

2013 LONG ISLAND PSYCHOLOGY CONFERENCE



Saturday April 27, 2013

**Hofstra University
Hempstead, NY**



The 2013 Long Island Psychology Conference is cooperatively sponsored by the Psychology Departments at Adelphi University, Dowling College, Hofstra University, LIU-C.W. Post College, Molloy College, Nassau Community College, NYIT, St. John's University, St. Joseph's College, SUNY-Farmingdale, SUNY Old Westbury, SUNY-Stony Brook, and Touro College.

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In Memory of Robert Youth and Vincent Brown

Long Island Psychology Conference
April 27, 2013
Hofstra University

Program Agenda

9:00 - 9:45	Registration
9:45 - 10:00	Opening remarks Dr. Amy Masnick Dr. Charles Levinthal, Chair of the Hofstra Psychology Department
10:00 - 11:00	Keynote Address Dr. Angela Crossman (John Jay College) Little liars: Tracing the development of deception in children
11:00 - 12:00	Poster Presentation, Session I
12:00 - 1:00	Lunch
1:00 - 2:00	Invited Talk Dr. Sarah Novak (Hofstra University) How Do “Sneaky Chefs” Affect Our Perception of Food?
2:00 - 3:00	Poster Presentation, Session II
3:00 - 4:00	Recent alumni panel: Several recent graduates from local colleges who have Bachelor’s degrees in psychology will discuss and answer questions about their experiences in the work force, and/or in graduate programs in psychology. There will be students with backgrounds in criminal justice, industrial/organizational psychology, school counseling, public relations, and more.

Keynote Address

10:00 am – 11:00 am

Dr. Angela Crossman (John Jay College)

Little Liars: Tracing the Development of Deception in Children

Many children receive mixed messages about lying. They are told it is unacceptable behavior, except in some cases. For instance, some parents lie to their children (e.g., telling them there is a Tooth Fairy), yet punish their children for telling lies. Because some children begin telling lies before the age of 3 years, it is important to understand the development of their lie-telling, their understanding of lie-telling, their skill at telling lies over time, and what factors influence how each component of lie-telling develops. In this talk, I will discuss ongoing research on the development of deception in young children, and the social and cognitive factors that affect its development. Results have implications for family, educational, and forensic situations.

Invited Talk

1:00 pm – 2:00 pm

Dr. Sarah Novak (Hofstra University)

How Do “Sneaky Chefs” Affect Our Perception of Food?

There is a common assumption that knowing about healthy ingredients, such as vegetables, will diminish the appeal of foods. This belief may be based on the reality that children and adults consume far below the daily recommendations of fruits and vegetables set by the U.S. Department of Agriculture. The popular "sneaky chef"-style cookbooks offer recipes to stealthily incorporate healthy ingredients into appealing foods so that they won't be rejected by children (or adults). But is this "sneaking" necessary, and does it help? In this talk, I will present the findings from a series of studies my students and I have conducted to explore the extent to which taste and enjoyment are affected by knowledge of healthy ingredients. The common sense hypothesis was that information about vegetable ingredients would negatively affect participants' liking of and consumption of the food. However, the results of our initial pilot study were so surprising, they changed the shape of the entire investigation. Two subsequent studies – one with elementary school students and one with college students – demonstrated that information about ingredients can influence the taste and enjoyment of common foods, but the pattern is more complex than expected. A mechanism through which knowledge influences taste perception will be discussed, in addition to some concrete advice for how to promote healthy eating habits.

Recent Alumni Panel

3:00 pm – 4:00 pm

Recent Alumni Panel

3:00 pm – 4:00 pm

Jenna Adamowicz

Education

- St. Joseph's College – June 2010 – B.A. in Psychology.
- Stony Brook University – May 2011 – M.A. in Psychology.

Work background

- Undergraduate student intern at Clubhouse of Suffolk – January 2009 to May 2009.
 - Crisis intervention/suicide prevention telephone counselor and program aid at Response Hotline – March 2009 to Present.
 - Undergraduate student intern at Pilgrim Psychiatry Center – September 2009 to Dec 2009.
 - Graduate research assistant at CAP lab – August 2010 to August 2012.
 - Clinical and research activities coordinator at SBU Obesity Program – May 2011 to Present.
 - Clinical intern at the Krasner Psychology Center – August 2011 to Present.
 - Senior research analyst at Stony Brook Medicine – January 2012 to Present.
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Jeana DeLuca

Education

- Farmingdale State College, Bachelor of Science degree in Applied Psychology, Graduated: May 2012.
- Graduate school: LIU (Long Island University) Brentwood, Master's of Science in School Counseling, Expected to Graduate: May 2014.

Work background

- Current; Kids First Advocacy & Evaluation Center, Inc.; One-to-one aide.
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Matt Fennessy

Education

- B.A., Psychology (Creighton University, class of 2010).
- M.A., I/O Psychology (Hofstra University. Expected graduation date: May 19th, 2013).

Work background

- Current internship: Instructional design intern, Cornell University School of Industrial Labor Relations.
 - Past internships: Northwestern University Mental Health Services and Policy Program, United States Pretrial Services.
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Recent Alumni Panel

3:00 pm – 4:00 pm

Louise Waters

Education

- Hofstra University, B.A. in Psychology, Minor in Fine Arts, December 2012.
- Admitted to Hofstra University PsyD program in School & Community Psychology beginning September 2013.

Work background

- Crisis Counselor at Project Hope, December 2012-present.
 - Crisis Intervention Counselor at the Long Island Crisis Center, July 2012-present (volunteer before then).
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Rebecca Wool

Education

- Hofstra University (School of Communications; B.A. in Public Relations and minor in Psychology; Graduated in Spring 2012).

Work background

- I currently work at Edelman, a global public relations firm, where I am a member of the Employee Engagement team; I began as an intern part time in January 2012 while I was at Hofstra and was hired full-time in July.
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Madalina Yellico

Education

- Molloy College, B.A. Criminal Justice, May 2010.
- Molloy College, B.S. Psychology, May 2010.
- Molloy College, M.S. Criminal Justice, Aug. 2011.
- Beginning at St. John's Clinical Psychology Ph.D Program in the Child Track in Fall 2013.

Work background

- **SCO Family of Services**, Brentwood, N.Y.
Sociotherapist, Therapeutic Foster Care, Nov. 2012 – Present.
 - **Molloy College**, Rockville Centre, N.Y.
Adjunct Faculty, Criminal Justice Department, Aug. 2011 – Jan. 2012.
Paid Research Assistant, Psychology Department, Aug. 2011 – Jan. 2012.
Graduate Research Assistant, Criminal Justice Department, Sept. 2010 – Aug. 2011.
 - **Madonna Heights**, Women's Services, Dix Hills, NY.
Mentor, June 2011 – Present.
 - **Stony Brook University**, Krasner Psychological Center, Stony Brook, N.Y.
Research Assistant, Aug. 2011 – Dec. 2011.
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Poster Session I

11:00 am – 12:00 pm

LIPC 2013 Poster Presentations
Session I (11:00 am – 12:00 pm)

Thomas DiBlasi
Hofstra University

Cross-Cultural Research of Generalized Anxiety Disorder

The Chinese population has consistently expressed more social anxiety than Americans (Zhou, Dere, Zhu, Yao, Chentsova-Dutton, & Ryder, 2011). This is hypothesized to be due to differences with respect to how individuals within each culture view themselves in relation to others. The Asian mentality is interdependent and very collectivist. The American mentality, on the other hand, is independent and very individualistic. While cross – cultural differences have been found among these two populations, not much research has been done on American and European cultures regarding generalized anxiety disorder. This study asked 121 participants, 90 Europeans (French, Spanish, Italians, Greeks, Czechs, and Germans) and 31 Americans to complete the Generalized Anxiety Disorder Questionnaire IV (GAD-Q-IV). While the ANCOVA revealed no significant differences between European and American scores on the GAD-Q-IV, a post-hoc analysis revealed that the young age group (17-30) reported more anxiety than the old age group (46-60). Contrary to past findings (Angst & Dobler-Mikola, 1985), no gender differences were found. Although this study was not optimally designed to test age, the significant difference between the age group implicates that more research needs to be done on age and examine the effect it may have on generalized anxiety disorder.

Pamela Yanez
Molloy College

False Memories of Words and Images

This study tested the hypothesis that participants will falsely recall which items were presented as words and which as images. In addition, it was also predicted that participants will have false memories of recalling non-presented, but related words. Twenty participants were presented a set of slides comprised of 40 items, half of which were words and the other half were pictures. Participants were then given a word list in which they had to distinguish which items were shown as a word and which as a picture. Results indicate that the hypothesis was partially supported. Participants did falsely recall the presentation of the items, although recall of true items, whether words or pictures was significantly greater than recall of false items. For the false image and true image comparison, it was found that $t(19) = -13.27, p = .0001$, and for the false word versus true word comparison, it was found that $t(19) = -8.09, p = .0001$. The hypothesis that participants would recall not presented but related items was not supported, $t(19) = .18, p = .86$.

Kimberly Alba
Molloy College

Priming Effects on Ambiguous Figures

The study tested the hypothesis that priming would be significantly effective in biasing participants' interpretations of an ambiguous figure. Fifteen participants were presented a story priming a particular interpretation of the ambiguous figure and then asked to interpret the figure. A second group of 15 participants was presented a story priming the opposite interpretation of the ambiguous figure and then asked to interpret the figure. A third group of 15 participants were asked to interpret the figure without a biasing story. Results indicate that the hypothesis was not supported.

LIPC 2013 Poster Presentations

Session I (11:00 am – 12:00 pm)

Kamilah Blackett

St. Joseph's College

The Relationship Between Self-Esteem, Academic Achievement and Posture

The current study seeks to examine the relationship between self-esteem and posture of a person while in the seated position. Furthermore this study sought to examine the relationship between academic achievement and self-esteem within college students. Past research indicated that self-esteem can be affected by many different variables. Posture has been linked to positive and negative thinking which may in turn affect self-esteem. However, there was a lack of research involving both self-esteem and posture. Nevertheless, past studies have found a link between self-esteem and academic achievement. To measure posture, a rating scale was developed between 0 and 3 and the primary investigator served as the rater. There was little to no research focused on the relationship between academic achievement and posture. In addition, there was little to no research involving academic achievement, self-esteem and posture. Self-reported measures were used to examine self-esteem and academic achievement. There were a total of 86 voluntary participants recruited from undergraduate psychology courses. Participants were asked to watch a filler video, during which time the researcher rated their posture. No significant relationships were found between self-esteem and posture, or academic achievement and self-esteem. Future research should use a more accurate measure of posture, as well as directly measure posture and negative thinking.

Danielle Sharkey

St. Joseph's College

Attachment, Loneliness, and Vulnerability to Bad Relationships

According to attachment theory, expectations and behaviors in adult relationships are based on early parent-child relationships. Patterns that are formed in childhood are hypothesized to be replicated in adult relationships. Attachment styles affect communication skills, interactions with others, self-esteem, sense of security, feelings of relatedness, expectations and behavior in romantic relationships, including whom to select for a partner. There are two main styles of attachment: Secure and Insecure. Insecure attachment styles include Anxiety and Avoidant. This research investigated the relationship between attachment styles and loneliness and vulnerability in romantic relationships. Participants completed surveys which included the UCLA Loneliness Scale-Version 3 to measure loneliness and The Experience in Close Relationships Scale to measure attachment. To examine vulnerability in relationships, two types of dating vignettes were designed: (1) good date and (2) bad date. After reading only one of the vignettes, the participant rated his/her willingness to go on a second date with the individual described in the vignette. The surveys were randomly handed out to participants. Results indicated that Anxiety and Avoidance were related to feelings of loneliness. Males were more likely than females to go a second date when the first date was bad. Results also indicated that Avoidant individuals were more willing to go on a second date after reading the bad date vignette than Secure individuals and Anxious individuals.

LIPC 2013 Poster Presentations

Session I (11:00 am – 12:00 pm)

**Elisabeth Cesar¹, Jason Mandelbaum²,
Daisy Segovia², and Angela Crossman¹**

¹John Jay College

²John Jay College and the Graduate Center,
CUNY

Assessing the Curse of Knowledge –
Testing a Novel Procedure

When individuals have knowledge of a phenomenon, they tend to mistakenly attribute that knowledge to others who are ignorant (Gilovich et al., 1998). This is referred to as the curse of knowledge. Children are thought to be especially vulnerable to this curse. The current study designed a procedure to assess the curse of knowledge in children. Adults' performance is reported as a preliminary assessment of the measure's effectiveness.

The sample included 86 undergraduates between the ages of 18-40 years ($M = 20$, $SD = 3.4$; 34 males, 52 females). Four videotaped scenarios were created to assess the curse. Each depicts two puppet characters. The first puppet (musician) finishes playing a musical instrument and places it in one of four identical, labeled containers (e.g., Box A). Then, the musician goes out to play. The second character (mover) enters and moves the instrument to another container. Two of the scenarios informed viewers which container the instrument was moved to [knowledge condition], the other two scenarios left viewers ignorant of the new location [ignorant condition]. Finally, the mover rearranges the four containers in view of the musician, although the mover is unaware of being watched by the musician. To reduce memory demands, each scenario summarizes: (a) the original location of the instrument; (b) that it was displaced to another container – which is identified in the 'knowledge' conditions; and (c) the knowledge state (or lack thereof) of each puppet character. After each video, participants indicated where the instrument was actually located, where the musician would look for the instrument, and where the mover thought the musician would look.

In the knowledge condition, participants successfully identified the known location of the instrument (68% accurate). A small percentage indicated it was in the original location (9%), while 10% of participants did not respond. In the ignorant condition, participants only knew where the instrument should NOT be, and were similar to the knowledge condition in their rates of guessing the original location (9%) and not responding (5%). Thus, the task is challenging for adults, but not impossible.

When asked where the musician would look for the instrument, participants were frequently accurate (73%) in the knowledge condition, as well as in the ignorant condition (77%). Hence, participants accurately predicted the musician's behavior from the musician's knowledge. In the knowledge condition, few participants were "cursed" by their knowledge of the actual location in making this prediction (3%).

Participants were also asked where the mover expected the musician to look. In the knowledge condition, participants were 40% accurate making this prediction. While their knowledge of the original location did not influence their prediction (7%), the knowledge of its prior location did (30%). In the ignorant condition, participants were 63% accurate making their prediction, and while knowledge of the current location could not influence their judgments, again, knowledge of the original location influenced predictions (21%).

Overall, the current procedure seems comprehensible for adults, though difficult. However, only knowledge of original information (not current knowledge) seemed to influence their predictions.

LIPC 2013 Poster Presentations

Session I (11:00 am – 12:00 pm)

Kelly Laliberty, Nina Franza, and Dominique Treboux
St. Joseph's College

Three Degrees of Separation: Differences in Empathy

Empathy has been conceptualized as having cognitive and emotional components (Davis, 1994), and has been related to helping behaviors and the larger domain of altruism (Mikulincer, Shaver, Gillath & Nitzberg, 2005). Research suggests that the narrator of a story may be influential in eliciting empathetic reactions. Habermas and Diel (2010) examined the emotional impact of loss in narratives. They contrasted elaborate, dramatic and impersonal perspectives across different loss events: loss of a grandmother, a dog and a brother. The authors found that the severity of an event (i.e., loss of a brother) was the most important factor in determining the strength of an emotional reaction. They further found that the impersonal narrative (which included many gaps and lack of detail) elicited the lowest sympathetic responses.

The purpose of our study was to examine the effects of the remoteness of the narrator on empathy. The present study examined differences in emotional, sympathetic and empathetic responses with regard to the type of narration (i.e. first person, second person, and very distant).

The sample consisted of 109 undergraduate students from a Northeastern college. Participants were randomly assigned to one of three conditions. In each condition, participants read a story about a fatal car crash. Each narrative was told from a different perspective. In Condition A, the narrator was the brother of the victim (i.e., close relationship). In Condition B, the narrator had heard the story from his mother and her coworker's family member was the victim (i.e., distant relationship). In Condition C, the story was heard on the news (i.e., stranger).

After reading the story, the participants rated their reaction to the story (i.e., emotion), how they felt for the family (i.e., sympathy) and how they thought the family felt (i.e.

empathy) on a four-point Likert-scale. Under each category, participants rated the following emotions: upset, fearful, angry, and unfortunate. In addition, to control for experiences of loss, a brief survey was administered that requested information regarding participants' experiences with loss. We hypothesized that participants who read the story in Condition A (i.e., told by the brother of the victim) would have more emotional, sympathetic and empathetic responses than stories that were told in Condition C (i.e., told by someone who heard on the news).

Results indicated that, over all conditions participants were high in emotional reactions, sympathy and empathy. Using repeated measures, a 3 (close relationship, distant relationship, and stranger) by 3 (emotional reaction, sympathy and empathy) ANOVA was used to test the aforementioned hypotheses. Subjects were summed as individual items under each construct. There was a main effect for reactions such that, across the three conditions, participants were more sympathetic than empathetic. Their personal emotions were lower than ratings of both sympathy and empathy.

LIPC 2013 Poster Presentations
Session I (11:00 am – 12:00 pm)

Renee Adams
St. Joseph's College

The Relationship between Self Efficacy, Career Decision and College Students Perception of the Economy

The current study examined the relationships among college student's general self efficacy and career decision making skills and their perception of the economy. Questions pertaining to student's employment prospects along with four questionnaires were administered to 60 college students. The measures included; the Unemployment Attribution Questionnaire (UAQ), the Career Decision Self- Efficacy Scale (CDSES), the Self Efficacy Scale (SES), and the Perceptions of the Economy Questionnaire (PEQ). College students with low self efficacy and career decision self efficacy had a more negative perception of the economy. Conversely, students who had high self efficacy and career decision making skills had a more positive perception of the economy. Students who reported more negative views of the economy endorsed the belief that students today are more fearful about their future job/career opportunities as compared to students who attended college 10 years ago. The students from this study also felt moderately optimistic that the economy will be in good shape by the time they graduate. Surprisingly this optimism was not related to general self efficacy or career self efficacy. The findings from this research suggest that it may be beneficial to help students recognize and identify their own perceptions of career and general self efficacy, as well as helping to disseminate accurate information about opportunities in their chosen field of study, as each of these have been shown to have an impact of their educational plans. In addition, it may be beneficial to help students boost self efficacy and self direction.

Jacqueline Volpicella
St. Joseph's College

Procrastination, social anxiety, and the prevalence of social media use

The current research investigated the link between anxious tendencies, procrastination habits, and social media use. Participants in this study were 58 students of a small Northeastern Liberal Arts College enrolled in various undergraduate courses. Students were asked to complete surveys containing measures of emotions towards social media use and various types of procrastination. One class was asked to partake in optional quizzes as a measure of actual procrastination time but few students completed them so the measure was dropped from the final analyses. The item analysis of the social media survey measurement created for this study indicated a significant correlation between items related to social media use and overall measures of anxious tendencies. However, results using this measure in conjunction with a measure of procrastination did not yield a significant relationship between the two constructs. Furthermore, there were no significant relationships between anxiety and different types of procrastination. It is important for future research to investigate the effects of social media on study habits as well as understanding the mediating effects of social media on anxiety.

LIPC 2013 Poster Presentations
Session I (11:00 am – 12:00 pm)

Pamela Giambona
Hofstra University

Effects of Marijuana Use on Short Term Memory in Undergraduate College Students

The present experiment was designed to examine the effect of marijuana on short-term memory. Short-term memory is the current information we are aware of or thinking about that can be stored for approximately 20 to 30 seconds (Cowan, 2011; Miller, 1956). Previous studies that have measured the effects of marijuana on short-term memory have reported mixed results. Some studies showed significant effects of marijuana use on memory (Cowan, Neidert, & Miller, 1981; Day, Metrik, Spillane, & Kahler, 2013; Hart, Ilan, Gevins, Gundersoin, Role, Colley, & Foltin, 2010). However, others did not have significant results (Block & Wittenborn., 1986; Block & Wittenborn, 1984). The present study tested the effect of marijuana on short-term memory in an attempt to clarify the effect. Thirty undergraduate students were recruited for the study. The control group consisted of 15 non-marijuana users and the experimental group of 15 frequent users of marijuana. Frequent users were defined as marijuana smokers who smoked at least twice a week. The studies protocol contained a pre- and post- short-term memory test developed by Chudler (1996, 2011) for both frequent marijuana and non-marijuana users. The Short-Term Memory Test-Pictures included 20 pictures of unrelated items. The procedure for the pre- and post-test called for the participants to view the test items for 30 seconds and then for the next 30 seconds write down all of the items they could remember. During the pre-test, both the control and experimental groups were not under the influence of marijuana. The post-test was administered one week after the pre-test was given to the participants. While the participants of the control group were not intoxicated at the time of post-test, the participants of the experimental group were under the influence of marijuana. The experimental group smoked their natural amount of marijuana before the post-test. An independent sample t-test was performed to compare the control and experimental groups on their post-test

scores. There was a not a significant difference between the control and experimental group in the amount of items recalled during the post-test, $t(28) = -1.24$, $p > .05$. However, the results show that the experimental group recalled more items during the post-test than the control group when they started at an equivalent base. It is possible that the results would have been significant if the sample size was larger because the experimental group had a greater improvement of short-term memory.

Nicole Liccio and Lauren Putira
Hofstra University

Social Anxiety in Correlation with Social Media Use

The rapid increase of social media use among university students has become progressively more and more common. The increase in this usage is inevitably causing a decrease in personal human interaction. Our hypothesis aimed to find a correlation between time spent on social media sites and social anxiety of college students. The results did not support our hypothesis, suggesting that there is no significant relationship between time spent on social media and social anxiety. However, it was found that there was a significant negative correlation between attitudes toward social media and the levels of social anxiety, suggesting that those who experience a higher level of social anxiety had more negative attitudes toward social media, $r = -.378$, $p < .05$. There was also a significant relationship between stress and attitudes toward using social media, suggesting those with a higher level of stress had more negative attitudes toward social media, $r = .419$, $p < .05$. The results suggest that those who experience life stress or social anxiety may also have negative experiences with social media regardless of the time they spend on such sites.

Poster Session II

2:00 pm – 3:00 pm

LIPC 2013 Poster Presentations

Session II (2:00 pm – 3:00 pm)

Felicia Cambi

Molloy College

Effects of Learning on Anxiety

The study tested the negative effects of anxiety on learning. The hypothesis was that participants in the anxious group would recall significantly fewer words than the participants in the non-anxious group. Thirty-two participants were given a questionnaire to fill out. The control group was presented with a questionnaire that had neutral items which were not intended to provoke anxiety, and the experiment group was presented with a questionnaire which consisted of items that were intended to provoke anxiety. Both groups were then presented with a list of 30 words and asked to study them for 2 minutes. A free recall period followed. Results showed that the hypothesis was not supported, $t(30) = 1.65$, $p = .108$.

Angela Cruciani

St. Joseph's College

The Effects of Induced Frustration on Creative Thinking

This study examined the effects of experimentally induced frustration on creative thinking in college students and possible gender differences. Creative thinking was assessed on two different creative thinking tests: convergent and divergent to assess possible differential effects of frustration on the different modes of creative thinking. Frustration was induced using the nine-dot puzzle. The results indicated no significant difference between gender or frustration condition on performance on the divergent thinking test. However, the results indicated that frustration led to significantly greater performance on the convergent thinking test for both genders. The findings partially support the hypothesis that frustration affects performance on a creative thinking test.

Alexandra Moncayo

St. Joseph's College

Emotional Adjustment: Evaluating Spirituality and Parental Attachment As Possible Correlates

The current study examined spirituality and parental attachment as predictors of an emotional adjustment criterion. Sub-facets of spirituality (connectedness, prayer fulfillment, and universality), attachment (trust, communication, and alienation), and adjustment (anxiety, hostility, depression, self-esteem, and emotionability) were evaluated to account for the intercorrelations of specific variables. A total, or universal, score for each measure was calculated to assess the overall relationships between constructs. Established self-report measures were administered to 50 college students. Results indicated a significant positive correlation between universal parental attachment and universal emotional adjustment, including several significant relationships between the measures' sub scores: parental communication, parental trust, parental alienation, anxiety, hostility, depression, self-esteem, and emotionability. Universal spirituality was not related to the other measures' total scores; however, overall spirituality, in addition to spiritual universality, was related to increased parental communication. Furthermore, spiritual prayer fulfillment was associated with greater parental trust. The relationship between emotional adjustment and attachment was greater for females than males, suggesting extraneous variables to account for adjustment in males. Further research is necessary to examine other possible confounds such as age, cultural background, or ethnicity in addition to gender.

LIPC 2013 Poster Presentations
Session II (2:00 pm – 3:00 pm)

Eric Leonardis
Hofstra University

Religious Cognition: The Dual-Process Model of Reasoning and Religious Belief

In recent years there has been increased interest in the role of cognition in religious belief. Recently, many psychologists have examined this relationship using the dual-process model of reasoning. This study aimed to replicate the findings of Gervais and Norenzayan (2012), by first examining the relationship between analytical thinking and religious beliefs, and second priming analytical thinking in order to cause religious disbelief.

In the first study, it was hypothesized that there would be a significant negative relationship between belief in God and analytical thinking processes. A convenience sample of 40 undergraduate students ($n = 40$) was recruited. Analytical thinking processes were tested using the Cognitive Reflection Test (CRT), based on the Dual-Process Model of Reasoning. The CRT reasoning questions require participants to override an initial intuitive answer by using an analytical thinking process in order to find the correct answer. Scores on the CRT were correlated with those on a measure of religious belief developed by Gervais and Norenzayan (2012). The correlation was found to be negative and significant at $r = -.279$, $p < .05$. This correlation was consistent with previous studies.

The second study was conducted in order to replicate the findings which suggested that priming analytical thinking (measured with the CRT) caused a significant decrease of religious belief. A convenience sample of 28 undergraduate students ($n = 28$) was recruited. The experimental group was shown 4 separate 30-second slides of the statue of a man thinking (Rodin's The Thinker). In previous studies, viewing this stimulus significantly improved performance on analytical thinking tasks. A control group viewed 4 separate 30-second slides of a statue throwing a discus (Discobolus of Myron). After viewing the priming stimulus, the participants were evaluated on intrinsic

religiosity by using the Hoge Intrinsic Religiosity Scale and on belief in supernatural agents using The Belief in Supernatural Agents Scale. There was no significant difference found between the experimental and control group on The Belief in Supernatural Agents measure, $t(26) = .333$, $p > .05$. There was also no significant difference found between the experimental and control group on the intrinsic religiosity measure, $t(26) = -.806$, $p > .05$.

Future research should further examine how priming can cause changes in religious belief, and also explore the different cognitive processes that play a role in religiosity. Another possibility that the data suggests is to explore dogmatic beliefs in general. In the tradition of T. H. Huxley, those who are absolutely "certain" that God does not exist and those who are "certain" that God does may inherently make the same intuitive leap in logical processing. If this is true, then analytical thinking processes may have a stronger negative relationship with the dogmatic certainty of beliefs, than with religiosity.

Stephanie Van Schaick
St. Joseph's College

The relationship between dysmorphic concern and reckless behavior

The current study sought to examine the relationship between an individual's dysmorphic concern and their likelihood to participate in certain types of reckless behaviors. Participants included 68 students enrolled in Psychology courses at St. Joseph's college during the Spring 2013 semester. The questionnaire that participants received included two established self-report measures as well as demographic information. An individual with high dysmorphic concern may be more likely to engage in reckless behaviors due to their low sense of self-worth compared to the average person. It is hypothesized that individuals who report higher levels of dysmorphic concern will also indicate participating more frequently in certain types of reckless behaviors.

LIPC 2013 Poster Presentations

Session II (2:00 pm – 3:00 pm)

Hannah Darnell and Peter Lin
St. Joseph's College

The Relationship between Early Exposure to Sexual Media and Attitude on Sexual Behaviors

A fundamental period of sexual exploration and development occurs during adolescence. During this period, adolescents are faced with a vital developmental task of learning which sexual behaviors are enjoyable, appropriate for their age group, and to experiment with establishing sexual relationships (Collins et al., 2004). An adolescent's attitude of peer norms and alleged behavior are two factors that are believed to play a key role in these decision-making processes. Therefore, the question is raised, "How do youth come to develop such gender-specific norms and assumptions about peer sexual behavior?"

Sexualized media has become a prominent model adolescents explore when cultivating their attitudes and beliefs. American adolescents are bombarded with sexual imagery in films, television programs, magazines, music videos, and all over the Internet. However, despite the media's potential for educating young adults about sexual relationships, the overall conclusion is that media messages pertaining to sexuality are distorted, stereotypical, and potentially harmful to the viewer. This gives media the potential to put adolescents at risk and makes the study of media and youth's attitudes and behaviors and imperative area for sexual health research.

This article intends to investigate any associations between adolescent sexual attitudes and risky sexual behavior, and their exposure to sexual content in the media. The study contends that the inescapable nature of the prevalent sexual content in media presents both concerns of public policy and adolescent sexual health. It is predicted that:

a) The more consumption of sexual content in media an adolescent male or female is exposed to, the more accepting they are of sex (i.e. endorsement of gender stereotypes likely to promote sexual initiation,

dissatisfaction with virginity, and perceptions regarding normative sexual behavior).

b) The more consumption of sexual content in media an adolescent male or female is exposed to, the more likely they are to engage in risky sexual behavior.

Results are based upon surveys completed by students from Saint Joseph's College located in Brooklyn, NY. Of the 91 participants, the majority (71%) was female and the remaining (27%) was male. Pearson correlational analyses were run on participant responses of (1) sexual activity, (2) sexual attitudes, and (3) previous exposure to sexual content in four different media: (a) television, (b) music, (c) films, and (d) magazines. The results reveal no direct correlation between exposure to sexual content and sexual behavior. However, a permissive sexual attitude was found to be a potential mediator. There is a significant correlation between early exposure and permissiveness, $r(85) = .295$, $p < .005$, and permissiveness is significantly correlated to sexual behavior, $r(85) = .297$, $p < .01$. The results also show a significance correlation in gender, as males reported increased permissiveness in their sexual attitudes, $r(85) = .389$, $p < .001$. Although exposure to sexual content has no direct correlation to sexual behavior, our hypothesis was partially supported because exposure led to increased permissiveness, which indicates a higher likelihood to participate in risky sexual behavior. Implications for this study suggest that changing attitudes of permissiveness can influence participation in risky sexual behavior.

LIPC 2013 Poster Presentations

Session II (2:00 pm – 3:00 pm)

Allison Malinofsky

St. Joseph's College

Influence of Sibling Relationships on Desire To Succeed Based on Childhood

Motivation, the reason for why individuals think and behave as they do, is largely determined by social environments (Weiner, 2000). People are thought to desire meaning and purpose for their lives which is measured by goals that influence their energy or drive. Previous research (Baumgardner & Crothers, 2009) has defined achievement motivation as personal success according to social standards. Covington (1992) described high achievement motivation as a way to perceive ourselves as competent. Achievement motivation is related to feeling capable, influential, hardworking, and efficient. Moreover, achievement motivation promotes high self-concept and well-being. In the past, research has emphasized the importance that significant relationships play on influencing and shaping an individual's goals. Alfaro (2010) found that family; in particular, love and support, play a critical role on motivation. Recently, family systems researchers have focused on sibling relationships. Sibling relationship bonds are strengthened by trust, concern, and love. Research on sibling relationships included studies to see how siblings influence one another's adjustment and motivation. Furthermore, Cook, Eccles, Elder, Furstenberg, & Sameroff (1999) showed that older siblings exert influences that are similar to those of managers and parents, suggesting that by having older siblings who value effort and succeed in their endeavors, younger siblings are provided with a powerful influence and model. Support makes adolescents feel important and competent which motivates them to work harder in school and value high grades. Jaung and Silberesien (2002) suggest that warm and supportive interactions between adolescents and older adults including older siblings have been consistently related to positive academic adjustments. Widmer and Weiss (2000) also have reported that supportive sibling relationships are important in developing goals, self-perceptions, and successful behavior. While past research

has studied the influence of sibling relationships on academic motivation in childhood, the present study looked at the influence of childhood sibling relationships on achievement motivation in young adulthood. A sample of 50 undergraduate students from a private liberal arts college completed self-report surveys that assessed the quality of sibling relationships and achievement motivation. Results indicated that participants tended to be closest to their sibling closest in age. Analyses also suggested that overall, males were closer to their female siblings, and females were closer to their male siblings. Other findings indicated that two of the sibling relationship qualities, specifically similarity and empathy were significantly correlated. Contrary to expectations, the quality of sibling relationship was not related to achievement motivation, but was related to GPA.

Samantha K. Russ

St. Joseph's College

The Presence of Dyslexia Symptoms and Inner Voice in an Undiagnosed College-Aged Population

Fifty St. Joseph's College students between the ages of 18 – 30 were surveyed on their literacy and inner voice. The goal of this study was to identify if there are any students in our college population who present with dyslexia symptoms and/or other literacy challenges despite having never been diagnosed with or treated for a reading or writing disability. Furthermore, the study sought to identify the presence of the inner voice and whether or not it correlated to literacy issues. The data taken from the surveys showed a strong presence of a variety of literacy challenges for students at the college, and a strong correlation between trouble with reading and trouble with writing. However, there was no significant difference in the number of dyslexia symptoms in individuals who reported having an inner voice and not. These findings support the idea that disabilities of reading and writing should be treated as interconnected but that the presence of the inner voice may not be a strong indication of literacy skills.

LIPC 2013 Poster Presentations

Session II (2:00 pm – 3:00 pm)

Alexandra Massimillo and Nicholas Desmond

Hofstra University

Differences in the Natural Ability of Untrained Men and Women To Discern Lies

The purpose of this study was to examine any potential differences in the natural abilities of untrained men and women to detect deceit. Previous literature suggests that females are slightly better than males in their ability to detect deception (Li, 2011). Ten female and 10 male participants ($n=20$) were recruited for the study; they aged 18 to 25 years. These participants were shown two videos of interviews using counterbalancing. These videos were interviews of two actors, one male and one female, giving both true statements and false statements as answers. Following the videos, participants were asked to complete a questionnaire in which they marked whether they thought the actor had given a true or false statement as an answer to each question. There was no statistically significant difference between men and women's ability to detect deceit when shown the video in which the male actor provided the false statements. There was also no statistically significant difference between men and women's ability to detect deceit when shown the video in which the female actor provided the false statements. However, female participants showed a pattern of having slightly higher mean ratings than those of male participants in discerning the false statements consistently over both male and female videos. This pattern is consistent with previous literature showing that female participants are in fact slightly better at detecting deception.

Carly Bazerman

Hofstra University

Negative Effects of Substance Abuse Amongst College Students

Substance abuse among high school and college students has been a consistent issue throughout the United States. The use of marijuana and prescription drugs has significantly increased since the 1990's. The abuse of marijuana and prescription drugs is a major factor in student behavior. In order to correctly assess the negative behavior associated with this drug use, one must concentrate on the motivations behind the substance use. My hypothesis was geared to obtaining a significant relationship between marijuana motivation and levels of anxiety in college students. Seventeen college students who regularly smoked marijuana (10 males and 7 females) took part in a survey study composed of demographic information, an anxiety scale, and a marijuana motivation scale. The Pearson correlation test revealed that there was a relationship between marijuana motivation and anxiety levels in college students, which approached a statistically significant level, $r(17) = .86, p = .055$. The result indicates that students with higher motivations to smoke marijuana also have higher levels of anxiety.