

# MONMOUTH UNIVERSITY

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DEPARTMENT OF PSYCHOLOGY

*67<sup>th</sup> Semi-Annual Undergraduate*

*Student Conference*

*December 9th, 2017*

*Wilson Auditorium*

## Schedule at a Glance

8:00 – 8:30 AM	<b>Breakfast &amp; Psi Chi Welcome Table</b> Megan Conchar and Jessica Seelinger
8:30 – 8:45 AM <i>Wilson Auditorium</i>	<b>Welcome Remarks</b> Dr. Gary Lewandowski, Chair, Department of Psychology Dr. Walter Greason, Dean – Honors School Kristi Miceli, Psi Chi – President
8:45 – 9:45 AM <i>Wilson Auditorium</i>	<b>Paper Presentations: Session I</b>
9:45 – 10:15 AM <i>Wilson Lobby</i>	<b>Poster Presentations: Session I</b>
10:15 – 11:15 AM <i>Wilson Auditorium</i>	<b>Paper Presentations: Session II</b>
11:15 – 12:00 PM <i>Versailles &amp; Pompeii</i>	<b>Lunch</b>
12:00 – 1:00 PM <i>Wilson Auditorium</i>	<b>Paper Presentations: Session III</b>
1:00 – 1:30 PM <i>Wilson Lobby</i>	<b>Poster Presentations: Session II</b> Coffee will be available during the session.
1:30 – 2:30 PM <i>Wilson Auditorium</i>	<b>Paper Presentations: Session IV</b>
2:30 PM <i>Wilson Auditorium</i>	<b>Closing Remarks</b> Dr. Gary Lewandowski, Department of Psychology

## Paper Presentations: Session I

Moderator: Maryam Srouji, Psi Chi

8:45 – 9: 45 AM, Wilson Auditorium

Taylor M. Klemm

Happily Single or Single and Wanting: The Role of Attachment Style and Self-Concept Clarity

This study observed the influence of attachment style and self-concept clarity on an individual's happiness with being single. Ninety six participants (16 male, 80 female) were asked to fill out a series of questionnaires including an attachment style questionnaire, a happiness with being single questionnaire and a self-concept clarity questionnaire followed by a demographics questionnaire. I hypothesized that those who are happily single will have a less anxious attachment style than those who are single and wanting a relationship. Additionally, I hypothesized that those who are happily single will have a more avoidant attachment style than those who are single and wanting a relationship. Lastly, I hypothesized that those who are happily single will have a higher self-concept clarity than those who are single and wanting a relationship. Using a series of correlations and independent sample t-tests, results showed that those who are happily single do have a less anxious attachment style than those who are single and wanting a relationship. Results also showed that there was no difference in avoidant attachment style between those who are happily single and those who are single and wanting a relationship. Lastly, results showed that those who are happily single have a higher self-concept clarity than those who are single and wanting a relationship. Results suggest that being happily single does correspond with the positive factors mentioned above, however, it is possible that a less anxious attachment style and a higher self-concept clarity can influence one to be happily single.

Supervising Professor: Dr. Lewandowski

Leigh N. Ricciardi

The Effects of Cultural Heritage on Hiring Selectivity and Perceived Self-Efficacy

This study explored the effect of cultural heritage on perceptions of hiring selectivity and self-efficacy. Participants were 108 primarily European American (36 male, 73 female) college students between the ages of 18 and 23 years attending a northeastern university in the United States. The three experimental conditions were: European American, African American, and Middle Eastern job applicant. Participants received a job description and reviewed one applicant resume. Each resume included the candidate's image and job qualifications. After reviewing the resume, participants completed the Hiring Selectivity Scale and General Self-Efficacy Questionnaire. Two separate ANOVAs, one for hiring selectivity and perception of self-efficacy revealed no statistical significance for the applicant's cultural heritage. Although the findings were not statistically significant, they suggest there is a more progressive and accepting attitude towards individuals of different cultural heritages as it applies to the hiring process. This may be a consequence of the global economy, increased migration, and changing attitudes towards social others. Future studies might include a more diverse sample in regards to age and cultural heritage.

Supervising Professor: Dr. Holmes

Daniel Jefferson

Community Balance Foundation, Long Branch, NJ, motivational coaching and mentorship of children through basketball

Supervising Professor: Dr. Hatchard

Caroline Hesse

### Designer Babies: College Students Attitudes Towards Choosing a Baby's Sex

This study evaluated individuals' perceptions towards the use of sex selection technology. This refers to the ability to pre-conceptionally choose the sex of a child, for either a medical or social purpose. Medical sex selection is defined as the use of sex selection to prevent the passing of sex-linked diseases from parent to child. Social sex selection is defined as using sex selection to have a child of a parent's preferred sex. A sample of 96 (71 female, 22 male, 1 transgender) college students were exposed to each of four conditions. Participants completed the sex selection questionnaire four times; after receiving basic information, watching two videos, and after a risk exposure condition. It was hypothesized that individuals would be most accepting of the use of sex selection after viewing the video conditions, and least accepting after being exposed to the risk condition. It was also hypothesized that overall, individuals would be more accepting of medical sex selection than social sex selection. Through the use of a repeated measures ANOVA, results indicated that as hypothesized medical sex selection had higher acceptance rates than social sex selection  $F(1, 90)=154.41, p < .001$ , partial  $\eta^2 = .663$ . Additionally, participants were least accepting of sex selection after being exposed to the risk condition  $F(2, 180)= 3.76, p=.025$ , partial  $\eta^2 = .04$ . These results indicate that individuals were more accepting of the use of medical sex selection, but are taking into consideration the risk that could accompany the use of sex selection.

Supervising Professor: Dr. Dinella

Alexandra Soubasis

### Can Money Really Buy Anything? How Socioeconomic Privilege Affects Perceptions of People with Depression

This study evaluated how both personal socioeconomic privilege and the socioeconomic privilege of a depressed person affects people's perceptions of them. One hundred and twenty participants were evaluated for their own subjective privilege, and then categorized with a median split into high and low privilege. Next, they were asked to read a vignette of a person with depression, manipulated for low or high privilege. After, they were given a questionnaire to test their attitudes of onset-controllability, liking, pity, and anger toward the person in the vignette. Results of a two-way factorial ANOVA revealed that participants viewed the person in the low privilege vignette as higher in onset-controllability than the person in the high privilege vignette. Participants also had more pity for the person in the low privilege vignette than the person in the high privilege vignette. For the anger variable, there was a significant interaction effect. Participants had the most anger when they were in opposite privilege groups from the person in the vignette (low self-privilege and high vignette privilege, and high self-privilege and low vignette privilege), and the least anger when both the participant and the person in the vignette were low in privilege. This study gives more insight into mental health stigma and how privilege can play a role in how people with depression are judged.

Supervising Professor: Dr. Ciarocco

Marissa L. Stiuso

### The Relationship between Shared Storybook Readings, Language, and Play in Children with Autism Spectrum Disorder

This study explored the relationship between shared story book readings, language, and play in children with Autism Spectrum Disorder (ASD). The participant was a European American, nine year-old boy diagnosed with ASD. This study employed a mixed methods approach to assess how shared reading activities shaped the child's language, play, and other non-verbal behaviors. In the baseline, the child heard a short story then engaged in free play. In the prompting reading session, the child heard the story, drew a picture (related to the story), and then engaged in free play with the opportunity to incorporate the story play prompts. Recorded behaviors after storybook readings included movement towards and away from the book, physical interaction with the book, vocalizations, affect, and types of social play. Finally, the child completed the Peabody Picture Vocabulary Test-4. The findings suggest that shared story readings with play prompts do not connect positively to play. Future research should explore the relationship between story-retelling, language, creativity, and social play in children with ASD. These kinds of studies can inform policies regarding classroom practices for children with special needs.

Supervising Professor: Dr. Holmes

Kelly M. Moedt

Purposeful Play, Reading Comprehension, Language Development, and Creativity in Kindergarteners

This study explored the effects of purposeful play on children's reading comprehension, language development, and creativity. The participants were 41, primarily Hispanic kindergarten students who attended public school in the Northeastern United States. There were two experimental conditions: no play and purposeful play. Purposeful play emphasizes play as a context for enhanced learning. Children in both conditions completed the following tasks: Alternative Uses Creativity Test, drawing activity, plot sequencing activity, and the Test of Early Language Development - 3. In the purposeful play condition, children engaged in an additional guided play task. Findings from a MANOVA revealed statistical significance for the effect of purposeful play on reading comprehension, and language development. Children in the purposeful play condition scored significantly higher on reading comprehension and language tasks than the control group did. Future research endeavors should highlight the role of purposeful play in promoting positive developmental outcomes and shaping curriculum development to improve children's classroom experiences and teachers' classroom practices.

Supervising Professor: Dr. Holmes

## **MAKE A LASTING IMPACT**

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**Karen Keene  
Director of Leadership Programs  
kkeene@monmouth.edu  
732-571-3475**

**Dr. Gary Lewandowski  
Chair, Department of Psychology  
glewando@monmouth.edu  
732-263-5476**

## Poster Presentations: Session I

9:45 – 10:15 AM, Wilson Auditorium Lobby

Amanda Castillo

Love on the Brain: Love's Influence on an Individual's Thought Processes

This study observed the influence of companionate and passionate love on thought processes. Ninety-five participants (29 male, 65 female, and 1 other) were given surveys that measured passionate love, companionate love, decision-making, cognitive control, risk-taking, and perception. I hypothesized that those individuals in passionate love would show less responsible decision-making, less cognitive control, more risk-taking, and more positive and negative perceptions of their romantic partners. Furthermore, I hypothesized that individuals in companionate love would show more responsible decision-making, more cognitive control, less risk-taking and more positive and negative perceptions of their romantic partners. Using a series of Pearson  $r$  correlations, the results show that all hypotheses about companionate love were supported, however passionate love was only related to more willingness to take risks. Results suggest that companionate love significantly influences an individual's thought processes.

Supervising Professor: Dr. Lewandowski

Carlie Cutalo

The Influence of Body Positive Messages on Women's Body Image

The purpose of this study was to examine the effects of body positive messages on Instagram and the size of the woman posting them on a woman's self-esteem, body esteem, and attitudes towards their appearance. 112 undergraduate students, who identify as female, and one undergraduate student who identified as non-binary, were asked to review one Instagram post (a thin woman with a body positive message, a thin woman with no message, a curvy woman with a body positive message, or a curvy woman with no message). Participants then filled out three questionnaires on self-esteem, body esteem, and attitudes towards their appearance. Participants were also asked two manipulation checks asking what the size of the woman was and if the Instagram message was a body positive message or no message. It was hypothesized that participants who view the curvy woman with a body positive message will have the highest ratings of self-esteem, body esteem, and attitudes towards their appearance. It was also hypothesized that the woman who viewed the thin woman with no body positive message will have the lowest ratings of self-esteem, body esteem, and attitudes towards their appearance. The manipulations were not successful, therefore, my hypotheses were not significant.

Supervising Professor: Dr. Dinella

Taylor Mistretta

Self Esteem and Jealousy in Same Sex Friendships

This study observed the influence of self-esteem on jealousy in same sex-friendships. Sixty-one participants (3 male, 58 female) were assigned to fill out a self-esteem scale, two writing prompts, and a jealousy scale. First, the participant filled out the Rosenberg Self-esteem Scale (Rosenberg, 1958). The first writing prompt was to describe your best friend (same-sex). The second writing prompt was to think about their major goal they have in their life and write about it. After participants completed the writing prompts, they were told to think again about their major goal, but this time to imagine their best friend achieving that goal before they did. Then the participants filled out the jealousy scale (Appel, Crusius, & Gerlach, 2015). I hypothesized that those who have a low self-esteem will be more jealousy of their best friend than those who have a high self-esteem. A median split was used to separate low self-esteem and high self-esteem into two groups. Using an independent samples  $t$ -test, the results indicate that those who had a low self-esteem were indeed more jealous of their best friend than those who had a high self-esteem. The jealousy of their best friend reported by low self-esteem participants may be a side effect of the insecurity associated with low self-esteem.

Supervising Professor: Dr. Natalie Ciarocco

Sabrina Schreiber

Perceptions of Autism Based on Gender and Disclosure of Diagnosis

This study evaluated whether the gender of an individual with autism and the disclosure of their diagnosis predicts people's attitudes and social acceptance towards the person. A sample of 116 college students (36 males, 80 females) were randomly assigned to one of four conditions. Participants read a vignette about a male or female exhibiting autistic behaviors, half with the person's diagnosis disclosed and half without. Participants then completed surveys about their attitudes and openness towards the autistic individual. It was hypothesized that people would have more positive attitudes and a higher social acceptance in the male with autism condition when the person's diagnosis is disclosed. A series of two-way ANOVAs were conducted and they indicated only one significant difference between groups. As hypothesized, when participants were informed of the autism diagnosis, there was a significant difference for higher social acceptance towards the individual,  $F(1,112) = .654$ ,  $p = .012$ , partial  $\eta^2 = .06$ . These findings suggest that if an individual is informed that someone has a developmental disability, it changes one's openness towards the person. It was also hypothesized that people who knew someone with autism would have more positive attitudes and a higher social acceptance towards the individual. Independent samples t-tests showed no significant difference between groups. Contrary to the hypothesis, people who knew a person with autism did not have more positive attitudes or higher social acceptance towards the individual. These results suggest that this study was not strong enough to display participant's judgments.

Supervising Professor: Dr. Dinella

Matthew Evan Steinfeld

School Guidance Counselor Internship - Long Branch High School

This fall my internship experience involved shadowing a school guidance counselor at Long Branch High School in Long Branch, New Jersey. Under the sponsorship of Ms. Hema Solanki, I gained knowledge about the duties and responsibilities that guidance counselors perform in the public school system. My primary interactions were with members of the senior graduating class of 2018. One of my major responsibilities was assisting students in preparing for college, registering for the SATs, and completing college applications. Throughout this experience, I observed first-hand the role guidance counselors play not only in the school system, but also in the students' high school experience. In guidance counseling, it is imperative to put the students first and be there for them when any problem surfaces. No two students are alike, and students may require different strategies to help them achieve academic and life success. From this internship, I hoped to gain skills in problem-solving, communication, and interacting with others to help me prepare for how I can help students to be successful. I was able to achieve these goals and this experience served as confirmation that this is an ideal career path for me.

Supervising Professor: Dr. Holmes

Tierney Rosen

Families Against Addiction, Old Bridge, NJ, group counseling for families dealing with Substance Use Disorders

Supervising Professor: Dr. Hatchard

Nicole Gallagher

Mary's Place by the Sea, Ocean Grove, NJ, holistic care for women with cancer

Supervising Professor: Dr. Hatchard

Herleen Kaur

Root to Rise, Asbury Park, NJ, yoga and group counseling for addiction recovery

Supervising Professor: Dr. Hatchard

Alyssa Cosentino

New Jersey Department of Children and Families, Edison, NJ, social work in the field

Supervising Professor: Dr. Hatchard

Richard Felicetti and Kristi Miceli

Goldfish School: Experiences with Training Goldfish in Psychology of Learning

Supervising Professor: Dr. Mehrkam

## Paper Presentations: Session II

Moderator: Elizabeth Roderick, Psi Chi  
10:15 AM – 11:15 AM, Wilson Auditorium

### **Faculty-Student Collaboration: Research Lab Highlight**

Sibling Relationships, Birth Order, and Personality among Emerging Adults

Family Dynamics Lab Research Assistants: Andrew J. Guerguis and Allison Kramer

Supervising Professor: Dr. Michele Van Volkom

Alexandra Charletta

How Does The Relationship Story End? Who Wants to Know?

This study examined why some individuals in romantic relationships wanted to know the future of their relationship while others in a romantic relationship did not want to know the future of their relationship. One hundred participants (4 male, 95 female, 1 missing) participated in this study by completing a series of questionnaires which assessed what makes an individual want to know the outcome of their future relationship, by evaluating aspects of the self and their relationship, including relationship quality, investment, perfectionism, not wanting to know characteristics, certainty, doubt, and relationship discrepancy (e.g. real vs. ideal relationship). I hypothesized that individuals who are happier likely to want to know about future outcomes. Contrary to my hypothesis, by using an Independent Samples T-Test the results significantly show that those who are happier in their relationship are less likely to take the pill. Furthermore, I hypothesized that the more an individual is certain and less doubtful in their relationship the more likely they would want to know about future outcomes, contrary to my hypothesis individuals are less likely to want to take the pill. Additionally, I hypothesized that those who have a larger relationship discrepancy are less likely to want to know about future outcomes. Contrary to my hypothesis, those who have a larger relationship discrepancy are more likely to want to know about future outcomes, and more likely to want to take the pill.

Supervising Professor: Dr. Lewandowski

Maryam A. Srouji

The Eyes Have It: Mood and Empathy's Effects on Facial Expression Recognition

This study evaluated the effect of natural empathic ability and mood on individuals' abilities to read facial expressions. One-hundred twenty college students (22 males, 98 females) were randomly assigned to watch either watch a sad or happy video and rate their moods and empathy levels, then take a facial expression test. Facial expression recognition was measured through their ability to accurately identify the feelings presented in a series of thirty six faces. It was hypothesized that those in a happier mood, those in a high empathy group, and those in both would have the highest scores on the test. Results indicated that there was no influence of mood or empathy on facial expression recognition. Mood and empathy produced no significant interaction on accuracy scores in reading facial expressions. These results suggest that regardless of how individuals may feel in the present moment or how naturally empathic they are, individuals are able to focus on reading others' facial expressions and responding to their needs.

Supervising Professor: Dr. Ciarocco



Tara Hollywood

## Barbie and Fashionista Dolls: How the Exposure of Different Doll Sizes Influences College Women's Body Dissatisfaction

It has been suggested that exposure to the thin ideal influences women's body dissatisfaction. Research also shows that young girls have more thin internalization when they are exposed to Barbie. It has also been found that exposure to Barbie also affects young girls' food intake. The present study wanted to determine if exposure to different doll sizes affects college women's body dissatisfaction and calorie restriction. A sample of female undergraduate students were randomly assigned to one of the following three conditions: thin dolls (i.e. Barbie), curvy dolls (i.e. Fashionista dolls) or a control condition (i.e. rag dolls). Participants physically engaged with a set of dolls, clothes, a dollhouse, and a toy car for ten minutes. Participants responded to one self-report measure on body dissatisfaction and were observed on a behavioral measure. A one-way analysis of variance was used to determine if the size of doll influence body dissatisfaction. A one-way analysis of variance was also used to determine if the size of doll influence calorie restriction.

Supervising Professor: Dr. Dinella

Tyler Conetta

## Perceptions of Narcissistic Traits by Narcissists

This study evaluated the difference between participants with high and low narcissism scores when viewing a narcissistic stimulus. Groups were based on a median split of scores on the Narcissistic Personality Inventory-16 (Ames, Rose, & Anderson, 2006). Fifty-nine participants viewed a video containing a highly narcissistic character and then rated the character on how likable they were, how agreeable they were, and how conscientious they were. There were no differences in how participants in either group viewed the likability, agreeableness, or conscientiousness of the narcissist in the stimulus video. However, agreeableness did trend towards significance showing that certain traits may be viewed differently by narcissists and non-narcissists.

Supervising Professor: Dr. Ciarocco

MK O'Rourke

## Friendships and Relationship

This study examined personal opinions about friendships in conjunction with romantic relationships. Seventy-four participants (8 male, 66 female) in a within-subjects design each completed a survey to answer the research question, "Should you be best friends with your romantic partner?" I hypothesized that people who believe that their partner should be their best-friend, will lead to reaching their full potential with the help of their romantic partner, including their partner as part of their self, and better relationship quality. Additionally, I hypothesized that people who believe their partner should be their best friend will be more invested in the relationship, have more friendship-based love than only passionate love, be more in love than other couples, and will view best friend qualities the same for non-partner best friends and their romantic partner. Using correlational analysis, the results reveal that there was a significant relationship between passionate love, self-expansion, satisfaction, and commitment and believing that you should be best friends with your romantic partner.

Supervising Professor: Dr. Lewandowski

Natalie Mallamaci

## Attitudes toward Female Authority and Sex of an Authority Figure as Predictors of Obedience

This study investigated natural discomfort with female authority and the obedience response to a female and male in an authority position. One hundred and eleven participants (15 male, 96 female) were evaluated on their natural discomfort with female authority using a 15-item questionnaire. Participants were placed into “more discomfort” and “less discomfort” groups, as a quasi-independent variable. Next, the experimenter exited the room to seemingly help another participant, and watched participants in secret. Participants were asked to watch a pre-recorded video of either a male or female “co-researcher” (a confederate) who ordered simple tasks such as “take out a sheet of paper and writing utensil”, and “touch your toes”. The total number of times, out of ten, the participant obeyed was the dependent variable. There was no significant difference between which sex was obeyed more. However, there was a significant difference between a person’s level of discomfort with female authority and how many times they obeyed. People who experienced more discomfort with female authority obeyed more times than people who experienced less discomfort with female authority. There was no significant interaction effect between which sex was obeyed more and natural discomfort with female authority. Results suggest that those who are less comfortable with female authority are more traditional, so therefore they are more obedient and regard authority seriously as a whole.

Supervising Professor: Dr. Ciarocco

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## Paper Presentations: Session III

Moderator: Brielle Pontelandfo, Psi Chi

12:00 – 1:00 PM, Wilson Auditorium

Ryan Byrd

Political Ideologies, Personality and Political Lean

This study observed the relationship between personality and political ideology. Seventy-five participants (53 females and 22 males) were given three self-report survey measures, including a personality measure, political leaning scale, and a party identification (43 Democrats and 27 Republicans), and perception scale, which asked whether participants saw each party as emotional or intellectual on a scale. I hypothesized a positive correlation between thinking and conservatism, with those who were considered thinking personalities to be more conservative, and those who were considered feeling personalities to be less conservative. I also hypothesized that participants would perceive their own party as more intellectual, and the opposite party as more emotional. Using a combination of correlations and *t*-tests, the results indicate that there is a significant positive correlation between a thinking personality and political conservatism. A series of *t*-tests also revealed that participants rated their own party as significantly more intellectual, and the opposite party as more emotional. Personality can be a factor in political leaning, and people will perceive their own political party as intellectual and the opposite political party as emotional.

Supervising Professor: Dr. Ciarocco

Gerard Longo

Breaking (Up) Bad: Breakup Strategies in Relationships

This study observed the psychological factors behind “ghosting” in romantic relationships. Ghosting is where one suddenly ceases all communication with their partner. 109 participants (97 female, 12 male) answered four questionnaires asking them their attachment style, dark triad personality traits, inclusion of other and the self, and likelihood of breaking up via avoidance/withdrawal strategies. I hypothesized that those who score high on insecure attachment, high dark triad traits, and low IOS, will be more likely to ghost in a relationship. Using a Pearson R correlation, the results only showed a weak correlation between the trait Machiavellianism and ghosting. The correlation between ghosting and insecure attachment, narcissism, psychopathy, and IOS were not significant. An exploratory *t*-test was conducted showed that there was a significant correlation between preference of breaking up via avoidance/withdrawal and ghosting. Further studies should investigate other psychological factors behind ghosting, and the reasons of its use over other breakup methods.

Supervisor: Dr. Lewandowski

Elysia Whritenour

Sexism and Women in Management

The current study explored gender differences in the effectiveness of male and female managers and investigated if bringing awareness to sexism in the workplace would reduce participants’ potentially sexist beliefs. A sample of 112 college students were randomly assigned to one of two conditions. The first was a scenario depicting a male or female manager meeting with an employee. Participants completed a survey to rate the manager’s effectiveness. Participants were then randomly assigned to read a Harvard Review Business article to bring awareness to sexism in the workplace, or move on to the sexist attitudes survey. Contrary to the hypothesis, participants did not rate the male manager more effective than the female manager,  $t(108) = .840$ ,  $p = .403$  (two-tailed), effect size  $d = 0.239$ . The second hypothesis that predicted a difference in sexist attitudes was not supported,  $t(110) = 1.258$ ,  $p = .211$  (two-tailed), effect size  $d = 0.309$ . These results demonstrate that bringing awareness to the challenges women face in the workplace as a manager does not change people’s sexist beliefs. Further investigation is needed to understand if the study was not strong enough to influence sexist attitudes.

Supervising Professor: Dr. Dinella

Sabrina M. DeLuca

### Not Enough Fish in the Sea? A Study of Romantic Alternatives and Relationships

This study examines the influence of a person's perception of romantic alternatives on a relationship. Sixty-five participants (19 male, 46 female) were asked to fill out a relationship-matching questionnaire, and were randomly assigned to one of two conditions; low romantic alternatives (five matches) or high romantic alternatives (fifty matches). Participants were then given a reactions to transgression scale that measured participants responses to relationship problems. It was hypothesized that participants that were placed in the low alternatives condition would score higher in willingness to stay, willingness to forgive, willingness to communicate, and willingness to put time and effort into the relationship than those who were placed in the high alternatives condition. Using a series of independent samples t-tests, it was found that there was no significant overall effect between perceptions of potential alternatives and a person's willingness to stay, forgive, communicate, or put forth effort in a relationship. However, an exploratory analysis was done that found that no matter what condition participants were placed in, people were significantly more willing to communicate with their partner and put time and effort into fixing the problem with their partner than they were to stay with their partner or forgive their partner.

Supervising Professor: Dr. Lewandowski

Courtney R. Washeleski

### Unintended Consequences to Resilience, Grit, and Self-Efficacy

The purpose of this study is to examine how generally good qualities such as resilience, grit, and self-efficacy could backfire in a relationship ultimately leading someone to stay in a bad relationship. Ninety-eight participants (34 males, and 64 females) were a convenient sampling and signed up for the study through the online SONA participation pool. Participants were given two separate packets, containing a total of five questionnaires on tolerance of bad behaviors, dealbreakers, grit, resilience, and relationship self-efficacy. I hypothesized that individuals high in their ability to recover quickly from difficulties, dedicated to long term goals and conflict resolution were more likely to tolerate bad relationship behaviors and have less deal breakers. Furthermore, using a series of Pearson Correlations, the results show that those high in resilience, grit and relationship self-efficacy are significantly not more likely to tolerate bad behaviors and deal breakers. The hypothesized correlation between resilience and tolerance for bad was not significant. In addition, contradictory to the hypothesized correlation between grit and deal breakers, again the result found the correlation between the two, was not significant. However, although contradictory to the hypothesis, the results for those who rated high in relationship self-efficacy and less likely to tolerate bad relationship behaviors, were significant. Results suggest that those who rated high in generally good traits such as resilience, grit, and relationship self-efficacy are not significantly more likely to backfire, leading someone to stay in a bad relationship.

Supervising Professor: Dr. Lewandowski

Emily Curran

### I Hate Me, Do You Hate Me Too?: Perceptions of Self-Deprecating Behaviors

This study examined how people perceive self-deprecating behaviors on social media. Ninety-one participants (22 male, 69 female) were randomly assigned to one of three self-deprecation conditions (always, sometimes, or never) manipulated through twitter feeds. They were then asked to look at the twitter feed for one minute and complete a questionnaire about the twitter user, which included measures of likability and desired closeness. I hypothesized that the user who sometimes self-deprecates in tweets would have the highest levels of likability and desired closeness compared to the users that always and never self-deprecate. Using a series of one-way analysis of variances with planned contrasts revealed that the twitter user who never self-deprecated had significantly higher likability scores than those who sometimes or always self-deprecated. In addition, the twitter user who never self-deprecated had significantly higher desired closeness scores compared to the other two conditions. Results suggest that people perceive no self-deprecation on social media more positively than profiles using self-deprecation. Self-deprecation on any level, even if used with humor, is perceived negatively.

Supervising Professor: Dr. Ciarocco

## Poster Presentations: Session II

1:00 – 1:30 PM, Wilson Auditorium Lobby

Alison DeZaio

Personality Traits and Romantic Breakups

The present study examines the possible influence an individual's core strengths specifically, hope, gratitude, and zest may have towards personal growth, emotional reactions, and utilizing coping strategies after experiencing the breakup of a romantic relationship. A sample of 80 (21 males, 59 females) college students who had experienced the breakup of a romantic relationship completed surveys assessing levels of positive and negative emotions, posttraumatic growth, positive and negative coping strategies, and how much they believed specific personality characteristics were their core strengths. A hypothesis from this study was that those with more hope would experience more personal growth. As hypothesized, hope as a core strength ( $M = 3.85$ ,  $SD = .92$ ) and posttraumatic growth ( $M = 3.17$ ,  $SD = .96$ ) were shown to be significant ( $r = .39$ ,  $p < .001$ ). The findings suggest that those who personally considered hope to be a core strength experienced more growth following the breakup of a romantic relationship.

Supervising Professor: Dr. Lewandowski

Rachel Ziegler

Relationship Power and Perceptions

This study observed the influence of power on the perception of the partner and of the self. Sixty participants (12 males and 47 females) were randomly assigned to one of two power conditions: low power or high power. I hypothesized that those in the high power group would be more likely to forgive themselves, while those in the low power group would be less likely to forgive themselves. Furthermore, I hypothesized that those in the low power group would have a higher inclusion of others in the self than those in the low power group. Lastly, I hypothesized that the low power group would score higher in self-silencing. Using a series of independent t-tests, it was found that there was no significant effect between power and forgiveness, inclusion of others in the self, and self-silencing.

Supervising Professor: Dr. Lewandowski

Alexis Mason

The OLC School, Jersey City, NJ, school social work in a grammar school setting

Supervising Professor: Dr. Hatchard

Jessica LaSala

Celtic Charms Therapeutic Horsemanship, Howell, NJ, therapeutic riding for children with disabilities

Supervising Professor: Dr. Hatchard

Tyler Conetta

Law Offices of Christopher T. Campbell, Wall Township, NJ, criminal defense

Supervising Professor: Dr. Hatchard

Gillian Foley

Private Practice of Christian Bellissimo, Eatontown, NJ, child play therapy

Supervising Professor: Dr. Hatchard

Kristi Pannone

Power Play Pediatric Therapy Center, Tinton Falls, NJ, occupational therapy

Supervising Professor: Dr. Hatchard

Nicole Perez

The Socioeconomic and Gender Effects on Victim Blame

The interaction between socioeconomic effects and gender effects on victim blame was investigated. Participants ( $N=115$ ) read a vignette detailing a hypothetically abusive situation, in which the gender and socioeconomic status of the victim was manipulated. After reading the vignette participants filled out a victim blame questionnaire (Graham, Rogers, & Davies, 2007) which assessed how much responsibility the participants assigned the victim. A two way ANOVA revealed that the main effect of socioeconomic status was not significant  $F(3,111)= 1.258, p = .264$ . However, the analyses revealed that the main effect of gender was significant  $F(3,111)= 10.279, p = 0.002$ . There was no interaction between the main effects of socioeconomic status and gender  $F(3,111) = .405, p = .526$ . Post hoc analyses revealed that there was no difference in assignment of victim responsibility when the main effect of socioeconomic status was evaluated nor when the main effects of gender and socioeconomic status were evaluated. However, there was a significant difference when the main effect of gender was evaluated, such that participants assigned more victim responsibility and had less sympathy for male victims ( $M= 3.97, SD= 0.86$ ) than female victims ( $M= 4.35, SD= 0.82$ ). These results suggest that indeed male victims of domestic abuse are blamed more than females.

Supervising Professor: Dr. Dinella

# MONMOUTH UNIVERSITY

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DEPARTMENT OF PSYCHOLOGY

## Paper Presentations: Session IV

Moderator: Haley Long, Psi Chi

1:30 – 2:30 PM, Wilson Auditorium

Brielle Pontelandolfo

The Effects of Creating Art on Frustration

The current study investigates if engaging in creative art could decrease frustration. Ninety-three participants (12 male, 79 female, and 2 unreported) began by working on a frustrating game. Next, participants were randomly assigned to one of three art-related tasks (a creating art drawing task, a visualizing art task, and a puzzle task). Their frustration was measured through the self-report Frustration Discomfort Scale (Harrington, 2005) with two subscales, Achievement Frustration and Frustration Intolerance. Contrary to the hypotheses, a series of one-way analysis of variances with planned contrasts revealed that there were no significant differences amongst the groups in frustration intolerance and overall frustration. However, the group that visualized art was significantly less achievement frustrated than the creating art group and the puzzle group. The results imply that visualizing art could potentially reduce frustration, similarly to how creating art affects other aspects of mood (Rowe et al., 2017). The findings of this study are important in assisting therapists and their clients because it shows that looking at art decreases the type of frustration that stems from the inability to achieve goals.

Supervising Professor: Dr. Ciarocco

Melissa Bui

The Influence of Age and Social Situation on Perception of Treatment Needs and Addiction

This study examined the influence of age and social situation on perceptions of others' treatment need and addiction. Two groups, including a total of eighty-three college students, read two scenarios of a fictitious alcoholic, drinking at home or at the bar. For each of the two groups, age was manipulated, with both scenarios depicting the person as either a 21-year-old college student or a 65-year-old professional. Perceptions on the necessity of treatment and the perceived level of the person's addiction were measured on a created questionnaire following each separate scenario. The participants were able to distinguish between the age and social situations in the scenario. However, there were no significant main effects for age or social situation, nor was there an interaction. The results of the study suggest that there is no age discrimination when it comes to addiction, meaning that there should be an equal distribution of treatment needs among all ages.

Supervising Professor: Dr. Ciarocco

Andrew J. Guerguis

Should I Put This in My Tinder Bio? The Effects of Disability Disclosure on Intimate Relationship Satisfaction

The purpose of this study was to examine how the timing (beginning and committed) and the style (decategorization and integration) of an invisible disability disclosure affects participant's perceived relationship quality and their likelihood to accept the partner and their disability. There was a total of 119 participants between the ages of 18 and 23 (15 men and 104 women). The participants were randomly assigned one of four scenarios on disability disclosure (e.g., beginning and decategorization, beginning and integration, committed and decategorization, or committed and integration). The participants then completed a brief Relationship Assessment Scale (Hendrick, 1988) to test the quality of the relationship (e.g., In general, how satisfied are you with your relationship?) and a brief survey to determine their likelihood to accept the partner and the disability (e.g., How likely are you to commit to your partner regardless of the disability?). Results indicate no significant differences between disclosure timing or disclosure style on either the quality of the relationship or their likelihood to accept the partner and the disability. Additionally, no interaction effects were found. This may suggest that the timing of the disclosure or the style of the disclosure has no influence on intimate relationship satisfaction and these results could provide a sense of hope and positivity to individuals with invisible disabilities.

Supervising Professor: Dr. Ciarocco

Stephanie Shockley

### How Break Up Status & Mating Strategy Affect Perceived "Date-Ability"

This study evaluated the influence of breakup status and mating strategy on perceived "date-ability". Fifty-eight undergraduates (47 female, 11 male) were randomly assigned to one of four conditions. There were two IVs, the first was break up status (just gotten dumped multiple times or just dumped multiple people), the other IV was mating strategy (long-term or short-term). Participants then completed a perceived "date-ability" measure to report levels of interest in various interactions and opinions of the person in the profile as a potential dating partner. I hypothesized that those seeking a short-term relationship would rate those recently broken up with higher in "date-ability" than those who initiated the break-ups, however, those seeking a long-term relationship would rate someone who has recently been dumped by a few people lower in "date-ability" than those who initiated the break-ups. Through a series of factorial ANOVAs, mating strategy and break up status influenced perceived attractiveness and overall interest in the person in the profile as a potential dating partner.

Supervising Professor: Dr. Lewandowski

Laura Fiorita

### Politics of Love: The Effects of Political Ideologies on Selfishness in Romantic Relationships

This study observed the influence of Conservative and Liberal political ideologies on acts of selfishness in long-term romantic relationships. Selfishness was measured by looking at three aspects: empathy, willingness to sacrifice for their partner, and capitalization (sharing a positive event with your partner and receiving an uplifting reaction). One-hundred and sixteen participants (26 male, 90 female) were given several questionnaires to fill out measuring their political ideology, willingness to sacrifice, and capitalization based on four subscales of active/passive constructive and active/passive destructive. From there, I focused only on participants who reported being in their relationship for more than a year and a half (18 months), bringing my participants down to 66. I first hypothesized that those with conservative ideologies would be less willing to sacrifice for their partner, while those with liberal ideologies would be more willing to sacrifice for their partner. Next, I hypothesized that those with conservative ideologies would report using more passive constructive capitalization, while those with liberal ideologies would report using less passive constructive capitalization. Finally, I hypothesized that those with conservative ideologies would report using more active destructive capitalization, while those with liberal ideologies would report using less active destructive capitalization. After using a series of correlations, the results supported two of the three hypotheses. Liberals in long-term relationships are more willing to sacrifice for their partner than conservatives, and conservatives in long-term relationships reported using more passive constructive capitalization, while liberals reported using less passive constructive capitalization.

Supervising Professor: Dr. Lewandowski

Nicole Messink

### Women's Experiences with Masturbation and Sexual Relationships

Previous research on female masturbation has focused on sexual self-esteem, shame and guilt, and the experience of women as a whole (Cassar, 2017; Coleman, 2022; Hungrige, 2017; Levin, 2007). Little is known about the relationship between female masturbation and the onset of sexual intercourse. The current study examined how frequency of masturbation during adolescence correlates with women's self-esteem, attitudes toward masturbation, and age of first sexual intercourse. One hundred and six female undergraduates reported on their attitudes toward masturbation, sexual history, and self-esteem. In opposition to my first hypothesis, there was no correlation found between frequency of masturbation during adolescence and self-esteem ( $r(76) = .16, p < .20$ ). There was a positive correlation between positive attitudes toward masturbation and frequency of masturbation during adolescence ( $r(76) = .27, p < .02$ ). My third hypothesis was not supported; there was no correlation between frequency of masturbation during adolescence and age of first sexual intercourse ( $r(76) = .10, p < .50$ ). However, significantly more women who have masturbated have engaged in intercourse than women who have not masturbated ( $\chi^2(1, N = 106) = 4.40, p < .04$ ). These findings will help to enhance existing knowledge on the topic of female masturbation. The results suggest a woman's perception toward masturbation may influence how often she will practice the act. Given that masturbation has been found to be healthy for women, it is important that female masturbation is taught in a positive way given that more positive views were related to higher frequency of masturbation.

Supervising Professor: Dr. Dinella





Marissa,

We cannot express how proud we are of you!! How far you have come from the rambunctious little girl/teenager you were! All your accomplishments have superseded our expectations and amazed us. These four years have simply flown by so fast and now you are to begin the journey into adulthood. We know you will succeed in where your path may lead you. You have more tenacity than anyone we know! You should be very proud of yourself and the hard work you have done in college. Always remember these days of your college life in Monmouth with fondness and pride. We know you will do a wonderful job in presenting your thesis and look forward listening to you and watching our Star SHINE! Keep reaching for what you want and always stay passionate in what you do. Your future is bright! We Love you so very much!

Love,  
Mom & Dad

**Hey Marissa, it's your brother Robert.** I'm so happy for you!! You are my role model and I hope one day I can have the brains you have and the work ethic you have! That's what I admire the most in you. I saw how hard you worked for this and you can't fathom how much of a proud brother I am!!

Love Your Bro, Robert (the Golden Child)

**Emily,**

It's hard to believe this day has arrived! You have worked so hard at Monmouth and have achieved so much in four short years. We are so proud of you for pursuing your passions and accepting every challenge head on. We are thrilled to be with you today and can't wait to hear your thesis presentation.

Thank you for bringing such joy to our family everyday.

Your future is bright. Reach for the stars!

We love you,

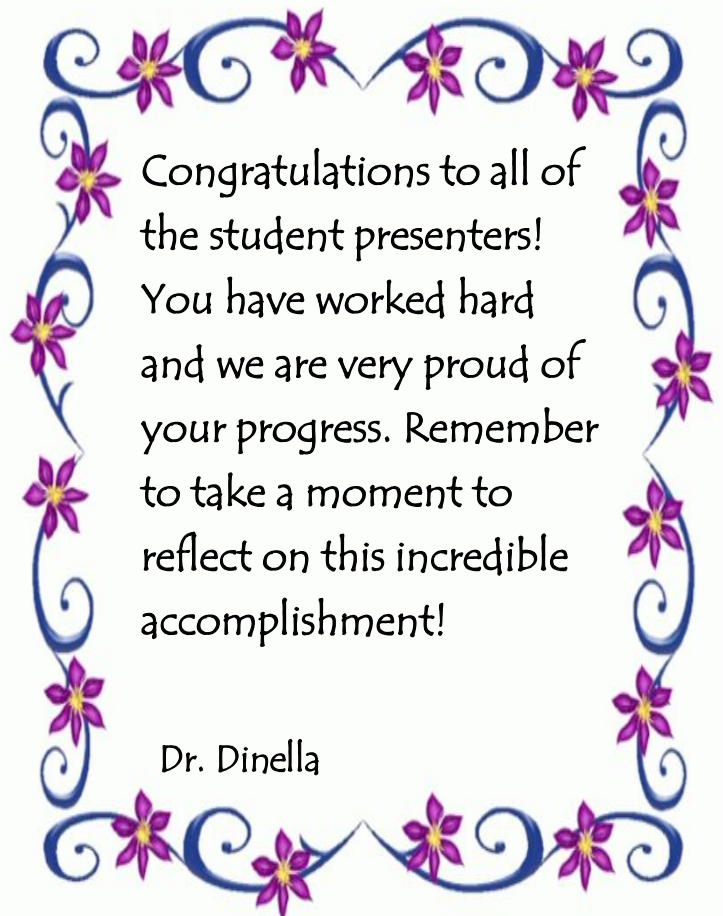
Mom, Dad, and Sam



**WE DID IT TAYLOR!**

When I walked into Dr. Dinella's class for Research 1, I had no idea what was in store for me during this CRAZY research sequence, nor did I realize the new friend I was about to gain that day. I remember when we stressed over our basic t-test and here we are in thesis, conducting our own studies like pros! So many facetimes about assignments, lots of laughs, and of course the occasional tears, but WE GOT THROUGH IT TOGETHER! This research series would not be the same without you Taylor!

Love,  
Brielle Pontelandolfo





# Congratulations, Natalie!

We are all so proud of you and your success throughout your College years at Monmouth! We are so excited to hear you present your thesis and we know that all your hard work and dedication will pay off! You are an amazing woman who is brilliant and ambitious with a future so bright. May you always be blessed with good fortunes.

WE LOVE YOU VERY MUCH,

Mom, Dad, Stephen, and Matthew



...for my cousin  
**Kelly Moedt**

Dear bff,

Not even a garbage truck could stop you from completing your thesis! ☺☺☺ We love you so much and are SO proud of all your hard work.

Love,

Your Saturday buddy, Suzanne (obviously your favorite bff after Tucker), Ella (your protege), Jordan (he hangs out with you for your laptop) and Naynay (the cutest baby ever)

**MARISSA,**

POP-POP AND I EXPECTED THAT YOU WOULD DO WELL IN COLLEGE. YOU HAVE EXCELLED THROUGHOUT YOUR ENTIRE SCHOOL LIFE. WE KNOW YOU ARE A HARD WORKER AND HAVE A STRONG DESIRE TO ACHIEVE SUCCESS AT WHATEVER YOU DO. YOU HAVE SURPASSED OUR EXPECTATIONS. WE THINK YOU ARE AWESOME, AND WISH YOU CONTINUED SUCCESS IN EVERYTHING YOU ENDEAVOR.

LOVE,  
GRANDMA AND POP-POP

## Congratulations, Brielle!

We are so proud of everything that you have accomplished. Your hard work and dedication to success are commendable traits and they will take you far in life. Your final year at Monmouth was a great challenge for you and you wore many different hats: Research Assistant; Student; SI Assistant; Artist; Secretary of the Psych Club; and Research Thesis Manager for your project The Effects of Creating Art on Frustration. We are in awe of you, Brielle, and we are so excited to watch you share your work at the Conference and ultimately, wear your final "hat" at Monmouth - your graduation cap! 🎓❤️

With Love and Pride - Mom, Dad, Mattie, and Coop



## Congratulations Nicole!

We are so proud of the hard work and dedication to excellence you've consistently shown during your time at Monmouth University. You have worked tirelessly and diligently to complete your thesis and we are proud of your determination and courage to choose a topic that's cutting edge. You've matured into a confident woman who challenges yourself to reach beyond your comfort zone to achieve your goals. We are honored to share this special day with you.

Love,

Mom and Dad





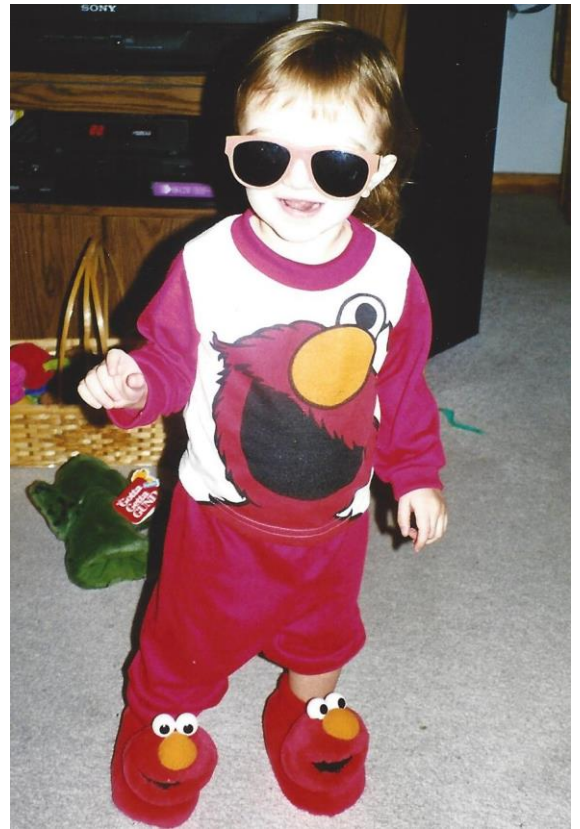
## Dear Elysia,

It's hard to believe how fast your college journey has flown by. You have grown into a wonderful young woman. We are extremely proud of how hard you have worked on all of your accomplishments! From entering Monmouth University, to becoming President of SAB, completing your thesis and for graduating in the spring! Remember, you can do anything you set your mind to. The world is yours! We cannot wait for this next chapter in your life. Thank you for letting us share in your special day.

Good Luck today and Congratulations! We love you very much!

Love,

Mom, Dad, John, Jason and Kaylee



## Marissa,

*First Congratulations on your Thesis. Way to go. It's hard to believe that the first phase on your journey is almost over and you'll be on your way to graduate school. We're so proud of you and know you will accomplish all of your future goals.*

*Hugs and Kisses  
We Love You*

*Aunt Louise, Uncle Chris, Uncle Baron and Uncle Pat*

# Alexandra Charletta

*Congratulations!*

*We Love You*

*You are our inspiration*

*You make us feel proud*

*Ever since you were a little girl, you have been such a hard worker. You have been working so diligently and we are very proud of your accomplishment.*

*We wish you a future full of achievements and success.*

*With Love,  
Mommy & Ma*



**Alexandra,**

Regardless of the many obstacles that life has handed you, your drive and determination have always come through. It has been a pleasure to watch you grow into the wonderful young woman that you are today. We are very proud of you.

- Love, The Hicks Family

**Sisa (Alexandra),**

You worked so hard on this thesis and we love you. I hope you get the best grade you can get because you deserve it. You are always there for us and you are the most hard working and caring sister in the world.

Love your brothers,  
Brandon, Andrew, and  
Richie





**Dearest Alexandra,**

We've watched you grow before our eyes, into the most beautiful woman. You have always made us proud and we are your biggest fans. We have the greatest confidence in the achievement of all your endeavors, you've worked so hard these past four years at Monmouth University and especially on your thesis. We are sure that you will accomplish everything you thrive for. We will always be there for you now and forever.

Love, Nana and Grandpa

**DEAR RACHEL,**

**WE LOVE YOU!!**

**MOM & DAD  
KEITH and KEVIN**

ComPletely  
Totally  
PRoud of  
YOU



Congrats to my internship students!

Tyler \* Alyssa \* Taylor \* Nicole \* Dan \*  
Herleen \* Jess \* Alexis \* Kristi \*  
Tierney

You all rose to the challenge and  
should be very proud of yourselves.

I am proud of you.

*Most fondly,  
Dr. Hatchard*

"My mission in life is not  
merely to survive, but to  
thrive; and to do so with  
some passion, some  
compassion, some humor  
and some style."

*- Maya Angelou*

Hey Kelly,

Remember when we  
spent an hour doing a  
simple lab cause we  
couldn't read  
directions? Look at us  
now! So proud!

Love you,  
Maryam

**To MK,**

From scary Philosophy  
classes to Rihanna,  
Seacrest and Jane  
DeTaco, to completing  
our very own theses. I'm  
proud we went through  
it together.

Love you,  
Maryam



**Maryam,**

"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do." -Pele

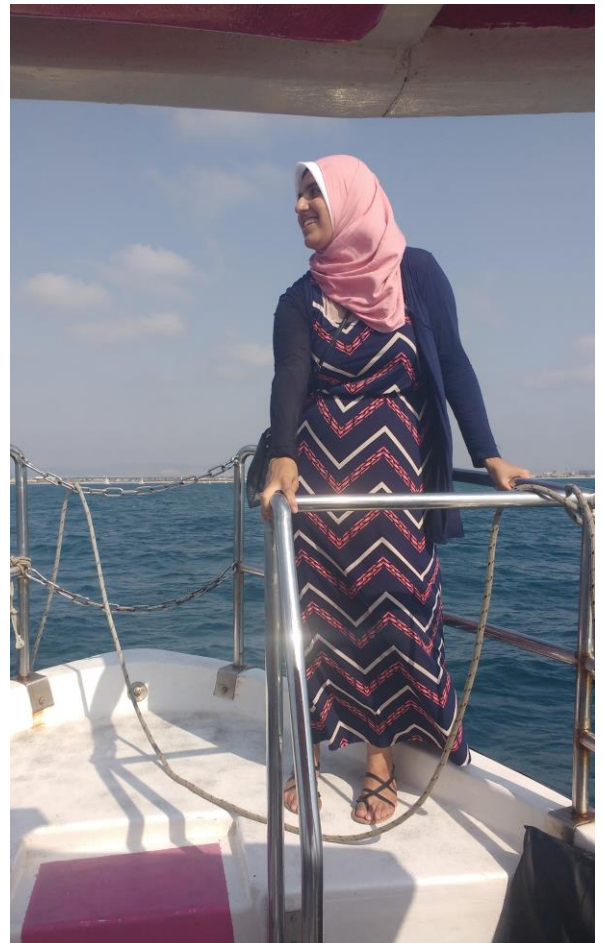
Congratulations sis! I am beyond proud and excited for you! All the hard work and sacrifice towards your thesis has finally come down to tonight. This is your night. This is your time to shine.

Always proud and honored to be your big brother,  
Ahmad

**Maryam,**

To say I am proud of you is an understatement. The hard work you've put, the countless hours spent developing your thesis, and the carrying out of the research itself has all come together tonight for you to present among your peers. This is only a stepping stone for all the wonderful and awe-inspiring accomplishments you will carry out over the course of your life.

-Sarah



**Dear Alexandra,**

We are so proud of you and your accomplishments. I admire your perseverance and hard work no matter what life hurdles were in the way. I wish you big success for your future and I'm excited for this new chapter in your life.

Love Always,  
Aunt Denay, Uncle Greg, Sophia, Dane and Kai



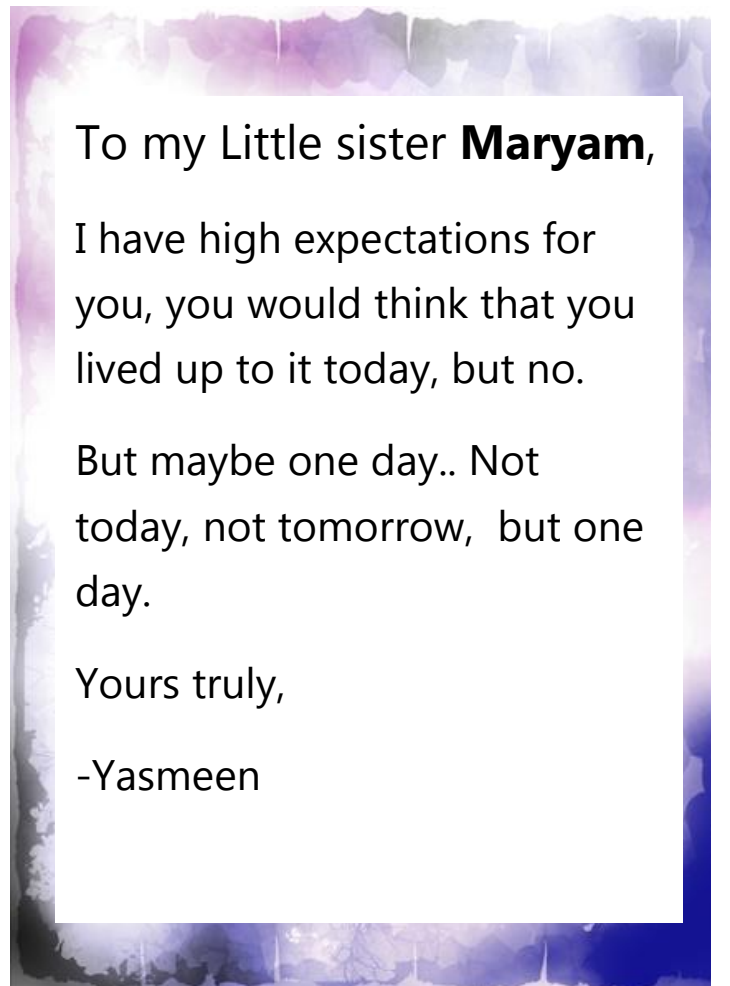
To my Little sister **Maryam,**

I have high expectations for you, you would think that you lived up to it today, but no.

But maybe one day.. Not today, not tomorrow, but one day.

Yours truly,

-Yasmeen





## **Congratulations Tara!**

It's hard to believe you are in your senior year at Monmouth University and working diligently to complete your thesis for presentation. We are confident it will be amazing! Your commitment, dedication, and hard work has brought you closer to your career goal of helping others. We love you and are so proud of you and your accomplishments. We wish you continued success, happiness, and fulfillment in your journey.

Love,

Mom, Mike, Thomas, Sheena, Lauren,  
and Daddy (your guardian angel)





## To my son Andrew,

I am so proud of you and no words can describe the feelings I want to say. I have seen you grow in to the most amazing young man and I have watched you become the best you can ever be. But I know that you will continue to work harder everyday to become even better. In everything you do I see amazing dedication, hard work, and perseverance. You never give up on anything you put your mind to. I was there when you were scared of the future and told me that you don't know what you want to do after college. But I told you that you can do anything you want as long as you work hard and let God guide your path. I was there with you when you spent endless nights working on your thesis and didn't sleep or even eat because you wanted to finish. And now I get to watch how far you've become and I am overcome with joy and tears. I have faith in my heart that you will continue to grow and flourish and be the best you can ever be. And I will be there with you along the way. Whenever you need me. I love you my Son. Love, Mom



Dear Andrew,

We are so proud of you and you truly deserve all the best! You work extremely hard on everything you do and you always give it your all and never give up. We just want to tell you that we are extremely proud of all that you have accomplished and how far you have come. You are the best Uncle to your niece and nephews and you show them nothing but love, no matter how much they drive you crazy sometimes (just kidding). You're always kind and selfless and help anyone and everyone without wanting anything in return. We wish you all the best especially in your life after Monmouth and may God bless your every step! You are an amazing Brother and we love you so much and we can't wait to share this day with you and see the great work you've done!

Love,

Mariam, Claudio, Giovanni, Jolina, and Justina



**Ryan,**

Your continued success makes us so excited and proud. To be a part of this significant day in your education and life builds on that level of admiration! We know how hard you worked on your thesis and today you again get to show how thoughtful and hard-working you are. We are enormously proud of all your achievements at Monmouth and in life. Your hard work and dedication to everything you do is paying off and will continue to do so, which is why we are extremely excited about this being just the beginning of what will certainly be an amazing career. We can't wait to watch that career evolve and continue to be a positive influence in everything you do and everyone you touch.

Plan huge and think big - Your success is limitless!

Congratulations on all of your accomplishments  
and specifically today on your thesis.

**We love you!**

**Love, Mom, Dad, and Colin**



## Leigh,

Your four years at Monmouth University have been filled with countless hours of hard work, long days, late nights and weekends of studying. You are a dedicated student who accepts nothing but excellence. Your thirst for knowledge has no limits. We are so proud of the young woman you have become and see only great success in your future. We know that you will always work hard to achieve your life and professional goals.

Remember .... success isn't measured in dollars; it's a measurement of character, it's the people you help, the friends you make and the change you inspire. Be true to yourself and the people around you.

Love,

Mom, Dad, and Rae



## Congratulations, Kelly!

We are so happy and proud that you have completed your thesis. Your project was an amazing accomplishment. We know that you worked very hard on your research and were very determined and driven to succeed. We are proud of your four years at Monmouth and cannot wait to celebrate all of your successes.

Love,

Mom, Dad, Kevin

Tucker, Rumson, and Cubby

## Taylor

Congratulations on all you have achieved your last 4 years of college. With your hard work and dedication, we know you will be successful in anything that you do. We cannot wait to see what life after Monmouth has in store for you. Always remember to stay true to yourself and shoot for the starts. We are so proud of you!

Love you so much,

Dad, Mom and Michael

# Congratulations!!



You have worked so hard and come so far. I hope you are as proud of yourselves as I am of you.

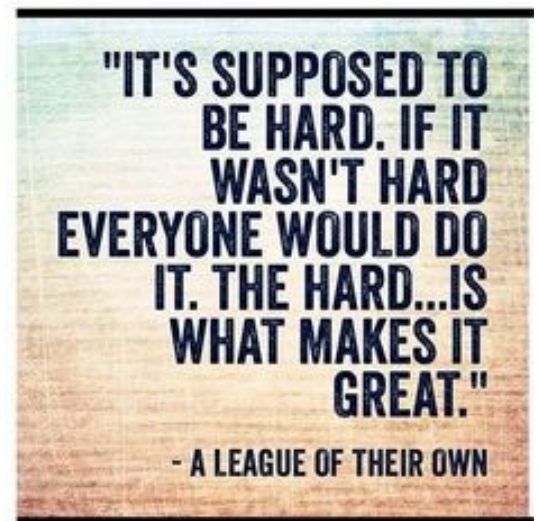
You can do anything!!

- Dr. C

## Congratulations on Presenting Your Thesis

Castillo, Amanda  
Charletta, Alexandra  
DeLuca, Sabrina  
DeZaio, Alison  
Fiorita, Laura  
Klemm, Taylor

Longo, Gerard  
O'Rourke, MK  
Shockley, Stephanie  
Washeleski, Courtney  
Ziegler, Rachel



*Thesis is hard. It challenges you, pushes you, and ultimately changes you. You were all pushed outside of your comfort zone and have grown as a result. I hope you're as proud of your accomplishments as I am.*

*~Dr. L*