

Recipients of Major Annual Student Awards

Burton H. Cohen Memorial Prize.
Awarded annually to the senior psychology major(s) demonstrating the intellectual curiosity, determination, and potential to become a dedicated, creative, selfless teacher.

- 2011 – Kelly Clyde '11
and Carissa Jung '11
2012 – Julie Martin '12
and Erin McIntyre '12
2013 – Karalyn Enz '13

Herbert W. Rogers Psychology Prize.
Awarded annually to the outstanding senior psychology major(s) judged by the department to be most outstanding.

- 2011 – Jing Wang '11
2012 – Julie Martin '12
2013 – Julia Brodsky '13
and Karalyn Enz '13

William C. Rappolt '67 and Walter Oechsle '57 Neuroscience Prize.
Awarded to an outstanding senior or seniors based on scholarship in the classroom and laboratory and service to the major, College, or community.

- 2011 – Ashley Juavinett '11
and Ioana Marin '11
2012 – Christopher Angeloni '12
and Alexis Flowers '12
2013 – Monica Manglani '13

Professor Susan Basow Leads Study Semester in Costa Rica

Flashlights in hand, students trekked through a dense jungle in the middle of the night. When they emerged, they were on a beach, watching a mother turtle burrowing in the sand to lay her eggs. As they silently witnessed this miracle of life, someone yelled out, “Snake!” — and they turned to see a boa constrictor wrapped around a branch just feet away.

This was one of many exciting memories for 12 students who signed on for the fall 2012 study program in Costa Rica, headed by **Susan Basow**, Charles A. Dana Professor of Psychology. Basow led cultural trips around the country and taught a required cross-cultural psychology course. Students lived with host families in San Jose and took four courses at Universidad Veritas during the semester. In addition to Basow's class, all took a Spanish-language course matched to their level of competence. They selected their other classes from a wide range of topics.

“One of the most valuable aspects of studying abroad is the opportunity to get an outside perspective on the United States and to gain valuable self-knowledge regarding how one confronts new experiences,” Basow says. The program supports the College's strategic objective of providing students with a broader, more global education by enhancing semester-long and short-term faculty-led study abroad and expanding the geographical and cultural scope of its global offerings. The College also offers faculty-led semesters in Bremen, London, and Madrid.

Drew Williams '14, a geology major, wanted to learn Spanish while focusing on more tropical aspects of his major.



The students and Professor Susan Basow at Universidad Veritas in San Jose

“Receiving credit for a marine biology course that required me to scuba dive to explore sub-marine habitats made it a hard opportunity to pass up,” he says.

“It was great for someone who studies Latin America to be able to do so while actually living there,” says **Erik Maxwell Jones '15**, an international affairs major.

On weekends, the students visited Caribbean beaches and rainforests, the Pacific environment, and the volcanoes and waterfalls of the central highlands. They went north to Nicaragua and south to Panama, including a visit to the Panama Canal. They visited a chocolate plantation and a sloth sanctuary and took in a cultural performance at the Teatro Nacional.

Neuroscience major **Anjali Fortna '14** says, “Traveling around the pristine beaches, gorgeous mountains, and amazing national parks made me respect the attitude the Costa Ricans have toward conserving their beautiful country.”

Letter from the Department Head

It has been quite some time since our last newsletter. The Psychology Department continues to flourish: we remain one of the most popular majors in the College, our students and alumni continue to impress us

with their accomplishments, and faculty and staff remain dedicated and productive.

There have been a number of changes. **Ann McGillicuddy-De Lisi** retired after 25 years at the College, and **Jeannine Pinto** left for a position at Fordham University. Both are missed. We welcomed two new full-time faculty members, **Lauren Myers** and **Michael Nees**; you can read about them in this newsletter.

The Department currently has 12 full-time faculty, including **Wendy Hill**, who continues as Provost and Dean of the Faculty. We will soon increase to lucky 13; we are in the process of hiring a new full-time assistant professor in the clinical or counseling psychology area. In addition, **Jen DeCicco** will be with us for another year as a visiting assistant professor,

and we have just hired a new Introduction to Psychological Science lab associate, **Alexandra Frazer**, who will work with our lab coordinator, **Carolyn Buckley**.

I am gratified to note that many of our faculty members have been recognized for their teaching and scholarly achievements. I am sure this is no surprise to those of you who took courses from them and those who worked with them on Independent Study, Advanced Research, and Honors projects. Our majors have also been the recipients of prestigious awards. In addition to the student and faculty awards and honors discussed in this newsletter, **Rob Bouton**, our department technician, won both the Leopard Award and the Distinguished Service Award for his excellent work in the department.

Enjoy the newsletter. And let us know what you have been up to. We are always interested in hearing from our graduates, and we follow your many accomplishments with great interest and affection.

Andy Vinchur
Professor and Department Head



PSYCHOLOGY

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11/13 • WEB

New Faculty

Lauren Myers, Assistant Professor (Developmental Psychology)



Lauren Myers received a B.A. in psychology and music from Furman University (one of her professors there was Lafayette alumnus **Gilbert Einstein '72**) and an M.S. and Ph.D. in developmental psychology from The Pennsylvania State University. Before joining Lafayette in 2011, she was a visiting faculty member at Bryn Mawr College for three years.

She teaches courses such as Introduction to Psychological Science, Child and Adolescent Development, Educational Psychology, and Advanced Developmental Psychology, and serves on the Academic Progress Committee. Her research focuses on children's cognitive development, including symbolic understanding, learning from media, understanding others' minds, and spatial development. For instance, her EXCEL students spent the summers of 2012 and 2013 FaceTiming with toddlers to test whether children learn from video-chat. She has created an active lab with a presence in the local community (visit <http://sites.lafayette.edu/kidslab/>). Alumni families living near Lafayette could even participate in a study! She enjoys gardening, playing piano, and immersing herself in the vibrant, friendly Lehigh Valley community.

Michael Nees, Assistant Professor (Human Factors and Perception)



Michael Nees joined the faculty in 2011. He received a B.A. in psychology and English literature from DePauw University and a Ph.D. in psychology from the Georgia Institute of Technology (2009). He taught at Spelman College and worked as a post-doctoral researcher at Georgia Tech. He also worked as a research scientist at the Indianapolis VA Medical Center and

as a consultant for clinical research trials. He teaches Quantitative Methods, Tests & Measures, Perception, and Advanced Applied Psychology and looks forward to teaching the Engineering Psychology & Human Factors course during the 2013-14 academic year. He serves on the College's Institutional Review Board and Athletics Committee. His research program examines both applied and theoretical aspects of auditory perception, including human factors issues with auditory and multimodal displays, assistive technologies for the visually impaired, accessible and universal design, audio accommodations for standardized testing, and auditory displays for in-vehicle technologies.

Jen DeCicco, Visiting Assistant Professor



Jen DeCicco completed her Ph.D. in biopsychology and behavioral neuroscience from The Graduate Center, CUNY, in June 2012. Prior to beginning graduate school, she knew that she wanted teaching to be the primary focus and sought out teaching opportunities at Hunter College and Rider University. She joined Lafayette in Fall 2012 as a visiting assistant professor. She has taught Physiological Psychology and the laboratory section of Introduction to Psychology and looks forward to teaching courses in statistics and research methods. Her research focuses on identifying neural and behavioral correlates of emotion regulation over the lifespan (kindergarten through age 65+), as well as how emotional information can hinder or facilitate attention performance. She primarily uses electroencephalography (EEG) in her research, but she also has begun to incorporate other physiological measures such as electrocardiography (ECG), electromyography (facial muscle activity), and electrodermal activity (skin conductance). Future research projects at Lafayette will focus on how regulatory strategies impact memory for details of emotional pictures and how these strategies impact physiological measures.

10th Anniversary of Oechsle Hall

The College marked the 10th anniversary of the dedication of Oechsle Hall with a lecture by David Eagleman, renowned neuroscientist and international bestselling author. The director of the Laboratory for Perception and Action at the Baylor College of Medicine, where he also directs the Initiative on Neuroscience and Law, Eagleman spoke on "The Cognitive Neuroscience of Financial Decisions," translating cutting-edge neuroscience into everyday examples to illuminate financial decision-making from new angles.

Oechsle Hall, a state-of-the-art teaching and research facility for neuroscience and psychology, was created in 2001-02 through a major transformation of Alumni Memorial Gymnasium. It is named for **Walter Oechsle '57** and his late wife, **Christa Huber Oechsle**, in recognition of their generous support. The William C. Rappolt '67 and Walter Oechsle '57 Neuroscience Prize, given annually to an outstanding senior, also bears Walter Oechsle's name.

Eagleman is a Guggenheim Fellow, a Next Generation Texas Fellow, a council member on the World Economic Forum, a research fellow in the Institute for Ethics and Emerging Technologies, and a board member of The Long Now Foundation. He is an academic editor for several scientific journals and the scientific adviser for the television drama *Perception*. Named one of 2012's Brightest Idea Guys by Italy's Style magazine, he appears regularly on radio and TV to discuss literature and science and has been profiled on the *Colbert Report*, *NOVA Science Now*, *The New Yorker*, *CNN's Next List*, and many other venues.

Walter and Christa Oechsle also endowed a scholarship fund that benefits international students attending Lafayette, and the Oechsle Center for Global Education, made possible by their support, is now being built along South College Drive south of Pardee Hall. A signature three-story building modeling Lafayette's approach to education in the 21st century, it will be a dynamic, collaborative learning environment and a hub of interdisciplinary interaction.

Additional Student-Led Research Projects/Excel Scholarships

EXCEL Research

Lauren Berry '14 (with **Prof. Nees** and **Charlotte Phillips '15**): “Readers as an audio accommodation in high stakes standardized testing: Difficulties with experimental approaches.” Presented at the 2013 LVAIC Undergraduate Psychology Research Conference.

Camille Borland '13 (with **Prof. Schettino**): “Finger contact timing in high accuracy grasps.”

Julia Brodsky '13 (with **Prof. Allan**): “Pigeons’ post reinforcement pausing on variable interval schedules.”

Jessica Cysner '14 and **Victoria Corbit '13** (with **Prof. Gabel**): “Brain Computer Interface: Harnessing the power of the brain.”

Jessica Cysner '14 (with **Prof. Gabel**): “Validation of a novel virtual environment platform for use in translational research.”

Jessica Cysner '14 (with **Prof. Gabel**): “Factors which influence BCI performance.”

Victoria Corbit '13 (with **Prof. Gabel**): “Effect of environmental enrichment on synaptic plasticity in an animal model of Fragile X syndrome.”

Kara Enz '14, **Lindsay Sullivan '12**, and **Jordana Weisman '12** (with **Prof. Bookwala**; **David Shulman**, professor of anthropology and sociology; and **James DeVault**, professor of economics): interdisciplinary community-based project on the social and economic impact of mixed-income housing opportunities newly constructed in the city of Easton.

Stephanie Kass '14 (with **Prof. Gabel**): “Effect of environmental enrichment on behavior in an animal model of Fragile X syndrome.”

Henry Lam '14 (with **Prof. Schettino**): “Synchronization of a gaze-tracking system to a motion tracking system for behavioral research of art creation.”

Larry Sanchez '14 (with **Prof. Schettino**): “Synchronization and streamlining of a contact timing system to a motion tracking system” and “Interdigit velocity while contacting an object during grasping.”

Madeline Friese '14 (with **Prof. Schettino**): “Neural correlates of grasping ‘ungraspable’ objects.”

Rachel LeWitt '13, **Renee Gallo '14**, **Nicole Maselli '14**, **Lauren Steinbeck '14**, and **Makenzie Danis '15** (with **Prof. Myers**): Baby Skype: “Do infants learn people, places and things from contingent online video interactions?”

Kirsten Marshall '13 (with **Prof. Bookwala**): “Marital status transitions, social support, and health.”

Monica Manglani '13 (with **Prof. Gabel**): “Are you smarter than a fifth grader mouse: creating a virtual maze.”

Marisa Taddei '14 (with **Prof. Allan**): “Signaled and unsignalled variable interval schedules.”

Independent Study, Applied Psychology, and Advanced Research Projects

Peter Berexa '14 and **Elise Wignall '14** (advanced research project supervised by **Prof. Allan**): “Procrastination in the pigeon.”

Camille Borland '13 (advanced research project supervised by **Prof. Schettino**): “Analysis of handshake data.”

Kaitlin Brown '15 (independent study supervised by **Prof. Allan**): “Procrastination in the pigeon.”

Genevieve Curtis '14 (advanced research project supervised by **Prof. Gabel**): “Development of a novel phonological processing test.”

Genevieve Curtis '14 (advanced research project supervised by **Prof. Gabel**): “Effect of memantine treatment on cognitive performance in DCDC2 knockout mice.”

Zak Davis '12 (advanced research project supervised by **Prof. Schettino**): “Neural correlates of the sense of agency.”

Sara Kaplan '12 (advanced research project supervised by **Prof. Bookwala**): “College students’ perceptions of young, middle-aged, and old men and women.” Presented at the 2012 LVAIC Undergraduate Psychology Research Conference.

Lara Ruggerio '15 and **Madeline Friese '14** (group independent study supervised by **Prof. Schettino**): “Creation and testing of a set of novel, ‘ungraspable’ objects.”

Karine Hageboutros '13, **Jessica Cysner '14**, **Genevieve Curtis '14**, and **Devon Palermo '14** (group independent study supervised by **Prof. DeCicco**): “Neuropsychological Testing.” They learned to administer, score, and interpret a wide range of tests including structured clinical interviews, memory, attention, intelligence, personality, and depression/anxiety inventories. Each student focused on a specific neuropsychological disorder (which included bipolar disorder, dementia, PTSD, and Generalized Anxiety Disorder) and completed extensive research the disorder examining its etiology from biological, cognitive, and social perspectives.

Alexandra Anisko '11 (independent study/applied psychology project supervised by **Prof. Vinchur**): “Effects of socioeconomic status on mental health.”

Kaitlyn Reilley '11 (independent study/applied psychology project supervised by **Prof. Vinchur**): “An evaluation of the positive and negative aspects of the Look Good...Feel Better Program.”

Kara Enz '13 (independent study supervised by **Prof. Talarico**): “Bittersweet memories: Recalling mixed emotional experiences.” Presented at the 2013 LVAIC Undergraduate Psychology Research Conference.

Nicole Maselli '14 (independent study supervised by **Prof. Myers**): “Why do children learn aggressive behavior from video but not moral behavior?”

Ashley Storey '12 (independent study supervised by **Prof. Myers**): “The role of parental divorce, perceived inter-parental marital conflict and parental attachment on a child’s romantic relationships, friendships and levels of promiscuity.”

Melissa Appelstein '12 (independent study supervised by **Prof. Vinchur**): “Influence of social role theory on vocational choices of college students.”

Melissa Drennan '12 (independent study supervised by **Prof. Vinchur**): “How governments can learn from one of the happiest nations.”

Kruti Suchde '12 (independent study/advanced research project supervised by **Prof. Vinchur**): “Young adults’ college major choice related to their personality types.” Presented at the 2012 LVAIC Undergraduate Psychology Research Conference.

Ryan Dawe '11 (independent study supervised by **Prof. Vinchur**): “A rational bias: The recognition heuristic.”

Julia Tannenbaum '12 (independent study supervised by **Prof. Basow**): “Gender Differences in Perceptions and Reactions to Sexual Language as a Function of Language Offensiveness.”

Jillian Sacchetta '14 (independent study supervised by **Prof. Talarico**): “Memories of anger and fear.” Presented at the at the 2013 LVAIC Undergraduate Psychology Research Conference.

Maura Schussler '15 (advanced research project supervised by **Prof. Gabel**): “Sensory Motor Rhythm Driven Brain-Computer Interface.”

Alyssa Usoskin '13 (independent study project): “Bittersweet memories: How high school graduation fits in to autobiographical memory” Presented at the at the 2013 LVAIC Undergraduate Psychology Research Conference.

Plamena Georgieva '13 (independent study supervised by **Prof. Talarico**): “The effects of post-experience information on consumer memory.” Presented at the at the 2013 LVAIC Undergraduate Psychology Research Conference.

Emma Yasinski '12 (independent study supervised by **Prof. Bookwala**): “The characteristics of autism and its animal models.” Presented at the at the 2012 LVAIC Undergraduate Psychology Research Conference.

Andrew Yodis '12 (independent study supervised by **Prof. Bookwala**): “Conduct and oppositional defiance disorder: Causes and treatment.”

Monica Manglani '13 (advanced research project supervised by **Prof. Gabel**): “Creation of a virtual Hebb-Williams maze.”

Monica Manglani '13 (independent study supervised by **Prof. Bookwala**): “Neurobiology of sleep.”

Chrispin Otondi '13 (independent study supervised by **Prof. Bookwala**): “Younger adults’ perception of older adults and attitudes towards technology.”

Morgan Oskutis '13 (independent study under **Prof. Bookwala**): “The effects of institutionalization on dementia caregivers.”

Anna Salvatore '12 (independent study supervised by **Prof. Gabel**): “Examination of seizure susceptibility in BxD29-Ty mice.”

Alissa Coffey '12 (independent study supervised by **Prof. Gabel**): “Relationship between cortical maldevelopment and spatial working memory in C57Bl10J mice.”

Stephanie Kass '14 (advanced research project supervised by **Prof. Gabel**): “Effect of environmental enrichment on synaptic protein expression in an animal model of Fragile X syndrome.”

Other Presentations

Lindsay Sullivan '12 (findings from her honors thesis project): “Differences in recommendations for life-sustaining treatments as a function of target age.” Presented at the at the 2012 LVAIC Undergraduate Psychology Research Conference.

Monica Manglani '12, **Ioana Marin '11**, and **Cara Murphy '11** (paper supervised by **Prof. Gabel**): “Deletion of dyslexia susceptibility gene, *Dcdc2*, impairs visuo-spatial working memory.” Presented at the at the 2012 LVAIC Undergraduate Psychology Research Conference.

Cara Murphy '11 (paper supervised by **Prof. Gabel**): “Olfactory and visual discrimination learning in an animal model of fragile X mental retardation.” Presented at the at the 2012 LVAIC Undergraduate Psychology Research Conference.

Setting a High Standard

By Carolyn Buckley, Ph.D., Psychology 110 Lab Coordinator

With award-winning and dedicated professors teaching the lecture portion, and over 10 years of research and development in building our unique laboratory component, Lafayette offers a top-notch, multi-dimensional learning experience in our Introduction to Psychology course, PSYC 110.

For students who go on in psychology, neuroscience, or other natural sciences, the course provides a solid foundation that includes dynamic classroom learning and hands-on research experience. All students who pass this course are well-prepared to be knowledgeable consumers of scientific information.

It starts in the classroom, with explanations, demonstrations, and examples of psychological science in action, and lectures and discussions of up-to-date information on diverse topics from the role of the brain in behavior and everyday thought processes to complex social behavior and abnormal psychology. Once a week, students meet in smaller groups (maximum lab class size is 20) in our specially designed psych lab classroom. With four data collection rooms and the installation this summer of two new plasma screens, it provides the right environment for a natural science lab. Here, students learn the basics of how the information discussed in lecture was obtained: the art and practice of psychological science.

Only a handful of colleges and universities offer a lab component with Introduction to Psychology, and still fewer give students the opportunity to perform their own research at this level. We use a scaffolding approach where students learn by doing, starting with the application of scientific principles to behavioral observations. Then, working through hypothesis-testing and the conceptual basis for objective decision-making, we arrive at a place where students design, implement, and interpret their own scientific research in psychology.

Our approach has drawn the attention of a national textbook publishing company, and plans are underway to publish a general version of our *Psychology Laboratory Manual* for other schools. Due to its diverse range of topics, “Intro Psych” is often taught at other institutions as a survey course, covering a lot of information on a broad range of topics, with less attention to how this information was obtained.

At Lafayette, we are fully committed to providing the best possible introduction to the discipline, teaching our future psychology majors as well as non-science majors hands-on about the fundamentals of scientific research and how scientific information is gathered, interpreted and communicated in psychology.

Prizes and Grants Awarded to Faculty

Major College-Wide Awards. In 2012-13, **Lisa Gabel** received the Thomas Roy and Lura Forrest Jones Lecture Award in recognition of excellence in teaching and scholarship (she will present a lecture based on her research to the campus community during this academic year), and **Alan Childs** received the Daniel L. Golden '34 Faculty Service Award in recognition of distinguished service to Lafayette through the Alumni Association and alumni activities. In 2011-12, **John Shaw** received the Christian R. and Mary F. Lindback Foundation Award for excellence in teaching and outstanding contributions to campus life. **Jamila Bookwala** received the Thomas Roy and Lura Forrest Jones Award for superior teaching and scholarly contribution to her discipline and the Student Government Superior Teaching Award.

Best Presentation. **Michael Nees** won the 2013 Award for the Best Presentation for his research presentation entitled “Modality and encoding strategy effects on a verification task with accelerated speech, visual text, and tones” at the 19th International Conference on Auditory Display (ICAD2013). The research examined similarities and differences in how people remember different types of information, such as text on a screen, spoken language, and non-speech sounds. Their results

may help to inform the best practice design of computers and other technologies that communicate information to people via sounds, speech, or digital text. In 2011 he received the American Psychological Association’s Division 21 George E. Briggs Award for Outstanding Dissertation in Applied Experimental/Engineering Psychology.

Susan Basow received the Sue Rosenberg Zalk Award for Distinguished Service to the Society for the Psychology of Women, recognizing her “many contributions as a scholar, teacher, mentor, and dedicated member of SPW.” She was also recognized by Lafayette’s Women’s and Gender Studies Program for “35 years of scholarly excellence in the field of gender studies, dedication to exceptional teaching and mentoring, and committed service to Lafayette College and its feminist community, and in appreciation for her endowment of the Susan A. Basow Prize in Women’s and Gender Studies.”

The National Science Foundation awarded **Luis Schettino**, **Lisa Gabel**, and **Yih-Choung Yu** of the electrical and computer engineering department a major instrumentation grant to purchase a state-of-the-art electroencephalography system for faculty and student research and instruction.

Toddlers and Video Chat

People can keep in touch all over the world through real-time video conversations. Online communication options such as Skype and FaceTime can be a blessing that allows family and friends to stay connected with children who live far away. A video conversation is certainly enjoyable for adults, but are young children able to take anything away from the interaction? For example, are toddlers able to recognize a live person as the same person who is “in the computer?” Can toddlers learn new things from the person on video?

These are some of the questions that **Lauren Myers**, assistant professor of psychology, explored with the help of EXCEL Scholars **Rachel LeWitt '13**, a double major in psychology and English, and **Renee Gallo '14**, a psychology major.

“We are teaching 12- to 24-month-olds new things over FaceTime,” Myers explained. “We introduce children to toys they have never seen before and teach them novel names (like “wug”) and novel actions for these toys. After several FaceTime sessions in a week, we bring families back to the lab to see what the children have learned. Because we invented the toy names and actions, if a child knows what the wug is and what the wug does, he or she could have learned that only from the person on FaceTime.” The team also observed whether children bond socially with FaceTime partners.

“This research is important for the field because developmental psychologists know that children under two years old typically do not learn from video, and screen time should usually be limited,” Myers said. “This is because typically a person on video cannot respond to a child in real time, and this interactivity is essential for early learning. Toddlers learn best from other people. If we find that children under two years old learn from a person via video chat, it will show that video chat is more like social interaction than screen time.”

LeWitt and Gallo were involved in every aspect of the project—reading scholarly articles, designing materials, recruiting families to participate from the local community, collecting data with children, coding and analyzing data,



Heidi Tomik chooses her preferred play partner: Renee Gallo '14 on the right (her FaceTime partner) or Rachel LeWitt '13 on the left (a stranger). Professor Lauren Myers watches in the background.

writing results, and presenting findings. They participated in more than 100 FaceTime sessions during the summer of 2012. Psychology majors **Samantha Nussbaum '13**, **Nicole Maselli '14**, and **Makenzie Danis '15** joined the research team in the fall term.

“Technology is changing the way kids grow up,” said Gallo, who plans to pursue a Ph.D. in clinical psychology, specializing in child development. “This project allowed me to use empirical research to see if and how modern technology – iPads and FaceTime – can be used to teach children.”

LeWitt, who is considering pursuing an advanced degree in cognitive or experimental psychology or in linguistics, was excited to use techniques she learned in the classroom for a project with many practical implications. “It’s been a great experience being able to engage with and tackle a few of the more recent questions emerging in developmental psychology.”

Recent Alumni News

For her leadership, business acumen, and experience, **Ellen Kravet Burke '76** has been elected chair of the Cape Regional Health System Board, Cape May Court House, N.J. She has been a member of the board since 2006.

Author, career consultant, and public speaker **Vicki Salemi '95** has created and stars in *Score That Job*, which goes behind the scenes of actual corporate human resources departments. Free episodes are available on www.MediaBistro.com and YouTube.com.

In her new role as director of U.S. programs for AmeriCares, **Leslie McGuire '95** oversees the organization’s deliveries to U.S. free clinics and community health centers. She also provides

leadership and strategic direction for the growing medical assistance program.

Deanna DiCroce '13 was named Patriot League Female Athlete of the Year for 2012-13 after the field hockey captain led her team to its second straight league championship. A two-time PL Offensive Player of the Year and four-time first-team all-star, she led the league in points (51) and goals (18) as a senior and was named MVP of the league tournament after she lifted a penalty stroke into the back of the net in overtime of the championship game against American.

Student and Faculty Publications and Conference Presentations

Faculty and students have been extremely productive in their scholarship and research during the past two years.

Publications

(*Lafayette College student)

Angeloni, C.*, Salter, D.*, Corbit, V.*, Lorence, T.*, Yu, Y.-C., & Gabel, L.A. (2012, March). *P300-based Brain-Computer Interface Memory Game to Improve Motivation and Performance*. Paper presented at the Bioengineering Conference (Northeast Bioengineering Conference [NEBEC]), 2012 Institute of Electrical and Electronics Engineers (IEEE) 38th Annual Northeast, Philadelphia, PA, pp. 235-236.

Basow, S. A. (2013). Women and management: Does “manager” equal “male”? Chapter in M. Paludi (Ed.), *Women and management: Global issues and promising situations*, Vol. 1 (pp. 3-17). Westport, CT: Praeger.

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Bookwala, J. (2011). Marital quality as a moderator of the effects of poor vision. *Journal of Gerontology: Social Sciences*, 66, 605-616.

Bookwala, J., & Lawson, B.* (2011). The effects of poor vision on depressive symptoms: A test of the activity restriction model. *The Gerontologist*, 51, 798-808

Bookwala, J. (forthcoming). Marital quality and well-being in mid and late life. *Encyclopedia of Quality of Life Research*. Heidelberg, Germany: Sage.

Bookwala, J. (forthcoming). Affective contagion. *Encyclopedia of Quality of Life Research*. Heidelberg, Germany: Sage.

Bryan, L.L.K., & Vinchur, A.J. (2013). Industrial and Organizational Psychology. In I. B. Weiner & D. K. Freedheim (Eds.), *Handbook of Psychology (2nd Ed.) Vol. 1: History of Psychology (407-428)*. New York: Wiley.

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Mangaru, Z., Salem, E., Sherman, S., Bhambri, A., Brumberg, J.C., Richfield, E.K., Gabel, L.A., & Ramos, R.L. (2013) Neuronal migration defect of the developing cerebellar vermis in substrains of C57BL/6 mice: Cytoarchitecture and prevalence of molecular layer heterotopias. *Developmental Neuroscience*, 35, 28-39.

Myers, L. J. & Liben, L. S. (2012). Graphic symbols as “the mind on paper”: Links between children’s interpretive theory of mind and symbol understanding. *Child Development*, 83, 186-202.

Nawroj, A.*, Wang, S.*, Jouny, I., Yu, Y.-C., & Gabel, L.A. (2012, March). *An Event Classifier using EEG Signals: an Artificial Neural Network Approach*. Paper presented at the Bioengineering Conference (NEBEC), 2012 IEEE 38th Annual Northeast, Philadelphia, PA, pp. 149-150.

Nawroj, A.*, Wang, S.*, Yu, Y.-C., & Gabel, L.A. (2012, March). *A Brain Computer Interface for Robotic Navigation*. Paper presented at the Bioengineering Conference (NEBEC), 2012 IEEE 38th Annual Northeast, Philadelphia, PA, pp. 239-240.

Nees, M. A., & Walker, B. N. (in press). *Flexibility of working memory encoding in a sentence-picture-sound verification task*. *Journal of Cognitive Psychology*.

Nees, M.A., & Walker, B.N. (2011). Mental scanning of sonifications reveals flexible encoding of nonspeech sounds and a universal per-item scanning cost. *Acta Psychologica*, 137(3), 309-317.

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Nees, M.A., Berry, L.*, & Phillips, C.* (2013). Audio accommodations in testing: Difficulties with experimental approaches, problems with readers, and a suggested role for auditory displays. *Proceedings of the 19th International Conference on Auditory Display (ICAD2013)* (pp. 319-322). Lodz, Poland.

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Nees, M.A. (2012). Correlations and scatterplots: A comparison of auditory and visual modes of learning and testing. *Proceedings of the 18th International Conference on Auditory Display (ICAD2012)* (pp. 195-198). Atlanta, GA.

O'Toole, L., DeCicco, J., Berthod, S. & Dennis, T. (in press) The N170 to angry faces predicts anxiety in typically developing children over a two-year period. *Developmental Neuropsychology*.

Schettino, L. F., Pallottie, A.*, Borland, C.*, Nessa, S.*, Nawroj, A.*, Yu, Y.-C. (2013) The organization of digit contact timing during grasping. *Experimental Brain Research*, 227, 477-486

Schettino, L. F., Pallottie, A., Borland, C., Nessa, S., Nawroj, A., Yu, Y.-C. (2013) The organization of digit contact timing during grasping. *Experimental Brain Research*, 227, 477-486

Talarico, J. M. & Moore, K. M. (2012). Memories of “The Rivalry”: Differences in how fans of the winning and losing teams remember the same game. *Applied Cognitive Psychology*, 26, 746-756.

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Vinchur, A. J., & Koppes, L.L. (2011). A historical survey of research and practice in industrial and organizational psychology. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology* (pp. 3-36). Washington, DC: American Psychological Association.

Walker, B.N., & Nees, M.A. (2011). Theory of sonification. In T. Herrman, A. Hunt, & J. Neuhoff (Eds.), *The Sonification Handbook* (pp. 9-39). Berlin, Germany: Logos Publishing House.

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Wang, Y., Yin, X., Rosen, G., Gabel, L.A., Guadiana, S.M., Sarkisian, M., Galaburda, A.M., & LoTurco, J.J. (2011). Dcdc2 knockout mice display exacerbated developmental disruptions following Dcx RNAi. *Neuroscience*, 190, 398-408.

Whitbourne, S. K., & Bookwala, J. (forthcoming). Gender and aging. In P. A. Lichtenberg & B. T. Mast, (Eds.), *APA Handbook of Clinical Geropsychology*. Washington, DC: APA.

Yih-Choung Yu, A. Nawroj*, S. Wang*, and L. Gabel, “Mobile Robot Navigation through a Brain Computer Interface”, Proc. of the IEEE Signal Processing in Medicine and Biology Symposium, New York, 2012.

Presentations at Professional Conferences & Invited Talks

(*Lafayette College student)

Babkirk, S., Dennis T.A., DeCicco, J., Rios, V. (2013, April). *Adaptive emotion regulation in school-aged children over a two-year period: A biobehavioral study*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Basow, S. A. (2013, August). *Bias in student ratings*. Part of M.E. Kite's symposium, *Effective evaluation of teaching*, at the meeting of the American Psychological Association, Honolulu, HI.

Basow, S. A., Codos, S.* & Martin, J. L.* (2012, March). *Effects of professor race and gender on student ratings and achievement*. Poster presented at the meeting of the Association for Women in Psychology, Palm Springs, CA.

Basow, S. A., & Thompson, J.* (2011, March). *Service providers' reactions to intimate partner violence as a function of victim sexual orientation and type of abuse*. Poster presented at the meeting of the Association for Women in Psychology, Philadelphia, PA.

Bookwala, J. (2012, November). *Emerging trends and a comparative review of couple relationships in mid and late life*. In R. Blieszner & V. Bedford (Chairs), *Charting New Frontiers in Aging Family Research: Addressing Societal and Familial Transitions*. Paper presented as part of a symposium panel at the annual meeting of the Gerontological Society of America, San Diego, CA.

Bookwala, J. (2012, August). *Marital quality and well-being in mid and late life*. Paper presented at the annual meeting of the American Psychological Association, Orlando, FL.

Bookwala, J., & Caskie, G. (2012, August). *Change in spousal health and well-being in older adults: A longitudinal study*. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.

Bookwala, J. (2011, November). *Spouse/partner relationships and well-being in the middle and late adulthood years*. In R. Blieszner & V. Bedford (Chairs), *Family Relationship Styles → Lifespan Effects*. Paper presented as part of a symposium panel at the annual meeting of the Gerontological Society of America, Boston, MA.

Bookwala, J., & Lawson, B.* (2011, August). *The role of poor vision in depressive symptoms: Functional impairment and social isolation as mediators*. Poster accepted for presentation at the annual meeting of the American Psychological Association, Washington, DC.

Berthod, S., DeCicco, J.M., Simmons, A., & Dennis, T.A. (2012, September). *Effects of emotion and cue validity on executive attention performance*. Poster presented at the annual meeting for the Society for Psychophysiological Research, New Orleans, LA.

Corbit, V.*, Angeloni, C.*, Salter, D.*, Lorence, T.*, Y.-C., Y., Gabel, L.A. (2012, October). *Visual attention networks and P300-based brain-computer interface performance*. Presented at the Society for Neuroscience meeting, New Orleans, LA.

Crawford, M.R., Nees, M.A., & Walker, B.N. (2011, July). *Functional neuroimaging of memory for nonspeech sounds*. Invited presentation showcasing undergraduate research at the Center for Advanced Brain Imaging for the President and Chancellor of Georgia Tech University, Atlanta, GA.

Davison, B. K., Walker, B. N., Bruce, C. M., Nees, M. A., Suh, H., Schuett, J., Mwaniki, R., Okeyo, P., & Mbari-Kirika, I. (2012, February). *Accessible graphs in Kenyan STEM education*. Paper presented at the 27th Annual International Technology & Persons With Disabilities Conference (CSUN2012), San Diego, CA.

DeCicco, J.M., Medina, A., Rios, V., & Dennis, T.A. (2012, September). *Cognitive emotion regulation and aging: A neurophysiological study using the late positive potential*. Poster presented at the annual meeting for the Society for Psychophysiological Research, New Orleans, LA.

Dennis, T.A. & DeCicco, J.M. (2012, September). *Reappraisal from the cradle to the rocking chair: ERP studies of cognitive emotion regulation across the lifespan*. Symposium at the annual meeting for the Society for Psychophysiological Research, New Orleans, LA.

Dennis, T.A., DeCicco, J.M., O'Toole, L., & Berthod, S. (2012, September). *Individual differences in emotion regulation and anxiety in school-aged children: Continuity, change, and neurophysiological markers*. Symposium at the annual meeting for the Society for Psychophysiological Research, New Orleans, LA.

Dunn, E., DeCicco, J.M., & Dennis, T.A. (2012, September). *Social media use and emotional biases: An ERP study*. Poster presented at the annual meeting for the Society for Psychophysiological Research, New Orleans, LA.

Enz, K. F.* & Talarico, J. M. (2012, March) *Bittersweet memories: Recalling mixed emotional experiences*. Poster presented at the annual meeting of the Eastern Psychological Association, Pittsburgh, PA.

Enz, K. F.* & Talarico, J. M. (2013, March) *Characteristics of turning points and transitions in autobiographical memory*. Poster presented at the annual meeting of the Eastern Psychological Association, New York, NY.

Gabel, L.A., Manglani, M.*, Ibanez, N.*, Roberts, J.*, Ramos R.L., & Rosen, G.D. (2012, October). *Partial callosal agenesis may confer seizure resistance in an animal model of MCD*. Presented at the Society for Neuroscience meeting, New Orleans, LA.

Gallo, R.* & Myers, L.J. (2013, October). *Toddlers' interactive behavior during videochat predicts learning*. Poster to be presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.

Georgieva, P. V.* & Talarico, J. M. (2013, March). *The effects of post-experience information on consumer memory*. Poster presented at the annual meeting of the Eastern Psychological Association, New York, NY.

Kass, S.* & Gabel, L.A. (2012, October). *Effect of environmental enrichment on cognitive and motor performance in *fmr1-ko* mice*. Presented at the Society for Neuroscience meeting, New Orleans, LA.

Kessel, E.M., Huselid, R.F., DeCicco, J.M. & Dennis, T.A. (2013, April). *The late positive potential as a biomarker for anxiety-related attentional biases: Links with behavioral inhibition and the moderating role of parenting*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Mangaru, Z., Salem, E., Sherman, M., Bhambri, A., Brumberg, J.C., Richfield, E.K., Gabel, L.A., & Ramos, R. L. (2011, November). *Cytoarchitecture and transcriptional profiles of cerebellar molecular layer heterotopia in *c57bl/6* mice*. Presented at the Society for Neuroscience conference, Washington, DC. [Program No. 128.08]

Marin, I.*, Manglani, M.*, Murphy, C.*, & Gabel, L.A. (2011, November). *Forebrain-specific deletion of dyslexia-associated gene *dyx1c1* impairs visuo-spatial memory*. Presented at the Society for Neuroscience conference, Washington, DC. [Program No. 777.05]

Marshall, K.* & Bookwala, J. (2013, March). *Effects of marital transitions on depressive symptomatology in older adults*. Poster presented at the annual meeting of the Eastern Psychological Association, New York, NY.

Myers, L. J. (2012, May). *Children's understanding of symbols in communicative settings: Links with understanding of the mind*. Invited lecture at Conference on Experimental Diagrammatology, Center for Semiotics, University of Aarhus, Denmark.

Myers, L. J., Berkowitz, M., Chang, S., & Spear, A. (2011, October). *How does communicative experience impact preschool children's understanding of symbolic gestures?* Poster presented at the biennial meeting of the Cognitive Development Society, Philadelphia, PA.

Myers, L. J., Kovalcik, K.*, LeWitt, R.*, & Gallo, R.* (2013, April). *Do gesture conventions cut across symbol iconicity?* Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Myers, L.J., LeWitt, R.*, & Gallo, R.* (2013, April). *Toddlers learn actions, words and patterns (but not people) from contingent online video-chat*. In L.J. Myers (Chair), *Baby Sign to Baby FaceTime: New Directions in Video Research*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Nees, M.A. (2012, October). *Accommodations in high-stakes standardized testing: Problems and potential solutions*. Invited presentation for DePauw University alumni speaker series, Greencastle, IN.

Nees, M.A. (2012, September). *Auditory displays and sonification*. Invited presentation at the Fall Meeting of the North Carolina Chapter of the Acoustical Society of America, Cary, NC.

Nees, M.A. (2011, August). *Flexibility of representation in working memory for nonspeech sounds: Theoretical and Practical Applications*. Invited presentation to accept the APA Division 21 George E. Briggs Award for Outstanding Dissertation, Washington, DC.

Palus, K., & Bookwala, J. (2011, July). *Attachment styles and relationship status among young adults*. Paper presented at the Mini-Conference of the International Association of Relationship Research, Gdansk, Poland.

Schettino, L. F., Bagce, H., Adamovich, S. V., & Tunik, E. (2012) *Virtual lesions of PMv but not aIPS disrupt on-line correction to perturbation of motor output during grasping*. *Society for Neuroscience annual meeting*, New Orleans, LA.

Schettino, L. F., Pallottie, A.*, Nessa, S.*, Borland, C.*, Yin, Z.*, Nawroj, A*. and Yu, Y.-C. (2011). *Organization of digit contact timing during grasping*. *Society for Neuroscience annual meeting*, Washington, D.C.

Stratynier, A. G.* & Myers, L. J. (2012, June). *Theory of mind across the lifespan: A study of the development of empathy in counseling professionals and students*. Poster presented at the annual meeting of the Jean Piaget Society, Toronto, Ontario, Canada.

Talarico, J. M. (2011, August). *Emotional influences on autobiographical memory phenomenology*. In *Phenomenology of Autobiographical Memory* symposium held at the 5th International Conference on Memory, York, England.

Talarico, J. M. (2011, June). *Individual and social factors in flashbulb memory formation*. In *Socio-psychological Processes of Mnemonic Consensus* symposium held at the biennial meeting of the Society for Applied Research in Memory and Cognition, New York, NY.

Talarico, J. M. (2011, June). *Recollecting, believing and other aspects of remembering*. In *Non-believed Memories: Concept, Data and Implications* symposium held at the biennial meeting of the Society for Applied Research in Memory and Cognition, New York, NY.

Talarico, J. M., Kraha, A., & Boals, A. (2013, June). *Differences between flashbulb memories of positive and negative events*. In *Flashbulb Memory* symposium held at the biennial meeting of the Society for Research in Memory and Cognition (SARMAC), Rotterdam, Netherlands.

Talarico, J. M., Kraha, A., & Boals, A. (2013, June). *How reception context influences flashbulb memories*. Poster presented at the Social Perspectives on Autobiographical Memory conference held at the Center on Autobiographical Memory Research (CON AMORE), Aarhus, Denmark.

Talarico, J. M., Kraha, A., & Boals, A. (2012, March). *Memories for the assassination of Osama bin Laden*. In *What Flashbulb Memories Can Reveal about Autobiographical Memory Processing* symposium held at the annual meeting of the Eastern Psychological Association, Pittsburgh, PA.

Walker, B. N., Bruce, C. M., Nees, M. A., Mwaniki, R. (2011, March). *Empowering Kenyan students with vision loss through advances in STEM education opportunities*. Paper presented at the 26th Annual International Technology & Persons With Disabilities Conference (CSUN2011), San Diego, CA.

Yu, Yih-Choung, & Gabel, LA (2012, June). *Breaking Down Barriers: Designing Successful Multidisciplinary Projects at Undergraduate institutions*. Interactive session conducted at the CUR Conference, Leveraging Uncertainty: Toward a New Generation of Undergraduate Research, Ewing, NJ.

Psi Chi and Honors Students

The following seniors graduated in 2013 as members of the Psi Chi, the international honor society in psychology.

Camille Borland
Julia Brodsky
Jacqueline Carmona
Dafna Charles
Erin D'Amelio
Melroy D'Souza
Nicole Dietrich
Candace Dipsey
Casey Dipsey
Ana Marie Drehwing
Karalyn Enz
Brian Ernenwein
Jaclyn Fonteyne

Bailyn Fragner
Plamena Georgieva
Natasha Ashley Gordon
Karine Hageboutros
Ada Huang
Elizabeth Kirby
Rachel LeWitt
Monica Manglani
Kirsten Marshall
Megan Matuskay
Nicholas Navara
Samantha Nussbaum
Madeleine Hatano O'Neill

Morgan Oskutis
Catherine Sacco
Anna Salvatore
Monica Scisorek
Stephanie Solomont
Leo Spear
Jennifer Squire
Alyssa Usoskin
Stephanie Valenzuela
Olivia Van Wagner
Morgan West
Elizabeth Wilson
Rebecca Winter

A number of students graduated with honors in Psychology or Neuroscience. Their names, faculty mentors, and thesis titles include:

2011 Psychology

Stephanie Codos (Prof. Basow): "How Race and Gender Affect Student Evaluations of College Professors"

Elizabeth Devaney (Prof. Bookwala): "The Effects of Personal Relevance and Argument Quality on Attitude Change toward Genetic Testing"

Katrina Ladd (Prof. Childs): "Will Natural Disaster Victims be Helped: Location, Empathy and Relief Effort Donations"

Nina Skretkowitz (Prof. Bookwala): "Perceived Attractiveness of Ideal Attachment Styles"

Jing Wang (Prof. Talarico): "Effects of Task Difficulty and Verbal Distraction on Students' Reading Comprehension"

Andrew Yodis (Prof. Allan): "Dynamical Concurrent Schedules in Humans"

Brooke Ziegelbaum (Prof. Basow): "Role of Attachment to Parents and Student Gender in Student Adaptation to College"

2011 Neuroscience

Ashley Juavinett (Prof. Reynolds): "'What if he had been White?'" The Role of Unconscious and Physiological Bias in the Perception of Race in a Crime Scene"

Ioana Marin (Prof. Gabel): "Dyslexia Susceptibility Gene Candidate 1: A Study Of Cognitive Performance In Mice"

Alexandra Pallotie (Prof. Schettino): "Modulation of Finger Contact Timing During Grasping"

Matthew Runkle (Prof. Schettino): "Perceptual Superiority in a Spatial Puzzle Solving Paradigm"

2012 Psychology

Elizabeth Blake (Prof. Shaw): "The Effects of Relationship length and Investment Magnitude on Self-Esteem and Relationship Satisfaction in College Romantic Relationships"

Josh Lipschultz (Prof. Allan): "Post-reinforcement Pausing on Variable Ration Schedules with an Added Counter"

Julie Martin (Prof. Shaw): "Interpersonal Rejection and Self-Esteem: The Moderating Roles of Causal Clarity and Rejection Essentialism"

Rebecca Martini (Prof. Talarico): "Gist and Verbatim Memory for Multisensory and Unisensory Concrete Metaphors in Poetry"

Erin McIntyre (Prof. Allan): "Post-reinforcement Pausing on Variable-Ratio Schedule of Reinforcement with an Added Counter: The Effects of Spatial Properties"

Katherine Metcalf (Prof. Nees): "The Identification of Meaningful Changes in Intonation Contours: The Continuous Perception of Pitch Changes"

Katie O'Neil (Prof. Basow): "Manscaped or Au Naturel?: Male and Female Preference for Male Body Hair"

Lindsay Sullivan (Prof. Bookwala): "Differences in Recommendations for Life-Sustaining Treatments as a Function of Target Age"

2012 Neuroscience

Chris Angeloni (Prof. Gabel): "Visual Attention Networks and P300-Based Brain-Computer Interface Performance"

Ryan Willen (Prof. Schettino): "The Role of Vision While Grasping Objects with an Unpredictable Center of Mass"

Neuroscience

Camille Borland (Prof. Schettino): "The Sensorimotor Correlates of the Development of Drawing Skills"

Victoria Corbit (Prof. Gabel): "Improving Participant Performance on Mu Rhythm-Based Brain-Computer Interfaces"

Monica Manglani (Prof. Gabel): "Rescue of Cognitive Deficits Associated With Mutation in Doublecortin Domain-Containing Protein 2: A Pharmacological Intervention?"

Gregory Troutman (Prof. Dearworth): "The Effects of Varying Photoperiods on Circadian Locomotion in the Turtle"

Elizabeth Wilson (Prof. Dearworth): "Social Perceptions Influenced by Oxytocin and Gender"

Psychology

Julia Brodsky (Prof. Allan): "Post-Reinforcement Pausing on Variable Interval Schedules with an Added Clock"

Ana Drehwing (Prof. Shaw): "The Effect of Performance Incentives and Video Recording Stressors on Performance in a Dart-Throwing Task"

Karalyn Enz (Prof. Talarico): "Forks in the Road: Organizational Differences between Memories of Turning Points and Transition"

Samantha Nussbaum (Prof. Myers): "The Effect of Interactive and Passive Media on Language Development in Toddlers"

Professor Jamila Bookwala's Interdisciplinary Teaching Collaboration Culminates in Theatrical Production

"Did you know that our hands are the body part that shows age the most?" asks **Stephanie Bateman '13** excitedly. Bateman documented the creation of a theatrical production, entitled *On Aging*, that was staged in May by students in an interdisciplinary course taught by **Suzanne Westfall**, professor of English, and **Jamila Bookwala**, professor of psychology.

In the course, called *Making Theater: On Aging*, Bateman learned about the aging process and about cultural views of aging and the elderly. Her favorite activity was a visit by Erin Hopwood, a makeup artist, who discussed what happens to the body as people age and shared tricks of the makeup trade used to disguise – and enhance – the effects of aging.

Broadway and cabaret star Martín Solá, Lafayette's Pesky Artist-in-Residence

for 2012-13, helped the class shape the production. Yoga instructor Katie McHugh-Connolly of Sundari Yoga, Stroudsburg, Pa., discussed what happens to aging bodies and how people can offset the effects of aging by taking care of their bones and muscles through regular physical activity. The class incorporated movements she demonstrated into its show.

The students were joined by students in another course taught by Bookwala, *Adult Development and Aging*, to create an ethnographic narrative, interviewing alumni, Easton residents, and family members aged 60 and over. They also collected portrayals of the elderly in the media.

It was the first time Bookwala team-taught a course, and she's hooked.

"I think team-teaching is a fabulous



opportunity to bring together faculty members with different approaches, pedagogies, and expertise," she says. "This offers students a unique perspective on and understanding about a topic or issue. Also, I learned so much about theater production—in that sense, I was also a student in the course! And I loved it."

Student Clubs Are Active

Neuroscience Club Founded. The Neuroscience Club, founded by students in psychology and neuroscience in May 2013, discussed research articles in regular weekly meetings and sponsored a brown bag talk by Assistant Professor Luis Schettino and a movie night featuring the film *Inception*. The club was active in campus events, including XLCDay and Jamnesty: Community for a Cause.

Psychology Club Receives Hoff Award. The Psychology Club, advised by Professor Bob Allan, was named Academic Group of the year at the annual Aaron O. Hoff Awards Ceremony in May. In addition to brown bag discussions and a viewing of the film *Awakenings*, the club sponsored a graduate school information session in the fall that featured advice from several

faculty members and a talk in the spring by Dr. Sharon Reeve of Caldwell College on her work using applied behavior analysis with autistic children. Over 100 people attended the club's spring barbecue.

Psi Chi Honor Society Has Successful 2013. The Lafayette chapter of Psi Chi, the international honor society in psychology, initiated a peer tutoring program and, during rivalry week, sponsored a talk by Professor Jennifer Talarico on episodic memories of the Lafayette-Lehigh game. The society initiated 15 new members in a ceremony that featured a keynote address by Dean Gene Kelly.
—The chapter was advised by Professor Alan Childs.