited from a pediatrician's office. Participants were eligible to take part in the study if they scored a 9 or above on the externalizing behavior section of Pediatric Symptom Checklist. Participants were randomly assigned to receive PCIT sessions either at their home, at the pediatrician's office, in a university setting, or through a web-based video conferencing program. Outcome measures collected at baseline and 3-month follow-up included the Eyberg Child Behavior Inventory (ECBI) completed by the parent, and direct observation of parent behavior in three play conditions with the child. A satisfaction report regarding the study was also completed at the 3-month follow up. Results of the ECBI indicated that there was a significant decrease in the intensity of child problem behavior from baseline to 3-month follow up and a significant decrease in the problem behavior rating dependent on service delivery method. Results of the direct observations indicated an increase in parent skills from baseline to 3-month follow-up.

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Title: *Parent Satisfaction with Two Adjunctive Parent-implemented Interventions for Young Children Diagnosed with Autism*

Authors: Jacqueline Eggink, Bianca Coleman, Michelle Ennis Soreth, & MaryLouise Kerwin

Student Presenter: Jacqueline Eggink

Program: MA in Applied Behavior Analysis

Advisors: Dr. MaryLouise Kerwin & Dr. Michelle Soreth

IRB#: G0520130182

Abstract: Parent-implemented interventions are cost-effective and ecologically valid means of increasing access to evidence-based intervention for children diagnosed with Autism Spectrum Disorder (ASD). Parental satisfaction is critical for treatment fidelity and the subsequent success of parent-implemented interventions. The purpose of this study was to evaluate parent satisfaction with two adjunctive, parent-implemented treatments for ASD, Applied Behavior Analysis/Verbal Behavior Approach (ABA/VB) and Relationship Development Intervention (RDI). Eleven parents received 16 in-home sessions in which they were taught to implement the assigned intervention. Parents were provided with a survey that contained 29 questions using a 5-point Likert scale to evaluate their satisfaction with the intervention and the outcomes for their child. At the end of treatment, parents reported moderate satisfaction with both RDI (range 3.6-4) and ABA/VB (range 2.8-3.8) with parents receiving the ABA/VB intervention reporting slightly lower and more variable ratings. After the 3-month follow-up, parents in the RDI condition reported an increase in satisfaction (range 3.8-4.4) while parents in the ABA/VB condition reported lower ratings than parents in RDI and from the previous assessment with the exception of an increase in use of and speed of learning spontaneous speech. All parents reported that they would recommend the study to other parents.

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Title: *Effects of Experimental Task Demands on Joint Attention and Verbal Behavior Observed during Parent-Child Interactions*
Authors: Victor Chin, Gabrielle Ward, Carley Mason, Michelle Ennis Soreth, MaryLouise Kerwin

Student Presenters: Victor Chin
Program: MA in Applied Behavior Analysis
Advisor: Dr. MaryLouise Kerwin & Dr. Michelle Soreth
IRB#: G0520130182

Abstract: Treatment outcome studies have shown direct observation measures of parent-child interaction can be particularly sensitive to changes in both parent and child behavior following intervention; however, relatively little is known about the effects specific tasks used during the observation have on the sensitivity of detecting behavior change over time. The purpose of this study was to compare the effects of the task demands given to the parents during parent-child interaction on rates of joint attention and verbal behavior emitted by children diagnosed with autism. The task demand conditions included 1) Free Play, 2) a directive to have the child tact at least 6 items (i.e., Tacting), and 3) a directive for the parent and child to play a set of drums together (i.e., Joint Activity). Relatively high rates of child responding to bids for joint attention were occasioned during the free play and joint activity conditions whereas relatively high rates of responding verbally were occasioned during the tacting condition. None of the three conditions evoked high rates of initiating forms of joint attention or verbal behavior. Results suggest that the tasks used during the direct observation of parent-child interaction influence the rates of child behavior and may confound treatment outcomes.

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Title: *Pilot Evaluation of Parent-implemented Interventions for Autism Spectrum Disorder Delivered via a Web-based Videoconferencing Platform*
Authors: Michele Simon & Jacqueline Eggink

Student Presenter: Michele Simon & Jacqueline Eggink
Program: MA in Applied Behavior Analysis
Advisor: Dr. MaryLouise Kerwin & Dr. Michelle Soreth
IRB#: 2015000392

Abstract: Parent-implemented interventions for children with Autism Spectrum Disorder (ASD) have the ability to increase access to effective behavior analytic interventions; however, the necessary training for parents is not readily accessible. Web-based technology has the potential to remove barriers to dissemination of effective parent-implemented treatment. The purpose of this pilot study was to evaluate the web-based delivery of a parent-implemented intervention based on the science of Applied Behavior Analysis and Skinner's analysis of verbal behavior (ABA/VB). Three parent-child dyads were provided with an individualized ABA/VB intervention via a web-based videoconferencing platform. Parents were coached over the course of 10-sessions in the implementation of verbal acquisition strategies for 1 hour each session by trained graduate student therapists. Dependent measures included parent implementation fidelity and child language outcomes. In addition to single-subject data collected during the intervention, pre- and post- data from the Dyadic Parent-Child Interaction Coding System-3rd edition (DPICS-3) including codes for verbal behavior, vocal behavior, and physical behavior will be presented from direct observation of parent-child interactions. Finally, the DPICS-3 outcomes of the ABA/VB intervention will be compared with data from three separate parent-child dyads receiving Parent Child Interaction Therapy (PCIT) via a web-based video conferencing platform.

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Title: *The Relationship Between Schizotypy, Cannabis Use, and Creativity*
Authors: Adelyn Schuenzel, Dr. Thomas Dinzeo, Ph.D, Christina Carter, M.A., & Melissa Charfadi, M.A.

Student Presenter: Adelyn Schuenzel
Program: BA in Psychology
Advisor: Dr. Tom Dinzeo
IRB#: Pro2014000119

Abstract: Schizotypy involves subclinical indicators of risk for schizophrenia-spectrum disorders. As levels of schizotypy increase, individuals are often described as increasingly eccentric and may perceive things differently than those with low levels of schizotypy. Interestingly, individuals with high levels of creativity can oftentimes be described as seeing the world in novel ways and can sometimes be perceived as eccentric. In fact, previous empirical research

suggests a positive relationship between creativity and positive schizotypy traits (Folley, 2005). Contemporary definitions of creativity tend to focus on the underlying individual differences (capacity for divergent thinking, personality traits; Mark, 2006). In addition, there is another variable, i.e., engagement in substance use that appears to be independently related to both increased levels of schizotypy and creativity. Lowe found a link between substance use and creativity, however not causal (1995). Fridberg measured cannabis and personality traits among chronic and non-chronic cannabis users and found chronic-cannabis users presented more positive disorganized symptoms of schizotypy (2010). However, there is little known about the co-existing relationship between all of these phenomena.

The current study examines the relationships between schizotypy, creativity, and cannabis use by replicating previous findings and expanding results to negative schizotypy. We developed several hypotheses based on findings from the empirical literature. First, we expected individuals scoring higher on positive schizotypy traits will demonstrate higher divergent thinking scores than individuals with higher negative schizotypy traits. Second, we hypothesized cannabis users would present higher levels of positive schizotypy. Thirdly, we hypothesized that the interaction between negative schizotypy traits and cannabis use would exhibit lower creativity.

Participants comprised undergraduate students. The sample included forty-four males and eighty-three females with a mean age of 19.69 years (SD: 3.25). Measures for schizotypy included Schizotypal Personality Questionnaire-BF (SPQR-BR; Cohen et al., 2008) and Oxford Liverpool Inventory of Feelings and Experiences (O-LIFE; Mason, Linney, & Carlidge, 2005). Creativity was measured using the Wallach Kogan Creativity Tests (WCKT; Wallach & Kogan, 1965) the Creative Achievement Questionnaire (CAQ; Carson, Peterson, & Higgins, 2005) and the Kaufman Domains of Creativity Scale (K-DOCS; Kaufman, 2012). Substance use was measured using Alcohol, Smoking, and Substance Involvement Screening Test V3.0 (ASSIST V3.0; WHO, 2010).

Pearson bivariate correlations showed significant correlations between creativity and schizotypy. The creativity measure Creative Acts Questionnaire sub domain architectural design, inventions, and scientific discovery had the strongest correlations with schizotypy measures. Regression tests were run to measure how gender, schizotypy traits, and substance use predict levels of creativity. Results were not significant. Therefore, results only supported our first hypothesis. The creative measures showed there is a relationship with schizotypy, specifically positive and disorganized. Our second and third hypotheses were not supported. Of the 127 participants in the study only eighty-six said yes to using cannabis, limiting our results. Future research should examine these variables via a longitudinal study.

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Title: *Mobile Contingency Management with Underserved Smokers: A pilot study*

Authors: Rebecca Eckardt, Jaime Pierce, Rory Campbell, Bethany R. Raiff, BCBA-D

Student Presenter: Rebecca Eckardt & Rory Campbell

Program: BA in Psychology

Advisor: Dr. Bethany Raiff

IRB#: 14-178EX

Abstract: Research shows that contingency management (CM) can promote smoking cessation. However practical limitations, particularly accessibility to treatment among underserved populations, exist. The present study examined the feasibility and preliminary efficacy of using a mobile CM intervention with underserved smokers. Participants used a smartphone app to submit two video samples per day showing the breath CO procedure, and they earned monetary consequences contingent on evidence of abstinence. Recruitment for this study took place in the Emergency Department at Cooper University Hospital, as well as handing out flyers. Recruitment was difficult for this intervention. Overall, there were 65 potential participants for the study. Of that 65, 10 qualified, 34 did not qualify, and 21 never completed the screening process (i.e. no interest). Of the 34 participants who did not qualify, some individuals did not meet the definition of underserved (n=11), others did not own a smartphone (n=8), some did not smoke enough (n=4), while the rest did not qualify for various other reasons (were visiting from out of state, substance abuse, chew tobacco use rather than cigarettes, asthma, no avoidance of smoking in the home environment during the duration of the study, etc.) (n=11). Of the 10 participants who were screened and met the qualifying criteria; six enrolled and four either lost contact. Of the six participants enrolled in the study, one decided not to participate and returned the equipment prior to beginning with the baseline condition, two participants never followed through after intake and were lost to contact, and one participant decided to end on day four of the baseline condition due to life events. Only two participants completed the study, (CED300 and CED800). During the 4-day baseline phase both participants were 100% compliant with their video samples. During the shaping period, CED300 was 100% compliant, while CED800 was 75% compliant. Finally, during the 10-day treatment period, CED300 was again 100% compliant with their samples while CED800 was only

20% compliant. Both participants submitted their lowest CO's during the treatment phase and while they both cut down smoking, neither of them quit. We experienced many difficulties recruiting for this intervention with this particular population. In the future adaptations need to be made to address the unique needs of this population in order to fix some of the obstacles we encountered in recruitment.

Title: *Relationships among Sleep, Emotion Regulation Strategies, and Mental Health Symptoms in College Students*

Authors: Eva Buggy & Betsy Pantescio

Student Presenter: Eva Buggy

Program: BA in Psychology

Advisor: Dr. Betsy Pantescio

IRB#: Pro2014000148

Abstract: According to Cerolini (2015), growing evidence supports an association between sleep quality and emotion regulation strategies. Specifically, a number of studies show that poor sleep may be related to less effective cognitive reappraisal, resulting in higher levels of depression and anxiety. Fewer studies have focused on other emotion regulation strategies such as suppression. This study will examine cross-sectional associations of sleep quality, emotion regulation (cognitive reappraisal and emotional suppression), and negative affect in 187 college students. Approximately half (56%) of the participants were female, and the mean age was 19.3 years. Three hypotheses will be investigated: 1) poor sleep quality will be associated with decreased use of cognitive reappraisal; 2) poor sleep quality will be associated with increased use of emotional suppression; and 3) sleep quality and emotion regulation strategies will interact to predict negative affect. Data will broaden our understanding of how sleep is related to emotion regulation, as well as how sleep contributes to mental health outcomes.

Title: *I'll Do It Myself: Older Adults' Use of Social Support to Manage Multiple Chronic Conditions*

Author: Andrew Gerber

Student Presenter: Andrew Gerber

Program: BS in Psychological Science

Advisor: Dr. Allison R. Heid & Dr. Rachel Pruchno

IRB#: Pro2015000290

Abstract: Multiple chronic conditions (MCCs) are prevalent in older adults, and employing a lifespan perspective to map the onset and progression of these conditions provides a clearer understanding of their development over time. Importantly, access to and use of professional, self, and social supports for MCC sufferers can significantly impact the simultaneous management of these illnesses at all stages of progression. Using 38 semi-structured interviews with older adults (age 55+), this study investigates how the advancement of chronic illnesses impacted participants' use of various supports to manage their MCCs. Findings summarize the degree to which participants utilized external supports, such as those from health professionals, family, and other sources, in addition to the participants' engagement in self-supporting behaviors. In particular, these findings highlight the importance older adults place upon self-help practices to manage conditions on their own, whether in addition to, in place of, or in preference to external supports.

Title: *Preference for Leisure Time and Physical Activity: Survey Development and Pilot Testing*

Authors: Amanda Tessler, Ashley Palamone, Sarah Krchnavek & Bethany Raiff

Student Presenters: Amanda Tessler, Ashley Palamone & Sarah Krchnavek

Program: BA in Psychology—Specialization in Child Behavioral Services; MA in Applied Behavior Analysis

Advisor: Dr. Bethany Raiff

IRB#: pending

Abstract: The purpose of this study is to investigate the relationship between the preferences people have for physical and leisure time activities, and the actual amount of engagement in physical activity. This will be accomplished in two phases. Phase one will be completed through an online preference assessment to see if individuals have a strong preference for physical activity or leisure time, with the hope of identifying physically active and sedentary adults. Phase two will involve bringing in participants who ranked physical activity high (n = 4) and low (n=4) via the online preference assessment, and having them wear activity trackers (e.g., Fitbit) as well as complete an Ecological Momentary Assessment (EMA) weekly to determine if their preferences for physical activity or leisure time on the survey correspond

to their daily lives. The EMA will be completed via cell phone surveys and participants will get text message reminders to take the survey. Participants will then answer questions about what they are doing at the specific moment in time when they are completing the survey. These data will then be cross-analyzed with their activity tracker to see if it correlates with how much physical activity they are doing. Phase two will last for eight weeks and participants will earn monetary incentives for completing EMA surveys and wearing the activity tracker. From phase two, we hope to validate the phase one preference assessment to use in future physical activity research studies. Ultimately, we hope to be able to use the preference assessment survey to identify individuals who do not find physical activity reinforcing so that we can introduce an intervention that might increase the reinforcing quality of physical activity. If physical activity can be established as a reinforcer, we hope that it will lead otherwise sedentary adults to lead healthier, more active lifestyles.

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Title: *Decreased Performance of Old Homing Pigeons (Columbia livia) in Completing a Two-Choice Spatial Cognition Task*
Authors: Jared Richards, Richard Verticelli, Claire Corbett, Camille Elliott, Kathryn Juniewicz & Victoria Livesey

Student Presenters: Jared Richards, Richard Verticelli, Claire Corbett, Camille Elliott, Kathryn Juniewicz & Victoria Livesey

Programs: BA in Psychology; BS in Biological Science; Concentration in Neuroscience

Advisor: Dr. Gerald Hough

IACUC#: 2015-003

Abstract: With the older (65+) human population steadily rising, our understanding of age-related memory decline is becoming increasingly important. Age-related deterioration of the hippocampus is thought to explain, in part, the decline in learning and memory seen in older individuals. To examine possible age-related working memory deterioration in avian spatial cognition, the current study examined spatial working memory capabilities in young and old homing pigeons. Homing pigeons were selected as a model species for the current study due to their ability to navigate across long distances, their visual nature, and their similarity to humans in use of visual cues for spatial memory and navigation. Lesions to the avian hippocampal formation (HF) impair spatial memory and navigation, but the particular relationship between HF-based spatial cognition and aging is not known. Young and old homing pigeons were tested in a spatial working memory task similar to ones used in previous studies. Pigeons searched for food placed at one of two potential locations identified by color cues. Then, after a short (5 min) or long (1 hr) delay, they had to avoid the previously visited location and find food at the location that they did not visit prior to the break in order to correctly complete their task (reward shift). We will compare the proportion of correct trials among old and young pigeons between the short and long trials in order to study our hypothesis that aging decreases spatial cognition in pigeons like other animals. We predict that within both young and old birds, trials with short delays will be correctly completed with more success than trials with long delays. Additionally, we predict that young birds will be more successful than old birds at correctly completing trials with both short and long delays.

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School Psychology Masters' Theses
Advisors: Dr. Roberta Dihoff and Dr. Terri Allen

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Title: *News Outlets in Social Media: Aggressiveness in Comments*

Student Presenter: Leslie Holt

IRB#: Pro2015000612

Abstract: Facebook has played a significant role in society since 2004. Nowadays, most prominent news sources have their own Facebook pages, through which many individuals receive their news. Individuals can comment publicly under any article, thus creating a type of community in which Facebook users can share their opinions and debate with one another. The purpose of this study was to examine specific news source postings on Facebook on October 1, 2015 through October 2, 2015. The study analyzed the first 500 comments under each article posted about the school shooting at Umpqua Community College in Roseburg, Oregon. The study aimed to investigate whether or not there is a correlation of aggressive and non-aggressive comments and the credibility of the news source.

Title: *Community Factors Affecting Truancy*

Student Presenter: Juan Lorenzo

IRB#: 2015000643

Abstract: Truancy has been ongoing issue in the lives of many urban and low-income students. Poor school attendance is one of the earliest indicators of academic failure, delinquency, crime, poverty and etc. Although there are a number of different definitions for truancy, the law consistently states that underage students must attend school. Clearly addressing and combatting truancy is an ongoing issue, especially in our cities. Research has identified many truancy risk indicators and various community factors also appear to impact truancy rates. Additionally, within an urban setting, the availability of public transportation to and from school has also been implicated as a factor in school attendance. The current study examined the relationship between student truancy rates and community factors and the availability of student transportation.

Title: *The Overrepresentation of Hispanics in Special Education Programs in New Jersey*

Student Presenter: Alexandra Chey

IRB#: Pro2015000662

Abstract: The overrepresentation of Hispanics of Special Education programs has been a debate for years now. Overrepresentation happens when the percentage of minority students in special education programs is greater than in the school population as a whole. This study attempts to evaluate the causes and problems of the overrepresentation. There are a number of factors that could explain the disproportionality of this issue. This study identifies multiple factors that shape this problem. One of the factors that could be influencing this issue is poverty and low SES. This paper looks at the lowest SES county in New Jersey vs. the highest SES, based on median household income. The richest county that I look at is called Hunterdon whereas the poorest county is Cumberland County. This article compares the numbers from each of these counties and sees whether this problem will be expected the following year. I computed the percentage of minorities in Special Education Programs based on the percentage attending school in each County as well as what percentage will be expected based on the normal curve. It provides literature on the history of the overrepresentation along with contributing factors to the disproportionality in special education.

Title: *Effects of Extracurricular Activities on Youth in the ASD Population*

Student Presenter: Kristina Munyon

IRB#: Pro2016000867

Abstract: Individuals with Autism Spectrum Disorder (ASD) lack the understanding of appropriate communication and social skills. Considerable research has proven that extracurricular activities boost numerous positive effects academically, emotionally, and behaviorally. Given that participating in extracurricular activities provide such outstanding benefits to overall quality of life, it is important to understand the opportunities presented to youth with ASD. Research suggests that poorer school districts who suffer budget cuts have been forced to reduce funding for extracurricular activities. Furthermore, more affluent school districts are able to seek extracurricular activities through private resources, in addition to their already plentiful selection of programs. This discrepancy puts youth of low-income families at a greater disadvantage.

This study investigated the relationship between the average income of Hunterdon County, Gloucester County, and Cumberland County of New Jersey with the number of extracurricular activities offered to youth with ASD. These counties hold the highest, middle, and lowest average income rates of New Jersey, respectively. The Directors of Special Education of each school district within the three counties (Hunterdon, n=27; Gloucester, n=29; Cumberland, n=19) were contacted in order to collect data regarding program opportunities. Data from the United States Census Bureau was collected to obtain the average income, education level, and the poverty level of Hunterdon, Gloucester, and Cumberland Counties.

Poster Session II Abstracts

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

Authors: Jamie Sullivan, Larisa Lucaci, Shelby Thornton, & Rose Amoroso

Student Presenters: Jamie Sullivan, Larisa Lucaci, Shelby Thornton, & Rose Amoroso

Programs: BS in Psychological Science; BA in Psychology

Advisor: Dr. Dawson Dufort

IRB#: 2015-482

Abstract: There are many factors that can distort an eyewitness account of a given event. The initial perception of events (i.e., the actual experience) fades over time, which may lead to inaccuracies. However, jurors tend to find eyewitness testimony compelling despite the fact that the state under which most eyewitness observed a crime are associated with low identification accuracy. We propose to examine whether or not differing mental and personality states (including depression, anxiety, and identity) affect the accuracy of recall. 300 participants, recruited from Sona, will take part in this study. Participants will be randomly assigned to one of the six conditions (visual silent, visual reading, or audio) and witness condition (witness or co-witness). We expect the results will provide evidence that mental health and personality factors can affect a person recollection of an event and be vulnerable to the suggestion of others.

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Title: *Comparing Standardized Language Assessment Outcomes of Two Adjunctive Parent Interventions for Young Children Diagnosed with Autism*

Authors: Jodie Justice, Bianca Coleman, Michelle Ennis Soreth, & MaryLouise Kerwin

Student Presenter: Jodie Justice

Program: MA in Applied Behavior Analysis

Advisor: Dr. MaryLouise Kerwin & Dr. Michelle Soreth

IRB#: G0520130182

Abstract: The purpose of this pilot study was to compare two parent adjunctive interventions for Autism Spectrum Disorder, Applied Behavior Analysis based on Skinner's Analysis of Verbal Behavior (ABA/VB) and Relationship Development Intervention (RDI), a non-behavior analytic intervention. Ten parents received 16 in-home sessions over 12 weeks in which they were taught to implement the assigned intervention. Standardized assessments were administered at baseline, immediately following the 3-month treatment condition, and a 3-month post-treatment follow-up to evaluate treatment outcomes. Two standardized assessments evaluating language outcomes included the Mullen Scales of Early Learning (MSEL) and the Communication and Symbolic Behavior Scales Developmental Profile (CSBS). For the MSEL, a 2 (condition) x 3(time) ANCOVA found no statistically significant differences given the small sample size, but inspection of the visual data indicated that participants in both the RDI and ABA/VB groups improved performance over time on the Receptive and Expressive Language Subscales. On the CSBS, a 2 (condition) x 3(time) ANCOVA found a statistically significant main effect for time for the Speech Composite ($F(2,7) = 8.62, p = .013$). Children in both groups increased speech over time, with a significant increase from end of treatment to 3-month follow-up for children in ABA/VB group.

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Title: *Inattentional Deafness*

Author: Emily Banks & Sarah Derdock

Student Presenter: Emily Banks & Sarah Derdock

Programs: BA in Psychology; BS in Biological Science; Concentration in Neuroscience

Advisor: Dr. Bonnie Angelone

IRB#: Pro2016000862

Abstract: Many people listen to music while driving and performing various tasks, but there are other auditory stimuli that are important to be aware of from the environment. In the visual domain, separate attentional streams have been proposed in which selective attention on one will alter perceptual awareness of the other. While this phenomenon, termed inattentional blindness, has been extensively studied, its auditory equivalent, inattentional deafness, is just beginning to appear in scientific literature. In this study, participants are instructed to attend to the bass drum in music, and later in the song a higher-pitched unexpected auditory stimulus is presented. It is hypothesized that participants will

be “deaf” to the unexpected but salient sounds that appear within the music due to their attention focused on the low-pitched aspects of the music.

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School Psychology Masters' Theses
Advisors: Dr. Roberta Dihoff and Dr. Terri Allen
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Title: *Do Education and Personal Relationships Reduce the Stigma of Those Labeled?*

Student Presenter: Jessica Rose Johnson
IRB#: Pro2015000660

Abstract: This study will be looking at major labels such as: ADHD, autism spectrum disorders, dyslexia, and speech disabilities. Specifically students will be asked whether they have had experience with peers or family members who have had these specific labels. Then, I will ask questions concerning their perceptions of those who hold these labels to determine if the attitudes and beliefs of the participants were negative, neutral, or positive in nature. We hope to find that those who have more experience with people with these labels would have more positive attitudes and beliefs. This study will help us to understand what can be done to lessen stigma by learning what those who hold more positive views regarding labels have in common.

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Title: *The Impact of Peer Support on Homework Completion*

Student Presenter: Joshua N. Garcia
IRB#: N/A

Abstract: Linked to positive student outcomes such as effective risk prevention and health promotion, decreased problem behavior, and increased likelihood for academic success, climate has become a buzz word in not only elementary and secondary education, but in higher education as well. Colleges and universities have followed the precedent of school climate research and began to explore and unveil characteristics that impact campus climate. The purpose of this study is to investigate student perceptions of campus climate at Rowan University. Specifically, assessing resident status, an identity characteristic previously overlooked in previous climate research. Data collection is ongoing.

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Title: *National Association of School Psychology Approved Programs Applying for Nationally Certified School Psychologist*

Student Presenter: Karly Trovarelli
IRB#: Pro2015000692

Abstract: The purpose of this paper is to examine the decision-making process of graduates of National Association of School Psychology (NASP) approved programs who are eligible for the National Certification of School Psychologists (NCSP). Having graduated from a NASP approved program, graduates have met all prerequisites for the NCSP, but some still choose not to receive the certification. This research centers on the monetary value including the application fee of the certification; applicants have expressed indifference to receiving the NCSP because it will not provide an advantage, monetarily or otherwise, for advancement in their careers. 100 current New Jersey Association of School Psychologists (NJASP) members who have also graduated from NASP approved programs but do not possess the NCSP were surveyed. The data received from the sample is then evaluated against comparable certifications in other career fields including nursing, teaching, counseling, and the American Speech-Hearing-Language Association. The findings indicated that those surveyed decided against receiving their NCSP because the value of the certification has little direct effect on career opportunity, placement, or advancement. The implications of this research suggest that higher application numbers for the NCSP may be possible if NASP approved programs made application for the certification a requirement upon graduation.

Title: *Socioeconomic Status and its Relationship to Educational Resources*

Student Presenter: Christene Sledge

IRB#: Pro2015000647

Abstract: The relationship between socioeconomic status and access to educational resources was examined. According to a national report on school funding, New Jersey rates third in the nation for equality in school funding (Baker, Sciarra and Farrie 2015). Although disparities in school funding are lower than average, students of low socioeconomic status are still at a disadvantage. The ways in which school districts spend their money is affected by the socioeconomic status of the students who attend their schools. Literature was reviewed on the ways in which socioeconomic status has been associated with various health and mental issues that can effect a child's success in school, as well as family and parenting factors that can lead to a child's degree of readiness for the demands of school. Aside from health and family influences, differences were also found in what non-academic services were necessary for schools to provide such as meals, which left less funding available for extra-curricular activities found to improve overall academic performance and a student's motivation for staying in school at the high school level. In this current study, budgets of several New Jersey school districts were examined and compared to the New Jersey Department of Education's district factor grouping scores which represent a school district's socioeconomic status. The outcomes of these relationships and the ways in which they impact students were discussed. Lastly, a brief proposal was put forth on how the state of New Jersey can begin to create more equity in public education through funding considerations.

Baker, B., Sciarra, D., & Farrie, D. (2015). Is School Funding Fair? A National Report Card. Retrieved March 2, 2016, from http://www.schoolfundingfairness.org/National_Report_Card_2015.pdf

Title: *Gender Differences in Bullying and Perceptions of Bullying*

Student Presenter: Melanie Brzezinski

IRB#: Pro2015000594

Abstract: Bullying is a prevalent problem in schools from elementary school on through college. Previous research has shown that the rates of bullying have been on the rise in recent years. High rates of bullying should not be ignored as involvement in bullying can lead to long-lasting, negative effects. To decrease or prevent bullying, anti-bullying methods should consider all potential factors. An important factor in bullying research is the influence of gender on one's overall bullying experience. The purpose of the current study was to determine whether or not there is a difference in the bullying rates and styles used between males and females. Additionally, this study hoped to explore whether there are differences in how participants perceive bullying as a result of their gender. A self-report questionnaire was used to collect data from undergraduate males and females about their high school bullying experiences. Overall, gaining an increased level of awareness into the different styles of bullying used and the perceptions of bullying by males and females may help lead to improved anti-bullying techniques. Data analysis is ongoing, results of which will be discussed.

Title: *The Effects of Social Media Use in Undergraduate Students*

Student Presenter: Tara Heffner

IRB#: Pro2015000620

Abstract: Social media is prevalent in today's society, especially when it comes to our generation. There are many ways in which we gain access to social media, such as through our phones, computers, tablets, etc. During the college years, social media is our way of connecting with new and old friends, developing a social life, networking with potential employers and can also be used for academic purposes. The four types of social media that will be taken into consideration during this study are: Facebook, Twitter, Instagram, and Snap Chat. Although using social media can be beneficial, it can also serve as a distraction from a student's academics as well as their social life. Many previous studies have found that social media use by undergraduate students has lead to a decrease in their GPA (Grade Point Average) as well as their social skills. The purpose of my study is to see how social media use by undergraduate students affects their academics as well as their social life in college. Participants will consist of Rowan Undergraduate students. They will participate via online survey. While data collection is ongoing, we will analyze the findings of 150 participants.

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Title: *Social Media and Self-Esteem*

Student Presenter: Carly Pineiro

IRB#: Pro2015000621

Abstract: Social media is something that is being used globally, every day. Social media is becoming more and more prevalent, especially during this generation. There are many different ways that can people engage in social media. There are a number of different ways to access social media as well. There are millions of different sites people could be using that is considered social media. During the college years, social media is a way to communicate with one another, keep up with old friends, or connect with family that the person may not see while being at school. There are positive and negative outcomes from using anything at a high usage, social media is considered in this study. There have been many studies focusing on this topic. Most of the previous research has supported that high social media use correlates with low self-esteem scores. The purpose of this study is, to see if the results are consistent in undergraduate students. The participants for this study will all be Rowan undergraduate students. Participation for this study will be conducted through an online survey. This study is still ongoing and data collection is in the process. Once all of the data has been collected the results will be analyzed with the findings of 100 participants.

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Title: *Gender Differences in ADHD Diagnosis*

Student Presenter: Anthony Rizzo

IRB#: Pro2015000627

Abstract: There is a great disparity in the amount of males diagnosed with ADHD compared to females. This paper reviews a large collection of literature ranging from the history of the disorder, neurological studies, potential genetic differences between genders, as well as potential gender biases. These topics are all examined with the purpose of trying to determine which effect, if any, they may have had in creating the criteria necessary for a diagnosis and how that relates to each gender. The study examined each individual symptom necessary for an ADHD diagnosis and asked teachers to complete a survey designed to attempt to associate that symptom with a specific gender. Teachers were specifically chosen due to their involvement in the diagnosis of school aged children as they are often required to fill out ADHD rating scales. Data from the study will be analyzed with SPSS. The data collected from the survey will be ran as a Paired Samples T-Test. The results of the test will be analyzed with the intent to uncover if the current symptoms required for a diagnosis make it easier for a male diagnosis or make it harder for a female diagnosis.

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Title: *Student Loan Debt Influence on Graduate Degree Attainment*

Student Presenter: Alicia Clendaniel

IRB#: Pro2015000622

Abstract: Student loan debt is an important topic up for discussion and has become a huge issue affecting multiple dimensions of today's society. Undergraduate students are accruing more debt than ever and recent trends in higher education report a raise in cost of tuition. An array of previous research has focused on various effects of student loans, however, there have been limited studies which look into the effects of accrued student loan debt on graduate degree choices. The purpose of this study was to determine if increased student loan debt influences undergraduate students' intent to pursue a graduate degree. Socioeconomic status, financial support, and college major were also considered. An anonymous survey design was utilized and distributed online using the Rowan University Subject Pool. Data collection is ongoing.

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Title: *An Exploration of Student Anxiety and the Degree of ABA Services*

Student Presenter: Alexis Stavros

IRB#: 2015000576

Abstract: Children diagnosed with Autism may present numerous internalizing and externalizing behaviors. In order to help decrease problematic behaviors and promote positive behaviors, early intervention programs are often put into place. Applied Behavior Analysis (ABA) is a method of intervention based in operant conditioning, and is used to alter socially useful behavior (Kearney, A. 2008). Although ABA can be effective in decreasing problematic behavior, it could be argued that children diagnosed with Autism exhibit a range of symptoms that may be more internalizing in nature, and not particularly responsive to ABA (Herbert, Brandsma, 2002; Fryling, 2011). Research states that 84% of individuals diagnosed with autism experience an anxiety disorder and/or anxious behaviors (Ollendick, Oswald, Scahill & White, 2009). This study aimed to explore the relationship between the level of an Applied Behavior Analysis (ABA) intervention and student anxiety. Data is in the process of being collected. Results will be discussed at the conference.

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Title: *The Effect of the DSM Changes on Autism*

Student Presenter: Paris Newsome

IRB#: Pro2015000695

Abstract: The purpose of this study was to determine if the changes that have been made to the Diagnostic Statistical Manuals over the years have had a major effect on Autism and its prevalence rate. This thesis used publically available data from the Centers for Disease Control and Prevention. Since publically available data was used for this research no demographic or identifiable information about the population was obtained for this study. There are five editions of the Diagnostic Statistical Manual and one revised edition. This study specifically looked at the last three editions of the manual. The 3rd, 4th and 5th edition of the Diagnostic Statistical Manual's Autism criteria was compared to one another distinguishing the differences and similarities of the changes that have been made between them. The prevalence rates were looked at from the time frame of the year an edition was published to the publishing year of the newer edition. Comparing the number of individuals diagnosed over the years in to the changes made in the Diagnostic Statistical Manual's and recording whether these changes had a positive or negative effect on the disorder. This study will help the public and people become more knowledgeable about these changes and how they have effected or impacted the disorder over time.

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Title: *Differences in Interview Responses Provided to Researchers Based on Their Ethnicity*

Student Presenter: Phenice Chapman-Walker

IRB#: pending

Abstract: Although diversity is an issue often discussed in education, a lack of diversity continues to persist within the research sciences. The purpose of this study was to see if there is a difference in how people respond to an ethnic majority researcher in comparison to an ethnic minority researcher. Parents of pre-school aged children participated in a semi-structured interview about their child. An African-American and a Caucasian researcher interviewed a group of parents from different racial backgrounds randomly assigned to either researcher. Each group's interview responses were compared for the quality and quantity of information provided in order to see if there was a difference depending on similarity of ethnicity between parent and researcher.

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Title: *Attention Deficit Hyperactivity Disorder and the Impact on Adults*

Student Presenter: Dana L. Kilroy

IRB#: Pro2015000691

Abstract: The purpose of this thesis study was to see if there was a connection between Attention Deficit Hyperactivity Disorder and going on to attend college. Attention Deficit Hyperactivity Disorder (ADHD) is a disorder commonly diagnosed in children during the developmental years that impedes on their abilities to pay attention and stay still, which could be detrimental in a school setting. Previous research shows that students with ADHD are not going on to attend college and to receive a higher level of education. Adults with ADHD tend to present their symptoms differently than they did when they were children. This thesis study surveyed adults between the ages of 18 and 28, both with and without a diagnosis of ADHD in order to find out if there is a connection. Adults between the ages of 18 and 28 would be part of the generation that was during the time period when ADHD was being diagnosed at a high rate. One-hundred participants participated in this study, having an almost equal number of participants having a diagnosis of ADHD and the other half not having a diagnosis of ADHD. If there is a connection, then there could be ways that schools could prepare their students for the transition to college by implementing treatments to help them better transition.

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Title: *The Effect of Content-Related and Unrelated Break Activities on Test Results*

Student Presenter: Ryan Gentek

IRB#: Pro2015000626

Abstract: Researchers have recently explored using brief breaks to maintain performance during prolonged tasks. The break activity acts as an interruption, proving to avoid vigilance decrements that often plague tasks requiring sustained attention. However, research has yet to fully explore the effect of break activity content on the performance of the primary task. The present study sought to explore the differing effects of two break activities that were respectively similar and different in content to the main task. The present researcher interpreted past studies of task-switching and interruption studies to suggest that the brief similar task should result in greater main-task performance than the brief dissimilar task. 100 participating Rowan students, split among testing sessions of 20 subjects at a time, were randomly divided into two groups based on the break activity they would be assigned: content-related or content-unrelated. The participants were given a 20 minute quantitative reasoning test, followed by either a quantitative reasoning (content-related) or literacy-based (content-unrelated) break activity. After 5 minutes of this activity, participants were given a second 20 minute quantitative reasoning test. Scores of all tests were measured using a two-way ANOVA with repeated measures.

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Title: *Locus of Control, Parents Involvement and College Disability Accommodations*

Student Presenter: Olivia Aquino

IRB#: Pro2015000616

Abstract:

An increasing number of students with learning disabilities are enrolled in college and seek support services under ADA (Americans with Disabilities Act). According to U.S. Department of Education, National Center for Education Statistics (2015), Digest of Education Statistics, 2013 (2015-011), approximately 11% of students report having a disability. However, although more students attending post-secondary education are receiving accommodations and supports, the retention of these students remains a central concern. A student's ability to self-advocate seems to be one key to academic success. Self-determination and self-efficacy factors are frequently cited as essential to successful transition to college. The current study explored the relationship of locus of control, parental involvement, and student openness with regard to their disability.

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Title: *The Effects of Group Cohesion and Experiential Learning Activities on Participation Styles in a College Classroom*

Student Presenter: Elizabeth Shmikler

IRB#:

Abstract: Adventure education is a long standing form of education that has been used both internationally and throughout America more than many initially come to realize. Time and again adventure education has proved to have a diverse range of benefits to its participants. Among those who are familiar with adventure education, it is an extremely beneficial, essential, widely acknowledged, and promoted approach to learning. Not only has past research connected a variety of participation styles to adventure education as well as the formal education classroom, but several recent studies have noted the multitude of benefits that Adventure Education can have on student retention and performance in a college setting. This line of research continues to expand in applying experiential education in formal, college education settings. The purpose of this study is to examine the effects of implementing a group cohesion activity based on the experiential learning model in a college course on student participation styles, and to determine the way experiential education in a classroom setting influences those participation styles. This research collects data on the possibility of a time-efficient intervention influencing classroom participation in a college course. Primary participants were college students in an intermediate psychology course and their instructor. Data is being collected using a mix of quantitative and qualitative techniques and will be analyzed using standard interpretive methods and a paired samples t-test.

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Title: *New Jersey Graduation Rates Amongst Minorities in Different Counties*

Student Presenter: Fatih Kilic

IRB#: Pro2015000736

Abstract: One of the uppermost factors in a family's choice to come to America is living out the American dream. The American dream varies from family to family, but is generally defined as being successful and happy. Recent studies found that the obstacles to obtaining the American Dream are more severe today than ever. Education is vital for a person to find a job that not only gives an individual capital, but also makes the individual happy to wake up every day and go to that job I hypothesize that schools located in higher income counties will have a higher graduation rate amongst students. I also hypothesize that counties with higher average income will have a lower minority student percentage in their highest populated school compared to counties with lower average income. Graduation rates will be obtained from the school report card. County income will be obtained from The United States Census. Limitations of this study will include, but not be limited to students who get their high school degree online, individuals who go back and get their General Education Development degree (GED), and students who have to drop out to support their families or move to a different part of America or the world.

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Faculty Research Descriptions

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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	Sarah Derdock
Connor Burrows	Jessica Orsini
Melissa Clements	

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Dr. D.J. Angelone and 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 (15-22) 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>	
Alyssa Shilinsky	Brianna Beulah	Alex Fish
Ebru Dugme	Kaitlyn Bleiweiss	Maureen Sessa
Melanie Fullard	Tyler Cavarocchi	Kyra Suarez
Eric Gallos	Jamie DeFrancesco	Rachel Taylor
Allison DiMenna	Mariah Duphiney	Emily Wright

Lab Managers: Tiffany Marcantonio & Lisha Amin (in training)

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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 Student</i>	<i>Undergraduate Students</i>	
Adriana Pennacchi	Emmanuel Alvarez	Sherry Pujji
	Jonathan Barrios	Rikki Rosini
	John Coudrai	Erin Ryan
	Summer Dixon	Jamie Sullivan
	Erin Hernandez	Adelyn Schuenzel
	Mike Mungiole	Jessica Walsh

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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>	
Jamie Sullivan	Rikki Rosini
Larisa Lucaci	Monica Reyes
Shelby Thornton	Gabrielle Sclocchini
Amoroso Rose	Jonna Henkel

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Dr. Michelle Evans-Chase

In collaboration with Dr. Betsy Pantesco, we are preparing for a field study of an Internet-based mindfulness meditation intervention with incarcerated girls. We will be conducting a mixed-method study including a randomized controlled trial comparing mindfulness meditation to progressive muscle relaxation on self-regulation, stress, & sleep quality.

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

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Dr. Josh Fetterman

This lab focuses on feelings of power, and the way these feelings affect individuals' thoughts, feelings, behaviors, and motivation. An individual can feel powerful in particular situations (picture managers when they are at work) or power can be conceptualized as a stable aspect of someone's personality (some individuals have a commanding presence in all walks of life). Either way, power seems to have similar effects. Currently we are examining power's relationship with variables such as mindfulness and belief in conspiracy theories, with an eye towards applying our findings in new and innovative ways.

Undergraduate Student

Louis Guardino

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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.

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Dr. Jim A. Haugh

The R.O.A.D. (Research On Anxiety and Depression) team combines the analytical efforts of undergraduate, graduate, and postgraduate individuals under the mentorship of Dr. Jim A. Haugh. Dr. Haugh's research focuses on comprehensively understanding the etiologies and treatments of depressive and anxious symptomatology. This past year, specific research has included three areas of topic. First, the team has examined the predictive value of mindfulness, rumination, and social problem solving on psychological and physical health. Second, the team has considered the effect treatment preference has on clinical outcome while examining what depressive treatments individuals prefer. Finally, the team explored a sample's subjective ratings on how effective self-help is through various deliverables, such as bibliotherapy, Internet websites, and mobile applications.

<i>Graduate Students</i>	<i>Undergraduate Students</i>	
Juliana D'Onofrio	Rachel Verdecchio	Geneva Gerwitz
Nicole Romanelli	Bryan Stites	Lauren Poolton
Kristen Merchant	Helen Cardoso	

Postgraduate: Paige Palumbo

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).

Undergraduate Students

Jared Richards	Richard Verticelli
Claire Corbett	Camille Elliott
Kathryn Juniewicz	Victoria Livesey

Dr. MaryLouise Kerwin

This lab conducts a variety of research projects that have in common the use of behavioral principles as the basis for understanding and managing/treating behavior. Research projects focus on behavioral interventions for parents with drug addiction, behavioral interventions for children with autism, and assessment and treatment of gastrointestinal and feeding problems in children.

<i>Graduate Students</i>	<i>Undergraduate Students</i>	
Lauren Heller	Emily Banks	Bridget Butler
Kristen Thomsen	Amanda Kucevic	Taylor Tapp
Jackie Eggink	Chris Andreas	Erica Orozco
Jodie Justice	Tyler Bishop	James Picioccio
Brielle Spangenberg	Julie Sheehan	Sarah Howard
Lynne Farbman	Laura Agudelo	Alyssa Kinkade
Noel Hoffman	Alexa Piccoli	Erica Parker
Victor Chin	Joelle Schaefer	Justin Vollmin
	Emily Wright	Chelsey Ingram
	Marissa Cohen	Chantel Beckford
	Samantha Thomas	

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>
Gregory Lebed	Sarah Howard
	Alyssa Kinkade
	Victoria Orsimarsi
	Natalie Torres
<i>Research Management & Administration</i>	
Elena Bresani	

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Dr. Betsy Pantesco

Dr. Pantesco investigates relationships among sleep, psychosocial attributes, and risk markers for cardiometabolic disease—such as increased blood pressure and obesity—among young, healthy populations. Particular interests include the role of sleep as a potential mediator of sociodemographic disparities in health, and in how sleep and psychological factors (e.g., depressive symptoms, anxiety) interact within the context of disease risk. Dr. Pantesco also collaborates with Dr. Evans-Chase on a project exploring potential psychosocial correlates and consequences of adverse experiences, such as substance use, moral injury, PTSD, sleep disturbance, negative affect, and ability to self-regulate thoughts and behavior.

Undergraduate Student

Eva Buggy

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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	
Sarah Krchnavek	Brian Nace	Rory Cambell	Korin Langton
Nicole Keys	Javid Rahaman	DiShayna Dennis	Athanasia Moore
Matthew Lasoski		Rebecca Eckardt	Ashley Palamone
Joshua LaForte		Dan Gillespie	Amanda Tesssler
Jaime Pierce		Kaitlin Gaffney	Ashley Weaver

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Dr. Michelle Ennis Soreth

Our lab involves a variety of projects that have the basic principles of behavior at their core. These projects range from the study of basic behavior-environment relations using pigeons as subjects to study risk taking and choice behavior to the investigation of behavioral interventions for children, adolescents, and young adults on the autism spectrum.

Graduate Students

Samantha DeFabrites	Elizabeth Monaghan
Jacqueline Eggink	Danielle Scott
Jennifer Hackney	Brielle Spangenberg
Michele Hunter	Shanell Stefano
Renee Hurff	Gabriele Ward
Victoria Hurley	Racheal Weiner

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Dr. Keiko Stoeckig

Members of the Auditory and Music Perception Lab are engaged in research investigating the cognitive processes by which we perceive, process, and respond to auditory and musical stimuli. We currently are pursuing two ongoing lines of research. The first line involves a preliminary exploration of how specific acoustical characteristics of a speaker’s voice might influence a listener’s attributions about the characteristics of the speaker. For our second line of inquiry, we are exploring the extent to which the cognitive processes involved in reading music are similar to those involved in reading prose.

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Dr. Karyn Tappe

Physical activity is a critical part of a healthy lifestyle, yet fewer than 50% of Americans engage in it regularly enough to reap its benefits. Numerous studies have suggested that while teenagers are often quite active, activity levels decline rapidly during college years. Our lab is conducting observational research to better understand why some college students exercise regularly while others do not. Dr. Tappe is particularly interested in the role of habit formation and how that contributes to life-long healthy behavior practices. In the long run, we would like to help implement infrastructure and programs to encourage a steady level of healthy activity in college, which will benefit students not only physically, but emotionally and cognitively as well.

Student Recognition Awards

Undergraduate Student 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 Sharanjit Pujji.

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 Maureen Sessa.

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 major that made an outstanding contribution to psychology through excellence in service to the department, university, and wider community. This year's award recipient is Korin Langton.

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 Athanasia Moore.

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 Javid Rahaman.

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 Emily Banks.

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 Amanda Tessler.

Graduate Student Awards

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 Victor Chin.

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 Lauren Heller.

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 Juliana D'Onofrio.

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 Noel Hoffman.

2016 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).

Kaitlyn Anstotz
Bianca Becerra
Brianna Beulah
Dariele Blain
Eva Buggy
Mariah Dauphiney
Karlyn DeMaris
Dinesha DeMesa
Sarah Derdock
Lauren DiDonato
Summer Dixon
Julia D'Onofrio
Mykela Edwards
Dina Finch
Tyler Flanagan
Megan Frank
Christine Fuschetti
Andrew Gerber
Kaitlyn Gilmartin
Alaina Giovanni
Rachel Goldstein
Louis Grilli
Emilia Harrall
Alexandra Jones

Alyssa Kinkade
Nicole Kozak
John Magazzu
Denise Malave
Megan McGonigle
Alisha Mickle
Nia Nanton
Kyleigh Nevins
Kelli O'Brien
Lauren Poolton
Kacie Reuther
Rikki Rossini
Helenyi Santiago
Stephanie Schmitt
Desiree Serrano
Brian Stites
Shelby Thornton
Jael Vaquero
Maria Vasquez
Rachel Verdecchio
Alisha Vincent
James Williams
Maegan Willis
Emily Wright