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.”
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 videochat. 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 has developed a 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 has also begun to incorporate other physiological measures such as electrocardiography (ECG), electromyography (facial muscle activity), and electrodermal (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 memory for details of emotional facial expressions. Her research on regulatory strategies started over 15 years ago while she was an undergraduate psychology major with a minor in psychology from the Georgia Institute of Technology. She is particularly interested in how regulatory strategies impact physiological measures such as electrocardiography (ECG), electromyography (facial muscle activity), and electrodermal (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.
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 grasp.”

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

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

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

Jessica Csnyer ’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. Bookwalter. 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 “Interdigital velocity while contacting on an object during grasping.”

Madeline Friese ’14 (with Prof. Schettino): “Neural correlates of grasping ‘ungrapple-able’ objects.”

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

Kirsten Marshall ’13 (with Prof. Bookwalter): “Mental status transitions, social support, and health.”

Monica Manglani ’13 (with Prof. Allan): “Are you smarter than a fifth grader mouse: creating a virtual mouse.”

Marisa Tadday ’14 (with Prof. Allan): “Signaled and unsignalled variable interval schedules.”

Independent Study, Applied Psychology, and Advanced Research Projects

Peter Borexa ’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 handshape data.”

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

Genevieve Curtis ’14 (advanced research project supervised by Prof. Schettino): “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 DCD/C2 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. Bookwalter): “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. Talarico): “Creation and testing of a set of novel, ‘ungrapple-able’ objects.”

Karine Hageboutros ’13, Jessica Csnyer ’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 study (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 Anisiko ’11 (independent study) studied psychology project (supervised by Prof. Vinchur): “Gender Differences in Perceptions and Reactions to Sexual Language in 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.

Kara Enz ’13 (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 Applestein ’12 (independent study supervised by Prof. Vinchur): “Influence of racial and ethnic factors on recreational choices of college students.”

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

Krutli 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.”

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

Alyssa Usoskin ’13 (independent study project): “Bitterbet 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. Bookwalter): “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. Vinchur): “Conduct and oppositional defiant disorder: Causes and treatment.”

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

Monica Manglani ’13 (independent study supervised by Prof. Bookwalter): “Neurobiology of sleep.”

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

Morgan Oskulits ’13 (independent study under Prof. Bookwalter): “The effects of institutionalization on dementia caregivers.”

Anna Salvatore ’12 (independent study supervised by Prof. Gabel): “Examination of seizure susceptibility in BD29.7Y8 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 dynorphin susceptibility gene, Dcla2, impairs visual-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 2013 LVAIC Undergraduate Psychology Research Conference.

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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 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 cycle of back and forth—planning, making, collecting data, analysis—students develop their own research projects from conception to completion.

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. Using video communication 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, 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 Makaylee Daniels ’15 joined the research team in the fall term.

“Technology is changing the way kids grow up,” said Galle, 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.”

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 ’14 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 contributions 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” that he conducted during his junior year of geology studies.

Susan Basow received the Sue Rosenberg Zalk Award for Distinguished Service to the Society for the Psychology of Women, recognizing her excellence in the field of developmental psychology.Dr. Basow is a faculty member in the department of psychology and serves as the Chair of the Department.

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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 2004.

Author, career consultant, and public speaker Vicki Salami ’95 has created and stars in Score That Job, which goes behind the scenes of actual corporate human resources departments. Full episodes are available on www.MedicalIntro.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.

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


Presentations at Professional Conferences & Invited Talks

(*Lafayette College student)

Basow, S. A. (2013, August). Bias in student ratings: Part of M.E. King’s legacy. Effective evaluation of teaching, at the meeting of the American Psychological Association, Honolulu, HI.


Bookwalter, 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.


Crawford, M. R., Nees, M. A., & Walker, B. N. (2011, July). Functional neuromapping 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.


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


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.


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
Dafta Charles
Erin D’Amelio
Melony D’Souza
Nicole Detrich
Candace Dipsey
Casey Dipsey
Ana Maria Drehwing
Karalyn Enz
Brian Enrenen
Jacin Fontayne

Bailyn Frazier
Plamen Georgiev
Natasha Ashley Gordon
Karine Hagbeutres
Ada Huang
Elizabeth Kirby
Rachel Lekwitt
Monica Manglani
Kirsten Marshall
Megan Matsukey
Nicholas Navara
Samantha Nussbaum
Madeleine Hatzano O’Neill

Morgan Oskuts
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:

2013 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 Efforts Donations”

Nina Skretowicz (Prof. Bookwala): “Perceived Attractiveness of Ideal Attachment Styles”

Jing Wang (Prof. Talacina): “Effects of Task Difficulty and Verbal Distraction on Students’ Reading Comprehension”

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

Brooke Zieglerbaum (Prof. Basow): “Role of Attachment to Parents and Student Gender in Student Adaptation to College”

2013 Neuroscience

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

Joana Marín (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 Runlike (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. Talacina): “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”


Katie O’Neill (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 Sensorymotor 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. 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. Shav): “The Effect of Performance Incentives and Video Recording Stressors on Performance in a Dart Throwing Task”

Karalyn Enz (Prof. Talacina): “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 Bookwalas 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 Bookwalas, 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 trade used to disguise -- and enhance -- the effects of aging.

Broadway and cabaret star Martin Solá, Lafayettes 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 that they 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 Bookwalas 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 DeLaGallina and a viewing of the movie Inception. The society initiated 15 new members in a ceremony that featured a keynote address by Dean Gene Kelly.

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 Talacina on periodic 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.