The Biannual Evening of Psychological Science

52nd Psychology 2100WQ
Poster Presentation Night

University of Connecticut
Department of Psychology

April 29, 2015
4:30 – 6:30 PM
Weston A. Bousfield Building
Skip Lowe Atrium
## LAB INSTRUCTORS
- ANISH KURIAN
- TIMOTHY HWANG
- LAUREN GANNON
- LIN NIE
- TONG LI
- HENRY HARRISON
- MADELINE SCHIAPPA
- NICOLE FLAIG
- ANDY TUCKER
- ELIF IKIZER
- ELIZABETH LAWNER
- NICOLE DEPOWSKI
- TALEA CORNELIUS
- LAUREN BRYANT
- NATASZA MARROUCH
- KATIE SHAW

## INDEX OF POSTERS
### BY LAB INSTRUCTOR
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANISH KURIAN</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>TIMOTHY HWANG</td>
<td>4, 5</td>
</tr>
<tr>
<td>LAUREN GANNON</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td>LIN NIE</td>
<td>9, 10, 11</td>
</tr>
<tr>
<td>TONG LI</td>
<td>12, 13, 14</td>
</tr>
<tr>
<td>HENRY HARRISON</td>
<td>15, 16, 17</td>
</tr>
<tr>
<td>MADELINE SCHIAPPA</td>
<td>18, 19, 20</td>
</tr>
<tr>
<td>NICOLE FLAIG</td>
<td>21, 22, 23</td>
</tr>
<tr>
<td>ANDY TUCKER</td>
<td>24, 25, 26</td>
</tr>
<tr>
<td>ELIF IKIZER</td>
<td>27, 28, 29</td>
</tr>
<tr>
<td>ELIZABETH LAWNER</td>
<td>30, 31, 32</td>
</tr>
<tr>
<td>NICOLE DEPOWSKI</td>
<td>33, 34, 35</td>
</tr>
<tr>
<td>TALEA CORNELIUS</td>
<td>36, 37, 38</td>
</tr>
<tr>
<td>LAUREN BRYANT</td>
<td>39, 40, 41</td>
</tr>
<tr>
<td>NATASZA MARROUCH</td>
<td>42, 43, 44</td>
</tr>
<tr>
<td>KATIE SHAW</td>
<td>45, 46, 47</td>
</tr>
<tr>
<td>PSYCHOLOGY 3885</td>
<td>48, 49, 50, 51, 52</td>
</tr>
</tbody>
</table>

## PROFESSORS
- DR. HART BLANTON
- DR. DIANE QUINN
- DR. IAN STEVENSON

## COORDINATORS
- NICOLE DEPOWSKI
- DR. STEVEN MELLOR

## BY PROFESSOR

**DR. BLANTON:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

**DR. QUINN:** 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38

**DR. STEVENSON:** 39, 40, 41, 42, 43, 44, 45, 46, 47

**DR. GORIN:** 48, 49, 50, 51, 52
The current experiment investigates the effects of exercise on stress. We hypothesized that exercise would cause a decrease in stress. Participants (n=114), from UCONN, were surveyed to determine whether they exercised or not and placed into either an exercise or no exercise subgroup (exercise=n₁, no exercise=n₂). Participants were then subjected to one of two conditions: writing then Perceived stress scale (PSS) (n₁=45), (n₂=43); or PSS then writing (n₁=13), (n₂=13). Participants in the PSS first condition received a lower stress score than those in the writing first condition, suggesting that exercise may not have a significant effect on stress, but some other effect may have been taking place.

Instructor: Anish Kurian
Professor: Dr. Hart Blanton
**Poster 2**

**The Relationship Between Extraversion, Interaction, and Personal Space**

Benjamin Dautremay, Cara Brundage, Emily Gagliano, Elizabeth Gaston

Our experiment investigated the correlation between room size and social comfort/enjoyment (SCE) levels of participants playing games in that room, as well as extroversion. We hypothesized that people would feel more SCE when playing games in a smaller room. Participants (N=93) were randomly assigned into two different conditions: a smaller room (n=48) and a larger room (n=45). Our results suggested no significant correlation between room size and SCE scores. However, there was a significant positive correlation between extroversion scores and SCE scores. Therefore, the size of the room that groups are in is of no consequence; those that are extroverted will most likely be more comfortable and have more fun than those that are introverted.

Instructor: Anish Kurian  
Professor: Dr. Hart Blanton

**Poster 52**

**Spoodle’s Control: A Measure of Portion Size and Food Selection – A Pilot Study**

Joan Daniel, Ashley Mills, and Tenzin Yangdon

Consuming larger portion sizes of foods outside of the home is a contributor to increasing obesity rates. This study tested whether labelling a food-serving utensil (a spoodle) with appropriate portion size information for two frequently consumed foods (mashed potatoes and penne pasta) influenced food selection patterns in college students. An ABBA reversal design was used in a large campus dining hall over a period of six weeks. During baseline and reversal periods, no portion size signage was displayed. During intervention weeks, an informational sign regarding the spoodle and the appropriate serving size of the target food was placed above food stations. Dining Services provided data each week regarding the number of students entering the dining and the number of pans of each target food served between 4:15pm and 7:15 pm. Results suggest that 0.07 pans of penne pasta were consumed per student during baseline weeks vs. 0.05 pans/per student during the three intervention weeks. On average, 0.43 pans of mashed potatoes were consumed per student during the three baseline weeks vs. 0.37 pans/per student during the three intervention weeks. These differences were not significant. Exit surveys conducted with 38 students indicated that 86.8% did not notice the spoodle sign and as a result, the majority of the students (94.7%) said the intervention did not influence their portion size. Further research should explore the impact of portion size signage on food consumption in more carefully monitored settings and increase signage visibility to potentially maximize intervention effects.

Professor: Dr. Amy Gorin

**Poster 3**

**The Effects of Gender Stereotype on Memory**

Tom Petraglia, Andy Lopez, Georgia Havens, Ashley Winch

This study examined the relationship between recalling information within a gender stereotype condition and a distraction factor. Participants (N=69) listened to either a: control (n=20), male (n=25), or female (n=24) audio recording, with half of these people in a distraction group (n=32) or a control group (n=37). Participants completed two questionnaires about the recording and gender stereotyping. There was no significant difference between accuracy and distraction. There was a significant difference between accuracy and audio condition. Our results indicate that gender of audio condition doesn’t affect if participants correctly guessed the gender of the doctor; distraction factors didn’t influence completion time. There was a significant difference between time and audio: the control audio took longer.

Instructor: Anish Kurian  
Professor: Dr. Hart Blanton
"#WeTakeTheStairs": A Study of the Effects of School Spirit Posters on Stair Taking Behavior in a University Dormitory
Haley Garbus, Julio Murillo, Julia Werth, and Kate Boudreau

The present study tested whether school spirit posters encouraging stair usage were effective in increasing stair use among college students and whether the addition of health facts prompted greater stair usage than school spirit messages alone. Sign content and messages were finalized based on focus group feedback. Observations were made thrice a week in two towers in a single university dormitory in one-hour sessions for four weeks using an ABAB experimental design, with interventions taking place during the B weeks. The towers were randomly assigned to either the school spirit with health facts condition or the school spirit without health facts condition. A total of 1127 choices between stairs and elevator were observed. There was a significant increase between stair use at Baseline I and during Intervention I in males exposed to the school spirit posters without health facts condition. There was also a trend in both conditions for females to decrease stair use from baseline to Intervention II. Results suggest that stair use can be positively influenced in college-age males by using school spirit related prompts without health facts on posters.

Professor: Dr. Amy Gorin

A Novel Assessment of Eating Disorder Risk Using Social Media to Disseminate Health and Nutrition Information to College Students: A Pilot Study
Molika Chea, Jeffin Cherian, Shawn Cherian, Bless Gomes, Carnisha Gilder, Julia Simon

This community-based intervention examined the feasibility of using social media as a tool to increase healthy and mindful eating amongst undergraduate and graduate students at a large northeastern public university in the United States. A healthy-eating campus-wide campaign (#uchealthyhusky) was implemented on three social media platforms: Facebook, Instagram and Twitter. Participants enrolled themselves voluntarily by following the campaign’s Facebook, Twitter, and/or Instagram accounts. It was hypothesized that the healthy eating social media campaign would be widely accepted by college students. Furthermore, it was hypothesized that Facebook would have a greater reach and more followers than the other two social media platforms. The Facebook page accumulated 153 followers (likes) compared to 56 followers on the Instagram account and 18 followers on the Twitter account. About 80% of the healthy eating published posts on Facebook, 100% on Instagram, and 44.4% on Twitter were interacted with at least once. In conclusion, results suggest that it is feasible to disseminate healthy, mindful-eating messages and health promotion content to college students via social media.

Professor: Dr. Amy Gorin

Race, Gender, and the Job Hiring Process
Miloni Bendre, Janna Grinaski, Shakira Lugo, Erica Scarpati

This study examined the implicit biases people hold towards minorities during the job hiring process. We predicted that minorities would have a harder time being hired compared to non-minorities, and that female minorities would have an easier time compared to males. Participants (n=60) completed a survey and chose one male and one female applicant out of the set of resumes that they thought would be best suitable for the job. The results showed that minorities were chosen more, and that male minorities had an easier time being hired. This suggests that there may be little implicit biases when interviewers pick an applicant for a job.

Instructor: Timothy Hwang
Professor: Dr. Hart Blanton

Effect of Physical and Social Distance on Embarrassment
Emily Bramande, Tiffany Fernandes, Alexa Ludington, Tasha Schaedler

This study investigated the effects of physical and social proximity on aversion to embarrassment. We predicted that participants who felt more physically and socially close with one another would report higher levels of embarrassment and estimate higher room temperature. Participants (n=97) sitting within close or far proximity completed a questionnaire following either an ice breaker or no ice breaker. Results revealed that students reported higher comfort levels when they were socially and physically closer together, while no significant results were found regarding temperature. This suggests that comfort levels can be influenced by the social and physical proximity of other individuals.

Instructor: Timothy Hwang
Professor: Dr. Hart Blanton
Men Are From Mars... And Women Can Be Too!

Megan Ceva, Kazuho Sadachi, Veronica Carvajal, Katherine Landrey

Our study focused on the use of persuasion and intended to determine which route to persuasion was most effective in changing attitudes towards women. We had 98 male and female college students participate in our study. Participants were exposed to one of three persuasion conditions either a TED-Talk, an Always campaign, or a nature video. The participants completed a pre-survey, viewed the video paired with their condition, and finally completed a post-survey. Our results showed no significant differences in response from survey one to survey two in any of the conditions, however there was still an observable difference in the central route to persuasion condition. The central route shows the most potential for changing attitude.

Instructor: Lauren Gannon

Reading Your Food

Alexander Pawlak, Ashlyn Albert, Matthew Lechkun, Vincenzo Marafito

This study examined the relationship between the types of labels used on food packages and the perceived nutritional value of those foods. Participants (n=91) were asked to view comparisons of packaging for similar foods that used differing label types. Participants were then asked to record their responses. It was found that foods in packages that utilized both objective information and subjective claims were viewed as somewhat more nutritional than foods that just used subjective claims, and significantly more nutritional than those that just used nutritional information, p<0.01. These findings suggest that while consumers place some value on the presence of nutritional information, their opinions are more likely to be swayed by nonspecific colloquial health claims.

Instructor: Lauren Gannon

Get Off the Couch! Increasing Physical Activity Through the Use of Social Support or Financial Incentives

Melanie Klinck, Jessica Naples, and Jaclyn Fisher

Physical activity declines in college setting the stage for weight gain. Developing methods that increase students’ physical activity levels may potentially prevent weight gain and improve long-term health outcomes. We conducted a randomized controlled trial examining whether social support or financial incentives are more effective in increasing physical activity in college students. Participants (N=29; 76% female) interested in using an 8-week Couch to 5K mobile app were enrolled in the study and randomized to either a Social Support group or a Financial Incentive group. The Social Support group fostered within group support through an online Facebook group, periodic in-person meetings, and group runs. In contrast, participants in the Financial Incentive group received small financial incentives each week for successfully following the Couch to 5K training plan. Data is presented on participants (n=16) who completed baseline and 4-week assessments (midway through the Couch to 5K program). Significant improvements were observed at 4-weeks (p<.001), with participants running 3.0±1.0 days per week and 2.0±0.5 miles at a time, suggesting that both social support and financial incentives are viable strategies for increasing physical activity in college students.

Instructor: Lauren Gannon

Effect of Calorie Exercise Equivalent Labeling on Selection of High-Calorie Foods in a College Dining Hall

Valerie Everett, Lauren Frymus, Nusrat Habib, Kiersten Kronschnabel, Khiem Nguyen, Aaron Plotke

Energy equivalent labeling shows some promise as a technique to reduce portion size but has not yet been examined in college students, a population vulnerable to both weight gain and eating disorders. This study evaluated the effect of posted physical activity equivalent labels on the selection of pizza and French fries in a dining hall at a large Northeast university. Food selection data for two baseline weeks (no food signage) and two intervention weeks (exercise equivalence posted above pizza and French fries serving areas) was provided by Dining Services. The same menus were available during both the baseline and intervention periods. As predicted, there was a significant decrease in the selection of cheese pizza (p=.03) and French fries (p<.01) during the intervention period. Future studies should be conducted over a longer period of time and control for unexpected confounding variables (e.g., snow days) when working within a university dining hall setting. Additionally, student patrons exposed to the intervention expressed concern for the stigmatizing nature of the food labels and the implication of perpetuating disordered eating behavior.

Instructor: Lauren Gannon
**Mood Induction and the False Memory Effect**
Margaret Balogh, Eden Castle, William Galske, and Roisin Upton

The current study investigated the effects of mood induction procedures with false memory recall. Participants (N=73), were assigned either an easy or stressful word search in order to induce a positive, stressful, or neutral mood. During test, participants were shown a list of related words and then asked to write down as many as they could recall. If the participants falsely recalled a “critical lure”, which is a related but unpresented word, then they demonstrated the false memory effect. We hypothesized that participants in the negative mood group would be less likely to falsely recall the critical lure, and participants in the happy mood group would be more likely to falsely recall the critical lure. Results showed that our chosen method of mood induction, which were our word searches, were not successful. There was also no significant difference in the critical lure being recalled, for either a positive or negative reported mood score. This can be useful for a variety of academic settings, including note taking and studying.

**Instructor:** Kathleen Shaw
**Professor:** Dr. Ian Stevenson

---

**Effect of Priming and Mode of Presentation on Perceptions of Body Language**
Anthony Campbell Jr., Shivali Gupta, and Trushnaben Patel

There are numerous factors that affect human perception of body language. This study focuses on priming participants’ perceptions of the level of relationship and mode of presentation of the interaction. We had two different form of presentation: a dynamic video and a static image that was taken from the dynamic video shown to participants. Based on previous studies, we hypothesized that participants that were given the dynamic mode of presentation would better be able to assess body language in the mixed-sex interaction, and in the group of participants that were given the dynamic mode of presentation, there will be a greater difference in the perceptions between those who were told the interaction is between strangers and those who were told the interaction is between a long-term couple. Perceptions of body language were assessed through a questionnaire, and the results were compiled to fit a positivity scale. The results showed significance for only the mode of presentation condition. Participants given the dynamic mode of presentation rated the interaction less positively overall than participants that were given the static mode of presentation. Additionally, participants in the dynamic mode of presentation group rated more positively when told the interaction was between a couple, whereas participants in the static mode of presentation group rated more positively when told the interaction was between strangers. These results add to the current knowledge of human perception of body language in day-to-day interactions.

**Instructor:** Kathleen Shaw
**Professor:** Dr. Ian Stevenson

---

**Music and Memory: Is There a Connection Between the Two?**
Sarina Garcia, Jennifer Noseworthy, Sara Alexander, Rebecca Abbott

The purpose of the study we conducted was to distinguish a correlation between music and the effects on short-term memory recall. For our study we randomly selected 61 participants who are enrolled in Psych 1100 or Psych 1103 classes. We had three conditions as part of our study, Condition 1 were presented with a list of words in silence. Condition 2 was presented with another list of words with a classical music piece in the background, lastly Condition 3 was presented with a different list of words and a rock song played in the background. Using a within-subjects design there were differences across the three conditions although not all the factors were statistically significant.

**Instructor:** Lauren Gannon
**Professor:** Dr. Hart Blanton

---

**The Effects of Self-Reported Self-Esteem on Conformity**
Catrina Peros, Conner Gavin, Mohaned Serdah, Victoria Baig

This study investigated the effect of self-reported self-esteem on conformity. We hypothesized that participants with lower self-esteem would conform more often and faster than those who reported higher self-esteem. Participants (n=20) completed a visual discriminatory task in the presence of confederates, identified the fixed number of differences, and completed a Rosenberg scale. Our results found that participants with lower self-esteem conformed at higher rates than those who reported higher self-esteem. Our results supported both of our hypotheses. These results suggest that conformity rates in group settings increase when an individual reports lower self-esteem.

**Instructor:** Lin Nie
**Professor:** Dr. Hart Blanton
**POSTER 10**

**The Effects of Implicit Gender and Racial Biases on Criminal Sentencing**

Alyssa Hague, Rebecca Kitfield, Crystal Mastrangelo, Connor Vendetto

The implicit biases enacted throughout U.S. justice systems inspired a study on the differential punitive practice with regard to gender and race. It was expected that participants would demonstrate these biases by assigning perpetrators of a different race or gender a harsher punishment. Participants (n= 80), after reading eight diverse crime vignettes differing in both perpetrator and crime demographics, elected a criminal sentence for each perpetrator from the categorical scale provided. Results showed non-significant relationships between both race and gender conditions although the differences correlated in the same direction as expected. These findings suggest minimal gender and racial bias influence on a perpetrator’s recommended punishment.

Instructor: Lin Nie  
Professor: Dr. Hart Blanton

**POSTER 11**

**The Effect of Music Genres on Perceived Attractiveness**

Chelsea Germanese, Jesse Kenney, Zachary Maitland, Shanntell McCarley

This study examines the effect of different genres of music on perceived attractiveness. The participants (n=98) rated twelve pictures of individuals on a 7-point scale. There were 4 unattractive faces, 4 average faces, and 4 attractive faces rated among the experimenters. Participants were either in a control group with no music, a rock music condition or a pop music condition. The results showed that across levels of attractiveness, participants rated the faces to be most attractive when they were in the control condition, and lowest when they were in the pop condition. This trend demonstrates the sensitivity of perception of physical attractiveness to music.

Instructor: Lin Nie  
Professor: Dr. Hart Blanton

**POSTER 44**

**Trust and Trust Falls**

Amelia Subervi, Jamie Dolce, Etta Copenhagen

With the knowledge that trust is a key factor to human social relationships, we set out to discover just how fast one can initially trust a stranger by testing whether trust occurs faster if they perceive themselves as similar or different from a stranger. Our main demographic for this study was undergraduate students from the University of Connecticut. We tested our hypothesis by randomly assigning students to two different conditions and asked them to take a pre-survey, then participate in a trust fall, and then complete a post survey. In the conditions, the pre-survey asked subjects to name either three differences or similarities they perceive to have with their partner whom they have never met before. The surveys also asked questions about the demographics and emotions of participants during the experiment. We found that those in the similarities group had a shorter fall time than those in the differences group indicating that those in the similarity group trusted faster than subjects in the differences group. The difference between these two conditions was marginally significant. We also found gender differences -- female only dyads exhibited a statistically significant shorter fall time compared to mixed and male only dyads. These results of our study show the importance of similarity versus differences-focus on trust towards an unknown partner.

Instructor: Natasza Marrouch  
Professor: Dr. Ian Stevenson

**POSTER 45**

**Framing Effect and Heterosexual Bias on the Perception of Relationship Quality**

Anne Graikoski, Miguel Gutierrez, Kavyasree Katugam, Cerise Taylor

Many factors, such as framing effect and cognitive biases, affect the accuracy of an observation. The current study investigated the effects of heterosexual bias and framing effect on a person’s interpretation of body language. Participants (n=141) consisted of University of Connecticut students enrolled in introductory psychology courses. Before viewing one of three video clips, participants were presented with one of three vignettes, which described the hypothetical couple depicted in the video they were about to watch. After viewing the video clip, participants were asked to complete a questionnaire, which required the participant to rate the hypothetical relationship on various aspects, using a six-point Likert scale. The sexual orientation of the couple observed was predicted to affect the positivity and accuracy of the participant’s evaluation of the relationship. Results of the study show that there was no significant difference between which vignette the participant received and their answers on the questionnaire. Our hypothesis was not supported. Thus, framing effect and heterosexual bias did not influence the participant’s interpretation of body language.

Instructor: Kathleen Shaw  
Professor: Dr. Ian Stevenson
**POSTER 42**

**The Art of Zen: A Study on Attention**

Erin D., Thomas G., Katie P., Sean S.

The current study assessed the influences of various forms of emotional priming on attention and memory. We predicted that the use of positive emotional priming would result in greater rates of attention and memory toward positive images, and that the use of negative emotional priming would result in lower rates of attention, but higher rates of memory toward negative images. 65 participants taken from an undergraduate participant pool that included both males and females ranging from 18-26 years of age. Each participant was assigned one survey at random between the Beck’s Depression Inventory (Beck, 1988), an inverse depression inventory (positive emotion), or no survey at all. Results revealed no significant difference in attention or memory to related emotional images between each group. These results suggest that there is not a strong relationship between emotional priming from surveys and rates of attention or memory.

Instructor: Natasza Marrouch

Professor: Dr. Ian Stevenson

---

**POSTER 12**

**The Effects of Gender on Gesture Usage Across Conversation Types**

Samia Arain, Alissa Maffuid, Emily Thompson, Samantha Formica

The current experiment examined the possible influence of gender on the number of gestures used in natural and scripted conversation styles. We hypothesized that females would utilize more gestures throughout conversation than males, especially for natural conversation. Participants (N=64) were recruited from an undergraduate participant pool, aged from 17 to 22 years old. In one condition, participants were given a conversational prompt and were asked to engage in a natural conversation. The second condition provided a script for the participants to read from. Contrary to our hypothesis, we found that male participants used significantly more gestures in scripted conversation. Our results suggest that gesture and conversation type play a role in gesture use.

Instructor: Tong Li

Professor: Dr. Hart Blanton

---

**POSTER 43**

**The Effects of Distance and Levels of Thinking in Forming First Impressions**

Peter Del Buono, Catherine Messer, Trevor Reynolds, Josh Sherman

The current study examined the effects of distance, as well as abstract and concrete thinking, on the formation of first impressions. Participants used in this study were both male and female University of Connecticut undergraduate psychology students ranging in age from 18-25 years of age. Participants were directed into a room with a confederate where they filled out a personality test, followed by either an abstract or concrete worksheet to complete with the confederate. The participant was then asked to fill out a personality questionnaire about their partner (the confederate). Results revealed that participant’s gender and thinking level had no effect on the accuracy of first impressions, but that the distance from the other person had an effect. Our results suggest that distance have the most effect on an accurate first impression.

Instructor: Natasza Marrouch

Professor: Dr. Ian Stevenson

---

**POSTER 13**

**The Influence of Stereotypes on Perceived Skill Level of Basketball Players**

Dominic Blesso, Jessica Quinn, Tyler Washington, Genevieve Antonacci

The experiment examined the effects of race and height in relation to how skilled basketball players were perceived to be. We hypothesized that height would play a larger role in people’s decision making, rather than race. Participants from the undergraduate participant pool (N=79) made up of male and female students were asked to rank 10 basketball players with varying heights and races (black and white) from 1-10 based on how skilled they thought they were. Results showed that race was more influential on perceived skill level. On average participants ranked Black players more skilled than White players. This finding suggests that participants believe Black players are more skilled regardless of height.

Instructor: Tong Li

Professor: Dr. Hart Blanton
How Noise Pollution Affects Cognitive Performances

Taylor Johnson, Jennifer Mazzabufi, Chris LaTorra, Wooksun Chung

The current experiment was aimed to discover if background noises actually has an effect on participant’s cognitive performance and mood. Participants (N=56) aged from 17-23 were randomly selected among undergraduate students in the University of Connecticut. They were asked to read an article and answer questions about the reading, and rated their mood before and after they completed the test. When they answered the questions, the experimental group was under the distractions of background noises, but the control group was not. Results revealed that the noise had no effect on moods, but the experimental group had lower test scores. Our results suggest that background noises have an effect on cognitive performances but not on mood.

Instructor: Tong Li
Professor: Dr. Hart Blanton

The Effects of Auditory and Visual Color Priming on the Accuracy and Speed of Angry Expression Identification

Kyle Livernoche, Elizabeth Ogren, Shrina Shah, Bailey Wright

This study examines how the presentation of the color red affects the perception of angry facial expressions. Undergraduate students (n=57) were tasked with the identification of angry and happy facial expressions after being presented with various colors as an auditory or visual stimulus. We hypothesized that participants visually primed with the color red would have a faster reaction time in identifying an angry face than those primed with the color red in an auditory medium. There was no significant difference in time taken to identify an angry face between either of the sensory priming modes. These findings suggest that red being present in your environment will not affect your perception of another person’s emotion.

Instructor: Henry S. Harrison
Professor: Dr. Hart Blanton

The Effects of Priming on Gender Role Adherence

Ashley Clancy, Colin Dutt, Rachel Mancini, Meriam Saim

This study investigated the effect of priming on gender role adherence. We predicted that participants (n = 19) primed with a gender Implicit Association Test would show stricter adherence to stereotypical gender roles compared to participants primed with a non-related Implicit Association Test (n = 24). Participants were randomly assigned one of two conditions in which they were primed with gender or a non-related Implicit Association Test. Then participants took a survey regarding hiring preferences for gender stereotyped jobs. Results did not reveal any significant effects of priming on adherence to gender roles. However, we found females were significantly more likely to adhere to gender roles.

Instructor: Lauren Bryant
Professor: Dr. Ian Stevenson

The Role of Gender in the Bystander Effect

Emily Fay, Lindsey Lostimolo, Briana Proudfoot, Victoria Tabaccini

We studied the effects of gender on helping behavior. Participants were recruited from an undergraduate participant pool (n = 125). We hypothesized that if men and women witness the same situation, then men would be more willing to help in a non-crowded setting whereas women would be more willing to help in a crowded setting. We conducted a survey on willingness to help in four different settings varying based on the gender of the cohort and number of people in the room. We did not find significance that related to our hypothesis, however, we found that females were significantly more likely to help in all conditions. This study highlighted gender differences in helping behavior.

Instructor: Lauren Bryant
Professor: Dr. Ian Stevenson
**Poster 38**

**Professor Preference: What The Student Wants**

Erin Bitinaitis, Laurel Byrnes, Nicolas Horne

This study investigated effects of tone and credentials on students’ impressions of professor personability, professionalism, and their desire to take a class. We expected tone to be more influential than credentials on all ratings. Participants (N = 68) listened to a positive or monotone professor describe a class, viewed a high or low credential sheet, and completed a survey assessing personability, professionalism, and desire to take the class. We found a main effect of tone on personability and a main effect of credentials on professionalism, but no effects on desire level and no interaction effects. Our results indicate that tone and credentials are both important factors when a student forms an opinion of a professor.

Instructor: Talea Cornelius  
Professor: Dr. Diane Quinn

**Poster 39**

**The Effect of Stereotype Priming on Identification with Authority Figures**

Lorraine Apuzzo, Kimberlee Arnett, Margaret Drake, John Rafferty

Our study examines the effect of subliminal priming on one’s perceptions of authority. Participants (n = 40) were recruited from an undergraduate participant pool. We primed the experimental group with a memory test with images of stereotypical authority figures. We then evaluated the scores of the participants using a survey that measured identification with authority figures. Our results showed a significant interaction between priming and race and priming and gender. This research provides evidence that stereotypical attitudes toward authority figures can be affected by priming for race and gender.

Instructor: Lauren Bryant  
Professor: Dr. Ian Stevenson

**Poster 16**

**External Effects of Causal Attributions on Self-Discrepancy Scores**

Robby Gagliardo, Jackie Giraldo, Ryan Morris, Angela Hachey

The current study investigated whether discrepancies between one’s self-concept and one’s internalized patterns of self-beliefs could be affected by external factors and by involvement in specific self-report tasks. Participants (n=82) were selected from a pool of both male and female undergraduate students ranging in age from 18 to 22 and enrolled in an introductory psychology class. Each subject was administered one of four tasks, each of which varied in levels of subject participation and degree of priming. The effect of each task was measured against the Selves Questionnaire, a standard for assessing discrepancies between the actual and ideal self. Our study found no correlation between these variables, suggesting that this perception is solely intrinsic.

Instructor: Henry S. Harrison  
Professor: Dr. Hart Blanton

**Poster 17**

**The Effect of Advertisement and Social Pressure on Altruistic Behavior**

Heather Agid, Irena Mikhalyuk, Cayla Mitzkovitz, Alexis Schillinger

It is important to understand what influences an individual to donate to charity. Our study analyzed the influence of advertisement and social pressure on willingness to donate to a charity. The participants were students at the University of Connecticut, from 18 to 23 years of age. Participants watched either an uplifting or guilt-inducing charity advertisement and then reported a donation amount, either out loud or privately. We found a significant effect of report type. Participants who were asked to share their donation amount out loud, on average donated more than the private report type. These results suggest that social pressure has an effect on charity donation amounts.

Instructor: Henry S. Harrison  
Professor: Dr. Hart Blanton
**Poster 18**

**The Effect of Auditory Stimuli on Short Term Memory and Recall in Regards to Caffeine Consumption and Sleep Deprivation**

Terri Bulan, Bridget Melsenti, Lakshmi Swami, Jesse Hegener

In recent years college students have been frequently observed studying while listening to music. Intrigued by possible negative consequences of this behavior, we conducted an experiment to look closer at the relationship between auditory stimuli and short-term memory capability while also being concerned with how chronic sleep deprivation and caffeine consumption affects short-term memory. Our experiment tested college students’ short-term memory while in a silent condition or while music was playing. We found no relationship between caffeine consumption, quantity of sleep, short-term memory capability, and the absence or presence of an auditory stimuli. No relationship between sleep or caffeine consumption and short-term memory could be observed either. We did find a significant difference between the efficiency of short-term memory in the presence of music and in a setting with no auditory stimuli.

Instructor: Madeline Schiappa  
Professor: Dr. Hart Blanton

**Poster 19**

**“I’ll Be There For You”: Coping and Emotional Responses in Relationships**

Leslie Rivera, Gabriella Maisonet, Melissa Gilbo, Nicholas Dellaripa

The current experiment aimed to explore the influence of situation, romantic relationships, and gender on individuals’ emotional response and coping abilities. It has been hypothesized that the type of video will influence an individual’s emotional state, those in a long term relationship (of 2+ months) will have better coping abilities than those not in a relationship, and women will experience stronger emotional responses than men. Participants (n=70) were 68 freshman in an introductory psychology course, with 2 graduate students. Participants were asked to fill out an emotional response inventory then watched a short video, either Positive or Negative, to evoke an emotional reaction. After they watched the video, they completed another emotional response inventory and a Brief COPE measure. Our results were not significant, but suggest that relationship status does have an effect on COPE measures. Although emotional response differences were not justified by the data, there was evidence that those in a relationship showed higher coping than those who were not in a relationship.

Instructor: Madeline Schiappa  
Professor: Dr. Hart Blanton

**Poster 36**

**You’re Wearing That?!: The Effects of Clothing Style on the Perception of Character Traits**

Sherry Chen, Colin David, Sarah Reid, Margaret Spinner

Our study examined the effects of clothing style on perception of character traits. We hypothesized that approachability ratings would be highest for casual attire, promiscuity for club attire, and intelligence and confidence for professional attire. Participants (N = 56) viewed and rated the 4 clothing styles. Images were displayed for 2 seconds, ensuring responses were based on first impressions. All hypotheses were supported. The results suggest that clothing style influences initial perception of character traits and is an important factor in forming first impressions.

Instructor: Talea Cornelius  
Professor: Dr. Diane Quinn

**Poster 37**

**The Effects of Stress on Problem-Solving Ability**

Catherine Lago, Kaylene Mago, Kelly Myers, Alexander Robinson

Our experiment examined the effects of stress on problem-solving ability. We hypothesized that problem-solving ability would decrease under a time constraint, which would induce stress. Participants in the experimental group (N = 67) were asked complete 36 multiplication problems with a 5 minute visible time constraint. The control group (N = 59) was asked to fill out the same worksheet without knowing they were under a time constraint. There was no significant difference between the experimental group and the control groups on stress level, questions answered correctly, or percent questions correct. Results suggest that a time constraint does not induce a significant amount of stress, which in turn does not significantly affect problem-solving ability.

Instructor: Talea Cornelius  
Professor: Dr. Diane Quinn
**Poster 34**

**The Effects of Meditation on Well-Being**

Andrew Lewis, Cailyn Chiccuarelli, Enea Dervishi, Kagnica Seng, Rottisha Lewis

We investigated how meditation affects well-being. We hypothesized that if students participated in a meditation activity they will have higher ratings of well-being (mood and emotions), in comparison to students of the non-meditating group. A total of \( n=87 \) participants were placed in either the meditation experimental room \( (n=43) \) or in the control room \( (n=44) \) where they were asked to follow a rectangular tape maze. Participants in each condition were given a survey testing their well-being before and after their assigned condition. Our data showed that there’s a significant difference in positive mood change between the meditation and control group. This suggests that there’s a significant change in mood in relation to meditation.

**Instructor:** Nicole Depowski  
**Professor:** Dr. Diane Quinn

---

**Poster 20**

**Just Like High School**

Alexis Fernandes, Naamah East, Connor Breslin, Emma McMahon

The current study evaluated levels of self-monitoring based on the social situations the participants were put in and their gender. We used a sample of UConn undergraduate students between the ages of 18 and 20 years old. One group took an oral questionnaire where we directly asked questions of how likely they were to do something in certain situations. Another group took the same questionnaire but was administered as a written anonymous survey. We found no significant correlation in either condition tested in relation to the participants’ level of self-monitoring and no difference in gender to self-monitoring. Our results mean that there was no difference whether the participants were male or female or whether they were answering situational questions in front of a stranger or in a written survey.

**Instructor:** Madeline Schiappa  
**Professor:** Dr. Hart Blanton

---

**Poster 35**

**Foreign Music and Studying**

Joseph Alicastro, Justin Domhan, Mitchell Goodwin

We examined effects of non-English music on recall, comparing words remembered listening to German music (GM), English music (EM) and a no music (NM) condition. We believed that students would do better in the GM condition than the EM condition, while doing best in the NM condition. Participants \( (n=27) \) watched powerpoints that showed random words, while listening to each condition, and recalled as many words as possible. We found NM condition had a significantly larger word recall result than the EM or GM. Results suggest that studying without music is more beneficial than studying with music regardless of origin.

**Instructor:** Nicole Depowski  
**Professor:** Dr. Diane Quinn

---

**Poster 21**

**The Effects of Positive or Neutral Social Media Exposure on Self-Esteem and Mood**

Megan Brown, Olivia Wilson, Jonathan Zazzaro

Emotional content of social media postings has a great effect on self-esteem and mood of viewers. We hypothesized that positive exposure would increase mood and self-esteem and, additionally, that females would be more affected by positive social media than males. Participants \( (N=59) \) were assigned to view either positive or neutral images in social media contexts and then take a mood and self-esteem survey. Our results showed that, contrary to our hypothesis, significantly lower scores for mood after viewing positive social media compared to viewing neutral social media and no significant differences between males and females.

**Instructor:** Nicole Flaig  
**Professor:** Dr. Diane Quinn
**Poster 22**

**Can You Hear Me Now? A Study on Vocal Volume and Memory**

David Guirguis, Nick Sullivan, Marissa Audy, Nicole Triunfo

This study investigated the effects of spoken volume on memory retention of presented content. We predicted that at a lower volume, participants would have a more difficult time recalling the word lists. Conversely, we predicted that at a greater volume, participants would have more success when recalling the words.

Participants (n=74) listened to two word lists. Every participant listened to a control list at a normal volume and was randomly assigned either a loud (n=35) or quiet (n=39) word list following the control list. Results revealed that the normal volume had a greater mean number of correct words than the loud, which showed a greater mean number of correct words than the quiet. These results show that the volume at which the words are spoken have a significant effect on memory retention.

**Instructor:** Nicole Flaig  
**Professor:** Dr. Diane Quinn

---

**Poster 32**

**The Effects of Formality on Code-Switching**

Tashmia Bryant, Alexandra Favret, Agata Harabasz, Ihor Nakonechny

This study examined the effect of formality on code-switching, a subconscious linguistic adjustment in response to the environment. We believe this may be triggered by the formality of the environment. Our participants (n=50) consisted of undergraduate introductory psychology students. Each participant was asked questions in both a formal and informal environment about a neutral topic. A coder rated the responses evaluating posture, length of answer, vocabulary used, and overall formality. Participants in the formal environment received higher scores than in the informal environment, signifying a code switch. Our results suggest that formality does produce code-switching in an interview setting.

**Instructor:** Elizabeth Lawner  
**Professor:** Dr. Diane Quinn

---

**Poster 23**

**Effects of Accent on Eyewitness Testimonies**

Stephane Duin, Connor Jarrett, Abigail Kupris, Holly Sloss

The current study assessed possible influences of hearing an accent on an individual’s perception of an eyewitness testimony. We hypothesized that accents more familiar to each participant will be rated as more truthful than accents that are unfamiliar. Participants (n = 53) ranging from ages 18 to 22 were recruited. Eyewitness testimonies were presented in a Boston accent, Southern accent, and neutral accent. Surveys were given to participants asking to rate the speaker’s credibility, accuracy, competency, sophisticated manner and intelligence. Results showed that the Southern accent was scored as being less truthful than either the Boston or neutral accent. We conclude that hearing an unfamiliar accent does affect the perception of an eyewitness testimony.

**Instructor:** Nicole Flaig  
**Professor:** Dr. Diane Quinn

---

**Poster 33**

**The Effects of Facial Morphology on Perceived Attractiveness**

Rachal Conley, Anika Obasiolu, Lexi Warzechko and Brandon Esau

This study investigated the relationship between facial morphology and perceived attractiveness in regard to atypical facial features. Specifically the “duck face” and “chin up” facial morphologies were investigated in relation to “neutral”, “happy”, and “sad” expressions. Participants, 23 male and 23 female UCONN students, were presented with pictures of 5 males and 5 females, displaying each of the five investigated facial morphologies. Participants were then asked to score each picture for attractiveness using the Likert scale. Our study indicated no significant differences between perceived attractiveness between the different facial morphologies. Because our results approached significance, we suspect a larger sample size could provide more conclusive results.

**Instructor:** Nicole Depowski  
**Professor:** Dr. Diane Quinn
**Poster 30**

### The Effect of Mood on Academic Performance

Alexis Narsipur, Destini Highsmith, Lauren Gammie, Patrick Kingston

The purpose of this study was to examine the relationship between mood and academic performance, in order to better understand how we can implement support programs for those whose negative moods are affecting their academic success. Participants (N=90) were undergraduate students at the University of Connecticut. The participants were assigned to watch a short mood-affecting video (neutral, happy, or sad) and then completed a short academic assessment consisting of 14 PSAT questions. Our results were not significant for our hypothesis that those in the sad condition would score worse on the academic assessment than those in the other conditions. These results suggest that a short term mood change did not affect academic performance.

Instructor: Elizabeth Lawner  
Professor: Dr. Diane Quinn

---

**Poster 24**

### The Effects of Age and Gender on Bystander Intervention

Rachael Farina, Tyler Maurer, Kelsey Marschall, and Sofie Yellin

Our research investigates the effects of age and gender on bystander intervention. Our participants were undergraduate psychology students at the University of Connecticut from the introductory psychology course. Participants were given a double-sided form on which they ranked the order they would help people. Our data suggests that participants were more likely to help females regardless of the victim’s age. It also suggests that elderly males are more likely to be helped as opposed to adolescent males. Our hypothesis was partially supported in regards to females being assisted over males. In regards to age of the victim, we found a significant interaction between the age and gender.

Instructor: Andrew Tucker  
Professor: Dr. Diane Quinn

---

**Poster 31**

### The Impact of Mere Exposure Effect on Preference of Familiar and Unfamiliar Words

Victoria Mattracion, Lydia Krenicki, Tessa Pena, Fook Lo

The current study assessed how the mere exposure effect may contribute to preference towards familiar sounding places over unfamiliar sounding places. Participants (n=136) completed a two-part survey in which they ranked the order they would help people. Co-ed undergraduates participated in this within subjects design experiment. Working memory was measured through memory trials of letters and numbers. No significant results were found due to environmental condition. There was a significant interaction between environmental condition and musical stimuli, with headphones participants scoring higher in the silence condition than in lyrical/classical conditions and speakers participants scoring lower in the silence condition than lyrical/classical conditions. This shows that many factors, including the environment, affect working memory.

Instructor: Elizabeth Lawner  
Professor: Dr. Diane Quinn

---

**Poster 25**

### Headphones or Speakers: Which Is Best For Working Memory?

Aileen Haque, Benjamin Gallati, Brittany Fedus, Nicholas Masse

This experiment assessed the effects of environmental condition on working memory under three musical stimuli. It was hypothesized if participants listen to musical stimuli with headphones, then working memory will decrease compared to participants listening through speakers. Co-ed undergraduates participated in this within subjects design experiment. Working memory was measured through memory trials of letters and numbers. No significant results were found due to environmental condition. There was a significant interaction between environmental condition and musical stimuli, with headphones participants scoring higher in the silence condition than in lyrical/classical conditions and speakers participants scoring lower in the silence condition than lyrical/classical conditions. This shows that many factors, including the environment, affect working memory.

Instructor: Andrew Tucker  
Professor: Dr. Diane Quinn
**Poster 26**

**Racism Without Racists**

Ava Iannitti, Dwight Ceballo, Rachel Camejo, Serena Conforti

The current study examined the effects of race and culture on memory. We hypothesized that individuals would have better recall of countries when they were paired with a picture of a person from the same race that they identify with. Participants (n=49) watched a short PowerPoint and were shown pictures of faces with countries labeled underneath. Then, participants were asked to recall as many of the countries as they could. Results revealed no significant difference between recall for the two conditions of Caucasian-face and Non-Caucasian face groups. There was a marginally significant effect of US placement at the tops of recall lists in both conditions. We conclude the own-race bias did not influence recall of country names, but that cultural bias had a small effect.

Instructor: Andrew Tucker  
Professor: Dr. Diane Quinn

**Poster 27**

**How Sexism Influences Perception of Gender and Self-Esteem: College Age Students**

Carina Aparicio, Samantha Bell, Alexander Fernandes, Stephanie Lendroth

The current experiment tests the possible relationship between gender stereotypes and self-esteem. We hypothesized that sexist priming would affect how the participant perceives gender, and that participants would agree that sexism may negatively impact other’s self-esteem. Participants (N=80) are college students. Our results depict that the participants who were exposed to sexist images tend to have a more sexist opinion and also report having a higher self-esteem than those in the control group. Our results support our hypothesis regarding the experimental group in that they acted in a more sexist manner after being primed with sexist images. Further, our results were not supported regarding self-esteem levels where we saw the experimental group reporting higher levels compared to the control group.

Instructor: Elif Ikizer  
Professor: Dr. Diane Quinn

**Poster 28**

**The Effects of Racial Categorization on the Perception of Attractiveness and Friendliness**

Matthew Slutz, Michelle Gonzalez, Shaniicka Reynolds, Zachary Kekac

In this study, we tested 119 participants on how they rated the attractiveness and amiability of a set of 12 headshots that depicted various races based on whether or not they categorized the race of the headshots beforehand. We hypothesized that those participants asked to categorize the race of the headshots would rate them as less attractive and amiable than those participants who did not. Our results showed no significant difference between experimental and control conditions in their ratings of attractiveness and amiability. There was only a marginally significant difference in the rating of attractiveness of mono-racial images between those who categorized and those who did not.

Instructor: Elif Ikizer  
Professor: Dr. Diane Quinn

**Poster 29**

**The Effects of Competition on Helping Behavior**

Brailey Williams, Dana Marcotte, Kayla Stypulkoski, Aaron Gambardella

In this study we tested participants’ level of helpfulness, depending on the degree of difficulty they faced in a virtual competition task. We hypothesized that participants would be more likely to perform helpful and empathetic acts when faced with minimum competition. Fifty-seven participants were randomly placed in three conditions of a Wii tennis game: practice, easy, and hard level. After the game, the experimenter dropped pens and participants’ helping behavior was measured by the number of pens picked up as well as a survey on empathy. Our results indicated a decreased level of helpfulness as the level of competition increased, and showed that participants in the practice condition picked up the most pens after playing the Wii.

Instructor: Elif Ikizer  
Professor: Dr. Diane Quinn