

April 19, 2018

11:00 am – OPENING REMARKS

11:15 am – Malaysia Allen, Katelyn Blake, MaClay Derrick, Ashley Dunning

The Influence of Past Marijuana Use on Memory and Concentration in College Students

We researched how frontal lobe functioning, as evidenced by various cognitive tasks, is affected by the use of marijuana in college students. We recruited 50 undergraduates from Mansfield University to participate in this study. Participants were asked to complete tasks that taxed their cognitive abilities. We also looked closely at working memory to determine if those who use marijuana recreationally perform better on a series of tasks. We found that recreational marijuana users performed significantly better than both the daily users and non-users. Results are discussed in terms of why this might have occurred.

11:30 am – Madison Berkey, Erin Davidson, Shana Hollenbach, Nicole Oliver

Are You Into It? The Effect of Crime Show Viewing Frequency and Engagement on the CSI Effect among Students

Current research findings present differing perspectives as to whether the CSI Effect is a function of frequency of crime show viewing or personal engagement with the show content. The current study examines the question of whether the level of show engagement or frequency of show watching would influence a verdict (guilty or not guilty) in a hypothetical trial situation. To address this question, 89 undergraduate students from Mansfield University of Pennsylvania completed 2 surveys that measured crime show viewing habits and engagement with those shows. Participants were randomly assigned to read 1 of 3 crime scene scenarios that varied in the quality/type of evidence available to jurors. After reading, participants decided whether the perpetrator was guilty beyond a reasonable doubt (or not). A 2x3 factorial ANOVA revealed several main effects for both high and low frequency watchers, and high and low engagement watchers. A significant interaction between type of crime scene scenario (type of evidence) and level of engagement was also found. These results suggest partial support for the research perspective that volume and frequency of watching can influence juror verdicts and lead to the presence of CSI effect.

11:45 am – Adryana Appleby, Taylor Ayres, Devin MacGeorge, Morgan Mulroy

The Relationship between Varsity Athletic Participation and Report of College Connectedness, College Satisfaction, Psychological Disturbance, and Alcohol Use

The current study examined the question of whether participation in a varsity sport is related to variations in 4 variables affecting the collegiate student experience: Sense of social connectedness, Satisfaction with one's university experience, Mental health status, and Alcohol consumption. A random sample of 111 participants completed a survey with instruments that assessed the four measures of research interest along with demographic information and several control items. Analyses of data revealed that athletes reported significantly greater levels of social connectedness, but lower levels of depression and anxiety than non-athletes at MU. These findings support previous research that social connectedness is higher in athletes than non-athletes and may positively impact a variety of social and personal health variables.

April 19, 2018

12:00 pm – Mary Biviens, Nick Doan, Benedictus Ireland, Shyonna Williams

Self-Esteem as a Predictor of Academic Performance

The purpose of our research is to determine how self-perceptions of academic preparedness and value on academic success influence your overall self-worth. We recruited participants to engage in a group problem-solving task, but then falsely told them that the weakest person would be kicked out of the group. We asked them to rate their own likelihood of being kicked out. Results indicate that participants have fairly good self-perceived academic abilities, as reported academic behaviors positively correlated with GPA. Furthermore we found a trend indicating that the higher your self-worth is, the less likely you perceived yourself to be the one who got kicked out of the group.

12:15 pm – Elyse Elsbree, Gabriella Horton, Nikayla Barnaby, Brittany Reynolds

The Effect of a Feminist Label

The main purpose of the study was examine college students' perceptions of and gender differences in feminism. The study also examined whether a feminist label causes a visual stereotype to develop and how these views affect the assessments of blame in the context of a social problem. Participants completed a questionnaire packet, divided into two groups with a masked and unmasked condition. Results indicate a trend toward the inclusion of the word "feminist" affecting the Feminist Belief Score. Results also showed there was no significant difference regarding participants' gender and the strength of their views on feminism. Physical appearance also played a role in participants' decisions about what a feminist looks like. Finally, we found that victims' gender affected the participants' beliefs for who was at fault.

12:30 pm to 1:00 pm – LUNCH BREAK

1:00 pm – Lauren Briggs, Cassidy Colton, Sara Holton, Griffin Stone

The Effects of Self-Concept and Personality on Group Dynamics

Self-concept has shown to be a topic of interest because of its abilities to affect almost every aspect in our lives. This study looked to understand how one's self-concept paired with personality are associated with group interactions and dynamics. Researchers also aimed to find differences based on social groups, such as clubs and sports. Using an ex-post facto correlational study researchers tested four hypotheses. Results showed that higher pretest self-concept was associated self-confidence in a group activity as a whole. Furthermore, high self-concept at posttest positively correlated with high group confidence at posttest. Results are discussed in terms of how your own self-perceptions influence how you feel about a group dynamics.

1:15 pm – Vlad Hoeger

The Relationship between Physical Activity and Academic Performance

The current study examined the relationship between high and low physical activity groups and measures of academic performance. Twenty-five participants completed a survey packet that assessed measures of academic performance. Participants then wore a pedometer for a week and reported their steps daily. The analysis of the data revealed no significant difference in academic performance between high and low physical activity groups. These findings suggest that physical activity does not have direct relationship to the measures of academic performance that were used.

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1:30 pm – Calli Cody, Samantha Eckrich, Shelby Valvano

Just Keep Slimming: Effects of Fitspiration Imagery on Female Body Image

The current study examined the question of whether engaging “Fitspiration Imagery” on social media can influence women’s body image (BI) perceptions, specifically the “thin ideal internalization” and “body dissatisfaction.” Researchers at Mansfield University recruited sixty undergraduate women across the university campus. A true experimental two-group design was conducted in which participants viewed and commented on fitspiration (FIT) images (experimental), or travel images (control) then were tested for body image and thin ideal internalizations levels. Analyses of the data revealed that there was no significant differences between groups on multiple measures of body image perception. Interestingly, the data did indicate the possible presence of increased body dissatisfaction and thin ideal internalization. Prior to image priming, the control group reported significantly higher levels of body image disturbance. However, after image priming with FIT content, several measures of disturbance approached statistically significant differences such that the FIT group now scored significantly higher than the control group. The failure of random assignment to create equivalent levels of BI disturbance in the FIT and control groups obscure the ability confidently conclude the meaning of this data. However these findings cannot rule out that Fitspiration imagery may have a negative influence on the thin ideal and body dissatisfaction in women.

1:45 pm – Samantha Brady, Abigail Dabback, Connor Decker, Kayla Losito

Cognitive Factors Associated with Faulty Eyewitness Testimony

The weapon focus effect hypothesizes that the presence of a weapon will affect concentration in a given situation. This effect has been supported robustly in past research. However, those studies focused on the idea that the unusual presence of a weapon will cause a decline in eyewitness reliability. We extended research to include the notion that weapon focus effect will have a great impact on false eyewitness identification as well as a possible heightened transference effect, all while maintaining high confidence by the participants (despite their errors). We also extended research to view how pre-event information and memory bias will have an effect on sentencing recommendations. Results did not support the idea that biasing information will lead to memory errors, but we did find evidence for unconscious transference.

2:00 pm – Jessica Hann

High Place Phenomenon

The feeling or the urge to jump while in a high place is referred to as the high place phenomenon (HPP). Only a handful of studies have examined this phenomenon, so we sought to examine it further. The current study examined the HPP through two scenarios; a video scenario of a high place and the in-person, live correlate of that video. We assessed participants’ thoughts about jumping, self-esteem, daily stressors, and anxiety. Results indicate that thoughts of jumping were no more frequent in the in-person condition compared to the video condition. Self-esteem, stress, and anxiety all predicted more thoughts about jumping after exposure to either the video or the live event. Results are discussed in terms of how these factors might contribute to poor psychological adjustment.

2:15 pm – CLOSING REMARKS



Kassidy,

We know how hard you've worked through numerous challenges to reach this milestone and we are so proud of you! Most importantly, you should be incredibly proud of yourself and the completion of your amazing research. Your perseverance and dedication towards your goals is paying off, and we have loved watching your dreams come to fruition. We know you will reap so many great rewards in the coming years; finishing this huge research project is just the beginning and we look forward to watching you grow and achieve spectacular things! We love you dearly and can't wait to share in this major achievement, and all of your future achievements, with you!

Love,

Dad, Alexis, Stephanie, Brittany, Nick, Emma, Julia, and Vinnie (and Pete and Wilson!)

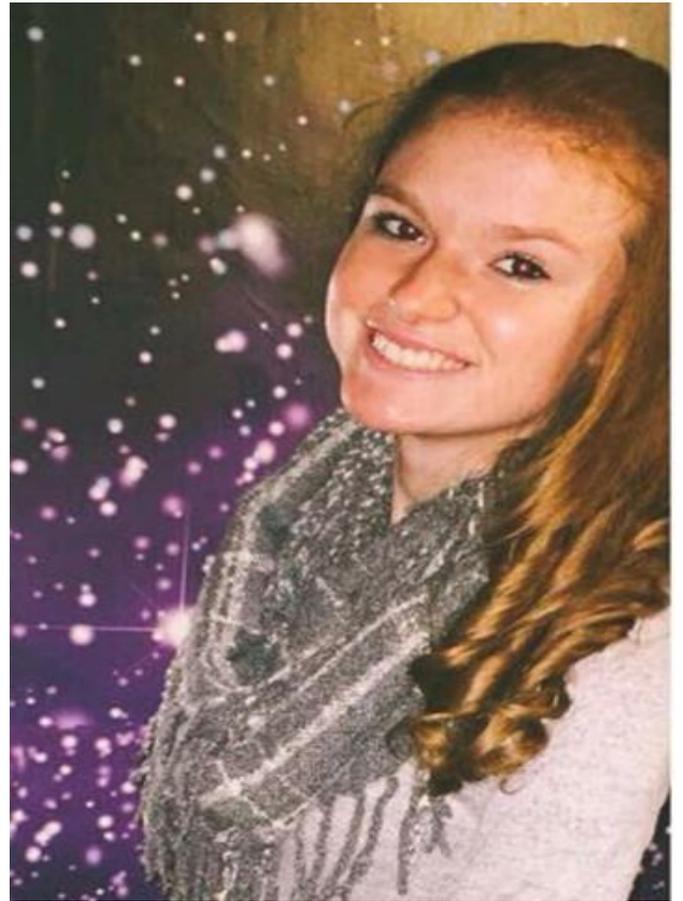
Congratulations Taylor!!!

We are so proud of you and all your accomplishments.

Mansfield was the perfect fit for you. We know your presentation will be amazing because you work hard and are dedicated in everything you do. You have a bright future ahead of you. God has truly blessed you and us!!!!

We love you and keep reaching for the stars!!!

Love, Dad, Mom, Arielle and Olivia



Congrats to my internship students!

Savannah, Taylor, Jesse, Nicole, Heather, Dylan, Chelsea, and A'minah

I love how you all embraced your internships! It was my privilege to see every single one of you experience personal and/or professional growth this semester.

May you all find success, whatever you define it to be!

Best,
Dr. Sechrist

SUCCESS

*is liking yourself,
liking what you do,
and liking*

HOW YOU DO IT.

Maya Angelou

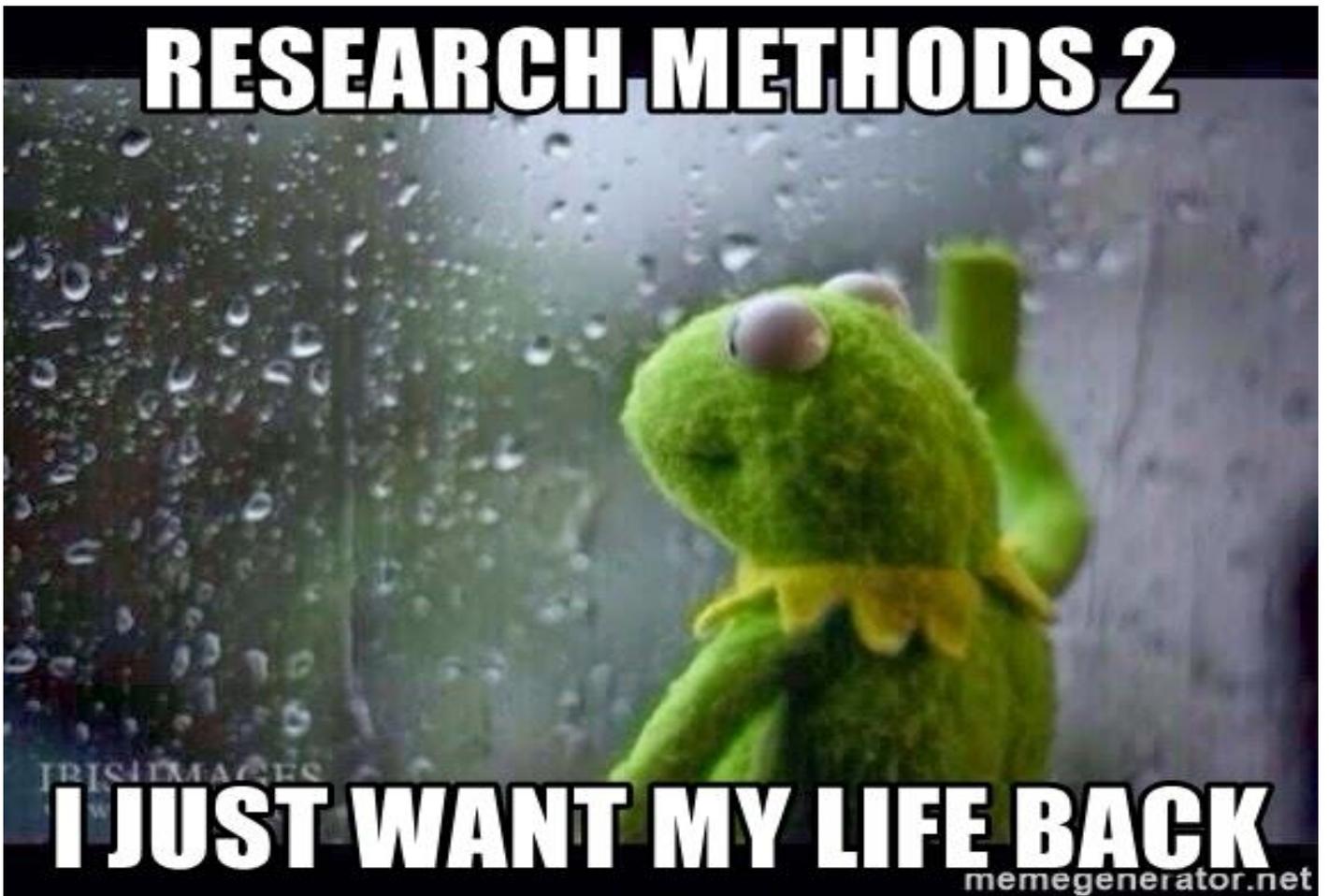
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DEPARTMENT OF PSYCHOLOGY



RESEARCH METHODS 2



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**A MESSAGE FROM THE
MANSFIELD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY**

Thank you for attending this year's research symposium. We hope you have learned something new and enjoyed hearing the presentations of our students. If you are interested in knowing more about the Psychology department, or student research in Psychology at Mansfield University, we welcome the opportunity to answer your questions and discuss your thoughts.

—The Faculty of the MU Psychology Department—

**Student presenters were participants
in PSY3306 – Research Methods II**

Spring 2018

**Taught by: Francis Craig, Ph.D. &
Karri Verno, Ph.D.**

THANK YOU TO EVERYONE!!