

Maria Musumeci

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Education

Tulane University Psychological Science, Ph.D.	2022 – Present
University of Dayton, Dayton OH Experimental Psychology, M.A.	2019 – 2021
Le Moyne College, Syracuse NY Psychology, B.A., and Minors in Applied Statistics and Philosophy	2015 – 2019

Publications and Manuscripts in Process

Musumeci, M. D., Cunningham, C. M., & White, T. L. (2022). Disgustingly perfect: An examination of disgust, perfectionism, and gender. *Motivation and Emotion*, 1-14.
<https://doi.org/10.1007/s11031-022-09931-8>

Musumeci, M. D., O'Mara Kunz, E. M., & Losee, J. E. (in preparation). COVID-19 Threat Perceptions and the 2020 Presidential Election.

Conference Presentations

Weatherbie, K., Musumeci, M. D., & Bauer, J. J. (2020, February). *How gender affects me: Narrative gender recognition and meaning making in relation to well-being*. Poster was presented at the annual convention of the Society for Personality and Social Psychology, New Orleans.

Musumeci, M. D., White, T. L., & Cunningham, C. (2019, February) *Disgustingly perfect: Perfectionists' reactions to disgust scenarios*. Poster was presented at the annual meeting of the Society for Personality and Social Psychology, Portland, OR.

Musumeci, M. D., & Day, W. (2019, April). *Event evolution: The becoming of the past, present, and future*. Talk was presented at the Rochester Institute of Technology's Annual Undergraduate Philosophy Conference, Rochester, NY.

Invited Talks/Presentations

Social Science Seminar Series, Le Moyne College, Remote (2022, November)

Thesis Projects

Master's Thesis, University of Dayton

Master's Thesis: *COVID-19 Threat Perceptions and Voting in the 2020 Presidential Election*

Committee: Erin O'Mara-Kunz, Ph.D. (chair), Joy Losee, Ph.D., Jack Bauer, Ph.D.

Description: The thesis examined associations between COVID-19 realistic and symbolic threat perceptions and voting in the 2020 Presidential Election. We found political ideology and symbolic racism accounted for a majority of the variance within our model, but when removed, realistic threat perceptions were associated with the likelihood of voting for Biden and symbolic threat perceptions were associated with the likelihood of voting for Trump. Exploratory analyses included an examination of participant sex, related to threat perceptions, and voting outcomes. Sex did not significantly moderate voting associations with realistic threat but did modify associations with symbolic threats. We found symbolic threats were associated with how men, but not women, said they would vote in the election.

Undergraduate Thesis, Le Moyne College

Departmental Honor's Thesis: *Disgustingly Perfect: Perfectionist Reactions to Disgust Scenarios*

Committee: Theresa L. White, Ph.D. (chair), Whitney Wood, Ph.D., Christina Michaelson, Ph.D.

Description: The study compared reactions from adaptive and maladaptive perfectionist among socially related disgust stimuli (interpersonal and moral disgust) and physically related elicitors (core disgust). We did not find an association between perfectionism and disgust, however, exploratory analyses revealed gender differences among perfectionism and some disgust groups, suggesting gender could be an important consideration for future work.

Research Experience

Social Perception Lab: Laurie O'Brien, Ph.D. 2022-Present

<https://socialperceptionlab.tulane.edu/>

Description: Dr. O'Brien is an experimental psychologist interested in issues related to prejudice, stereotyping, discrimination, and stigma. Currently, I am assisting with lab projects and supporting undergraduate development.

Evolutionary Social Cognition Lab: Damian Murray, Ph.D. 2022-Present

<https://esclab.tulane.edu/>

Description: Dr. Murray studies social and interpersonal consequences of disease-avoidance motivation. Currently, I am assisting with lab projects, developing new areas of research for the lab, and mentoring undergraduates.

The Self, Social Identity, & Bias Lab: Erin O'Mara Kunz, Ph.D. 2019-2021

<https://sites.google.com/udayton.edu/erinomarakunz>

Description: Dr. Kunz uses multi-methods of research to examine biases and identity through multiple perspectives. During my time in the lab, I primarily worked on my master's thesis and assisted with conducting laboratory experiments.

Social Psychology Lab: Joy Losee, Ph.D. 2020-2021

Description: Dr. Losee is interested in human behaviors involving preparation for natural disasters, COVID-19 threat responses, and political events. My role involved collaborating to design studies, design hypotheses, and create tools to collect data.

Child Development Lab: Siman Zhao, Ph.D. 2019-2021

Description: The lab focuses on social-emotional development in young children influenced by parenting, peer influences, and cultural/social changes. My role in the lab involved going to community events to recruit parents, coding articles for a meta-analysis, creating tables or charts, conducting literature reviews, and creating surveys.

Life Story and Development Lab: Jack Bauer, Ph.D. 2019-2021

Description: The lab explores a wide variety of factors associated with personality, growth, and well-being such as: self-identity development, life stories, meaning-making, happiness, love, wisdom, growth motivation, self-actualization, and quieting the ego. While volunteering in the lab, I assisted with coding narratives to implement a novel protocol I helped design regarding gender meaning making and psychological complexity.

Perception Lab: Theresa L. White, Ph.D. 2017- 2018

Description: The lab focuses on learning, memory, and sensory perception. During my time here, I reviewed literature on program evaluation models and assisted with an experiment to test differences in teacher evaluation surveys.

Young Adult Development Lab: Shawn Ward, Ph.D. 2017-2018

Description: The lab is interested in various aspects of adolescent decision-making behaviors and has investigated how values impact young adult relationships, career choices, and social perceptions. I was responsible for coding quantitative and qualitative data.

Honors

Graduate Assistantship, Tuition remission and stipend (\$25,200) University of Dayton, Department of Psychology	2019 – 2021
Travel Grants (\$1,000, \$800) Le Moyne Student Research Committee University of Dayton Psychology Department	2019, 2020
Pamela Johnson Prize in Ethics (\$300) Le Moyne College, Department of Philosophy	2019
McDevitt Center Internship Grant (\$3,000) Le Moyne College, McDevitt Center	2018
Research Grant (\$1,000) Le Moyne College, Student Research Committee	2018
The Monsignor David J. Dooling Medal in Junior Social Science Le Moyne College	2017
The Marnie A. McCluskey Medal in Sophomore Social Science Le Moyne College	2016
Berkery Scholarship Le Moyne College	2016 – 2019

Provost Scholarship 2015 – 2019
Le Moyne College

Dean's List 2015 – 2019
Le Moyne College

Work and Internship Experiences

Tulane University, Department of Psychology 2022-Present

Teaching Assistant: Introduction to Social Psychology

Description: I support the primary course instructors by writing exam questions and grading.

Medpace, Cincinnati OH 2021 – 2022

Regulatory Submissions Coordinator

Description: I managed the regulatory and ethical requirements for study activation and maintenance of 12 clinical trials across 109 research locations. As the liaison between the research locations and the trial sponsor (pharmaceutical or biotech companies), I organized weekly update reports, projected important long- and short-term timelines, reviewed and provided feedback for essential trial documents, and mentored/trained new hires.

University of Dayton, Department of Psychology 2019 – 2021

Research Assistant

Description: I managed and designed laboratory studies, organized participant information, created surveys, conducted literature reviews, recruited participants, and coded data.

Teaching Assistant: Social Psychology, Life Span Development, Introduction to Statistics, Cognition, and Research Methods

Description: I collaborated with professors to teach psychology and statistic classes. Some of my responsibilities involved preparing exam questions, providing feedback on papers and assignments, and monitoring students' progress.

Student Success Center at Le Moyne College 2017 – 2019

Tutor: Psychology and Philosophy

Description: I helped students tailor their studying techniques, practice discussing the material, and develop organized papers.

Massachusetts Institute of Technology (MIT) Summer 2018

Intern at the Dalai Lama Center of Ethics and Transformative Values

Description: I created written explanations that outlined the newly designed courses in the transformative ethics teaching program. I also compiled and made visualizations of data assessing values and emotions of the people partaking in their ethics programs. Lastly, I drafted a letter of intent for a grant request to initiate an international partnership.

Hutchings Psychiatric Center 2017 – 2018

Intern

Description: I helped facilitate recreational group classes for patient transitioning back to the community after in-patient services. I also interacted with therapeutic groups, such as support

groups for patients battling with substance abuse in addition to other mental illness diagnoses. Additionally, I assisted in the development of a researcher experiment designed to test a novel assessment tool for analyzing child behaviors.

Community-Based Experiences

GiST/BATS Program Evaluation | New Orleans, LA

Fall 2022

Research Assistant

Description: I assisted in developing a program evaluation survey to assess the effectiveness of STEM outreach programs in New Orleans. Additionally, I organized data collection and trained research assistants on data entry.

Psi-Chi National Honors Society | Syracuse, NY

2017 – 2019

President, Le Moyne College Chapter

Description: I orchestrated events for student and faculty involvement in psychology club, developed and implemented semi-annual budgets for club activities, and organized annual trips to the Eastern Psychological Association Conference.

Contact Community Services | Syracuse, NY

Summer 2017

Volunteer

Description: I partook in trainings for active listening and crisis intervention, then utilized these skills to deescalate crises and reflect on emotions through teleservices.

Big Brother/Big Sister Mentoring Program | Syracuse, NY

Spring 2017

Volunteer

Description: I tutored elementary students from low socioeconomic backgrounds and orchestrated interactive games to encourage the development of students' social skills.

Shadow Hills Middle School | Palmdale, CA

2017, 2018, & 2020

College Readiness Guest Speaker

Description: I discussed topics involving higher education, provided students with tools for facing adversity in education, and challenged students to brainstorm educational goals they would like to pursue.

References

Dr. Erin O'Mara Kunz

Associate Professor, University of Dayton

Email: ekunz1@udayton.edu

Relation: graduate thesis mentor, professor

Dr. Theresa White

Professor, Psychology Department Chair, Le Moyne College

Email: whitetl@lemoyne.edu

Relation: undergraduate thesis mentor, professor, psi-chi supervisor

Dr. Jack Bauer

Professor, University of Dayton

Email: jbauer1@udayton.edu

Relation: professor, mentor