Psychology
2018-2019
Psychology Department Faculty

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Angelee & Kali presenting with Dr. Kreiger
Abstract
"Adulting" is used by young adults to describe engaging in mundane activities associated with adulthood. Despite its common usage, no formal study has examined what constitutes adulting. To better understand this concept, we asked 233 college undergraduates to provide examples of adulting. Responses were categorized into a hypothesized model of adulting and the first iteration of the Adulting Index (AI) was developed. Future research will use the AI to confirm the hypothesized factor structure.

Introduction
The term "adulting" originated as a post on the popular social media platform, Twitter, in 2008 (Biemann, 2016). Here, we explore the notion of adulting as the completion of tasks such as keeping the house clean, buying groceries, or even the more commonplace activity of going to bed and waking up on time. These tasks are often considered to be routine parts of adulthood and are sometimes referred to as "adulting". However, adulting is a complex phenomenon that requires engagement in mundane activities associated with adulthood, such as managing finances and paying bills. Interestingly, despite adulting's place in everyday life, there is a lack of formal research on this construct. A recent study conducted by Mattess Fussman et al. (2018) asked adults what they believed their worst mistake was, and many respondents cited not making time for themselves. In this study, we explore the concept of adulting by asking participants to identify examples of adulting and categorize them into a model of adulting. Results

Categories of Adulting:
- Independently categorizing the responses
- Agreeing or disagreeing with similar results of previous researchers
- In the cases where there was disagreement, how the responses were categorized

Future Research
Future research will use the Adulting Index (AI) to confirm the hypothesized factor structure.
One of Dr. Kreiger’s two paper presentations!
Reinstating Episodic Contexts in Retrieval-Based Learning
John Schwoebel, Brittney L. Gawel, & David A. Bako
Meeting of the Eastern Psychological Association, March 2019, New York City

Results continued
In addition to analyses of overall recall performance, we examined the organization of recall by calculating adjusted ratio of clustering (ARC) scores (Roenke, Thompson, & Brown, 1971). An ARC score of 0 indicates chance clustering around a category, while an ARC score of 1 indicates perfect clustering. We examined both temporal clustering (recall organized around lists) and imagery clustering (recall organized around imagined locations) for each participant and condition and found a significant interaction (p < .01).

Discussion
These findings suggest the need to extend the episodic context account (Wistisen & Karpinski, 2017) to include the reinstatement of both temporal and environmental contexts as factors underlying retrieval-based learning. Further, imagining stimuli in different locations during encoding may have increased reinstatement of both contexts during recall and thus increased the organization of recall around the imagined locations, consistent with the facilitation-reinstatement hypotheses (Masciampa & Schreiber, 2014).
Kali presenting with Dr. Schwoebel
Episodic Context Account

1. We try to reinsert the temporal context associated with an item as part of a retrieval search process.
Ashley presenting with Dr. Schwoebel
Dr. Specht’s poster presentation
(and waiting to beam up)
Evidence of Co-Rumination in a Social Media Platform

Julia C. Shove
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Introduction (cont’d)

Co-Rumination, or an individual’s repetitive discussion of the same or similar problems with peers, appears to occur among female Facebook users more frequently than with their male counterparts (Rose, 2002). Co-Rumination is associated with increased personal disclosure and relative lackluster from peers, as dialogue focuses on individuals’ problems and accompanying negative feelings (Ehrenreich & Underwood, 2016; Rose, 2002).

Although much research has been devoted to examining self-presentation as a predictor of Facebook use to portray themselves in a certain way, little research has been conducted regarding how viewing certain types of posts elicits peer responses. The purpose of this study was to examine, via experimental manipulation, whether individuals respond to peers’ Facebook posts, when content is either positive or negative.

Method

A total of 55 participants completed this study (42 females & 13 males). A 2 (gender) × 2 (participant gender) × 1 (time) between-subjects experimental design was used in this study. Male and female participants were randomly assigned to either the “positive post content” or “negative post content” profile conditions. All posts were made by a fictitious female college student. The profile for the fictitious female post displayed only viral posts, with no pictures or videos of the area, so that appearance would not influence participants’ responses.

Facebook posts with positive affect were defined as those in which the user expressed a positive topic, such as excitement or a particular event or topic, or conveying content that the Facebook posts had negative affect were defined as posts made by the fictitious female college student. The profile for the fictitious female post displayed only viral posts, with no pictures or videos of the area, so that appearance would not influence participants’ responses.

Discussion

This pattern of results is intriguing in that although participants’ levels of satisfaction with life were not affected by the content of the Facebook posts and did not differ significantly, they nevertheless chose to write significantly more in response to the negative than to the positive posts (Mdiff = 4.54 vs. Mdiff = 14.91, respectively). These results appear to be consistent with previous findings related to susceptibility to co-rumination in adolescence (Ehrenreich & Underwood, 2016; Rose, 2002). In addition, content analyses of participants’ comments (in terms of negative and positive content) were conducted to examine this co-rumination account.

Julia’s Psi Chi Award Winning Poster!!!
Psi Chi Awards Presentations

Join us for the presentation of Psi Chi Regional Research Awards and hear about these award-winning projects from the researchers themselves. If you’re looking for some of the best graduate and undergraduate research at EPA in one event, this is it!

Psi Chi
THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY

#PsiChiEPA19

Saturday, March 2, 2019
8am in Broadhurst/Belasco
Julia’s presentation

Data Analysis

[Bar chart with categories and data points]
Julia and Dr. Specht
EPA Dinner (Faculty Treat)!
Vision Sciences Society

Save the Date

VSS 2019
May 17-22
TradeWinds Island Resorts
St. Pete Beach, Florida
Ashley and Brittany presenting with Dr. Lindsey
Faculty Research Day
November 14, 2018

(Photo credit: Linnea Franits, Assoc. Professor, Occupational Therapy)
Dr. Kreiger’s presentation

Leading a Horse to Water: Examining Student Use of Academic Services
Tyson Kreiger, Angelee Smith, & Amina Badnjevic
Utica College
Dr. Schwoebel’s presentation
The Utica College Student Conference for Research, Professional Activities, and Creative Arts

Wednesday, April 17, 2019
Library Concourse/Utica College Campus
JoVina’s presentation with Dr. Specht
Shannon’s presentation with Dr. Specht
THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY

EST. 1929

psyche cheires
2019 Psi Chi Inductees
New 2019 Shirts!
OCTOBER 31ST

JOIN PSYCH SOCIETY FOR A

MOVIE NIGHT

7PM - 9PM
BOEHLERT

THE NIGHTMARE BEFORE CHRISTMAS!

kakrenz@utica.edu

Boo!
Counting seeds after the 5th Annual Great Pumpkin Raffle!
One of our Week of Kindness Activities!
Yum!
Winners of the 1st Annual Psych Society Trivia Night!
Senior Seminar with Dr. Schwoebel
Dr. Schwoebel recognized for "unwavering support and guidance" by the class of 2019
Emma’s Scholarship!
Emma with Dr. Yanowitz
Commencement
2019
Congratulations Raeven!
Congratulations Devon, Marina, Emily, & Jennifer!
Congratulations Hayley!
Congratulations Danielle!
Congratulations Brittney!
Congratulations Taylor, Jessica, & Krysta!
Congratulations Emma!
Congratulations Angelee!