<table>
<thead>
<tr>
<th>Time</th>
<th>Program Schedule</th>
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<tbody>
<tr>
<td>9:00-9:30 am</td>
<td>Registration and Refreshments (Blackington Hall)</td>
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<tr>
<td>9:30-10:15 am</td>
<td>Invited Address (Blackington Hall)</td>
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<tr>
<td></td>
<td>Dr. Jill Cyranowski, Chatham University</td>
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<td></td>
<td><em>Interpersonal Risk Factors and Anxious Depression: Informing Psychotherapy Research and Practice</em></td>
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<tr>
<td>10:15-11:00 am</td>
<td>Research Paper Session (Blackington Hall)</td>
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<td>11:00-11:15 am</td>
<td>Break</td>
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<tr>
<td>11:15-12:15 pm</td>
<td>Research Paper Session (Blackington Hall)</td>
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<td>12:30-1:15 pm</td>
<td>Research Poster Session (Student Union)</td>
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<td>1:30-2:30 pm</td>
<td>Lunch (Cambria Hall, Student Union)</td>
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<td>2:45-4:15 pm</td>
<td>Workshop (Blackington Hall)</td>
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<td></td>
<td><em>The Use of PRIDE Skills during Child-Directed Interaction in Parent-Child Interaction Therapy</em></td>
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<td>Maggie Ruckle, Kayley Morrow, Hannah Coffey, Kelsey Eackles, Corey Lieneman, M.S., Lauren Borduin-Quetsch, M.S., &amp; Cheryl B. McNeil, Ph.D., West Virginia University</td>
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Acknowledgments

The Laurel Mountain Psychological Association, under the auspices of the William Leitenberger Memorial Lecture Fund, for their support.

The UPJ Psychology Club for their help, especially Ms. Joni Gavel.

The Natural Sciences Division at UPJ for their support, especially Dr. Stephanie Jimenez and Dr. Laura J. Dietz

Conference Background and History

The Laurel Highlands Undergraduate Psychology Research conference was founded in 1998. The conference provides a forum for undergraduate students in Psychology programs across the regional area to present their research to fellow students and faculty members. Over the years, we have had many people participate from various institutions and we have had a number of respected figures in the field of Psychology provide keynote addresses for the conference. On the next pages are listed the keynote speakers and participating institutions we have had since our founding.
## Past Speakers

<table>
<thead>
<tr>
<th>Year</th>
<th>Speaker Name</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>1998</td>
<td>Dr. Richard Moreland</td>
<td>University of Pittsburgh</td>
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<td>1999</td>
<td>Dr. David Myers</td>
<td>Hope College</td>
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<td>2000</td>
<td>Dr. Julie Fiez</td>
<td>University of Pittsburgh</td>
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<td>2001</td>
<td>Dr. Edward S. Shapiro</td>
<td>Lehigh University</td>
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<td>2002</td>
<td>Dr. George Spilich</td>
<td>Washington College</td>
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<td>2003</td>
<td>Dr. Clancy Blair</td>
<td>Pennsylvania State University</td>
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<td>2004</td>
<td>Dr. Peggy Fischer</td>
<td>Office of Inspector General, National Science Foundation</td>
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<td>2005</td>
<td>Dr. Kristen Suthers</td>
<td>Johns Hopkins University</td>
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<td>2006</td>
<td>Dr. Irene Frieze</td>
<td>University of Pittsburgh</td>
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<td>2007</td>
<td>Dr. Christopher S. Martin</td>
<td>University of Pittsburgh</td>
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<td>2008</td>
<td>Dr. Nicholas DiFonzo</td>
<td>Rochester Institute of Technology</td>
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<td>2009</td>
<td>Dr. Jessica Everly</td>
<td>University of Pittsburgh at Greensburg</td>
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<td>2010</td>
<td>Dr. Charles Heyser</td>
<td>Franklin and Marshall College</td>
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<td>2011</td>
<td>Dr. Ellen Frank</td>
<td>University of Pittsburgh</td>
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<td>2012</td>
<td>Dr. Stephen Wilson</td>
<td>Pennsylvania State University</td>
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<tr>
<td>2013</td>
<td>Dr. Derek Leben</td>
<td>University of Pittsburgh at Johnstown</td>
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<td>2014</td>
<td>Dr. Stephanie Stilling</td>
<td>University of Pittsburgh at Johnstown</td>
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<td>2015</td>
<td>Dr. Sharon Tkacz</td>
<td>Kent State University, Geauga</td>
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<tr>
<td>2016</td>
<td>Dr. Jennifer Roth</td>
<td>Carlow University</td>
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<tr>
<td>2017</td>
<td>Dr. Amy Herschell</td>
<td>West Virginia University</td>
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<tr>
<td>2018</td>
<td>Dr. Jill Cyranowski</td>
<td>Chatham University</td>
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Past and Present Participating Institutions

California U. of Pennsylvania
Carlow University
Carnegie Mellon University
Chatham University
Dickinson College
Drexel University
Edinboro University
Franciscan University of Steubenville
Franklin and Marshall College
Indiana University of Pennsylvania
Marywood University
Mount Aloysius College
Otterbein College
Penn State U. at Altoona
Penn State U. at Fayette
Penn State U. at University Park
Saint Francis University
Saint Vincent University
Seton Hill University
Shippensburg University
Temple University
Thiel College
U. of Pittsburgh-Bradford
U. of Pittsburgh-Greensburg
U. of Pittsburgh-Johnstown
U. of Pittsburgh-Oakland
University of Charleston
University of Minnesota
Washington and Jefferson College
Waynesburg University
West Liberty State College
West Virginia University
Wilkes University
Research Paper Session (10:15 - 11:00)

Paper #1 (10:15)

Title: The Effect of the Socioemotional Selectivity Theory on Adherence to Physical Therapy Programs in Collegiate Athletes

Author: Alessandra J. Corradi and Miranda J. Reesman

Affiliation: Thiel College

Advisor: Kristel M. Gallagher

Collegiate athletes are potentially exposed to injury with every practice or competition, and when injured physical therapy is an important factor in getting the athlete back to performing post-injury. Adherence to a physical therapy regimen allows athletes to recover quicker and maintain their physical progress. The purpose of this study was to examine the effect of socioemotional selectivity theory on collegiate athlete’s adherence to a physical therapy program. Research was conducted using a posttest-only control group design. The experimental group received materials (pamphlet/bracelet) that were emotion-driven (“Today it HURTS - Tomorrow it WORKS”), while the control group (“Muscle Mobility Moxie”) received materials that were information-driven. The sample included 28 collegiate athletes from two division III institutions. The results showed no significant difference in adherence between the experimental and control groups. Future research should continue to examine tactics to support how athletic trainers approach adherence to physical therapy in collegiate athletes.

Paper #2 (10:30)

Title: The Relationship between the Need for Cognition and the Openness to Experience When Determining the Underlying Stylistic Elements of Music

Author: Michelle Gallagher, Dr. Sara King, and Dr. Marine Moist

Affiliation: St. Francis University

Advisor: Dr. Sara King

Existing research has linked cognition and personality to music preference, but aspects of this relationship have yet to be investigated. This project’s goal is to determine the relationship between cognitive style and preference for one or more of the four musical dimensions: Reflexive and Completive (RC), Energetic & Rhythmic (ER), Intense & Rebellious (IR), Upbeat & Conventional (UC). Two hypothesis were considered: (1) A person’s need for cognition (NFC) will predict their music preferences; (2) The individual’s openness to experience (OTE) will predict with music preference. Specifically, it was hypothesized that (1) high NFC and high OTE should have a stronger relationship with IR, RC and/or RC & IR, while low NFC and OTE should have a greater relationship with ER. The results indicated support for the prediction of high NFC, high OTE and low NFC music preference, but regarding low OTE music preferences.
Paper #3 (10:45)

Title: HIV Prevention Intervention: Using Social Proof Theory to Influence HIV Testing Behavior
Author: Ryan Whelan
Affiliation: Carlow University
Advisor: Dr. Stephanie Wilsey

In the U.S., young men who have sex with men account for a disproportionate percentage of new human immunodeficiency virus (HIV) infections, with 65% of young people having never been tested for HIV. This study randomly assigned participants into a control and experimental group to assess the effectiveness of social proof theory on the desire to test for HIV. Social proof theory argues that individuals are more likely to conform to those within their perceived social group. It is expected that interventions with strong social proof arguments related to HIV testing will be more effective than the control condition, who received no arguments about HIV testing. Participants read a series of four vignettes, then completed a survey assessing intent to test for HIV and reasons behind the decision whether to test. Implications from the study address the extent to which the social proof intervention was successful and for whom.

Paper #4 (11:15)

Title: Extroversion’s Influence on Worship Preference
Author: Jaime Stanny, Matthew Emerson, and Mason Morgan
Affiliation: Waynesburg University
Advisor: Dr. Jenny Jellison

This study investigated whether or not one's introversion/extroversion, as measured by the Meyers-Briggs Type Indicator, influences his/her church service preference (in other words, whether or not one prefers a traditional service vs a contemporary service). Frank (2014, unpublished MA thesis) found a correlation between personality types on the MBTI and how one perceives God (intellectually vs relationally). This led to the hypothesis of the current study, which was that specific types of worship services attract congregants of different personality types. Specifically, given the typical characteristics associated with Extroverts (expressive, sociable, and action-oriented), it was hypothesized that they would show a preference for contemporary services, as these tend to be more interactive, less structured, and tailored to the congregants. Interestingly, while this hypothesis was not supported, there were significant preference differences between Thinkers and Feelers. Possible explanations will be discussed.
Mindful and Activated: Mindfulness Predicts High Levels of Behavioral Activation

Moyo Jacobs, Cameron G. Ford M.S. and Natalie J. Shook, Ph.D.

West Virginia University

Dr. Natalie Shook

Mindfulness refers to present-focused attention with a nonjudgmental perceptive. Because mindfulness is associated with less negativity bias, it was hypothesized that mindfulness would be positively related to behavioral activation, or the frequency in which one engages in pleasant events. Undergraduates (N = 384) completed measures of mindfulness, behavioral activation, and affect. Results demonstrated a positive correlation between mindfulness and behavioral activation. Also, positive affect was positively related to behavioral activation and mindfulness, whereas negative affect was negatively related to behavioral activation and mindfulness. Multiple regression analyses indicated that higher levels of mindfulness predicted higher levels of behavioral activation, even when controlling for positive and negative affect. Therefore, mindfulness seems to be related to higher levels of behavioral activation, independent of positive and negative mood. Findings suggest that clinical interventions utilizing mindfulness might be helpful in activating behavior. Future research might explore whether facets of mindfulness uniquely relate to behavioral activation.

The Effect of Stereotype Threat on Self-Efficacy and General Intelligence Test Scores

Cassandra Zadinski, Kristen Friday, and Brad Gillespie

Waynesburg University

Dr. Jenny Jellison

Stereotype threat (the pressure one feels to NOT live up to the stereotype to which one has been assigned) has been shown to have an effect on women’s math performance (Keller, 2002). In other words, when women hear they will do poorly because they are women, they end up self-sabotaging and do poorly. It is possible that stereotype threat may lower performance by lowering self-efficacy (the belief that you can accomplish a task). Furthermore, it is also possible that gender-relevant stereotype threat may be just as likely in males, though this has never been examined. Therefore, this was the intention of the present study. The hypothesis was that male participants who were presented with false research on the decline in intellectual abilities of their gender would experience a decline in self-efficacy and, subsequently, perform worse on an IQ test. In addition, the effect of the gender of the deliverer of this false information was examined. Changes in self-efficacy and IQ from pre- to post-test were tested for significance and compared between conditions. The hypothesis was not supported.
Title: Conformity to Misinformation Based Upon the Confidence Level of the Communicator
Author: Rae Kotar and Sadie Breon
Affiliation: Waynesburg University
Advisor: Dr. Jenny Jellison

Previous research has found that misinformation given to people following an event (such as someone incorrectly sharing his/her recollection of the event) has an effect on their memory for the event, and that this effect is strengthened by the confidence of the communicator of that misinformation (Thorley & Kumar, 2017). In Thorley and Kumar’s (2017) study, the misinformation was communicated through a written statement. To test the “real world” applicability of this effect, the present study used overheard conversations containing misinformation. The hypothesis was that participants would be more likely to conform to misinformation when it was presented confidently versus less confidently. This hypothesis was not supported.
Research Poster Session (12:30 - 1:15)

Poster #1
Title: Relationship between Cue Preference, Empathy, and Identity Processing Style
Author: Dr. Zachary Pilot and Sarah Baldwin
Affiliation: University of Tampa and University of Pittsburgh at Johnstown

Communication contains linguistic and non-linguistic cues that listeners use to identify the speaker. Non-verbal cues, like tone of voice, have been used to detect deception, stress, and true feelings about oneself and others. The current study examined the role of cognitive empathy and identity processing style in explaining differences in the use of linguistic and non-linguistic cues when determining the relationship between two speakers using only auditory stimuli.

Poster #2
Title: The Relationship between Neuroticism and Authoritarian Personality Traits
Author: Emily Goldyn and Tamara George
Affiliation: Mount Aloysius College
Advisor: Dr. Mary Shuttlesworth

Neuroticism, one of the Big Five personality traits, is characterized by irritability, anger, sadness, and vulnerability. Authoritarian personality is characterized by immaturity, fearfulness, and loneliness. Both constructs have characteristics that are closely related, and the purpose of this study is to determine if there is a relationship between the two in a sample of 50 undergraduate students. Participants completed the Big Five Inventory to measure neuroticism and the Right-Wing Authoritarian Scale to measure authoritarian personality. Researchers predict that higher levels of neuroticism will correlate with higher levels of authoritarian personality traits.

Poster #3
Title: An Interpretation of Conversational Cues
Author: Olivia Burk
Affiliation: University of Pittsburgh at Johnstown
Advisor: Dr. Sharon Bertsch

Research explaining individual differences on the interpretation of non-verbal communication cues was studied based on the role of available attentional resources. Participants enrolled in Introductory Psychology courses at the University of Pittsburgh at Johnstown were assessed using two measures of non-verbal communication. People with lower attentional resources generally used more non-linguistic than linguistic cues on the vocal task and were more accurate in non-verbal communication interpretation for both tasks.
**Poster #4**

Title: The Effects of Meditation on Temperature and Electrodermal Response  
Author: Faith Banca  
Affiliation: Wilkes University  
Advisor: Dr. Robert Bohlander

Meditation has been linked to multiple positive outcomes. MUSE—a device that utilizes neurofeedback—guides the user through meditation with visual and auditory feedback. Parasympathetic nervous system activation when the stress response is decreased, produces temperature increases and skin conductance decreases. It was hypothesized that body temperature would increase and skin conductance decrease during a MUSE session, and that the more successful one’s MUSE performance, the greater these changes should be. No significant difference was found between the MUSE group and a control group that viewed a beach scene. A correlational analysis of MUSE success rate and degree of change in physiological indicators also yielded a non-significant result. However, it was found that the differences between pre- and post-experimental levels of the outcome variables were statistically significant, indicating that calming effects occurred during both experimental conditions. Limitations of the study, as well as future research directions are discussed.

**Poster #5**

Title: Teasing Apart the Effect of Color Liking and Hue on Long-term Memory  
Author: Melissa M. Bauer and Kaitlyn E. Yearick  
Affiliation: Saint Francis University  
Advisor: Dr. Marnie Moist

The purpose of this research was to identify whether type of color or if the liking of a color affects long term memory. Participants were college students aged 18 to 28 who did not have a diagnosis of colorblindness or a form of an illness that resulted in memory impairment. In order to determine whether unobtrusively obtained color preferences enhance memory, the participants were given a list of words in different color of ink including black, and their favorite and least favorite color. Participants memorized and later recorded as many words as they could recall in a one-minute time span. Researchers estimated that individuals will be able to recall both their favorite and least favorite colored words more than words in black ink. This would suggest that color itself is generally more important in facilitating recall than liking of color.
**Poster #6**

**Title:** How Millennials Choose Potential Romantic Partners Based on 5 Factors: A Study on Tinder  
**Author:** Christina Bazzano and Katey Wilson  
**Affiliation:** Washington & Jefferson College  
**Advisor:** Dr. Elizabeth Bennett

This study investigates the app Tinder and how much age, proximity, online biography, responsibility, and image impact whether or not a user swipes right on a potential online interest. 95 male and female participants completed a 12-page paper survey that consisted of male or female pictures and bios of potential romantic partners (based on sexual preference), and indicated whether they would swipe left or right, imitating the Tinder app, and answering a few questions related to the picture/bio. Qualitative data analysis suggests that a user has a better chance of swiping right if all the characteristics listed above are used in a positive light. If one of those characteristics were questionable, the user will try to mediate the internal tension by deciding if that factor is a deal breaker for swiping right on the potential interest.

**Poster #7**

**Title:** How Memorization Is Effected by Social Media  
**Author:** Emily Benfer, Caitlin Feltenberger, and Jestine Lefchick  
**Affiliation:** Saint Francis University  
**Advisor:** Dr. Marnie Moist

A study was conducted where individuals were tested on their memorization skills based on the social media that they looked at. The individuals tested are college students ages 18-22 (freshmen to seniors). Both groups were exposed to a list of words and asked to study them. They were then exposed to the same Facebook page with text and pictures but asked to do a different task involved with it. The results were calculated by the number of words that the individuals recalled after they were exposed to the Facebook page. The results were also calculated by using a 7-point self-rated scale on how much they think that they remembered. The results concluded that our data was significant and the individuals who looked at the pictures and text on the page remembered more than the individuals who had to look at the pictures and text but also reply.
Poster #8

Title: Literature Review of the Effectiveness of Verbal Behavior Therapy for Adolescents Diagnosed with Autism Spectrum Disorder with Language Impairment
Author: Stephanie Biter
Affiliation: Mount Aloysius College
Advisor: Dr. Antoinette Woods

Because of the increases in the incidence and prevalence of individuals diagnosed with Autism Spectrum Disorder (ASD) with Language Impairment, a literature review about the effectiveness of Verbal Behavior Therapy (VBT) for adolescents diagnosed with Autism Spectrum Disorder (ASD) with Language Impairment is essential. VBT as well as ASD with Language Impairment, which clinicians frequently refer to as nonverbal autism, are defined, and the target population of adolescents is also articulated. Subsequently, history, important research findings including advantages and limitations, and modern-day status of the scholarly literature regarding the effectiveness of VBT for adolescents diagnosed with ASD with Language Impairment are reviewed. This literature review concludes with a discussion of the deficiencies in the scholarly literature and future research that is needed.

Poster #9

Title: Test Anxiety Among Student Athletes Versus Non-Student Athletes
Author: Madison L. Blunkosky, Isabella M. Bubb, and Brittney N. Fryer
Affiliation: Saint Francis University
Advisor: Dr. Marnie Moist

The topic under investigation was the possible differences in self-reported test anxiety scores between athletes and non-athletes at Saint Francis University. Our study included X number of participants, both male and female, in their freshman, sophomore, junior, or senior year of undergraduate study at Saint Francis University in Loretto, Pennsylvania. Saint Francis University is a Franciscan, Division I institution with an undergraduate population of 1,745 students. Participants naturally fell into one of two groups, student athletes and non-student athletes. We measured the level of test anxiety on a 0-7 point self-rated scale that participants completed one class prior to taking an exam. Collected results indicated that non-student athletes self-reported higher anxiety levels prior to examinations than student athletes. These results suggest that athletes may be more skilled at coping with test anxiety due to their frequent schedule of physical activity.
Poster #10

Title: Substance Use and Expectations for Substance Use in First- and Continuing-Generation College Students
Author: Ashley Bollman, Nicole Maramonte, and Julie Salisbury
Affiliation: University of Pittsburgh at Johnstown
Advisor: Dr. Laura J. Dietz

The aims of this study were to examine perceived parental permission, frequency and amount of cigarette, alcohol, and marijuana use, and expectations for substance use among first generation college students (n = 74) and continuing generation college students (n = 101). First-generation students were more likely to have parents who permitted smoking in their homes, and were more likely to initiate tobacco use at younger ages than their continuing-generation peers, particularly if their parents were divorced/separated/never married. First-generation students were less likely to talk with their parents about how much they drink compared with continuing-generation students, but there were no differences between the groups in alcohol use. Students from non-intact families endorsed more frequent use of alcohol and higher rates of stress. Interestingly, marijuana usage was highest in continuing-generation students coming from intact families. These students endorsed high rates of positive expectations for marijuana usage, including tension reduction and cognitive enhancement.

Poster #11

Title: Pizza: Old or New?
Author: Meghan Brant, Jessica Nicholson, and Brooke Oldland
Affiliation: The Pennsylvania State University Fayette Campus
Advisor: Dr. Elaine Barry

People tend to prefer fresh food to old food, but college students have a reputation for eating whatever is offered to them as “free.” The current study tested whether college student participants would be more likely to open a pizza box to retrieve pizza if they were told the pizza was “new” versus “old” (in fact, all pizza was delivered fresh ½ hour before the experiment). Preliminary results of the between-subjects design (N=17) found that participants were not more likely to open the box to take a piece of pizza if they were told the pizza was “new” versus “old”; \( X^2 (1, N=16) = 0.08, p>0.05 \). More participants are being tested, but if the results continue to show this pattern that suggests that college students may have rightly earned their reputation as “eating anything that is free.”
Poster #12

Title: Spiritual Transcendence, Religious Fundamentalism, and Well-Being
Author: Alexis A. Bruss, Madison S. Wedge
Affiliation: University of Pittsburgh at Greensburg
Advisor: Dr. Russell Phillips

Previous research has found that religious fundamentalism and spiritual transcendence individually predict psychological well-being but no studies have compared the two predictors. We measured religious fundamentalism with four scales, spiritual transcendence with one. Well-being was measured with the six Ryff well-being subscales, the Sense of Coherence Scale, positive and negative emotions, and optimism. We conducted a forward selection regression to determine the best predictor of each form of well-being. Spiritual Transcendence best accounted for Personal Growth, Positive Relationships, Optimism, and Positive Emotion. Religious fundamentalism as measured by self-perception (1-10) best predicted Life Structure and Mastery of the Environment, and also uniquely predicted Self-Acceptance. Limitations and implications are discussed.

Poster #13

Title: College Students' Perception of Persons with Intellectual Disabilities and Perceptions of College Students with Autism
Author: Andrew Burkett
Affiliation: Indiana University of Pennsylvania
Advisor: Dr. Laura Knight

Attitudes and perceptions towards people with intellectual disabilities (ID) influence their quality of life, education, employment, interactions, and community inclusion (Siperstein, Norins, & Corbin, 2003). The current study examined how typically developing college students perceive people with intellectual disabilities. Students completed a survey measuring attitudes towards intellectual disabilities and developmental disabilities, social desirability, knowledge and exposure to people with developmental disabilities. The study examined the relationship between the measured variables (i.e. quality of contact, quantity of contact, knowledge, and severity of ID) in relation to the attitudes towards people with developmental disabilities. Additionally, students with autism were given a Social Comparison Scale (Allan & Gilbert, 1995), and seven items were selected to examine the perceptions of neighborhood quality and civic participation of students with autism. The study compared the self and community perceptions of students with autism to the perceptions of typically developing college students.
**Poster #14**

Title: Heavy Episodic Drinking (HED) and Emotional Regulation in College Students  
Author: Adrianna Carboni and Megan Torbert  
Affiliation: Shippensburg University  
Advisor: Dr. Robert L. Hale

The purpose of the present study is to determine if a college student’s drinking history (abstaining, social drinking, or heavy episodic drinking—HED) is related to their ability to regulate their emotions, as measured by heart rate variability (HRV). Testing was conducted under baseline and stress challenge (Stroop Test) conditions. HRV was measured using a finger pulse transducer (PowerLab®). Results demonstrated that while HRV was sensitive to the stress challenge manipulation in the present paradigm, effect size analysis suggests that this pattern was not meaningfully affected by the participant’s drinking history. We conclude that emotion regulation is not meaningfully related to a person’s drinking history, at least in a college student population. Thus, a person’s ability to regulate their emotions, at least under the current conditions, does not appear to be a factor in explaining their drinking patterns.

**Poster #15**

Title: Examining the Relationship Between Child Mental Health History and Parental Perceptions of Problem Behaviors in Children  
Author: Kelsey Eackles, Hannah Coffey, Morgan Simpson, Cassandra Drain, Corey Lieneman, Lauren B. Quetsch, Emma Girard, Psy.D. and Cheryl B. McNeil, Ph.D.  
Affiliation: West Virginia University and University of California Riverside, School of Medicine  
Advisor: Dr. Cheryl B. McNeil

Research has shown that comorbid conditions may negatively impact a family’s ability to complete psychological treatment, have positive treatment outcomes, or maintain treatment gains (Reyno & McGrath, 2006; Werba, Eyberg, Boggs, & Algina, 2006). Parent-Child Interaction Therapy (PCIT), which aims to decrease child disruptive behaviors, is one such treatment that occasionally oversees children with multiple mental health concerns (Hembree-Kigin & McNeil, 2010). The current study examined the association between mental health histories and parental perceptions of their child’s behaviors over the course of PCIT by using demographic data and the Child Behavior Checklist (CBCL), a caregiver report of child behavior problems. An independent samples t-test indicated that caregivers whose children had multiple mental health concerns did not report significantly different levels of change on the CBCL during PCIT than those caregivers whose children had one diagnosis, $t(30) = 0.63, p = .53$. Implications for future research are discussed.
Poster #16

Title: Instructions: To Bold or Not to Bold?
Author: Michael Elliott, Johanna Griswold, and Paige Morrow
Affiliation: The Pennsylvania State University Fayette Campus
Advisor: Dr. Elaine Barry

Many people do not take the time to read instructions. Previous studies have shown the effects of different fonts and typefaces on the amount of attention a reader gives to the material. The current study tested whether college student participants would be more likely to follow instructions that appeared in bold font than in regular font. Preliminary results of the between-subjects design (N=16) found that participants were not more likely to follow bolded instructions than instructions that appeared in regular font; \(X^2 (1, N=16) = 1.03, p>0.05\). More participants are being tested, but if the results continue to show this pattern, that suggests that bolded font may not be enough to attract college students’ attention on an extra credit task.

Poster #17

Title: The Relationship between Identity Development and Conscientiousness
Author: Emily Gardner
Affiliation: Mount Aloysius College
Advisor: Dr. Mary Shuttlesworth

Identity is shaped through personality traits, including the Big Five trait of conscientiousness. Identity encompasses an understanding of the self, including a strong and stable definition of the self. Conscientiousness focuses on individual differences in self-control and discipline. This study examined the relationship between identity development and conscientiousness in a sample of 50 undergraduate students. Participants completed the Identity versus Identity Diffusion Scale to measure identity development and the Big Five Inventory to measure conscientiousness. Predicted results should show a positive correlation between identity development and conscientiousness, such that participants with more developed identities should show higher levels of conscientiousness. This study could be further expanded through including more participants from other colleges.
**Poster #18**

**Title:** The Friendship of Assigned Versus Chosen Roommates: Should I Stay or Should I Go Now?

**Author:** Sara Gaskill and Jennifer Morris

**Affiliation:** Washington and Jefferson College

**Advisor:** Dr. Rebecca McDonald

The current study attempted to determine whether having a chosen or an assigned college roommate predicts the formation or dissolution of a friendship, as well as the length of time spent living with the same roommate. Sixty-four participants at Washington and Jefferson College completed the Wiltz Friendship Roommate Scale for past and current roommates. Researchers predicted that roommates who were assigned would be more likely to become friends and continue living together. Results contradicted our prediction, finding roommates who were assigned less likely to be friends than those that were chosen ($t(120) = 7.534, p < .05$) and less likely to continue living together ($X^2=6.24, P<.05$). Results suggest that college students are more likely to enjoy living with roommates they have chosen. Future research is needed to explore variables that may mediate this relationship, such as the process of roommate assignment and the effect of homophile.

**Poster #19**

**Title:** Literature Review of the Efficacy of Cognitive Behavioral Therapy for Children Diagnosed with Autism Spectrum Disorder

**Author:** Jenna Gaunt

**Affiliation:** Mount Aloysius College

**Advisor:** Dr. Antoinette Woods

This review of the scholarly literature considers the efficacy of Cognitive Behavioral Therapy (CBT) for children diagnosed with Autism Spectrum Disorder (ASD). Cognitive Behavioral Therapy, Autism Spectrum Disorder, and the target population are operationally defined for the context of this literature review. Background research such as history, major research contributions, and current scholarly positions regarding the efficacy of Cognitive Behavioral Therapy for children diagnosed with Autism Spectrum Disorder is reviewed. In conclusion, the dearth in the scholarly literature as well as the need for future research pertaining to the efficacy of Cognitive Behavioral Therapy for children diagnosed with Autism Spectrum Disorder is examined.
**Poster #20**

**Title:** Literature Review of the Impact of an IEP upon Elementary Aged Children Diagnosed with ADHD  
**Author:** Brittany Gori  
**Affiliation:** Mount Aloysius College  
**Advisor:** Dr. Antoinette Woods

This literature review explores the existing scholarly literature concerning the impact of an Individualized Education Program (IEP) upon elementary aged children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Initially, I introduce the subjects of IEP and Attention Deficit Hyperactivity Disorder (ADHD), as well as operative explanations for each of the subjects mentioned above, and a discussion of the population, which is elementary aged children. Moreover, I proffer, including but not limited to, background research pertaining to the impact of an IEP upon children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Ultimately, I finish by identifying gaps in the scholarly literature and possible needs for further research.

**Poster #21**

**Title:** Literature Review of the Relationship Between Maternal Absence and Female Adolescent Development  
**Author:** Virginia Hillman  
**Affiliation:** Mount Aloysius College  
**Advisor:** Dr. Antoinette Woods

The present literature review delves into the existing academic literature regarding the relationship between maternal absence and female adolescent development. At first, the topics of maternal absence and female adolescent development are introduced and operationally defined. In addition, the target population of female adolescents is explicated followed by an examination of historical, major, and contemporary contributions to the scholarly literature pertaining to the relationship between maternal absence and female adolescent development, which includes discussion of the advantages and limitations. Finally, this literature review concludes by recognizing and exploring the paucity in the scholarly literature and possible necessities for forthcoming research.
**Poster #22**

Title: Gender and Metacognitive Beliefs About Worry  
Author: Nikita Karulkar and Lauren Hallion  
Affiliation: University of Pittsburgh  
Advisor: Dr. Lauren Hallion

Generalized anxiety disorder (GAD) is characterized by excessive and uncontrollable worry. GAD is twice as common in women compared to men (Wittchen, Zhao, Kessler, & Eaton, 1994). The current study examined gender differences in metacognitive beliefs about worry and their role in predicting worry severity in 168 adults (54% female; $M$ age = 36.97, $SD$ = 12.89) recruited via Amazon’s Mechanical Turk. Metacognitive beliefs about the importance of being in control of one’s thoughts and increased metacognitive awareness about worry were elevated in men compared to women (both $t \geq 1.61$, $p \leq .110$) and mediated the relationship between gender and trait worry (Indirect effect, 95% CI = -4.99–1.45; 0.09–2.26). These findings suggest that there may be gender differences in metacognitive beliefs about worry, and that these differences may help to account for gender differences in worry severity.

**Poster #23**

Title: The Relationship between Neuroticism and Life Satisfaction  
Author: Claire Kirsch and Kristine Martin  
Affiliation: Mount Aloysius College  
Advisor: Dr. Mary Shuttlesworth

Life satisfaction may be related to the personality trait of neuroticism. Life satisfaction is defined as “a global assessment of a person’s quality of life according to his/her chosen criteria” (Diener, Emmons, Larson, & Griffin, 1985). Neuroticism is characterized by negative emotion, emotional lability and anxiety. A sample of 46 undergraduate students were administered the Big Five Inventory to measure neuroticism and the Satisfaction with Life Scale to measure life satisfaction. Researchers in the present study will examine the relationship between neuroticism and life satisfaction, predicting a negative correlation between the two constructs.
Poster #24

Title: Effect of Predictable Stress on Mice Behavior  
Author: Julia F. Kuehn and Shlomit Flaisher-Grinberg  
Affiliation: Saint Francis University  
Advisor: Dr. Shlomit Flaisher-Grinberg

Stress exposure has been demonstrated to affect a variety of physiological and psychological systems, increase susceptibility to illness and inflammation, and contribute to the development of pathological conditions such as depression, anxiety and dementia. However, it is currently unclear if exposure to prenatal or postnatal stress yield differential effects. To test this question, the current project exposed C57BL6/J mice to predictable prenatal and postnatal stress paradigms and evaluated its behavior in adulthood. Pregnant dams were exposed to cold water immersion and removal of bedding for 21 hours every other day, 7 days prior to birth, to simulate prenatal stress. Nursing females were separated from pups for 1 hour/day, 10 days after birth, to simulate postnatal stress. Control females were left undisturbed throughout pregnancy and after birth. Five weeks after the procedure was completed, 7 weeks old female offspring were tested using the open field, elevated plus maze and forced swim test. Results demonstrated a differential effect on behavior in experimental mice compared to control mice. Further research on the effect of prenatal and postnatal stress on behavior will need to be conducted to support and interpret these findings.

Poster #25

Title: Pareidolia and the Watching Eyes Effect: How Much Candy is Taken?  
Author: Mackenzie Lawrence, Jonathan Martin, and Michelle Yezek  
Affiliation: The Pennsylvania State University Fayette Campus  
Advisor: Dr. Elaine Barry

People behave differently if they know they are being watched, even if mere images of eyes are present (the “watching eyes” effect). Pareidolia is the idea that human cognition allows us to perceive faces in inanimate objects with particular spatial arrangements. The current study tested whether a non-human “face” (pareidolia) would have the same effect as “watching eyes.” Images of a human face or a non-human face-like object were placed above a bowl of candy with the instructions “take one.” Results showed that 10 pieces of candy were taken when the human face was displayed above the bowl, and 24 pieces of candy were taken when the nonhuman face was displayed above the bowl, a significant difference: $X^2 (1, 147) = 5.76, p<0.05$. Thus, participants did not behave in the same manner when the human and non-human faces were present, suggesting that the watching eyes effect does not extend to nonhuman faces.
Poster #26

Title: Interteaching: Components Necessary for Effectiveness
Author: Clarissa Nepereny, Catherine Dawson, and Dr. Stephanie Jimenez
Affiliation: University of Pittsburgh at Johnstown
Advisor: Dr. Stephanie Jimenez

Interteaching is a method of teaching where the focus is shifted from passive engagement to active learning through peer discussions and immediate feedback. There are three key components: preparatory guides, peer discussions, and clarifying lectures. Previous studies have not examined which components are necessary and sufficient for students' success. The current study systematically investigated each individual component in a laboratory setting. Participants first took a quiz, then were randomly assigned to one of four conditions (reading only, preparatory guide, discussion or clarifying lecture). Each participant was given a short excerpt to read and returned 1 week later to take the same quiz. Although the results indicated that there were marginally statically significant differences between the four groups, it was found that as components were added, quiz scores increased. The read only group had the lowest difference scores, while the lecture group had the highest. This suggests that in order for interteaching to be successful, it must contain all four elements.

Poster #27

Title: Caffeine Consumption Among Undergraduate Students: Do Students Increase Caffeine Consumption Upon Entering College?
Author: Miranda Reed
Affiliation: Saint Francis University
Advisor: Dr. Shlomit Flaisher-Grinberg

The field of psychopharmacology studies the effects of drugs on the physiological and psychological functioning of human and non-human subjects. Research focusing on the student population, has traditionally investigated the effects of caffeine on student’s sleep, stress and health parameters. It is unclear, however, what are the environmental factors which may predict an increase of caffeine consumption in students. The current project evaluated whether students increase their caffeine consumption upon entering college. A survey was administered to undergraduate students at Saint Francis University. The findings demonstrated that the majority of students indicated that they did increase their caffeine consumption once they entered college. Surprisingly, the majority of students did not use caffeine when an exam was approach, but seemed to rather prefer caffeine as a source of morning energy. These findings could indicate that students during their freshman year are more susceptible to the development of caffeine consumption.
**Poster #28**

Title: Helping Behavior: Do W&J Students Really Have Uncommon Integrity?
Author: Davy Oliverio and Andrea Sharp
Affiliation: Washington & Jefferson College
Advisor: Dr. Mary Shuttlesworth

Our study examined the effects of gender and race on helping behavior at Washington & Jefferson College. More specifically, the area of focus was the main cafeteria, The Commons Dining Room. Evenly dispersed at times of operation, 5 money clips that consisted of $2 and a fake library card were placed discreetly on tables or on the floor. There were 4 versions of the money clips that were created by varying the gender and race of the ID’s. We hypothesized that women would be helped more than men and that the race of the person in need would have no effect on helping behavior. The results supported the hypotheses.

**Poster #29**

Title: A Hugging Dog
Author: Alex Romeo
Affiliation: Saint Francis University
Advisor: Dr. Shlomit Flaisher-Grinberg

The human-animal bond is something that is stronger than people think. The nature and quality of biophilia are believed to be indicative of the level of societal compassion and respect for life and nature, as well as a source of inner peace for the individual (Schaefer, K, 2002). Research has been conducted in the field on how animals can assist those who are struggling to get through everyday life. Our question: if forward chaining along with affection and attention as the only positive reinforcement being used, will result in Athena learning how to “hug”/climb on someone calmly and let them pet and hug her. Athena is a black lab, pitbull mix that is very energetic, intelligent and silly. We used a chair and staircase to see which one she would rather climb on and “hug” an individual. The time of how long she is hugging someone was recorded at the beginning of the moment we determined she began hugging someone. Forward chaining was the guideline to this project. The goal was to get her to come up to someone while they are sitting in a chair or on a staircase, the individual pats their thighs and she knows that that is the signal to climb up on the individual and hug. It was found and hypothesized that Athena will hug an individual longer than a minute if attention and affection are the only reinforcement being used. If she can recognize when to hug someone in a chair, on a staircase and even a couch, could she later on go to rehabilitation centers and hug an individual in a wheelchair? With our results, future projects using “hugging” to see if there is an increase of mood in individual with disabilities or mood disorders.
Poster #30

Title: Literature Review of the Prevalence of Chronic Traumatic Encephalopathy in NFL and NCAA Football Players
Author: Caroline Showalter and Virginia Hillman
Affiliation: Mount Aloysius College
Advisor: Dr. Antoinette Woods

Reviewing the existing scholarly literature regarding the prevalence of Chronic Traumatic Encephalopathy (CTE) in National Football League (NFL) and National Collegiate Athletic Association (NCAA) football players is a noteworthy undertaking. This literature review begins with introductions and operational definitions of Chronic Traumatic Encephalopathy (CTE), as well as NFL and NCAA football players. Explicitly, the history of such enquiries, key investigations including strengths and limitations, as well as present-day research pertaining to the prevalence of Chronic Traumatic Encephalopathy (CTE) in NFL and NCAA football players is put forth. The conclusions acknowledge the lack of scholarly literature as well as the needs ongoing research.

Poster #31

Title: Social Support: How it Affects Academic Stress in College Students
Author: Bethany Sager and Brianna Scott
Affiliation: Saint Francis University
Advisor: Dr. Marnie Moist

Social support is described here as the instrumental, informational, or emotional assistance that friends, family, and significant others provide. This study looked at the effect of social support on academic stress. Using a student survey conducted at a small private university, disclosure of familial and friend support, along with stress levels, were compared. We expect that students with higher social support will report lower levels of academic stress than those with lower social support.

Poster #32

Title: Sequencing Effects on Visual Art
Author: Grant Kristo and Julien Robinet
Affiliation: University of Pittsburgh at Johnstown
Advisor: Dr. John Mullennix

Two experiments examined whether a positive, negative, or neutral prime photograph image could influence the liking rating of a successive, neutral target image. Experiment one had a series of two neutral ‘spacer’ images prior to the prime, with the target photograph following. Experiment two had either a pleasant or unpleasant prime followed by a neutral target. No significant effect of the prime on the target was found in the four photo sequence for experiment one, while experiment two did yield a significant effect of the prime on the target for the two photo sequence.
Poster #33

Title: Literature Review of the Relationship between Undergraduate Majors and Anxiety Disorders in Female Softball Athletes
Author: Nina Shatzer and Stephanie Biter
Affiliation: Mount Aloysius College
Advisor: Dr. Antoinette Woods

Reviewing the scholarly literature and investigating the relationship between undergraduate majors and anxiety disorders in female softball athletes is important research. Operational definitions for undergraduate majors and anxiety disorders are put forth, and discourse about female softball athletes is also presented. Then, the scholarly literature is considered through a historical perspective, prominent research, including advantages and limitations, and present-day research pertaining to the relationship between undergraduate majors and anxiety disorders in female softball athletes. With the above mentioned considered, this literature review concludes by examining the insufficiencies in the academic literature as well as suggesting recommendations for future research studies.

Poster #34

Title: Positive, Negative, and Neutral Presentations in Media: Effects on Opinion Toward Police
Author: Joseph Teeple
Affiliation: Wilkes University
Advisor: Dr. Robert Bohlander

Social Cognitive Theory of Mass Media Influence (Bandura, 2001) suggests that mass media alters thoughts and behaviors through a direct, media-driven pathway or through peer-mediation, in tandem with personal and experiential differences. This supports the notion that intentional negative portrayal of police in the media (e.g., via a media driven “War on Cops”) may harm public perception of the police; the current study examined this possibility. It was hypothesized that participants who read an article biased against police would score lower on a measure of police trust than participants who read a neutral article, who would subsequently score lower than participants who read an article biased in favor of police. Results demonstrated that those who read the article biased against police scored significantly lower than the neutral condition. This lends some credence to the view that a perceived “War on Cops” in the media may influence public opinion of police.
**Poster #35**

**Title:** The Moral Foundations Theory and Religiosity  
**Author:** Elizabeth Giles, Claire Wolfe, and Zoë Zarola  
**Affiliation:** Carlow University  
**Advisor:** Dr. Stephanie Wilsey

This study is testing the Moral Foundations Theory in accordance with religiosity, more specifically, Christianity. The Moral Foundations Theory states that there are several innate psychological systems for determining ethics (moralfoundations.org, 2018). This study also focuses on political affiliation, religious affiliation, education level, and age. The procedure for this study will consist of the Moral Foundations Questionnaire (MFQ) and a comprehensive demographics page which is distributed in the form of a survey. We expect that Christians who are active in their religion will rely on loyalty, authority, and sanctity on the MFQ. Christians in late adulthood will score higher overall on loyalty, authority, and sanctity as compared to Christians in young adulthood. Conservative Christians will score highest on loyalty, authority, and sanctity. Liberal Christians will score moderately on all 5 categories of the MFQ. This study is important because it will help to expand the body of research on the Moral Foundations Theory.

**Workshop (2:45 - 4:15)**

**Title:** The Use of PRIDE Skills During Child-Directed Interaction in Parent-Child Interaction Therapy  
**Author:** Maggie Ruckle, Kayley Morrow, Hannah Coffey, Kelsey Eackles, Corey Lieneman, M.S., Lauren Borduin-Quetsch, M.S. and Cheryl B. McNeil, Ph.D.  
**Affiliation:** West Virginia University

Parent-Child Interaction Therapy (PCIT) is an evidence-based intervention developed by Dr. Sheila Eyberg (1988) shown to decrease severe disruptive behaviors in children ages two to seven years. The course of treatment is divided into two phases: child-directed interaction (CDI) and parent-directed interaction (PDI). CDI strengthens the caregiver-child bond, whereas PDI teaches the caregiver to discipline effectively. In CDI, the caregiver practices PRIDE skills (i.e., praise, reflect, imitate, describe, and enjoy) shown to improve the caregiver-child relationship and increase child compliance even at long-term follow-up (Eyberg et al., 2001). Mastery of the PRIDE skills is beneficial not only for parents and caregivers but for any individual who has contact with children. In the current workshop, attendees will learn and practice PRIDE skills through demonstration, video modeling, and interactive role-play.