41st Annual Psychology Research Conference

Full Program

Rowan University
April 23, 2015

Eynon Ballroom
Chamberlain Student Center
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Oral Presentation Abstracts

Title: Workplace Weight Loss Intervention: Financial Incentives and Social Support in the Long-Term Maintenance of Weight Loss

Student Presenter: Christine Gustavsen
Program: MA in Applied Behavior Analysis
Advisor: Dr. Bethany Raiff
IRB#: 2014-003

Abstract: Obesity in the workplaces is associated with costly consequences such as absenteeism, disability, sick leave, injury and insurance claims. A workplace weight loss intervention study is currently underway at Bancroft Neurohealth to investigate a 16-week weight loss intervention that involves a lottery system, group contingencies, weekly weight measurements and a three and six month post-study weight review. Nine Bancroft employees, classified as overweight, have been assigned to three weight loss teams. Each participant paid an initial $30 deposit that can be earned back contingent on losing 1-3 pounds per week. Additionally, Bancroft matched these contributions, doubling the money participants can earn back contingent on weight loss. Finally, if all participants in a group lose weight, the group is entered in to drawing to win a lottery at the end of the intervention. The goal of the groups is to foster social support that will sustain weight loss after the incentives ends.

Title: Who knew so much was at play? Understanding the factors that influence risky sexual activity in the study abroad environment

Student Presenters: Tiffany Marcantonio & Jill Swirsky
Program: MA in Clinical Mental Health Counseling
Advisor: Dr. DJ Angelone
IRB#: 2014-196

Abstract: College students and travelers both engage in a high frequency of risky sexual activity, which is problematic because of the high risk for contracting sexually transmitted infections (Parks, Lorraine, & Derrick, 2012). A cross section of these high-risk groups is study abroad students, who have been found to engage in risky sexual behaviors while abroad (Hummer, Pedersen, Mirza, & LaBrie, 2010). However, little is known about factors contributing to this behavior abroad. The goal of this study was to examine four factors (sexual sensation seeking, alcohol and sex expectancies, alcohol consumption and previous risky behaviors) that could contribute to risky sex in the abroad environment. The analytic plan involves evaluating the variables predictability of risky sexual experiences abroad with a hierarchal linear regression. It is expected that these findings will help explain what factors predict the engagement in risky sexual activity while study abroad.

Title: The Efficacy of Bibliotherapy for Social Anxiety and Depressive Symptomology

Student Presenter: Paige C. Palumbo
Program: MA in Clinical Mental Health Counseling
Advisor: Dr. Jim Haugh
IRB#: 2014-128

Abstract: In this study, the efficacy of the self-help book The Shyness & Social Anxiety Workbook: Second Edition by Martin M. Antony and Richard P. Swinson (2008) with weekly therapeutic contact will be examined on a college student population from the United States suffering from comorbid social anxiety and depressive symptoms. Despite this self-help book being published in 2008, there are no present studies
conducted on the efficacy of the material with those suffering from comorbid social anxiety and depressive symptomology. It is hypothesized that those in the treatment condition will experience a significant reduction in social anxiety and depressive symptoms over the course of the nine week treatment. In addition, it is hypothesized that these gains will be greater than the gains experienced by individuals in the wait-list control condition.

Title: Evaluating Teacher Stress and its Effect on Negative Student Behavior in an Alternative School

Student Presenter: Kimberly Nizolek
Program: MA in School Psychology
Advisor: Dr. Terri Allen & Dr. Roberta Dihoff
IRB#: 2014-164

Abstract: The purpose of this study was to determine if there is a significant relationship between teacher stress and negative student behavior in the classroom. Teachers and teacher aides who have higher stress levels are predicted to have more negative student behaviors in their classrooms. In this study, teachers and teacher aides working in an alternative middle and high school for classified students diagnosed with behavioral, emotional, and psychiatric disorders were given a Teacher Stress Inventory survey (Fimian, 1988) to record the stress level of each teacher and teacher aide. Data was collected from behavioral write-ups given to students by teachers and teacher aides. Descriptive statistics were performed to determine whether there was a significant correlation between teacher stress and negative student behaviors in the classroom. It is assumed that teachers and teacher aides who reported having a high stress level will have more negative student behaviors in their classrooms.

Title: Academic functioning in 365 college undergraduates across four years: The influence of schizotypy, substance use, and QOL

Student Presenter: Zach Reburn
Program: BA in Psychology
Advisor: Dr. Tom Dinzeo
IRB#: 2010-022

Abstract: High school and college students with higher levels of schizotypy (i.e., risk for psychosis in the spectrum-perspective) typically have greater functional deficits than those with low-schizotypy, especially in the realms of social and academic functioning, and lower overall quality of life. The current study aims to examine how levels of substance use and schizotypy affect both academic functioning and quality of life, using a longitudinal study design. We hypothesized that levels of schizotypy and substance use would be negatively associated with both academic functioning and quality of life. Contrary to our hypothesis, individuals with higher levels of schizotypy generally had better academic functioning (i.e. total GPA, final total credit, graduation rates, hours attempted vs completed ratio) and lower levels of quality of life compared to those with lower levels of schizotypy, while only nicotine usage predicted lower levels of both variables. Additional findings are discussed.

Title: Violent Video Game Effect on Male Sexual Aggression

Student Presenter: Elizabeth Nicole Ealer
Program: MA in Clinical Mental Health Counseling
Advisors: Ms. Alison Gary & Dr. DJ Angelone
IRB#: 2015-001

Abstract: Sexual and nonsexual aggression share underlying causes and should be studied as related behaviors. Violent video games have been examined in the literature on nonsexual aggression, but not sexual
aggression. Violent video games are consistently associated with later nonsexual aggressive behavior, thus, this research investigates if a link exists between violent video games and sexual aggression. Utilizing a laboratory paradigm, we investigate the effects of video game play on male sexual aggression. Participants are randomly assigned to play 15 minutes of Grand Theft Auto V (experimental group) or Tetris Evolution (control group). After game play, the participant is given 10 sexually aggressive jokes, and can tell 0-10 of the jokes to a female confederate. Number of jokes told is the dependent variable of sexual aggression. Data collection is in progress, but the analytic plan includes a hierarchical multiple regression to examine the predictive value of the game play on jokes told.

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**Title:** Examining the Effectiveness of Fitbit Challenges to Increase Physical Activity

**Student Presenter:** Lindsay Carfagno & Jasmyne Jardot  
**Program:** BA in Psychology  
**Advisor:** Dr. Bethany Raiff  
**IRB#:** 2015-278

**Abstract:** Physical activity is critical to maintaining a healthy lifestyle. Sedentary behavior is associated with many undesirable health concerns such as cardiovascular disease, type-2 diabetes, cancer, obesity, etc. The current study seeks to examine the effectiveness of Fitbit Challenges to increase the physical activity of sedentary adults. The challenges can be viewed as a type of gamification, which consists of turning ordinary tasks into gaming experiences, with the goal to increase motivation and enjoyment, while supporting engagement in the task (Koivisto & Hamari, 2014). Twelve participants were enrolled in this reversal design study consisting of a two week baseline, followed by a one week challenge, then a second two week baseline, and ending with a final week of challenge. In this ongoing study, we predict that the presence of these Fitbit challenges will encourage participants to reach, and possibly exceed, their daily goals of 10,000 steps (per day).

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**Title:** The Relationship between Cognitive Inhibition, Mental Illness, and Creativity

**Student Presenter:** Christina Carter  
**Program:** MA in Clinical Mental Health Counseling  
**Advisors:** Dr. Tom Dinzeo & Dr. Richard Hass  
**IRB#:** 2014-119

**Abstract:** Recent research has proposed a link between creative thinking and the novel thought processes often seen in the schizophrenia and bipolar spectrum conditions (Nettle, 2006; Andreasen, 1987). The current study explores how symptom severity in these two spectrum conditions relates to performance on a creativity task. We anticipate that an inverted-U shape relationship will exist where mild to moderate symptoms are related to higher levels of creativity (Richards et al., 1988). However, we will also be examining the influence of a third variable, cognitive inhibition, which may act as a moderator between illness and creativity. Reduced cognitive inhibition is associated with greater associative connections that enter into conscious awareness (Green & Williams, 1999). While data collection is ongoing, we will report on the findings of over 100 participants. This research will contribute to a growing literature that seeks to illuminate the mechanisms underlying the creativity-illness link.

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**Title:** Pediatric Research in Service Models

**Student Presenter:** Kristen Thomsen & Lauren Heller  
**Program:** MA in Applied Behavior Analysis  
**Advisor:** Dr. MaryLou Kerwin  
**IRB#:** 2014-192
Abstract: The current study is a pilot study examining the effects of Parent-Child Interaction Therapy (PCIT) through different service delivery models. PCIT is an evidence-based parent training that involves two treatment phases: child-directed interaction (CDI) and parent-directed interaction (PDI). The participants ranging between the ages of 2 and 8 were recruited from a pediatrician’s office. Participants were randomly assigned to receive PCIT sessions either at their home, at the pediatrician’s office, at Rowan University, or through a web-based video. Outcome measures collected at baseline, 3-month, and 6-month follow-up are standardized instruments completed by parent and direct observation in the following conditions: child leading play, parent leaning play, and child clean up. This presentation will focus on the lessons learned in conducting this study from the perspective of the therapist.

Title: How Sexism Mediates the Relationship between Gender and Rape Myth Acceptance

Student Presenter: Caroline K. Feinberg
Program: MA in Clinical Mental Health Counseling
Advisor: Dr. DJ Angelone
IRB#: 2012-153

Abstract: An estimated 25% of college women experience a completed or attempted rape, and approximately 84% of rapes are not reported. The present study focuses on how ambivalent sexist belief structures mediate the relationship between gender and rape myth acceptance. We hypothesized that the four constructs of ambivalent sexism would mediate the relationship between gender and rape myth acceptance (RMA). Participants were 626 college students (51% male) who completed the Ambivalent Sexism Inventory and the Illinois Rape Myth Acceptance Scale. Mediation analyses were tested using the bootstrapping method with bias-corrected confidence estimates. Hostile sexism, protective paternalism, and complementary gender differentiation mediated the relationship between gender and RMA, suggesting that sexist beliefs held by both men and women are important for understanding the support of rape myths and the difficulties in reporting rape. Future research should further explore this link.

Title: Aggression, Impulsivity, and Symptom Severity: An Examination of Risk Factors for Violent Behaviors

Student Presenter: Melissa Charfadi
Program: MA in Clinical Mental Health Counseling
Advisor: Dr. Tom Dinzeo
IRB#: 2014-119

Abstract: Although aggression, impulsivity, and mental health, are all extensively researched in the literature there has been little to no research examining the link between the three constructs. This study seeks to further explore the relationship between psychopathology, aggression, and impulsivity. Three hypotheses were proposed: 1) involves examining the relationship between severity of psychopathological symptoms and aggression, 2) posits that impulsivity will moderate the relationship between overall symptom severity and aggression, 3) involves exploratory regression models to examine the contribution of specific types of impulsivity in the prediction of specific acts of aggression across BSI symptom groupings. Data was collected using Rowan University undergraduate students that received course credit. The participants completed an in-person battery of measures, including a Stroop task. Data collection is still in progress, but preliminary results and implications will be discussed.

Title: Couples-Based Intervention for Patients with Type 2 Diabetes and their Spouses

Student Presenters: Karen Jung, Lynne Farbman, & Noel Hoffman
Program: MA in Applied Behavior Analysis; MA in Clinical Mental Health Counseling
Advisors: Dr. MaryLou Kerwin & Dr. Bethany Raiff
IRB#: 2014-083
**Abstract:** Type 2 Diabetes (T2D) is a chronic health condition affecting 25.8 million Americans. Although there is evidence that adherence to lifestyle modifications improves outcomes, rates of adherence are low. For married people with T2D, recommended lifestyle modifications may require education and support of the spouse and the patient. This study aimed to investigate whether providing guidance on effective communication, and including the spouse in the medical process, would improve Type 2 diabetes outcomes. In this ongoing study, couples (N=12) were randomly assigned to a 3-month intervention or treatment as usual. We will discuss recruitment and clinical barriers we have encountered in the process, such as time commitment, marital discord, stressful life events, readiness to change, duration of treatment, and compliance to the intervention. Outcomes from this project will provide critical feasibility information that will be used to support a patient-centered (PCORI) grant application.

**Title:** An Elephant Never forgets the Sound of a Hammer: Task Difficulty and Multimodal Search

**Student Presenter:** Alyssa Lompado  
**Program:** BA in Psychology  
**Advisor:** Dr. Bonnie Angelone  
**IRB #:** 2013-014

**Abstract:** Tasks utilizing a pairing of visual and auditory stimuli have had mixed performance results. Anecdotally we find ourselves lowering our music when we’re driving in an unknown area, yet some research suggests that the addition of auditory cues does not always inhibit performance. More interestingly, in visual search tasks specifically, the addition of related natural sounds can actually enhance performance. To investigate the difference between observation and experimentation, our studies combined a visual search task within a display of six Snodgrass objects presented concurrently with a sound that either matched or mismatched the target. Difficulty was also manipulated by varying the cued search category of each trial, as well as the clarity of the image. Results support that deficits in performance with a mismatched sound are more reliant on visual search category which affects the template used for search rather than the perceptual aspects of the display (i.e., image clarity).

**Title:** Assessment Variability among States In Determining Part C Eligibility Criteria

**Student Presenter:** April N. Siktar  
**Program:** MA in School Psychology  
**Advisor:** Dr. Terri Allen & Dr. Roberta Dihoff  
**IRB #:** 2014-158

**Abstract:** Early intervention (EI), known as Part C, is an integral component of providing young children with individualized attention that enriches their development. The EI services are provided to children zero to two years old that are deemed eligible by specific diagnosis, clinical opinion, or based on assessment scores. States have flexibility on which assessments should be used and the qualifications of the examiner. The variations among states and districts can have implications on who is eligible to receive services throughout the country. The purpose of this study is to investigate the assessments and examiner's qualification in each state. The ongoing data that will be collected will be interpreted to answer the following questions: Does the type of assessment used to determine children's eligibility for EI services in each state correlate to the projected number of referred children? Does the difference in the examiner's qualifications have an impact on the number of children in EI?

**Title:** Mindfulness and Its Relationship to Social Problem Solving

**Student Presenter:** Nicole M. Romanelli  
**Program:** BA in Psychology
Advisor: Dr. Jim A. Haugh
IRB#: 2014-062

Abstract: A total of 430 participants were recruited to take an online survey from a population of college students at Rowan University. In the present study the constructs of mindfulness and social problem solving were examined (SPS). It was hypothesized that those who report higher levels of mindfulness will be more likely to utilize the adaptive mechanisms of social problem solving and less likely to utilize maladaptive mechanisms and also exhibit higher levels of problem solving skills outlined in rational problem solving. Multiple regression analysis will be used to if mindfulness significantly predicts adaptive and maladaptive mechanisms of SPS. These results may be important because if a relationship exists between levels of mindfulness and problem solving styles than more research needs to be performed on whether Problem Solving or Mindfulness interventions would be a more effective intervention for poor problem solving skills.

Title: Development & Evaluation of a Parent-implemented ASD Intervention based on Skinner's Analysis of Verbal Behavior
Student Presenter: Moran Amit-Dahan
Program: MA in Applied Behavior Analysis
Advisor: Dr. Michelle Soreth & Dr. MaryLou Kerwin
IRB#: 2013-182

Abstract: Parent-implemented interventions for ASD offer multiple advantages. ABA-based early interventions for autism have not traditionally been designed for parent-implementation. A 16-session adjunctive, parent-implemented treatment for preschool children with ASD based on Skinner’s analysis of verbal behavior (VB) was developed and manualized. The VB Milestones Assessment and Program Placement (VB-MAPP) and Sundberg and Partington’s (1998) Teaching Language to Children with Autism or other Developmental Disabilities were adapted for parent implementation and served as the basis of the treatment manual. Preliminary pilot results indicated that a parent-implemented intervention based on Skinner’s analysis of VB produced gains in VB and decreased levels of problem behavior post-treatment.

Title: Are the Hemispheres Blind? Right and Left Hemisphere Change Detection for Identity and Configuration Information
Student Presenters: Jessica Marcoux & Brian Winiarczyk
Program: BA in Psychology
Advisor: Dr. Bonnie Angelone
IRB#: 2012-009

Abstract: Previous research on hemispheric specialization has shown possible lateralization between hemispheres. Lesion studies in the left hemisphere have shown expressive and receptive aphasias. In studies done on stroke patients, damage to language portions of their left hemisphere have been shown to cross over to the right hemisphere within days. Navon figures have shown lateralization of global and local processing. In the current study, hemispheric specialization was examined for the detection of identity and configuration changes. The results for reaction time are in line with our hypothesis; faster processing of identity changes when presented to the left hemisphere and faster processing of configuration changes when presented to the right hemisphere. The accuracy data only partially supports this hypothesis.

Title: School Psychologists’ Knowledge of and Attitudes toward Transgender Students
Student Presenter: Arielle J. Walzer
Program: MA in School Psychology
Advisors: Dr. Terri Allen & Dr. Roberta Dihoff
IRB#: Exempt
Abstract: Transgender students face harassment and discrimination in schools, and those who experience such maltreatment are at a higher risk of attempting suicide and other negative outcomes. The National Association of School Psychologists has called upon school psychologists to be advocates for transgender students, yet school psychologists receive little or no training in this area. Through a survey distributed to members of state associations for school psychologists, this study investigates school psychologists’ knowledge of and attitudes towards transgender students. Differences in responses are analyzed by gender and age, as previous studies suggest these variables affect a person’s attitude toward transgender people. Data collection is ongoing.

Title: Above and Beyond Step-Work: The Predictive Utility of Service in 12-Step Recovery

Student Presenters: Vanessa Schuetz, Christopher Wright & Jill Swirsky
Program: BA in Psychology
Advisor: Dr. DJ Angelone & Mr. Andrew Assini
IRB#: 2009-019

Abstract: 12-step programs are effective in aiding addiction rehabilitation through step-work and sponsorship, where experienced members volunteer to guide newcomers. Recent research has identified service, which can be any volunteer activity, as another effective recovery tool (Zemore et al., 2013). This study examines responses to the GIFTS, a survey designed to index behaviors and beliefs regarding recovery, from 311 current or former 12-step participants. A hierarchical linear regression revealed that, after controlling for step-work, engagement in service predicted length of time abstinent (F(2,265)=12.74, β=.31, p<.001) and accounted for 9% of the unique variance in abstinence outcomes (R²=.09, p<.001). Our results suggest that service in 12-step is an effective recovery tool, and that the construct of service expands above and beyond step-work. These findings hold potential clinical significance in terms of getting new patients actively involved in service as part of their recovery.

Title: Mobile-Phone Based Contingency Management for Smoking Cessation with Smokers Diagnosed with ADHD

Student Presenter: Moran Amit-Dahan
Program: MA in Applied Behavior Analysis
Advisor: Dr. Bethany Raiff
IRB#: 2013-202

Abstract: Smoking prevalence among individuals diagnosed with ADHD is 42%. ADHD smokers begin at an earlier age, consume more cigarettes, demonstrate higher nicotine dependence and have higher rates of relapse. A multiple baseline design was used to test the feasibility and acceptability of a smartphone-based contingency management (CM) smoking cessation intervention with three adults with ADHD. For up to 28 days, participants used their smartphones to upload two daily videos showing them measuring their CO level. Monetary incentives were delivered during the different conditions contingent on verification of reductions in CO levels and abstinence. Preliminary results demonstrate that participants decreased their breathed CO compared to baseline. Participants rated the mobile phone application as effective, convenient and easy to use. Results suggest that the delivery of CM using smartphones is feasible and acceptable for initiating smoking abstinence among individuals diagnosed with ADHD.
**Poster Presentation Abstracts**

**Title:** Dopamine and OCD  
**Student Presenter:** Emily Banks  
**Program:** BA in Psychology  
**Advisor:** Dr. Bonnie Angelone & Dr. Lisa Abrams  
**IRB #:** Not applicable

**Abstract:** Neurological research on obsessive-compulsive disorder (OCD) has primarily focused on the neurotransmitter serotonin, but recently studies have found that dopamine may play a role in the etiology as well. Medication studies involving antipsychotics have demonstrated effects in OCD patients pointing toward a reduction in D2 receptor availability in postsynaptic cells. These medications alleviate OCD symptoms, but side effects are consistent with symptoms of low dopamine levels, namely spasms similar to that of Parkinson’s disease. Research is still in progress, but we hypothesize that synaptic hyperactivity of dopamine in the synapse leads to the postsynaptic cell decreasing the amount of D2 receptors as an attempt to compensate, thus perpetuating OCD. A PET scan will be done with materials that bind to D2 receptors to confirm or modify this hypothesis by comparing D2 receptor levels in an unmedicated OCD group and a healthy control group.

**Title:** Understanding the Work-Life Balance from 2 perspectives: Research and Business  
**Student Presenter:** Shane Brennan  
**Program:** BA in Psychology  
**Advisor:** Dr. Bonnie Angelone  
**IRB #:** Not applicable

**Abstract:** Work-life balance is a growing concept in our society, mainly due to its relationship with life satisfaction. It refers to a movement designed to promote individual health in conjunction with a successful career. This presentation will guide you through the development of work-life balance in the minds of researchers and the implementation and support of this concept in businesses. Research has shown the benefits to a balanced life and the consequences of an imbalanced life. A work-life balance, when created effectively, can be beneficial for both the individual and the organization. Many modern businesses understand this concept and offer ways to support employees in having a work-life balance that can serve to enhance the quality of one’s life and the quality of one’s work within an organization. The importance of a healthy work life balance will naturally grow as research continues and businesses implement successful strategies.

**Title:** Depressive Symptoms and Information Technology/Social Networking Use among Adolescent Girls Involved in Dating Violence  
**Student Presenters:** Jessica Johnson & Christie Rizzo  
**Program:** BA in Psychology  
**Advisor:** Dr. Meredith Joppa  
**IRB #:** Exempt

**Abstract:** Researchers are beginning to explore the impact of information technologies (IT) and social networking (SN) on teen dating violence (DV). The present study examines IT, SN, and controlling behaviors among adolescent girls with a history of DV involvement. Participants were 109 girls (14-17) who endorsed a history of DV. Results suggest DV-involved adolescent girls are active users of IT and SN: most reported using SN sites (90%), text messaging (85%), and sending photos online (80%) or via text (57%). Their partners frequently read texts (44%), checked phone calls (43%), and looked at SN profiles for evidence of flirting (54%). Participants also reported high rates of IT/SN controlling behavior perpetration: many checked their partner’s SN profile for flirting (66%), reviewed phone calls (30%), or read text messages (33%). However, frequency of SN/IT use and controlling behavior did not differ according to level of depressive symptoms. Potential reasons for this finding are discussed.

**Title:** Mindfulness Meditation and Stress in Undergraduate Students
**Student Presenter:** Amanda Nelson  
**Program:** BA in Psychology  
**Advisor:** Dr. Tom Dinzeo  
**IRB#:** 2015-012

**Abstract:** Mindfulness involves awareness of experiences in the present moment. Increased mindfulness is associated with lower levels of stress. Stress is an important precipitating factor within the schizophrenia-spectrum disorders. The current study was interested in examining the relationship between mindfulness, schizotypy (i.e., sub clinical symptom related to schizophrenia) and levels of stress over the course of the semester in 60 Rowan students. Participants met with the researcher at the beginning of the trial where they provided baseline information. They were then randomly assigned to either a guided-mediation mindfulness condition (experimental) or an online video game condition (control). Each participant was then asked to participate in four or more 12-minute online sessions while submitting online questionnaires over the course of the semester. We will be discussing our findings related to changes in stress, mindfulness, and schizotypy across conditions.

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**Title:** Influences of Psychotherapeutic Preference and Strength of Choice for Depressive Symptomatology

**Student Presenters:** Juliana D’Onofrio & Alexa Piccoli  
**Program:** BA in Psychology  
**Advisor:** Dr. Jim Haugh  
**IRB#:** 2014-072

**Abstract:** When presenting participants with information about four types of psychotherapies, one can expect discrepancies in preference, as well as differences whether the participant is showing at least mild depressive symptomatology. A total of 343 Rowan University students were recruited. Analysis of final research questions will compare different strengths of preference ratings and distinctions that result based on depressive severity levels. Results supporting the hypothesis will provide more information regarding specific preferences when given the choice between different psychotherapies.

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**Title:** A Mobile Phone-Based Contingency Management Intervention for Underserved Populations: A Proposal

**Student Presenter:** Jaime L. Pierce  
**Program:** BA in Psychology  
**Advisor:** Dr. Bethany Raiff  
**IRB#:** 2013-203

**Abstract:** Research shows that contingency management (CM) can promote smoking cessation. However, practical limitations, particularly accessibility to treatment among underserved populations, exist. We propose to examine the feasibility and preliminary efficacy of using a mobile CM intervention with underserved individuals. Four to six heavy smokers, recruited from the Emergency Department at Cooper University Medical Hospital, will complete this 4-week study. Participants will use a smartphone app to submit two video samples per day showing the breath CO procedure, and they will earn monetary consequences contingent on evidence of abstinence. We expect the results will provide evidence that a mobile phone-based CM intervention is feasible, efficacious, and acceptable for smoking cessation with an underserved population.

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**Title:** Perceived Benefit of Exercise and its Relationship to Activity levels and Stress

**Student Presenters:** Melirah Searcy & Kaitlin Gaffney  
**Program:** BA in Psychology  
**Advisor:** Dr. Karen Tappe  
**IRB#:** 2014-111

**Abstract:** College students experience high amounts of stress associated with competing time demands and pressure to succeed. Occurring simultaneously is a decreasing amount of regular physical activity (PA), essential for lifetime health maintenance. Contradictory data exist about the relationship between physical activity and stress levels among healthy adults. Some studies suggest a two-way, inverse relationship, while other studies have found no relationship. Research
also suggests that those who perceive more benefits (such as stress management) to PA are more likely to engage in regular exercise. One question has not been addressed: how do expectations of PA stress management benefits correlate with the relationship between PA and actual stress levels? Does high expectation predict lower stress? To explore these relationships, we administered questionnaires on PA, stress, and perceived exercise benefits to 160 Rowan students over two months. Analyses of these data are ongoing.

Title: Incentives for increases in Fitbit verified physical activity among individuals with developmental disabilities: A proposal

Student Presenter: Rebecca Sheppard
Program: MA in Applied Behavior Analysis
Advisor: Dr. Bethany Raiff
IRB#: 2015-015

Abstract: It is recommended that adults, including those with disabilities, walk 10,000 steps per day in order to elevate their heart rate to a moderate-intensity range for at least 30 minutes. Previous research suggests that reinforcement interventions, including tangible monetary incentives, have been successful in increasing physical activity with different populations. The purpose of this study is to increase physical activity in individuals with developmental disabilities, using non-monetary reinforcers, integrating it within the context of a token economy system. The participants will be given step goals to gradually increase the number of steps taken per day over an eight-week time period, which will be tracked by a Fitbit. Expected results will show that behavioral interventions are effective in increasing physical activity in individuals with developmental disabilities.

Title: Relationship between social networking and daily activities

Student Presenter: Amanda Tessler
Program: BA in Psychology – Specialization in Child Behavioral Services
Advisor: Dr. Bethany Raiff
IRB#: 2014-220

Abstract: Social Networking Sites, defined as “web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system”, are becoming increasingly popular as a way to communicate with online. Social networks have the potential for negative outcomes, such as cyber-aggression. The purpose of the current study is to determine whether there is a relationship between the number of enjoyable, alternative activities in a person’s life and engagement in cyber-aggression. We hypothesize that individuals who spend a lot of time on SNSs and engage in cyber-aggression will report fewer alternative enjoyable activities than individuals who spend less time on SNSs.

Title: Discrepancies between Actigraphy and Self-Reported Sleep by Race, Mood, and Substance Use

Student Presenter: Andrew Walsh
Program: BA in Psychology
Advisor: Dr. Betsy Pantesco
IRB#: 2015-303

Abstract: Both objective and subjective tools are used in sleep research. Previous data show varying discrepancies between actigraphy and self-reports of sleep duration, while research on wake after sleep onset (WASO) discrepancies has gotten less attention, especially in college samples. This study investigates discrepancies between actigraphy and self-reports of WASO and whether discrepancies vary by third factors. 7 days of wrist actigraph and sleep diary data were collected in 79 healthy undergraduate men (mean age=19 yrs). Mean WASO discrepancy between actigraphy and diaries was 44.9 minutes, with actigraphy overestimating wake relative to diaries. Discrepancies were higher in those who identified as Non-White versus Whites (p=.05), as well as in those reporting high fatigue (p =.04), high caffeine use (p=.13), and high positive emotion (p=.11). Discrepancies did not differ by negative emotion (p=.25) or alcohol use (p=.34). Findings may have implications for sleep methodology research.

Title: Facilitation of Divergent Thinking with Insight Problems

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**Student Presenters:** Aubrey Gallagher, Minshan Shinnick, & Kayla Weber  
**Program:** BA in Psychology  
**Advisor:** Dr. Rick Hass  
**IRB#:** 2014-207

**Abstract:** Existing research surrounding the process of creative thought proposes that remote associates tests (RAT), insight, and divergent thinking (DT) are all interconnected. The goal of this study was to better understand the factors involved in assessing an individual’s creativity, emphasizing the potential facilitating interaction between time spent solving RAT items and DT performance. 35 undergraduate Rowan students completed the tasks on a computer via MatLab, which randomly assigned participants to either the RAT or word scramble condition. The RAT condition involved a presentation of 3 related words (Flower/Friend/Scout) that would be connected by one word (girl). In the word scramble condition, participants had to rearrange random letters to form one word. All participants received one of two DT questions: Think of all the different uses that you can for a brick, other than obvious ways, like a wall or walkway. A similar wording was used for a prompt with a wine bottle.

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

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**Title:** Adverse Home Environments and its Influence on Academic Achievement  
**Student Presenter:** John Chillem  
**IRB#:** 2014-171

**Abstract:** Higher incidences of academic deficiency resulting from previous adverse circumstances in the home environment are to be investigated. A review of Bronfrenbrenner’s Ecological Systems Theory illustrates the impact of the home environment on a child’s development which can greatly influence academic achievement in later years. A vast collection of literature is compiled and presented to shed insight on previous implications. The current study seeks to examine associations between college students' retrospective ratings using the validated Risky Family Questionnaire and their concurrent academic achievement. The specific measures of distress in home environments under consideration include family conflict, parental divorce, inadequate parenting styles, and low social economic status (SES). The process of how these adverse factors relate to academic achievement will be discussed. Lastly, a proposal is put forth to call educational professional towards intervention strategies.

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**Title:** Academic Achievement in Student-Athletes versus Non Student-Athletes  
**Student Presenter:** Leslie Miles  
**IRB#:** 2014-169

**Abstract:** Previous research findings concerning collegiate student-athletes and whether or not they are more or less academically inclined and motivated compared to the non student-athlete population has resulted in arguments supporting and rejecting each outcome. Inconsistencies in academic motivation and achievement have also been found in studies concerning sport-specific factors. The current study measures academic achievement and academic motivation in student-athletes and non student-athletes at a Division III university. The purpose of this study is to find if there is a discrepancy between student-athletes and non student-athletes, and more specifically amongst the different sports teams at a university where athletic scholarships are not allotted.

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**Title:** The Effects of Social Networking Sites on Self-Esteem  
**Student Presenter:** Kristine Raymer  
**IRB#:** 2014-172

**Abstract:** With the advent of the Internet over a decade ago came the introduction of a new form of communication referred to as social networking. On-line social networking sites, such as Facebook, Myspace, and Twitter, have become increasingly popular and almost an integral part of everyday life, especially for college students. Approximately ninety percent of college students have a Facebook account, and it is estimated that the average amount of time spent on this social networking site ranges from thirty minutes to over two hours on a daily basis. This study explores the relationship between on-line social networking sites, particularly Facebook, and the self-esteem of college students and examines the
impact social networking sites have on the perception of body image among females. Data collection is ongoing, and the impact of social networking on self-esteem will be discussed.

Title: Factors Influencing the Development of Obesity in Hispanic Infants and Children

Student Presenter: Kasi Spinelli
IRB#: 2014-049

Abstract: The purpose of this study was to detect when growth charts begin to reflect a rise in weight and any associated eating patterns in Hispanic infancy. Reversing obesity is difficult can be a long process, therefore, the earlier it is detected, the higher the chances are to reverse it. Growth charts were reviewed from Hispanic children under 6 years of age. An analysis was done to be able to determine when the patient became overweight or obese. The rise was then tracked when the growth charts begin to reflect a rise in weight and any associated eating patterns. The independent variables used in the study are time, ethnic, and gender and the dependent variable is the child’s weight, which will be analyzed by using a one-way ANOV (within) to discover any associations between the different variables.

Title: The Emphasis of Physical Activity across the Curriculum: A Positive Approach to Increased Academic Achievement

Student Presenter: Alexandra Maldonado
IRB#: 2014-176

Abstract: The purpose of this study was to assess whether physical activity has an effect on academic achievement in students. Pressure to increase academic achievement has led to the reduction and elimination of opportunities for physical activity, but these actions could have an adverse impact on students (Mahar, Murphy, Rowe, & Golden, 2006). Voluntary participants (N=103) from a high school located in New Jersey took part in this study. Each received The Obligatory Exercise Questionnaire, a 21-item scale pertaining to daily physical activity habits. Four demographic questions were asked (age, gender, grade, and ethnicity), along with a question concerning current grade-point average. The data collection that occurred over a one-week period was analyzed to determine whether a relationship was demonstrated between physical activity and academic achievement. Analysis of data is ongoing.

Title: Effects of Test Anxiety on Memory

Student Presenter: James Malloy
IRB#: Pending Approval

Abstract: Data was collected by requesting students to participate in a short activity. Students were tasked with reading multiple short passages from the Nelson-Denny reading test, and then completing a set of multiple choice questions. Participants were separated into two groups, with the intent of creating a relaxed environment in one and a stressed environment in the other. The relaxed environment will be able to complete the exercise at their own speed and it will be encouraged to simply complete the test to the best of their abilities. The stressed environment will include a restrictive time period to complete the assignment and an emphasis on completion and accuracy. Data collection is ongoing.

Title: Vocational Curriculums and Best Practices for Emotionally Disturbed Students

Student Presenter: Daniel Tarantula
IRB#: 2014-179

Abstract: Traditional education routes are not always an appropriate fit for students, particularly those with Emotional/Behavioral Disabilities (EBD). With limited academic, social, and self-determination skills, often times upon leaving high school these individuals do not attend or are not successful in a college setting, and seek vocational studies instead. As such, in the interest of fostering success in this population, the current study looks at curriculum requirements, across states, in a vocational study to see if coursework is present which addresses the aforementioned shortcomings in individuals with EBD. Data collection and processing is ongoing. Results will be discussed at the conference.

Title: The amount of predetermined preschool attendance on emergent literacy skills, including oral language
Student Presenter: Dana Samuelsen
IRB#: 2014-143

Abstract: The purpose of this study was to examine whether the predetermined amount of attendance of preschool per week had an effect on the present understanding of early literacy skills in preschool aged children. Archival data, of forty-nine participants, was used to identify amount of attendance in a private early childhood education program. Early literacy skills were assessed by the child care center’s previous academic reviews reported by teachers from 2010 to 2014. The teachers recorded the students’ abilities by marking each category as ‘mastered’, ‘progress shows’, or ‘not mastered’. These abilities were then matched up with the amount of predetermined attendance per week to search for any correlations. Although it is hypothesized that the amount of preschool attendance will have an effect on early literacy skills, data analysis is still ongoing.

Title: Evaluating Campus Climate According to Resident Status

Student Presenter: Francine Sandone
IRB#: 2014-162

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.

Title: Factors influencing the development of obesity in African American Infants and Children

Student Presenter: Nicole Somogy
IRB#: 2014-049

Abstract: The purpose of this study was to detect when growth charts begin to reflect a rise in weight and any associated eating patterns in African American infancy. Reversing obesity is difficult can be a long process, therefore, the earlier it is detected, the higher the chances are to reverse it. Growth charts were reviewed from African American children under 6 years of age. An analysis was done to be able to determine when the patient became overweight or obese. The rise was then tracked when the growth charts begin to reflect a rise in weight and any associated eating patterns. The independent variables used in the study are time, ethnicity, and gender and the dependent variable is the child’s weight, which was analyzed to discover any associations between different variables.

Title: Framing in Crime News

Student Presenter: Gabriele Ward
IRB#: 2014-170

Abstract: The purpose of this study is to investigate if televised news programs overrepresent or underrepresent certain races as perpetrators or victims. Two weeks of primetime crime news reports will be surveyed. The race of the victims and perpetrators will be identified. These findings will then be compared to published crime reports. It was hypothesized that Blacks would be overrepresented as perpetrators while Whites would be underrepresented as victims. It was also hypothesized that Latinos would neither be overrepresented or underrepresented as perpetrators or victims.

Title: An exploratory investigation of daycare teacher stress and locus of control

Student Presenter: Veronica Schumann
IRB#: 2014-227

Abstract: The need for daycare services is prevalent in the United States for various reasons. During background research collection, it was found that children who attend daycare experience elevated levels of stress. Teachers also have high levels of occupational stress for various reasons. Children may be less stressed if teachers were less stressed and vice versa. Locus of control may be a factor in stress. This study is meant to explore the strain teachers feel throughout their
Title: Difference of stress in parents of children with communication disorders with or without an autism spectrum disorder

Student Presenter: Paige Appelt
IRB#: 2014-222

Abstract: Children diagnosed with a communication disorder that is comorbid with an autism spectrum disorder, frequently present additional concerns to the communication deficit; which could be linked to an increase of parental stress (Gardiner & Iarocci, 2012). The purpose of this study is to determine if there is a difference in stress levels of parents of children with communication disorders versus parents of children with communication disorders comorbid with autism spectrum disorder. Participants are 20 parents of children with communication disorders with or without an ASD who completed The Parental Stress Scale (Berry & Jones, 1995). An independent samples T-test will be conducted for statistical analysis of collected data to determine if there is a significant difference of stress levels between the two groups. Implications and limitations of this study will be discussed further.

Title: The Role of School Psychologists in Bullying Interventions in Year Four of New Jersey Anti-Bullying Bill of Rights Act

Student Presenter: Amanda Brady
IRB#: 2014-199

Abstract: Within education, bullying has been a prominent topic of discussion with regard to its effects on students and schools. In order to investigate the role of school psychologists in Harassment, Intimidation, and Bullying (HIB) initiatives, this study (a) analyzes the HIB roles of school psychologists and (b) the factors that influence their involvement. A survey was distributed to about 1,000 school psychologists and asked about demographics, specific roles regarding HIB initiatives, factors that affect their involvement, and satisfaction with their role. Although data is still being collected and analyzed, it is predicted that the majority of school psychologists hold a leadership role, while administrative support and demographic variables are predicted to be influential factors. Overall, understanding the factors that affect school psychologists’ role in HIB initiatives will assist in understanding how to better utilize their skills with anti-bullying interventions.

Title: Black History Month: An Investigation of the Impact of a Curriculum for increasing the Knowledge of Elementary Students’ Knowledge of African American History

Student Presenter: Monique Goodwin
IRB#: 2014-226

Abstract: In this study students were taught about the major historical events that happened during the Civil Rights Movement and about some of the famous people that participated in the Civil Rights Movement. All students were required to take a pre-test at the end of January and then a post test at the end of February. The students were a diverse group consisting of 39 students: 25 – African-American, 6- Caucasian, 6-Hispanic, 1-Asian, 1-Indian with ages ranging from 11-13 and all are in the 6th grade. This study proved the importance of Black History being taught to elementary children, because the African-American children benefited by learning their history while the other ethnicities became aware of why African-Americans are looked negatively upon in society.

Title: Principals’ Outlook’s on Suspension Based on Socioeconomic Status, Years of Experience, and Gender

Student Presenter: Jennifer Ohara
IRB#: 2014-217

Abstract: The purpose of this study was to explore SES of a school district, years of experience, and gender of a principal and the effect that these variables would have on their attitude toward suspension. According to previous research done by Dr. Russell Skiba, high rates of suspension have been due to racial identity. Even after controlling for poverty status, racial disparities do not disappear (Skiba, Michael, & Nardo, 2000). To understand more on suspension
and it’s future in schools, this study explored the attitudes that principals have on suspension and whether or not their SES, years of experience, and gender had an effect on those outlooks. The Disciplinary Practices Scale was delivered to the members of PSANJ. The items in the survey reflect principal attitudes and beliefs about the purpose, process and outcomes of school discipline, rather than the frequency of disciplinary actions (Skiba, Simmons, Staudinger, Rausch, Dow, & Feggins, 2003). Data collection is ongoing.

Title: *Examination of structured physical activity on students with special needs*

**Student Presenter:** Arianna Sparano  
**IRB#:** 2014-180  

**Abstract:** The purpose of this study was to explore the relationship of a structured physical activity, Rowan Unified Sports Basketball organization, for children with special needs and the positive impact the physical activity will have on their social skills. Social skills will be analyzed using the Social Skills Improvement System (SSIS) Rating Scale, the parent form version. A pretest was given at the beginning of the season and a post test was given at the end of the season. Pretest scores and post test scores will be compared. Data has not been analyzed yet so results cannot be concluded.

Title: *Job Satisfaction and Attrition among Special Education Teachers*

**Student Presenter:** Sophia Mastrantuono  
**IRB#:** 2014-209  

**Abstract:** It is thought that special education teaching, as a professional entity, experiences high rates of turnover. These high levels of turnover, have been attributed to the demands included in a special education job description. Some of these variables that have been researched and assessed include but are not limited to: large amounts of paperwork, IEP (individualized education plan), development and meetings, administrator demands and students behavioral management. While most previous studies have looked at external factors as the above, few have assessed *if* and *how* job satisfaction or the employers indication that they find their job to be “meaningful” or “fulfilling,” affects their likelihood to remain in the field instead of looking for alternate employment. The current study will investigate to what extent, job satisfaction, alleviates special education teacher’s attrition rates. A survey, relating to job satisfaction and attrition, will be administered to full time special education teachers at an out of district Special Services School via staff email.
Faculty Research Descriptions

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

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<th>Undergraduate Students</th>
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<tr>
<td>Emily Banks</td>
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<td>Jessica Marcoux</td>
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<td>Shane Brennan</td>
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<td>Brian Winiarczyk</td>
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<td>Alyssa Lompado</td>
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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.

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<thead>
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<th>Graduate Students</th>
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<tr>
<td>Nikki Ealer</td>
<td>Brianna Beulah</td>
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<td>Caroline Feinberg</td>
<td>Kaitlyn Bleiweiss</td>
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<td>Tiffany Marcantonio</td>
<td>Matt Dara</td>
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<td>Samantha Nixon</td>
<td>Jessica Johnson</td>
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<td>Alyssa Shilinsky</td>
<td>Chris Wright</td>
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Lab Manager and Doctoral Candidate (Temple): Jill Swirsky

Dr. Tom Dinzeo
Our lab consists of students with a shared interest in schizophrenia-spectrum disorders. Our research focuses on the identification and assessment of risk factors related to the development, or exacerbation, of psychosis and functional impairment. My lab has examined neurocognitive functioning, personality factors, social functioning, the impact of negative life events, & 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. My current
thesis students are examining how impulsivity may be associated with both adaptive characteristics such as creativity and problematic characteristics such as violent acts.

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<th>Graduate Students</th>
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<td>Christina Carter</td>
<td>John Coudrai</td>
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<td>Melissa Charfadi</td>
<td>Megan Elkin</td>
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<td>Jamie Sullivan</td>
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<td>Adelyn Schuenzel</td>
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Dr. Rick Hass

Creative discoveries in the arts and sciences often emerge out of a process similar to solving life’s more ill-defined problems (e.g. choosing a career). The primary thought processes involved with these problem-solving processes are divergent thinking, strategy formation, and analogical transfer. As such, Dr. Hass investigates how people solve open-ended problems in the laboratory. Dr. Hass also explores the relationship between undergraduates’ attitudes about creative people and their own creative thinking styles. Finally, he also examines the way in which cultural processes mediate the acceptance of new innovations.

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<th>Undergraduate Students</th>
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<tr>
<td>Aubrey Gallagher</td>
<td>Sarah Hanrahan</td>
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<td>Minshan Shinnick</td>
<td>Kayla Weber</td>
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<td>James Williams</td>
<td>Briana Pugsley</td>
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Dr. Jim A. Haugh

The focus of the lab is on better understanding the etiology and treatment of individuals experiencing depressive and anxious symptomology. Over the past year, we have been working on three lines of research. First, we have been examining the relationship between treatment preferences and people’s understanding of their depression. Second, we continue to work on understanding the role of underlying belief systems (schemas), coping, temperament, and parenting in depression and anxiety. Finally, we have been to exploring the relationship between mindfulness, rumination, problem solving, and affective symptoms.

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<th>Graduate Students</th>
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<tr>
<td>Juliana D’Onofrio</td>
<td>Nikonia Fanourgakis</td>
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<td>Paige Palumbo</td>
<td>Kirsten Knodt</td>
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<td>Gabriela Lopez</td>
<td>Caitlin Macallister</td>
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<td>Matthew Miceli</td>
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<td>Alexa Piccoli</td>
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<td>Nicole Romanelli</td>
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<td>Kaitlin Schwartz</td>
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<td>Ricky Urgo</td>
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<td>Zach Santos-Belsky</td>
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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).

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<th>Undergraduate Students</th>
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<tr>
<td>Jason Berke</td>
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<td>Jenna Freund</td>
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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.

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<th>Graduate Students</th>
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<tr>
<td>Lauren Heller</td>
<td>Victoria Chen</td>
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<td>Kristen Thomsen</td>
<td>Chelsey Ingram</td>
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<td>Jackie Eggink</td>
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<td>Lindsay Jeuchter</td>
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<td>Shriya Patel</td>
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<td>Lynne Farbman</td>
<td>Joelle Schaefer</td>
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<td>Noel Hoffman</td>
<td>Tyler Bishop</td>
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Dr. Betsy Pantesco and Dr. Michelle Evans-Chase

Our lab explores both proximal and distal outcomes associated with adverse and traumatic experiences in childhood, adolescence, and early adulthood, including those associated with military service in Iraq and Afghanistan. We are currently conducting a survey of Rowan students and student Veterans to explore potential psychosocial correlates of adverse experiences, such as substance use, moral injury, PTSD, sleep disturbance, negative affect, and ability to self-regulate thoughts and behavior.

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<th>Undergraduate Students</th>
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<tr>
<td>Briana Bevacqua</td>
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<td>Amanda Nelson</td>
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<td>Jaimie Godwin</td>
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<td>Andrew Walsh</td>
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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. For example, we are currently developing a mobile-phone intervention that will allow us to verify smoking abstinence and delivery incentives remotely to under-served populations living in Camden, NJ. We are also in the process of developing a videogame where smokers will be able to earn game-based incentives, rather than monetary incentives, contingent on objective evidence of smoking abstinence to address the issue of cost.

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<th>Graduate Students</th>
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<tr>
<td>Moran Amit-Dahan</td>
<td>Maureen Kelly</td>
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<td>Amy Arena</td>
<td>Meghan McCusker</td>
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<td>Lynne Farbman</td>
<td>Brian Nace</td>
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<td>Christine Gustavsen</td>
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<td>Amanda Tessler</td>
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<th>Post-Baccalaureate Students</th>
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<td>Javid Rahaman</td>
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Dr. Michelle 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.

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<th>Graduate Students</th>
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<td>Jennifer Besthoff</td>
<td>Sharon Raring</td>
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<td>Jennifer Hackney</td>
<td>Shanell Stefano</td>
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<td>Michele Hunter</td>
<td>Anthony Villone</td>
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<tr>
<td>Renee Hurff</td>
<td>Gabriele Ward</td>
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<td>Elizabeth Monaghan</td>
<td>Racheal Weiner</td>
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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.

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.

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<th>Undergraduate Students</th>
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<tr>
<td>Melirah Search</td>
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<td>Kaitlin Gaffney</td>
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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 Kaitlyn Schwartz.

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 Zach Reburn.

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 Alyssa Lompado.

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 Kaitlyn Bleweiss.

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 Alyssa Lompado.

Specialization for Behavioral Services: Outstanding Service Award
This award is given to one Psychology student who has demonstrated exceptional service 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 Jodie Justice.

Specialization for Behavioral Services: Outstanding Research Award
This award is given to one 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 Jasmyne Jardot.
Graduate Student Awards

**MA in ABA Award for Outstanding Service in ABA**
This award is given to one Master of Arts student in the ABA program who has demonstrated exceptional service 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 Jacqueline Eggink.

**MA in ABA Award for Outstanding Achievement in Research**
This award is given to one 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 Christine Gustavsen.

**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 Tiffany Marcantonio.

**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 Paige Palumbo.
**2015 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](http://www.realhonor.org) and is an affiliate of the [American Psychological Association](http://www.apa.org) (APA) and the [Association for Psychological Science](http://www.apa.org) (APS).

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<tr>
<th>Ninoska Aguilar</th>
<th>Ariane Foster</th>
<th>Paige Palumbo</th>
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<td>Rose Amoroso</td>
<td>Bruce Gardner</td>
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