

76th Semi-Annual

Undergraduate Student Conference

April 22, 2023

9:00am-4:00pm

Presentations in Great Hall Auditorium and Foyer

Lunch in Pozycki Hall Lobby and Patio

Schedule at a Glance

9:00 – 9:30 AM
Great Hall Foyer

Breakfast

9:30 - 9:35 AM
Great Hall Auditorium

Welcome Remarks

Dr. Christine Hatchard
Chair - Department of Psychology

9:35 -10:30 AM
Great Hall Auditorium

Paper Presentations: Session I

10:30 -11:00 AM
Great Hall Foyer

Poster Presentations: Session I

11:00 AM -12:00 PM
Great Hall Auditorium

Paper Presentations: Session II

12:00 – 12:45 PM
Pozyski Hall Lobby and Patio

Lunch

1:00 – 2:00 PM
Great Hall Auditorium

Paper Presentations: Session III

2:00 – 2:30 PM
Great Hall Foyer

Poster Presentations: Session II

2:30 – 3:30 PM
Great Hall Auditorium

Paper Presentations: Session IV

3:30 PM – 4:00 PM
Great Hall Auditorium

Closing Remarks, Student Awards, and Honoring Faculty Retirees

Drs. Hatchard, Dinella and Holmes to introduce our distinguished faculty retirees,

- Dr. Jack Demarest,
- Dr. Judith Nye, and
- Dr. Janice Stapley

Paper Session I

Great Hall Auditorium 9:35 – 10:30 AM

Moderator: Frank Illiano, President of Psi Chi

Frank A. Illiano

The Bell Cannot be Unrung: The Influence of Timing of Correction of Inadmissible Evidence on Decision Making
Mentor: Dr. Natalie Ciarocco

This study evaluated the influence of correction timing on juror decision making. Ninety-seven college undergraduate students listened to one of three randomly assigned audio recordings. One audio recording included two objections to the incriminating evidence one prior to the presentation of evidence, and one immediately after the presentation of evidence (pre/post correction). Another audio recording included the presentation of incriminating evidence, but only included one objection, which was immediately after the presentation of the evidence (post correction). Finally, there was a third audio recording that included the presentation of incriminating evidence alone, without any objection (no correction). A guiltiness self-report measure was used to assess participants in their perceptions of guilt. A verdict measure was used to measure participants' view of an innocent or guilty verdict. In addition to the two guilt measures, participants were asked to provide a reason for their verdict decision, measured through an open-ended response. Analysis revealed no significant differences between groups on all three decision making measures (guiltiness scale, verdict, and reason for verdict). Therefore, correction timing did not influence juror decision making.

Sophia Morales

Let's Just be Direct

Mentor: Dr. Gary Lewandowski

This study examines the effectiveness of conversation starters online and in person. A sample of 98 (15 males and 83 females) college students who were single were randomly assigned to either the in person or online condition, where they read four different types of direct conversation starters. Analyses revealed participants found the complimentary conversation starter to be the most effective, regardless of the relationship initiation setting ($F(3, 288) = 103.87, p < .001, \eta^2 = .520$). Analyses revealed the relationship initiation setting did not change the effectiveness of conversation starters ($F(3, 288) = 2.64, p = .05, \eta^2 = .03$). However, those in the in-person condition found direct complimentary conversation starters to be more effective, while those in the online condition found both the direct complimentary conversation starter and observational conversation starter to be most effective. These findings suggest that individuals prefer direct complimentary conversation starters, but online they may also prefer direct observational conversation starters.

Johanna Colapinto

Messages about Sexual and Romantic Relationships in Disney Princess Movies

Mentor: Dr. Dinella

Individuals who consume media that address societal standards for partners in romantic relationships tend to have greater endorsement of these ideas overall (Kirsch & Murnen, 2013; Ward et al., 2021). In particular, children's gender schemas are subject to alteration when viewing Disney Princess media (Coyne et al., 2021; Dinella et al., 2022; England et al., 2011). A large-scale content analysis regarding romantic relationship messages in all 13 Disney Princess movies has been conducted by the Gender Development Laboratory. The present uses this data to analyze trends present within the movies regarding the race, age, and gender of characters initiating two kinds of messages in these movies: counter-scripts and role reversals. It was hypothesized that young adults, women, and white characters will initiate the most counter-scripts and role reversals. It was also hypothesized that counter-scripts and role reversals will occur more over time. Chi-square goodness of fit tests revealed that counter-scripts and role reversals were initiated the most by white characters ($p < .001$). Contrary to my hypothesis, men (not women) were significantly more likely to initiate role reversals ($p < .001$). My last two hypotheses addressing movie age and counter-script and role reversal initiation were not confirmed. Moving forward, it is important to consider the messages that children are consuming through the media and how this may impact their development.

Leah Matthey

The Relationship Between Personality and Impulsivity & Sensation Seeking

Mentor: Dr. Natalie Ciarocco

The present study examined introversion as a personality type and its associations with sensation seeking and impulsivity as traits of personality. The study's primary aim was to maximize one's conception and utilization of how individual personality influences one's interaction with their environment. Participants were 70, primarily White, cisgender female, undergraduate students at Monmouth University enrolled in psychology courses. The study adopted a correlational design using a self-assessment method for data collection. Hypotheses predicted that individuals scoring higher on introversion would score lower on sensation seeking and on impulsivity measures. Results of the correlational study revealed that, as hypothesized, those scoring higher on introversion scored lower on sensation seeking. However, contrary to what had been hypothesized, higher scores on introversion were significantly correlated with higher scores on impulsivity. While impulsivity cannot be strictly categorized as a positive or negative trait, we can apply findings of an introvert's aversion to thrillingly new experiences coupled with their tendency to act on impulse to its real consequences placed on an introvert's success in daily life.

Madison Hudson

Can People Be Overconfident in Love?

Mentor: Dr. Gary Lewandowski

This study examines whether individuals with low knowledge tend to have high confidence in their relationships (i.e., the Dunning-Kruger Effect). In other words, if you know less about your partner, is it easier to be certain about how much you love them and your future together? A sample of 100 (5 males and 95 females) college students in intimate relationships completed questionnaires that assessed their levels of subjective relationship knowledge, significant-other concept clarity, relationship confidence, and relationship uncertainty. Contrary to the hypotheses, there was a positive correlation between subjective relationship knowledge and relationship confidence ($r = .41, p < .001$). Additionally, there was a positive correlation between subjective relationship knowledge and relationship uncertainty ($r = .49, p < .001$). Finally, there was a positive correlation between significant-other concept clarity and relationship confidence ($r = .74, p < .001$). These findings indicate that the Dunning-Kruger Effect does not apply to relationships, suggesting that individuals in longer relationships are more confident when they have more knowledge.

Morganraye Kosakowski

The Impact of Gender and Emotion Work on Relationship Satisfaction in Young Adults

Mentor: Dr. Dinella

This study evaluated the correlation between emotion work and relationship satisfaction in young adult romantic relationships. The participants of this study completed a questionnaire about their current or most recent romantic relationship. They filled out a demographic sheet which asked their age, ethnicity, gender identity, sexual orientation and year in college. It also asked the status of the reported relationship and the length of time in the relationship. The participants filled out a survey regarding their opinions on how much emotion work they do/did, and how much their partner does/did in their relationship. They also evaluated their levels of overall satisfaction in their relationship. Emotion work and satisfaction were correlated, but a negative not a positive correlation was found. Contrary to predictions, neither gender nor sexual orientation impacted emotion work. How these findings relate to young adults will be discussed and recommendations for future research will be made.

Poster Session I

Great Hall Foyer 10:30 - 11:00 AM

Internships

Sophia Cerminaro
CCF Parent Advocacy & Consulting, LLC – consulting service for children with special needs
Mentor: Dr. Goodwin

Cody Zimmerman
Children's Center of Monmouth County: Substitute Teacher
Mentor: Dr. Dinella

Tiana Colon
Elberon First Aid Squad – emergency medical care
Mentor: Dr. Goodwin

Lacey Higgins
Lisa Harmon Mollicone's Substance Abuse and Addiction Counselor Private Practice: Counselor Support
Mentor: Dr. Dinella

Madison Dellea
NRS|Life Span Behavioral Health – neuropsychological/behavioral assessments and treatment
Mentor: Dr. Goodwin

Lauren Carty
VCS (Volunteer Counseling Service): Services for Older Adults and their Families: Therapist Support
Mentor: Dr. Dinella

Sarah Drew
Mosaic Music Therapy, LLC – music-centered neuro-rehabilitation and developmental services
Mentor: Dr. Goodwin

Rochelle Menahem
Hillel Yeshiva: School Social Worker Support
Mentor: Dr. Dinella

Taylor Vizenfelder
Dunkin' Donuts – management and operations
Mentor: Dr. Goodwin

Emma Sullivan
Neuropsychological Rehabilitation Services and Lifespan Behavioral Health: Research Support
Mentor: Dr. Dinella

Senior Theses

Rachel Hertz

The Relationship Between Self-Esteem, FOMO, and Attachment Style

Mentor: Dr. Van Volkom

This study focused on the relationship between self-esteem, fear of missing out (FOMO), and attachment style. It was hypothesized that as self-esteem decreases, FOMO increases. Also, those with secure attachment style would experience less FOMO than those with preoccupied, dismissive, or fearful attachment. Seventy-four Monmouth University students filled out a variety of questionnaires about their self-esteem, FOMO levels, and attachment style. The design for this study was a correlational/survey non-experimental design. There was a positive correlation found between FOMO and self-esteem; as self-esteem increased, FOMO also increased. Also, secure attachment style experienced the least amount of FOMO compared to preoccupied and fearful attachment. The findings from this study can help future researchers better understand how self-esteem and attachment style impacts people's social life and emotional bonds with others.

Antonella Liuzzi

Life's Better with Those you Love: The Effects of Sibling and Close Friend Relationships on Quality of Life and Happiness

Mentor: Dr. Van Volkom

This correlational study evaluated the effects of sibling and close friend relationships on quality of life and happiness. The purpose was to see if there was a relationship among these variables to improve the living conditions of others. It was hypothesized that as quality of relationships with siblings go up, quality of life will go up as well. It was then predicted that as relationship quality with siblings go up, one's happiness will also go up. Additionally, it was hypothesized that as quality of relationships with close friends go up, quality of life will go up too. It was lastly predicted that as relationship quality with close friends go up, one's happiness will go up. Participants ($N = 88$) completed questionnaires assessing the relationships shared with their siblings and close friends, their quality of life and happiness, along with some demographic information. Consistent with two of the hypotheses, results indicated that there were significant positive correlations between the quality of sibling relationships and quality of life and happiness. Contrary to the other hypotheses, close friend relationships appeared to have no significant correlation with quality of life and happiness. The study provides insight into factors that influence quality of life and happiness. The close relationships shared with others may be key to living a healthy, happy life.

Samantha Bock

I'll be there for you, but are you there for me too?: The Influence of Self-Esteem in Perceived Mattering in Friendships

Mentor: Dr. Natalie Ciarocco

The purpose of this study was to determine the potential relationship between self-esteem and perceived mattering in friendships. One hundred undergraduate participants completed an online survey assessing their self-esteem using the Rosenberg self-esteem scale (1956) and perceived mattering to friends using a revised version of Elliot's perceived mattering scale. Results revealed a positive correlation between self-esteem and perceived mattering. Those who have higher self-esteem will perceive themselves to matter more to their friends. Future research should investigate the causal relationship between self-esteem and perceived mattering because its directionality remains unknown.

Dzenana Emini
Birth Order: The Effects of Birth Order on GPA and Self-Perception
Mentor: Dr. Van Volkom

Birth order has persistently correlated with academic standing from a variety of different angles. As far back as the 1900s, variables of GPA, academic standing, and perception of oneself have been observed and analyzed. The current study serves to strengthen the research on birth order and academics. The purpose of the current study is to find the relationship between birth order, GPA, and self-perception among oldest, middle, and youngest children. Birth order served as the quasi-independent variable, while GPA and self-perception represented the dependent variables. The study consisted of 58 participants who were Monmouth University students and required SONA credit. The participants signed up for this study through SONA, and were asked to fill out a self-perception questionnaire, demographics questionnaire, and additionally were guided on how to retrieve their GPA in order to record it. A one-way ANOVA revealed that, contrary to the hypotheses, there were no significant relationships between birth order, GPA, and self-perception among oldest, middle, and youngest siblings. The findings of this study expand on past research regarding birth order and academics within siblings.

Paper Session II

Great Hall Auditorium | 1:00 AM – 12:00 PM
Moderator: Frank Illiano, President of Psi Chi

Halle Ferm
Is My Relationship Flexible?
Mentor: Dr Lewandowski

This study examined an individual's comfort level with experiencing life through uncertainty and experiencing emotions (i.e., psychological flexibility) and how this effects relationship satisfaction. A sample of 99 college students (86 females, 7 males, and 7 other) in intimate relationships completed a questionnaire on general and relationship psychological flexibility, ability to compromise, ability to perspective take, attribution style, and relationship satisfaction. As hypothesized, higher scores on relationship and general psychological flexibility showed a statistically significant positive correlation to ability to compromise (general: $r = -.37, p < .001$, relationship: $r = -.49, p < .001$). Contrary to the other hypothesis, there was no correlation between either general psychological or relationship psychological flexibility and the ability to perspective take (general: $r = -.06, p = .542$, relationship: $r = -.06, p = .554$). These findings indicate that while there is not a direct relationship between psychological flexibility and relationship status, there are some other factors that do contribute to higher relationship satisfaction which are positively impacted by greater levels of psychological flexibility.

Adriana Zefutie
The Relationship Between College Students' Vulnerability & Sense of Belonging
Mentor: Dr. Natalie Ciarocco

The present study examined whether there was a relationship between a college student's sense of belonging and their willingness to be vulnerable. A correlational design was utilized to decipher the nature and potency of the relationship between the variables. Participants were provided with a self-report survey to mark their subjective level of belonging on campus, in addition to being asked to mark their likelihood of engaging in vulnerable situations on campus. As hypothesized, the result from the 93 participants suggests that there is a relationship between one's willingness to be vulnerable and their self-reported belonging on campus, with higher scores of belonging being tied to a higher desire to place oneself in a vulnerable situation. Similar to prior findings, this correlation could point to belonging being a protective factor, specifically for college students' desire to be vulnerable on campus.

Cody Zimmerman
Portrayals of ASD in the Media: Analyzing Characters by Archetype and Gender
Mentor: Dr. Dinella

By equipping the lens of critical autism studies, the current study investigates a possible relationship between trends in portrayals of autistic characters in contemporary media and perceptions of the autistic community held by viewers. The double empathy problem, otherwise described as an implied list of psychosocial risks associated with a given neurodiverse individual's mental health and well-being (Mitchell 2021) when placed in the context of a predominantly neurotypical environment, serves as justification. Prior research of trends in portrayals of autistic characters in the media suggest that the ability to capture an honest life experience of members within the community is both fleeting and rare, yielding a potentially dangerous miscommunication between neurodiverse and neurotypical communities (Prochnow 2014), thus facilitating the evolution of the double empathy problem. Implementing a content analysis of modern-era films and series varying by year of release investigates the theoretical influence on perceptions of the autistic community. Four archetypal categories of autistic character are identified within the media types studied: savant, undiagnosed apathetic, different and quirky, and lastly the realistic representation (Prochnow 2014). Formally, this study hypothesizes two important trends: an increase in realistic portrayals of autistic characters over time and an increasingly prevalence of realistic portrayals across genders. This account also assumes that for the autistic community, it is imperative to properly portray their identities and life experiences as accurate and realistic, to help deteriorate social stereotypes they face and combat the pervasive nature of the double empathy problem.

Max Dandrea
Grit vs. Quit
Mentor: Dr. Gary Lewandowski

This study examined the effects of grit, or perseverance through adversity, in intimate relationships. More specifically, it questioned whether the ultimate goal of a relationship affected people's reactions to a partner's negative qualities and behaviors. A sample of 72 (10 males, 61 females, 1 other) college students were randomly assigned to either the longevity or fulfillment condition, where they read a brief message on the overall goal of a relationship. Participants completed questionnaires that assessed their willingness to tolerate annoyance behaviors, bad behaviors, and core issues. Contrary to the hypotheses, the analysis comparing the longevity and fulfillment groups on bad behaviors was non-significant: $t(62) = 0.28, p = .78, d = .07$. Further, the analysis comparing the longevity and fulfillment groups on annoyance behaviors was non-significant: $t(70) = 0.89, p = .37, d = .21$. Finally, the analysis comparing the longevity and fulfillment groups on core issues was approaching significance: $t(70) = 1.89, p = .06, d = .45$. These findings suggest that young individuals are unwilling to grit through bad behavior in a relationship and care little about annoyance behaviors. However, the findings also suggest that college students are willing to compromise on core issues in a relationship.

Blake Reynolds
There's No "I" in Team: Self-Perceptions of Team vs. Individual Sport Athletes on Social Competence and Self-Expansion
Mentor: Dr. Natalie Ciarocco

This study examines the differences between college individual and team sport athletes and social experiences. The primary goal was to assess how perceptions of social competence and self-expansion differ between team sport athletes (e.g., basketball, football, soccer) and individual sport athletes (e.g., bowling, track and field, swimming). A sample of seventy-one collegiate athletes completed three surveys analyzing levels of social competence and self-expansion. The study found that perceptions of social competence were the same in team sport athletes and individual sport athletes, $t(69) = .92, p = .18, d = .25$. One self-expansion measure showed no significant difference between individual sport athletes and team sport athletes, $t(69) = -.29, p = .39, d = .08$. The other self-expansion measure was trending towards significance, but in the opposite direction of the original prediction; the data suggests individual sport athletes perceive themselves as self-expansive more often than team sport athletes, $t(69) = -1.50, p = .07, d = .40$. Team and Individual sport athletes may have more similarities than differences in their perceptions of social competence and self-expansion.

Ana Castro and Sharina Read
Social Justice Journeys: Psychological Identity and Museum Exhibits
Professor: Dr. Dinella

The course ‘*Social Justice Journeys: Psychological Identity and Museum Exhibits*’ examines how the decisions to tell some people’s stories and ignore others impact psychological identity formation. First, we use science to understand gender and racial identity development and intersectionality theory. Then, students travel to museums in New York City, Philadelphia, and local New Jersey to learn about how museums decide whose voices to lift up, and how they tell the stories of people often rendered invisible. The class also tours our own campus to analyze what the monuments, markers and memorials around us convey about who is valued and who is not. Moreover, guest lectures from documentary film makers, public historians, museum curators, and community organizers provide a look into different ways people’s stories can be shared and community voices can be lifted. Activism such as the ‘*Diversity Lives Here Project*’ and the ‘*MLK Renovation Project*’, are student-led initiatives that grew out of this course. Finally, career opportunities for psychology students in museums and related non-profits are discussed.

Sydney Squier
Time to Investigate a Criminal Case: The Impact of Perpetrator Characteristics on Victim Blaming Perceptions
Mentor: Dr. Natalie Ciarocco

This study examines the impact of a perpetrator’s characteristics, specifically a previous criminal history and their physical attractiveness, on victim blaming perceptions, both public and criminal justice-oriented victim blaming. Ninety-four participants were randomly assigned to examine one of four mock criminal case files for five minutes, where a perpetrator’s criminal history (previous charge of sexual assault/no previous criminal history) and physical attractiveness (attractive/unattractive) were manipulated. After participants examined the mock criminal case file, victim blaming perceptions were assessed through a victim blaming questionnaire and a criminal justice system-oriented victim blaming questionnaire. In addition, both physical attractiveness and criminal history were successfully indicated through significant manipulation checks. Victim blaming perceptions were not affected by a perpetrator’s characteristics of physical attractiveness, criminal history, and their interaction. However, when victim blaming perceptions were assessed through a criminal justice/judicial view, the inclusion of a previous criminal history decreased victim blaming perceptions. Overall, this study applies to current situations and biases in the criminal justice system, such as the inclusion or exclusion of a victim or perpetrator’s criminal history during a jury trial.

Lunch

Pozycki Hall Lobby and Patio
12:00 – 12:45 PM

Please be seated in the Great Hall Auditorium by 1:00 PM

Paper Session III

Great Hall Auditorium 1:00 – 2:00 PM

Moderator: Frank Illiano, President of Psi Chi

Sophia Morales and Evan Orsini

Mental Health Association of Monmouth County, Housing Navigation Division and Serenity Stables.

Mentor: Dr. Dinella

Sophia Morales interned at the Mental Health Association of Monmouth County in their housing navigation division. Sophia was able to learn about the housing crisis in Monmouth County and those struggling with homelessness. Sophia helped complete intakes with unhoused individuals and support outreach events. This experience led Sophia to expand her knowledge of resources as well as see the parallels of mental health issues and homelessness.

Evan Orsini interned at Serenity Stables, a non-profit organization that provides equine therapy and mental health support to people in need, including veterans coping with post-traumatic stress disorder. Evan shadowed therapy sessions and provided daily maintenance and care for the horses. The placement provided a rich professional development and career decision-making opportunity.

Antonio Bulzomi

Diversity Lives Here: Physical Surroundings' Influence on Psychological Processing

Mentor: Dr. Van Volkom

This study examined how physical surroundings influence psychological processes. Specifically, researchers sought to understand how viewing images of diverse and inclusive art galleries on a college campus influences sense of community and sense of belonging for students. This experiment utilized a two-group, between subjects design. Participants ($N = 73$) in the experimental condition ($n = 35$) viewed images of the art galleries, while those in the empty control group ($n = 38$) viewed nothing. After, all participants completed the same questionnaires that measured sense of community and sense of belonging. It was hypothesized that those who viewed the art galleries would report a higher sense of community (membership, influence, needs fulfillment, emotional connection, inclusive community values, level of interaction, and relationship quality) and sense of belonging (affective, behavioral, cognitive, diversity) than those in the empty control group. Results indicated that those who viewed the art galleries reported a higher level of interaction and relationship quality, while those who viewed nothing reported that the community had more inclusive values, and a more diverse community. Additionally, white students compared to non-white students reported a greater sense of belonging (for affective and diversity). Exploratory analysis suggested that females ($n = 64$) receive more frequent unfair treatment because of their gender than males ($n = 18$). This study exemplified the positive effects of diverse and inclusive art galleries, and the disparities between student groups. Perhaps other universities could build similar art galleries that would strengthen their campus community.

Jessica Mazur

Socioeconomic Status: Tolerating Unhealthy Relationship Behaviors

Mentor: Dr. Lewandowski

This study examines the effects of socioeconomic status on willingness to tolerate unhealthy relationship behaviors and sense of control. A sample of 98 (84 females, 13 males) college students completed questionnaires that assessed their subjective socioeconomic status, willingness to tolerate relationship behaviors, and sense of control. Socioeconomic status and tolerating unhealthy behaviors had a negative correlation approaching significance ($r = -.18, p = .07$). Socioeconomic status and sense of control also had a positive correlation approaching significance ($r = .19, p = .055$). An exploratory analysis revealed that sense of control and tolerating unhealthy behaviors had a significant negative correlation ($r = -.19, p = .004$). These findings suggest that individuals with a lower socioeconomic status have less sense of control and would be more willing to tolerate unhealthy relationship behaviors.

Fatjona Jonuzi

The Influence of Societal Expectations on Gender Nonconformity and Self-Esteem

Mentor: Dr. Natalie Ciarocco

This study evaluated how exposure to gender nonconformity influences one's self-esteem and self-perceptions of gender conformity. Sixty-one university students viewed photos of men and women conforming and not conforming to traditional gender roles. They viewed three photos for a minimum of five seconds each and then proceeded to a measure assessing their preference for gender-typical activities. In addition, participants were given a measure of global self-esteem by assessing both positive and negative feelings about the self. While the manipulation of gender conformity or nonconformity was successful, there were no differences between groups on self-esteem or hobby preferences. The gender conformity photos did not influence self-esteem or gender based preferred activities. Similar to prior research, this study brings awareness to the influence of traditional gender roles within society.

Skylar Robinson

Is the Light Triad *Really* that Light?

Mentor: Dr. Gary Lewandowski

This study examines how levels of highly positive characteristics (i.e., light triad) a romantic partner possesses can influence severe helping behavior (i.e., savior complex), and if one's confidence in themselves impacts the desire to help. A sample of 106 (100 females, 6 males) college students in intimate relationships completed questionnaires that assessed their level of light triad, savior complex, and self-efficacy. Supporting the hypothesis, there was a significant relationship between light triad and savior complex ($\beta = .38, p < .001$). Further, there was a significant relationship between light triad and self-efficacy ($\beta = .20, p < .001$). Finally, there was a significant relationship between self-efficacy and savior complex ($\beta = .34, p < .001$). These findings suggest that individuals who are high in light triad are likely to try to save their partner. However, self-efficacy was not the mediating factor for this behavior.

Danielle Dempsey

Self-Esteem and Everyday Decision-Making

Mentor: Dr. Natalie Ciarocco

This study evaluated the difference in decision-making time and decision-making regret between individuals with high and low self-esteem. One hundred and thirteen participants completed an online survey that included a self-esteem assessment, a choice series, and a regret assessment. All choices presented in the choice series (nine questions with three options, four open-ended questions) pertained to everyday decisions a college student would make in their daily life. In order to quantify decision-making time, the average amount of time it took participants to make their choices across the series was calculated. Counter to prediction, there was no significant difference in decision-making time between individuals with low and high self-esteem. However, those with low self-esteem displayed significantly more regret of their decisions than those with high self-esteem. This information can be used to better understand daily decision-making styles for those with high and low self-esteem, as well as in future research to minimize feelings of regret for those with low self-esteem.

Poster Session II

Great Hall Auditorium 2:00 – 2:30 PM
Moderator: Frank Illiano, President of Psi Chi

Senior Theses

Taylor Vizenfelder

Are You Mad at Me? The Effect of Coaching Styles on Athletes' Motivation and Performance Anxiety

Mentor: Dr. Van Volkom

The intention of this research was to analyze and discuss the way coaches affect an athlete's motivation and performance anxiety. It was predicted that athletes in the discouraging coaching group will present lower motivation scores and higher performance anxiety compared to participants in the motivated coaching style group. It was hypothesized that athletes in the discouraging coaching group will present higher motivation scores and lower performance anxiety ratings compared to the harsh coaching style group. The third hypothesis was that athletes in the motivated coaching style group will present higher motivation scores and less performance anxiety compared to the harsh coaching style group. This was a multigroup between subjects experimental design with 44 current or former athletes randomly assigned to one of three different coaching styles (discouraging, motivated, or harsh), followed by a series of questionnaires about motivation and performance anxiety along with a demographics questionnaire which included a manipulation check. No hypotheses were supported in this study. To further research on this topic, implications will be discussed.

Courtney LoGiudice

Does it Pay to be Attractive? Exploring the Link between Self-Perceived Attractiveness and Income Tolerance

Mentor: Dr. Van Volkom

This correlational study investigated the relationship between self-perceived physical attractiveness and wage acceptance among women. Participants ($N = 57$) completed a self-perceived attractiveness survey, a wage questionnaire, and a demographic questionnaire. Results indicated no significant correlation between self-perceived physical attractiveness and wage acceptance ($r = -.01$, $p = .94$), thereby not supporting the hypothesis that women who have a high self-perception of their physical appearance will be more likely to accept higher wages. The study provides insight into the factors that influence wage acceptance among women.

Emma M. Sullivan

Sporting Identities and Body Image: A Study of the Influence of Sport Type on Body Image in Female Athletes and Non-Athletes

Mentor: Dr. Van Volkom

Findings from previous literature regarding the causal factors of negative body image in different populations of female athletes remain contradictory (Kantanista et al., 2018; Varnes et al., 2013). The present study further examined the influences of sport type and competitive athletic participation (e.g., lean sport athletes, such as swimmers, non-lean sport athletes, such as basketball players, non-athletes) on the body images of female athletes and non-athletes. The purpose of this study was to explore the influences of sport type as well as variables within each sport type, such as gender stereotypes, to understand why female athletes experience body image concerns, and which populations of female athletes are most at risk of developing body image concerns. Fifty-eight college aged female participants completed 6 questionnaires which evaluated different aspects of body image. Participants were later assigned to one of 3 groups: lean sport athletes, non-lean sport athletes, and non-athletes. Contrary to the hypotheses, there were no overall significant differences across the three groups in terms of general or negative body image, and lean-sport athletes did not report significantly more negative body images than non-lean sport athletes. However, statistical analyses found that the internalizations of a muscular and athletic appearance, specifically, differed significantly, such that non-athletes reported significantly lower internalizations of muscular/athletic appearances than both lean sport and non-lean sport athletes.

Internships

Naomi Louis

Site Placement: Girl Scouts of the Jersey Shore: Outreach Support

Mentor: Dr. Dinella

Eugene Hardy

Center for Vocational Rehabilitation – vocational support for individuals with special needs

Mentor: Dr. Goodwin

Jaelyn Ahrens

Site Placement: Jersey Shore Free School: Teacher Support

Mentor: Dr. Dinella

Zahkia Kakari

Christian Bellissimo, Play Therapist – play therapy private practice

Mentor: Dr. Goodwin

Caroline Boyle

Site Placement: Worrywell Collective: Therapist support

Mentor: Dr. Dinella

Katie Marotta

Spherion Staffing Services – staffing and recruiting

Mentor: Dr. Goodwin

Meiling Ren

Site Placement: Neuropsychology Rehabilitation Services/Lifespan: Research Support

Mentor: Dr. Dinella

Alexandra Micco

Walgreens Pharmacy --- pharmacy technician and prescription services

Mentor: Dr. Goodwin

Andrew Schweizer

Site Placement: Living Well Counseling Center: Private Practice Support

Mentor: Dr. Dinella

Marisa Spagnolo

Long Branch Public Schools (Audrey W. Clark School) – school social work

Mentor: Dr. Goodwin

Alex Zuckerman

Site Placement: Monmouth University Residential Life: Assistant Director Support

Mentor: Dr. Dinella

Paper Session IV

Great Hall Auditorium 2:30 – 3:30 PM

Moderator: Frank Illiano, President of Psi Chi

Ana Castro

Parental Acceptance and LGBTQ Emerging Adults' Mental Health

Mentor: Dr. Van Volkom

The present study evaluated the relationship between parental acceptance and depressive and anxiety symptoms. One hundred and eight emerging adults who identified as a part of the LGBTQ+ community completed multiple questionnaires regarding their personal depressive symptoms, anxiety symptoms, and their perspective on their parents' acceptance of their sexuality. Participants had the option of how many parental acceptance questionnaires they filled out, to allow for diverse family dynamics. It was predicted that LGBTQ+ emerging adults whose parents were accepting would report lower rates of depression and anxiety symptoms. It was also predicted that LGBTQ+ emerging adults whose parents were unaccepting would report higher rates of depression and anxiety. As expected, there were significant inverse correlations between parental acceptance and anxiety and depressive symptoms. Implications of these findings will be discussed.

Nesip Cengiz

Time to Place a Bet

Mentor: Dr. Natalie Ciarocco

This study evaluated the influence of online marketing strategies and one's interest in placing a bet. Participants were given a prompt defining different online promotions that sportsbooks utilize. To follow along with the prompt, participants were exposed to one of the three conditions (risk-free, deposit bonus, and no promo) which consisted of a picture of the promo. Post exposure, they then were asked if they wanted to learn more assessing their interest to place a bet. To follow, they answered a motivations questionnaire, which measured their motivations on gambling through the 5 point-likert (Sports Motivation Betting Scale), followed by a demographics questionnaire. Across all measures, there was no difference in interest in placing a bet, so online marketing strategies did not influence betting interest.

Andrew Schweizer

Male Athlete's Perspectives of Sexual Violence

Mentor: Dr. Dinella

Existing research confirms a link between college men's athletic affiliation and the perpetration of sexual violence. Research acknowledges a connection between the environments of college athletics (which include competitive, dominant, masculine values (Crosset, 1999) and include misogynistic 'locker-room talk', Leone & Parrott, 2018) and the findings that athletes and members of Greek Life were the most reported perpetrators of sexual violence (Wiersma-Mosley et. al., 2017). The current study included five focus groups of approximately four male athletes at Monmouth University. Participants answered questions about athlete stereotypes, understanding of sexual violence, locker-room talk, perspectives of sexual violence, the seriousness of sexual violence. The transcripts of the focus group narratives were analyzed for common themes and reflective statements were identified. With responses provided, it was discovered that all men's athletics teams have a speaker every year to inform and discuss the topic of sexual violence. Every participant expressed that they believe they have a good understanding of sexual violence, with some providing context of what it entails. Perspectives on the influence of locker-room talk varied, as well as the perspectives as to why male athletes are the most reported perpetrators identified of sexual violence. Responses to perceived stereotypes as male athletes were generally consistent, and most participants could identify campus resources available. Results provide a better understanding of male athletes' perspectives on sexual assault, which can potentially be used to inform interventions and education designed to curb sexual assault on campus.

Christina Androulakis

How Well Do You Know Monmouth University's Sexual Assault Resources?

Mentor: Dr. Dinella

Previous research has identified college students with specific demographic characteristics are often at higher risk to be sexually assaulted on campus. The current study investigated whether students at Monmouth University with these demographic characteristics had less knowledge and trust of University sexual assault resources than others. 120 participants completed a series of three online surveys. The first questionnaire asked students to answer open-ended questions about their knowledge and trust of the sexual assault resources on campus. The second and third surveys used a survey to determine the trust and knowledge of each participant. Participants also filled out a demographic form to report their age, year in school, sexual orientation, gender identity, race/ethnicity, income, and first-generation status. Students were recruited through the Monmouth University SONA system. Based on the results of this study, it was determined that there were no significant differences connecting demographic factors to knowledge or trust of sexual assault resources at Monmouth University. Across all demographic groups, trust and knowledge were assessed on a 1-7 scale and were moderate and low ($M_{\text{trust}} = 5.61$, $M_{\text{knowledge}} = 3.39$). Based on a content analysis of open-ended data, 16% of students could not name any safety precautions or resources. Findings also indicated that 25% of students responded 'no' or 'not sure' when asked if they felt Monmouth University would take a sexual assault claim seriously. Study results can be applied to encourage the University to educate students on available resources and build trust.

Caroline Boyle

To Fight or To Flight: Conflict Avoidance in Relationships

Mentor: Dr. Gary Lewandowski

This study examined what factors lead certain people to actively avoid conflict in romantic relationships. A sample of 103 (8 male, 87 female, 8 preferred not to say) college students completed a combination of questionnaires that looked at their attachment-fearing behaviors (ie., fears of being single, rejected, etc.), levels of perfectionism, negative/positive perceived outcomes (ie., pessimism/optimism), and general communication abilities, as well as a questionnaire on feelings surrounding relationship conflict in general. Supporting my hypotheses, there was a significant positive correlation between levels of high perfectionism and avoiding conflict in common confrontational situations ($r = .50$, $p < .001$). There was also a significant positive correlation between the higher negative perception of argument outcomes and the avoiding conflict ($r = .52$, $p < .001$). Finally, there was also a significant positive correlation between levels of attachment fears and avoiding conflict in relationships ($r = .42$, $p < .001$). These findings suggest that individuals who follow a perfective mindset, have negative perceptions of conflict outcomes, and fear a split in attachment in younger relationships are more likely to avoid romantic conflict to "maintain" the relationship.

Katelyn Byrne

Invest In Me: The Impact of Familiarity on Trust

Mentor: Dr. Natalie Ciarocco

This study evaluated primed familiarity and its relation to trustworthiness among adults. Sixty-three Monmouth University undergraduate students looked through a book of 10 facial photos. For the first condition, participants were given a familiar face (one from the book) to consider while completing a general trust self-report and economic trust game using Monopoly money. In the second condition, participants were given a novel face (a new face they had not seen before) to consider before completing the measure. Data indicated no differences between groups in self-reported trust based on the faces, but differences in investing money were trending toward significance. Participants seeing a familiar face investing around \$8 more. The manipulation check indicated that participants could not recognize if the face was familiar or not, yet within the economic trust displayed more trust behavior, perhaps unconsciously. Similar to children, adults may be more willing to trust a familiar face.

Lauren Lentino

Improving Relationship Quality: Low Power and Relationship Maintenance Behaviors

Mentor: Dr. Gary Lewandowski

This study examines if having low power in relationships can lead to individuals engaging in more relationship maintenance behaviors to better the quality of their relationship. Participants included 70 undergraduate college students who were in a romantic relationship (63 Females, 6 Males, 1 Gender-fluid). The participants in this study were randomly assigned to either a high power or low power condition, and were prompted to recall situations in which they had experienced either low or high power in their relationships. Each participant responded to three prompts. Participants then completed five surveys measuring their communication abilities, willingness to do relationship work, emphasizing similarity in relation to their partner, subjective closeness, and participation in relationship activities. The results of my manipulation check were significant $t(68) = 6.50, p < .001$, effect size (d) = 1.61, indicating that the manipulation of power levels in participants was successful. I hypothesized that individuals with lower power in a relationship would be more likely to work on their relationship compared to those with high power. This hypothesis was significant, $t(68) = 3.50, p < .001$, effect size (d) = .87, however, the results of the study revealed the opposite of this hypothesis. Specifically, individuals with high power were more willing to work on their relationship than those with low power. I also hypothesized that individuals with low power would be more likely to communicate in their relationships. This was significant $t(68) = 3.84, p < .001$, effect size (d) = .95, but the results showed that participants with high power were more communicative. These findings suggest that participants with high power were more likely to engage in relationship-maintaining behaviors, such as communication and a willingness to work on their relationship.

Closing Remarks, Awards, and Honoring Faculty Retirees

Great Hall Auditorium 3:30 – 4:00 PM

Conference Closing Remarks – Dr. Janice Stapley, introduced by Dr. Christine Hatchard

Dr. Janice Stapley earned a BA in Psychology from Russell Sage College, and her MA and PhD in Developmental and Social Psychology from Rutgers University. She served in the Department of Psychology for 31 years, earning tenure and promotion to Associate Professor in 1997. Her service appointments to the Department and University were incredibly impactful, including serving as Chair of the Department of Psychology from 2006-2012, and the first chair of the Institutional Review Board at Monmouth University in 2002. Dr. Stapley significantly contributed to her field through her Applied Developmental Psychology lab, pursuing research in developmental psychology, emotion, gender, college adjustment and advising, and the application of developmental psychology to industrial/organizational psychology. Dr. Stapley epitomized the teacher-scholar model, including students as research assistants and co-authors in the majority of her scholarship, which included 5 journal articles, 5 book chapters, 60 paper and poster presentations at professional conferences, and 3 grants.

Alexandra and Dakota Demarest Senior Thesis Award – Dr. Jack Demarest, introduced by Dr. Lisa Dinella

Dr. Jack Demarest earned his BA in Experimental Psychology from SUNY Stonybrook, his MA in Experimental Psychology from Connecticut College, and his Ph.D. in Animal Behavior and Neurosciences from SUNY Stonybrook. He served in the Department of Psychology for 44 years, earning tenure in 1982, and promotion to Professor in 1989. His service appointments are too numerous to list and included serving as Chair of the Department of Psychology from 1987-1991 and 1993-1994. Dr. Demarest was a pioneer in providing research experiences for undergraduate students at Monmouth over 40 years ago, developing the senior thesis requirement and starting the Biannual Undergraduate Conference for Psychology students, supervising hundreds of senior thesis students and research assistants throughout his career through his Human Origins and Mental Evolution Laboratory. As an esteemed scholar, he published over 30 journal articles, received 19 grants, delivered 11 invited addresses, published 11 book reviews, presented over 100 papers and posters at professional conferences, served as an editor for multiple journals, organized 3 conferences, and appeared as an expert in the educational film, *Biology of Behavior*. Dr. Demarest received many honors for his teaching, including being a 6-time recipient of the Monmouth College Faculty Merit Award, a 2-time recipient of the Monmouth College Students' Choice Award, and a 5-time nominee of the Distinguished Teaching Award.

Annual Student Awards – Dr. Judith Nye, introduced by Dr. Robyn Holmes

Dr. Judith Nye earned her BS in Psychology, BS in Sociology and Anthropology, MS in Psychology, and PhD in Psychology (major area: Social Psychology) from Virginia Commonwealth University. She served in the Department of Psychology for 36 years, earning tenure and promotion to Associate Professor in 1997. Dr. Nye was a transformative leader at Monmouth University as Chair of the Department of Psychology from 1997-2000, Associate Vice President for First Year from 2005-2010, Academic Foundations from 2010-2015, Academic and Institutional Assessment from 2013-2015 and Associate Vice Provost for Academic Foundations from 2015-2020. Her notable scholarship on leadership and group processes yielded an edited book, four book chapters, peer reviewed journal articles, over 30 paper and poster presentations at professional conferences, 2 grants, an appointment to the editorial board for an international journal, and a reviewer for multiple journals. Dr. Nye was a champion for students, finding joy and importance in teaching courses throughout the curriculum, from introductory to capstone courses, including mentoring over 170 senior thesis projects, several of which led to national conference presentations for our students. Dr. Nye received many honors for her teaching, including the Distinguished Teaching Award and the Award for Innovative Excellence in Teaching, Learning and Technology.

Congratulations Thesis Students!!!

From
Monmouth University's
Chapter of Psi Chi



Congratulations Samantha!

We are so very proud of you and your accomplishments at Monmouth University. It has been one of the biggest blessings to see you excel in your academic career. We are so excited to hear you present your research and can't wait to see what you do next!

Love,
Mom, Sissy, Nonna, and Nonno

Congratulations Halle!

We are so proud of the hard work you have put in and all you have accomplished!

We can't wait to see what comes next on your journey and are behind you all the way!

Love,
Mom and Dylan



Congratulations Andrew!

We are extremely proud of you. All the hard work you have put into your Research Thesis will be so exciting to hear. This is such a fantastic accomplishment. We love you so much and know you will go on to do great things.

Love,
Mom, Dad, Kristen & Nick

Congratulations Dzenana!

We couldn't be prouder of the person you are today and of all your hard work this past semester and the past 4 years.

We love you!

Love,
Baba, Naila, and Mia

Congratulations Antonella on your outstanding achievement!!!

We love you so much and are extremely proud of you for all of your hard work and accomplishments! You did an amazing job on your thesis!! Wishing you a very bright future and continued success at grad school and in all of your future endeavors!

May God bless you always!

Love,
Your Family



Congratulations!!



It has been an honor to mentor you this semester. You worked hard, grew professionally, and made me laugh every class. I am proud of you and can't wait to see what comes next.

Dr. C

To our **Daughter,**
Caroline Boyle,

We beam with pride of
your successful thesis.

We love you!

Dad, Mom, Marie, and Shannon

Congratulations
to our
Niece/Goddaughter,
Caroline Boyle

for using your kind heart to
inspire us with your
outstanding thesis.
So proud of you!

Aunt Carole "Grill"
& Uncle Chris Imperiale

("Grill" Alumni '88)



Lauren,

We are so proud of all your accomplishments. Your dedication to research for your psychology thesis has continued your growth to become a thoughtful, intelligent, respectful, kind person.

Looking forward to what your future holds.

Love,

Mom, Dad, Rob, Mike, Morgan

Pick Your Little
Piece of the
World and
Improve It!

**MONMOUTH
UNIVERSITY**

DEPARTMENT OF PSYCHOLOGY

Congratulations Sophia!

I am so incredibly proud of you for completing your thesis!!! It has been a long journey and your resilience, perseverance has undoubtedly given you the strength to take all your experiences and pay it forward by healing others. It takes a special, strong person to accomplish these goals. May you continue to make a change in the world–

It's your turn now!

Sent to you with **lots of love,**
MOM

Congratulations on all your success and thesis presentation

ANTONIO!

What an unbelievable demonstration in persistence, intelligence and accomplishment. Your passion and drive are truly inspiring. You left no stone unturned in these years and we want you to know that we are extremely proud of you. Wishes for continued success.

With love and pride ~

Mom, Dad & Erica





Sydney,

So, so proud of your accomplishments and the path you have carved at Monmouth U! Your extraordinary efforts throughout your 4 years, especially during this final year related to your thesis, are beyond amazing! We look forward to your continued journey after graduation.

Love,

Mom & Dad

Congratulations to my amazing thesis class –

Rochelle, Courtney, Emma, Antonio, Germaine, Ana, Rachel, Dzenana, Antonella, and Taylor.

Lacey and I are very proud of you! You inspired me with your perseverance, dedication, and unconditional support of each other. Any challenges or obstacles were no match for your spirit!

Onward now, into your future! ~Dr. Van Volkom



To my **Leah,**

I couldn't be anymore prouder of all your hard work and dedication that you have shown in the last four years. You really amazed me because you faced all difficult situations with a big heart and a very sharp mind. I am so blessed to call you my daughter...You are moving on to a new and exciting chapter of your life and never forget that your future stands bright before you so take hold of your dreams and no matter what never let go!! I wish you the strength to face challenges with confidence along with the wisdom to choose your battles carefully and always listen to your heart...Leah I am beyond proud of you. Words can't even describe the feeling but always remember no matter what you will always be my little girl and I will love you forever, for always and no matter what...

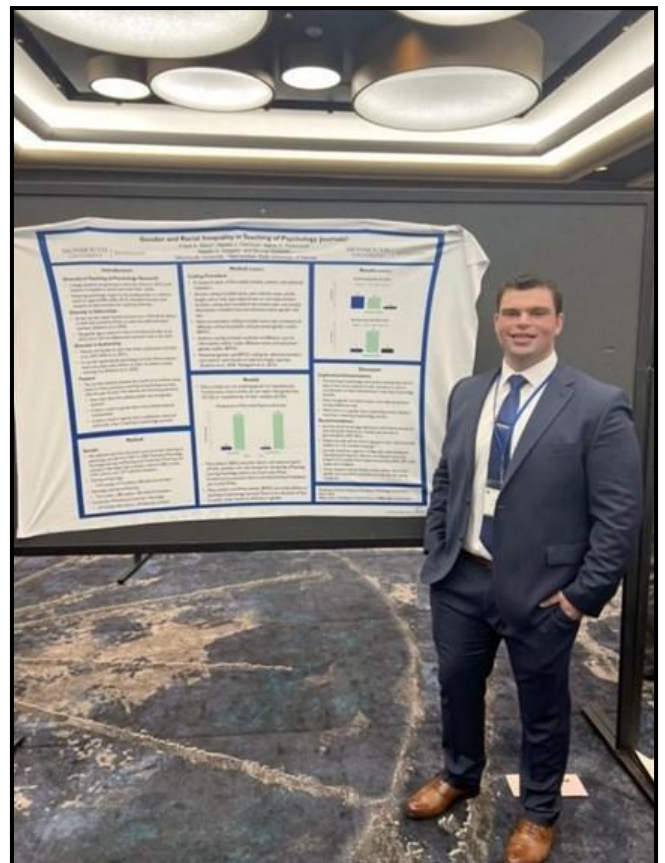
Love you always and forever,
Mommy, Daddy,
Haelee and Londyn

Franky,

You have made us so proud in many ways! We know that you are going to succeed in all that you do. Just remember to always be happy, kind, & stay true to who you are!

Love,

Mom, Dad, & Juliana



Congratulations on Presenting Your Thesis!

Caroline Boyle

Lauren Lentino

Max Dandrea

Jess Mazur

Halle Firm

Sophia Morales

Madison Hudson

Skylar Robinson

“Ollie”



What challenges you, changes you.
When you can face those challenges with the support, caring, and
laughter of an amazing group of people, it's even better.

I hope you're as proud of your accomplishments as I am.

Thanks for a great semester!

~Dr. L

Way to Go, Dani!!!

Today's presentation is another great example of your intelligence, hard work, dedication, compassion, integrity, and the great accomplishments on your journey so far.

Always keep your great sense of humor when building character and making memories. The best is yet to come!

With Love,

Joe, Erana, Jordan, and Sil

Deeds - Here you go again - amazing your family! You have wowed us again and again throughout your 21 years! Your creativity, hard work, empathy, intelligence and determination are absolutely incredible. We truly couldn't be more proud of you and the fantastic woman that you have become! We love you so, so much!!!

Mom and Dad

DD- I am so, so incredibly proud of you! You never fail to amaze me, and I am so honored to have you as my role model! You are such an inspiration to me!!

So much love,
Shea

Danielle, Congratulations on your thesis. I'm sure your presentation will be awesome. We are so very proud of you.

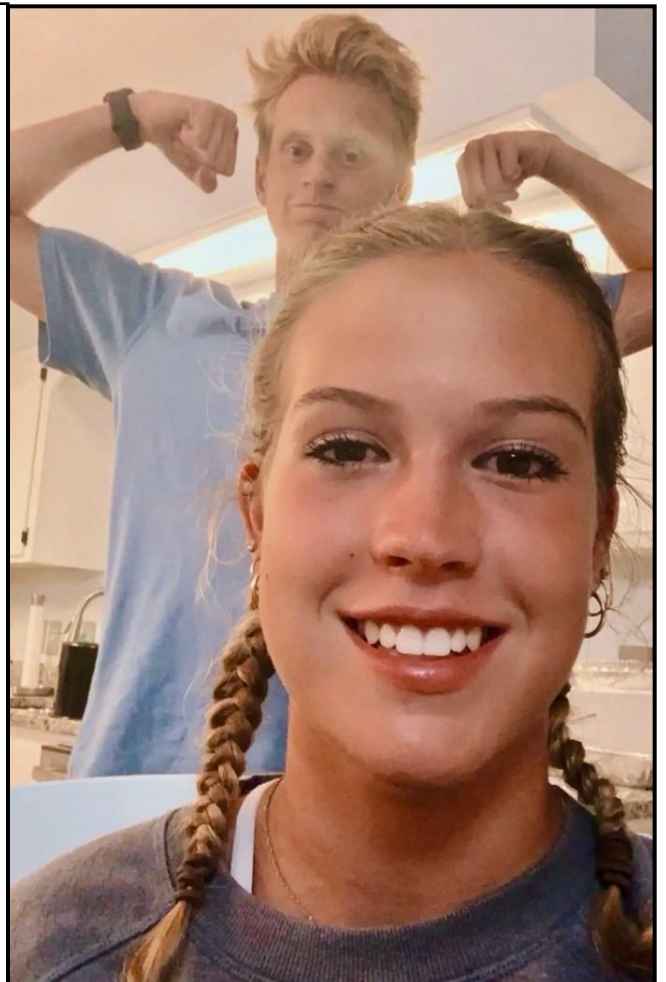
Love, Grandpa Norm & Nana

DD,

We are so proud of you! You are so kind, talented, funny and smart. You have worked so hard and achieved so much – just like you always do. We know your thesis will be amazing because you never do anything that isn't amazing. There doesn't seem to be any challenge you can't conquer, but if things ever get tough, don't forget you always have family right behind you.

We love you so much!

-The Smiths



Dani,
Congratulations on your thesis presentation!
Grandma Doris would be as proud as I am.
Grandpa Jim

Dear **Danielle,**
We are both so very proud of you and your dedication and accomplishments!
Love,
Pops and Grandma Betty

We're all so excited for you, and proud of you, **Danielle Dempsey!** Congratulations on your thesis presentation.
Love, The Kiely's

Dani—adjectives can't describe my pride and love for you.
Congratulations and may your ethics and hard work take you far.
Grammy

Dani-

I'm so proud of you smarty pants! I know how hard you worked on this for months & months and I hope you feel so accomplished. When I get home I fully plan to read every word. You've always been the best writer I know since we were 14 so I am sure it is going to be a great read.

I miss you and I wish that I would be home to watch you graduate next month. We are going to celebrate for sure when I get back so be prepared, I've learned some fun graduation traditions and I have big plans for you. I love you and I feel proud and lucky to know you as always,



Erica

Congrats Dani!!!

After a year of research, writing, and revising for SEVERAL theses, I couldn't be more excited to watch the real presentation! It's been an incredible opportunity to watch your academic progress from start to finish at Monmouth. I can't wait to see what the next chapter of life holds for you, and what new accomplishments we will be celebrating together. I wish you all the best in whatever you choose to do next!

Love,
Joe



Congratulations Jess!!

We are so proud of all that you have accomplished during your time at
Monmouth University!

Your hard work, dedication and tenacity is going to get you far in this
world and we cannot wait to see what the future has in store for you.
Love you, so proud of you and so excited to see your presentation.

The future is yours- you got this!!

Love always,
Mom, Dad and Chris



So Proud of You Madison!

Congratulations on completing your thesis! This is a significant accomplishment and you should be very proud of your hard work. We definitely are! Your journey is just beginning and we are excited to see what you have in-store for this world.

You are an amazing daughter, sister, friend and all around human.

The lives you are going to touch with what you have learned at Monmouth will be very lucky individuals. As you make decisions about your future, be confident in your independence, define success on your own terms, achieve it by your own rules, and build a life you are proud to live.

And remember, *“be yourself, everyone else is already taken.”*

We Love You,
Mom, Dad, Heather, Barry, Sean, Harper, and Matthew



Congratulations, Skylar!

We are so excited to be here today and see your thesis presentation. All those long hours of hard work on your thesis has finally come to this special day in your life.

We could not be more proud of your accomplishments. We are amazed at the amount of dedication and time you put towards all your schoolwork, and we commend you for it.

Keep pushing forward, keep striving for excellence as you move onto Graduate school and begin the next phase of your life.

We look forward to watching as you continue on your journey.

We love you,
Mom and Dad





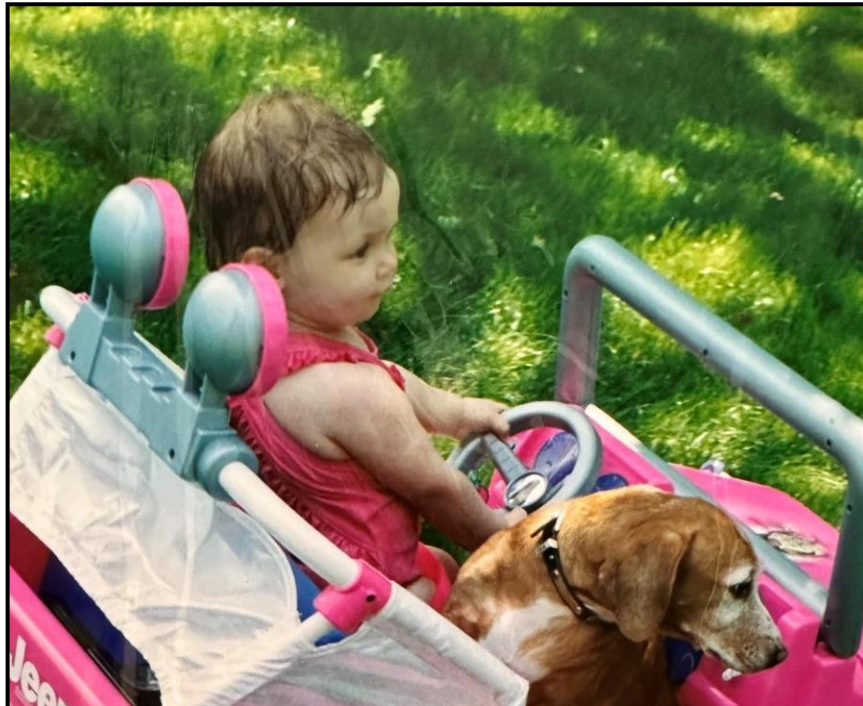
Dear **Ana**,

We are so very proud of you!
We know that things have not always been easy, but you have risen to every challenge that life has presented with grace, commitment, and an overwhelming desire to succeed.

Your strength will take you far and your passion will always be a gift to those around you. We love you so, so much!

Love,

Moms , Morgan, and Amanda



**Emma,
Congratulations!**

We are so proud of your accomplishments. You have worked so hard and consistently challenged yourself. You continue to amaze us. Stay positive and strong.

You are awesome!!!

Love
Mom, Dad, and
Michael



**Congratulations
Adriana!!**

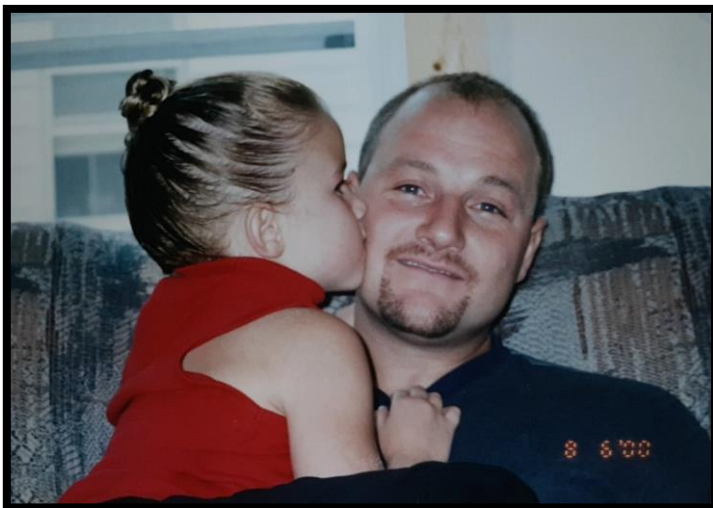
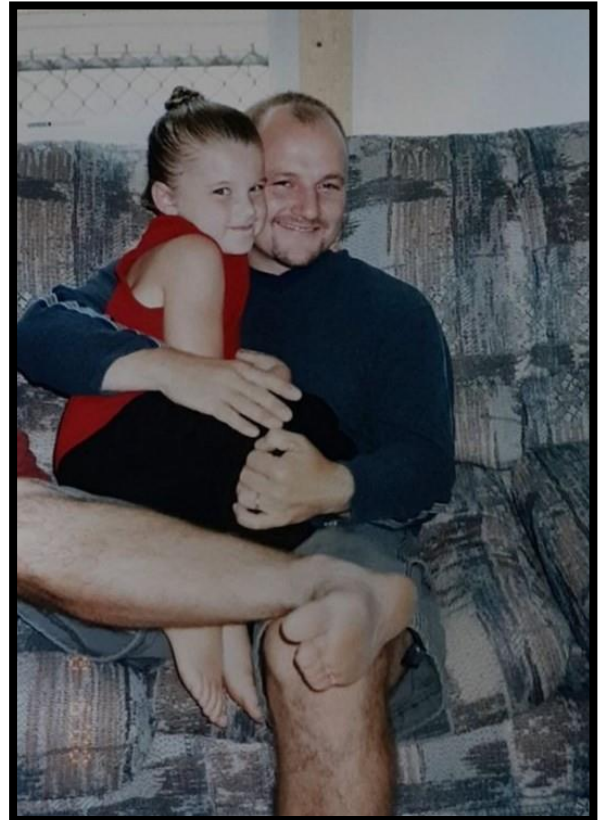
We are so proud of all of the hard work and dedication you put into this amazing accomplishment. We are looking forward to your presentation. We love you so much.

Love,
Mom, Dad, Christian, and Lexi

Congratulations Courtney Brooke LoGiudice!!!

I knew you would do it. Fantastic work and a job well done. You deserve big hugs and kisses from all of us. I would like to make sure everyone gets on the list, because we have all been rooting for you along the way and we all LOVE you very much. Your grandparents: DIANE & JERRY, FRANK, JOSEPH & HAZEL (deceased). Your parents: JADE, MICHAEL & ANNA. Your Uncles & Aunts: ERIC & RITA, ANDREA, MARK, KEVIN, MICHELLE & MICHAEL, LISA & DAVE, DIANA, RODOLFO, AMBER, DAWN, MICHAEL. Your cousins: Kristy, Terra, Lysa, Tyler, Ashley, Christopher, Crystal, Jeremy, Janell, Kyle, Kody, Hailey, Barbie. Your siblings: BRAXTON & APRIL, AYL A & JACOB. Your nephews and nieces too: Liam, Brian, Willow, Nathan, Brielle, Faith, (and soon-to-be-here Castiel). And last but not least, our pets: Astro, Star, & Lukas.

We ALL couldn't be more proud of YOU. Today is the 1st day of the rest of your life. Life and learning doesn't end with a diploma or a certificate. Your degree alone will probably not be enough to guarantee your success, but perseverance, drive, ambition and a good head on your shoulder will take you the rest of the way. Chase your dreams - everyday. If you remember this, you may not get everything that you want, but you will get everything that you worked hard for. Keep learning. Take one more step than you did the day before. Lean-in when it gets tough and don't be afraid to ask for help. There will be dips in the road, obstacles, annoyances and maybe a heart-break or two.



Tough times don't last, but tough people do. Know this; there are no mistakes in life, only lessons. Learn from your lessons. As the saying goes, it will never feel like work if you love doing what you do. Find what you love doing and do it well.

Find a purpose higher than yourself, in other words, serve others. God made us to serve ([Matthew 20:28](#)). Serving reduces mortality. People who volunteer have lower risk of high blood pressure, lower risk of inflammation levels, and spend fewer nights in the hospital.

There are many metrics to success, I find this fitting for where you are in life, "Success is liking yourself, liking what you do, and liking how you do it." - Maya Angelou

Class of 2023 - We SALUTE You!