



SCHOOL OF EDUCATION AND HEALTH SCIENCES

organized by department/start time

Job Searching for Higher Education Students in a Highly Digitized World: The Role Social Media Plays in Finding a Full-Time Position

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Course Project, 201780 EDC 540 D1

PRESENTERS Brittany Ann Fishburn

ADVISORS Graham F Hunter

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This project aims to explain the role that social media plays in college students finding a job upon graduation. It addresses whether or not recruiters and organizations use social media as a viable method to fill open positions. It also conveys whether or not LinkedIn is still a relevant social media platform and if other social media outlets, such as BeBee, can be used for the job search process. The research was conducted by synthesizing information from peer-reviewed scholarly articles for a graduate course at the University of Dayton titled EDC 540 Perspectives in Higher Education. In the end, it is clear that social networking should not be ignored during the job search. Recruiters are utilizing social media to conduct a pre-check on candidates, post jobs, and make connections with potential candidates. Despite the popularity and usefulness of social networking sites for student to find a full-time position, traditional internet job boards, such as careerbuilder.com and indeed.com are still a top priority (Nikolaou, 2014). Essentially, social networking sites are important to utilize, but should only be one of the many tools used when looking for job opportunities. Keywords: LinkedIn, Job Search, BeBee, Social Networks

Perceptions of Short-Term Study Abroad Experiences on Intercultural Competence in School Psychology Graduate Students

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Nicole Anne Guzman

ADVISORS Susan C Davies

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

Intercultural competence is an emerging topic of interest in service-based professions, including school psychology. The National Association of School Psychologists has long asserted the importance of intercultural competent practices in schools in the form of ethical and unbiased assessments and interventions, collaboration with families, and overall justice and advocacy for all students. Research indicates that participating in a study abroad experience is an accessible option for future professionals in schools to gain intercultural competence. Previous research examined the impact of study abroad experiences on future teachers and school counselors, but little has been researched on the impact of study abroad on school psychologists, who serve diverse student groups. This qualitative project examined the unique experiences and perceived intercultural competence growth of school psychology graduate students who participated in study abroad experiences, as well as their perceived preparedness to serve diverse populations in schools. Implications regarding future research are provided.

The Rainbow Connection: Fostering Inclusivity, Empowerment, and Advocacy for LGBTQ+ Students through Staff Professional Development & Student Psychoeducation

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Andrew Jay Rock

ADVISORS Brenda S Gerhardt, Layla J Kurt

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

LGBTQ+ students, an often overlooked group within our schools' diverse populations, have unique needs. This action research has been focused on these academic and social-emotional needs and the ways in which they can be addressed at the macro and micro levels. The intended objective of the research project was to explore ways to support LGBTQ+ youth in a heteronormative, and at times, homophobic educational environment. However, upon further investigation it became evident that, in addition to student psychoeducation and LGBTQ+ affirmative care, staff education and professional development are lacking in the schools. These findings have led to the creation of an ensemble of practical resources for students and school staff; a series of professional development workshops, and the initiation of an advocacy-based, fictional novel series for LGBTQ+ adolescents and the adults working with them.

Religion and Mental Health: Does religion help or hurt our psychological well-being?

School of Education and Health Sciences: Counselor Education and Human Services

Oral Presentation - Course Project, 201752 EDC 568 81

PRESENTERS Adam Hall Brandt

ADVISORS Daniel J Trunk

LOCATION, TIME Kennedy Union 207, 11:30-11:50

Religion and Christianity play a significant role in psychological health and coping with depressive symptoms (Fox, 2004; Pargament,

Magyar-Russell, & Murray-Swank, 2005). The help-seeking behaviors religious people employ seem to have a positive effect on lowering depressive symptoms. However, not all the research pertaining to the relationship between depression and religion is quite black and white. Much discussion and nuance surrounds what specifically about religion helps to mitigate depressive symptoms. This research focuses on religion as it pertains to sects of Christianity (such as Catholics, evangelicals, Methodists, Lutherans, and Baptists). It does not focus on other religions that are similar to Christianity but are inherently distinct due to major conflicting beliefs about Jesus and salvation (such as Judaism, Islam, and Mormonism). The research focuses on religious people and attempts to find exactly what it is about religion that affects the psychological health of individuals, both in general and with major depressive disorders. The inconsistencies in the research are what drive this research proposal. Most research shows that religious involvement and salience positively impact mental health (Baker & Cruickshank, 2009; Den, 2006; Krause, 2010). However, the kinds of religious coping skills Christian people employ also can drive levels of self-mastery and self-esteem up or down, which then affect one's mental health in positive or negative ways (Newman & Pargament, 1990). There is also research that shows a U-shaped relationship between levels of religious salience and depression. This U-shaped relationship suggests that highly religious salient people face higher amounts of depression than moderately religious salient people (Schnittker, 2001). This research attempts to find common themes within the highly religiously salient group that could be contributing to their severity of depression.

Evaluation of a School-Based Tier Two Anxiety Intervention: The Worry Box Technique

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Katrina Olimpia Aguenza Lazarte

ADVISORS Elana Renee Bernstein

LOCATION, TIME RecPlex Main Gym, 3:00-4:15

School practitioners frequently learn about intervention strategies on websites, blogs, and social media, yet these strategies often lack empirical support. One such technique, the worry box, is a cognitive-behavioral strategy that may be implemented as a Tier 2 intervention for students with anxiety. This poster presentation will share the results of a study that examined the effectiveness and feasibility of the worry box technique for children with anxiety in a school setting.

Living in the Slump: Second Year African American Undergraduate Students' Coping Mechanisms

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Cerelia Victoria Bizzell

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

The sophomore experience has been characterized with not only academic difficulty, but also psychosocial challenges (Schaller, 2010). This study sought to describe and examine the many different experiences African American sophomore students encountered at a predominately White institution (PWI). Moreover, this study looked to understand the stress coping mechanisms they have adapted when balancing academics, social life, and extracurricular activities. The findings revealed that African American sophomore students have had difficulty learning to trust their institution's resources, have had a hard time balancing their social life, and have felt the need to mature faster than others. Incorporating a narrative study approach allowed students to reflect on their interpersonal and intrapersonal development, and give detail to how they dealt with the obstacles they faced during their second year. Future studies could focus on a particular gender in order to analyze the different stress coping mechanisms utilized by students.

Agents of Change: Influence of Service Learning and Volunteerism on Career Choice among Military Personnel

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Marcia Mills Nehring

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

Since 9/11, more is known in the field of College Student Affairs about how to support military students who transition into college. Engaging these nontraditional students in service learning and volunteerism has shown to influence career choice, increase completion rates, and strengthen community partnerships (Sims, 1989; Travor & Kates, 2014). With higher numbers of unemployment rates for this population, the purpose of this qualitative narrative research study is to explore the perspectives of military students and staff at a Community College in mid-western Ohio, whose career choices were influenced by volunteerism and service learning. The primary investigator used a confidential interview protocol. The findings could inform future studies and encourage community buy-in to engage military personnel in nonprofit activities that may influence their future career choices. Waddell (2011) says, "The significance of entire concept of community service or service learning is directly linked to their military core value of mission first and service before self" (p.18). This study adds to that conversation.

High School Students + Vocation Education = Better Decisions? A Mixed Methods, Group Comparison Study of Students at a Midwestern, Suburban High School

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Julie M Huckaba

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

Every year, students who have just graduated high school blithely begin their journeys through postsecondary education, some choosing two-year colleges, some embarking on degree paths at four-year institutions, and others choosing military service, apprenticeships, or work. The purpose of this mixed methods, group comparison study is two-fold: (a) to examine the difference between the pre and post Brief Calling Scale scores of high school seniors and juniors ($n = 37$) exposed to the Ikigai/Vocation discussion workshop, and (b) to evaluate the influence of the Ikigai/Vocation discussion workshop on the postsecondary decisions of these students. The findings of this study increase our understanding of how student development relates to postsecondary decisions after being exposed to a Vocation workshop utilizing the Japanese concept of Ikigai and the intersection of Character Strengths -- 24 traits that all individuals possess in varying degrees.

A Nationwide Study on the Impact of Racial Battle Fatigue on Black Student Affairs Professionals

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Beverly Auston Dines

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

The purpose of this qualitative, online survey-based study is to explore racial battle fatigue and its impact on Black student affairs professionals across the United States. How do Black student affairs professionals describe racial battle fatigue and its impact on their professional lives? The findings enhance our understanding of the needs and opportunities for advocacy as it pertains to these professionals. The survey results are organized by theme and analyzed for trends and best practices.

Data for our Students: How Three Large Public Universities Use Tech-Based Solutions to Foster and Track Student Success

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Ellen Elizabeth Marburger

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

Using technological applications and databases for tracking student success in higher education is slowly becoming a necessity rather than a recommendation, especially at large campuses. This content analysis study sought to examine the breadth and depth of the use of these applications amongst three such universities in the midwest by analyzing and coding publicly available data around the themes of evaluation strategies, solutions, and communications. This study first examined the current commentary and research around this topic and defined student success indicators, identified three campuses, and finally compared the systems used, purposes for each, capabilities of each, and what gaps may still exist in the context of using such technology to assist in student success. Key findings suggest that this subset of the field is evolving, and widespread use and integration of these systems may be the next step for campuses and professionals, supplemented by future research.

A Journey Towards Multiculturalism: Cultural Identity Development Among Chinese International Students

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Yuan Zhou

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

This is a qualitative, narrative research study examining the stories told by six undergraduate Chinese international students about their transitional journey from a monocultural to multicultural identity. In the interviews, students were asked to reflect on their understanding of self, Chinese culture, and American culture. Students were also prompted to reflect on their past experiences in China leading up to their arrival to the United States as well as those while attending the University of Dayton. The commonalities in their narratives showed evidence of internal motivation to immerse themselves in American culture, in addition to the negative and positive encounters with both Chinese and American students on campus.

Understanding the Transition from Rural High School Student to Urban College Student

School of Education and Health Sciences: Counselor Education and Human Services
Poster - Graduate Research

PRESENTERS Hannah Danielle Zimmerman

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

The purpose of this qualitative, phenomenological study is to understand the transition from high school to college among first year, undergraduate students from rural communities at The Ohio State University. Through the conduct of interviews with 13 participants, I have been able to gauge how rural community high school graduates describe their transition into an urban university setting in one of Ohio's largest cities. Research has shown that students in rural communities are in the lowest of proportions on college campuses, and often it is because they are not exposed to the resources available to prepare for post-secondary education. In this study, students from rural communities have expressed feeling unprepared for college upon graduating high school, and lack of preparedness has been demonstrated through minimal challenging class offerings, unmotivated high school teachers, and not being a part of a college conversation prior to enrolling at the university. My interpretation of the data suggests that some of our rural students may not be exposed to and prepared for post-secondary education, indicating missed opportunities towards maximizing leadership potential and growth within our agricultural communities.

They Succeed: Exploring the Academic Success of Undergraduate Black Males at the University of Dayton

School of Education and Health Sciences: Counselor Education and Human Services
Poster - Graduate Research

PRESENTERS Breana Lynn Smith

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

The purpose of this qualitative, phenomenological study is to understand the experience of African American male identity and its relation to the academic success of African American male junior and senior students at the University of Dayton. Following the African American identity development models of Cross (1971) and Robinson and Howard-Hamilton (1994) as theoretical frameworks, I explore factors related to African American male students' identities and how these subsequently influenced their academic achievement. The historical research about African American male students in higher education focuses on the deficits this population faces and ultimately feeds into the stereotypes that plague this group (Harper, 2009, as cited in Kim & Hargrove, 2013). Emerging research on the topic of African American male success within higher education has evolved within the last decade and has started to frame an achievement-based representation of Black male collegians. Data was collected utilizing individual, in-person interviews (n = 9) between the researcher and participants. Among my several findings, familial support, campus resources and support, and the desire to do better were top influences in these participants' achievement of academic success. Common among my findings was extracurricular involvement; this trend appeared as a high influence for many of the participants. The influence of African American male identity on the ability and desire of these students to succeed academically emphasizes the need for support and resources for this population within higher education and prior.

Final High School GPA, What's the Big Deal?

School of Education and Health Sciences: Counselor Education and Human Services
Poster - Graduate Research

PRESENTERS Katelyn Brohman

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

This quantitative survey-based study explores whether or not there is a statistically significant correlation between final-year high-school GPA and first-semester college GPA among undergraduate students at the University of Dayton. The purpose of this study is to determine whether or not a final high school GPA is related to success in college. It is not rare for high school students to believe their GPA in high school directly relates to their ability to succeed in college; as a high school teacher, I believe this is incorrect. We put so much stress on high school GPA only for some students to be under-prepared when arriving at college. This study also explores the difference between students' first-semester college GPAs based on their self-identification as (a) not at all confident, (b) somewhat confident, (c) confident, or (d) very confident about being successful in college before they started as undergraduates at the University of Dayton.

Examining the Experience of Choosing a Major among First-Year, First-Generation, Undecided Undergraduates at the University of Dayton

School of Education and Health Sciences: Counselor Education and Human Services
Poster - Graduate Research

PRESENTERS Adam Thomas Solomon

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

Over half of all students who withdraw from college do so within their first year, resulting in a first-year attrition rate of over 25% at four-year institutions, and roughly 50% at two-year institutions (Cuseo, 2005). Undecided students and first-generation students represent two populations who are at the greatest risk of attrition. Since the 1980s, both populations of students have increasingly become the focus of study in the retention literature, and yet little has been written about the intersection of these two student characteristics. This qualitative, phenomenological study attempts to address this intersectionality by highlighting the experience of decision-making around choice of major among first-year, first-generation, undecided undergraduates at the University of Dayton. Data collected via one-on-one interviews with participants reveal their extrinsic and intrinsic motivations for choosing a particular course of study, how they conceptualize choosing a major based on post-college aspirations, concerns about being undecided, and key figures who helped guide them through the process of choosing a major.

Cross Cultural Connections: A Phenomenological Study of Intercultural Learning from Intercultural Living.

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Megan Jacoby Woolf

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

Higher education administrators and student affairs staff on some residential campuses have attempted to be more inclusive of international students and their U.S. peers by creating co-curricular learning communities addressing intercultural living. Intercultural residential communities, like Cross Cultural Connections (CCC) at the University of Dayton, serve to support the transition to intercultural living for first-year students. Through eight interviews of former CCC residents, this qualitative, phenomenological study explored how the community cultivates intercultural competence. According to the Refined Developmental Trajectory of Intercultural Maturity (Perez, Shim, King, & Baxter Magolda, 2015), former residents of the CCC expressed varying levels of advancements of their intercultural competence. This study assesses the longitudinal success of the CCC's learning outcomes and gives suggestions for similar intercultural residential communities.

The Experience of Interaction With and Reporting To the Dean of Students Office among African American Law Students at a Private, Midwestern University

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Nikeya Lynn Sharp

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

The Dean of Students office is a primary advocate for students, providing services and programming that support students in achieving academic and personal success. The office utilizes several departments that it houses as means to connect with and support students. These resources include the offices of Advocacy and Intervention, Community Standards and Civility, Sexual Violence Prevention Education, LGBTQ+ Services, and the Center for Alcohol and Other Drug Resources and Education. Methods for reaching out to and engaging students within each of these offices look different, but all of them include educational programming and unique supports for students. Ideally, these resources would be utilized by all students; however, there seem to be sub-populations of students who tend to take advantage of these services less frequently. One such sub-population is African American law students. Williams (2000) found that African Americans have difficulty reaching out for help from resources due to the fear of being labeled on top of current race related stigmas (p. 243). This purpose of this qualitative, survey research study is to explore the experiences of reporting to and interaction with the Dean of Students office, or reasoning for the lack thereof, among African American law students at private, religiously-affiliated, mid-sized, Midwestern research university. The findings of this anonymous online survey provide helpful indicators for how we can better support these students and ensure they are receiving adequate and equitable support. Having a case management position located within the university Law School could make students more inclined towards reporting concerns of crisis as well as feel more supported.

Soaring to New Heights: A Case Study of the AVIATE Program at the University of Dayton

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Keri Lynn Good

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

The curricular approach to developing education in residence is becoming more common amongst Housing and Residence Life departments at colleges and universities because the approach is driven by research and assessment is unique to each institution, is intentional, and ultimately centered on learning (Brown, 2017). The University of Dayton implemented a residential education model in 2014 that tied learning in residence and learning from campus partners to the housing assignments process – a triad program

called AVIATE, or A Vision for Integrated, Applied and Transformative Education. The University of Dayton's curricular approach to residential education tied with the housing assignments process is unique, and thus the aim of this study was to highlight this initiative. This institutional case study analyzed the development and implementation of AVIATE through interviews with a sample of the professional staff members at the University of Dayton who helped to establish the program. Additionally, university documents, historical information and external contexts were analyzed in relation to AVIATE. Findings illustrate the chronological series of processes by which AVIATE was developed as well as conclusions on how the professional staff members' views on their role in student affairs has evolved as a result of working with a residential curriculum. Implications for future research include analyzing the student perspective and learning through participation in the AVIATE program.

And Give Me Support: How SUNY Institutions Address Employee Experiences of Burnout

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Conor Matthew Kutner

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

The purpose of this content analysis study is to uncover how higher education institutions in the State University of New York (SUNY) system offer support to higher education professionals in their employment who experience burnout during the course of their work. With the high attrition and turnover rates of higher education professionals (Rosser & Javinar 2003; Tull, 2006), institutions do not seem to be meeting the needs of their employees. This study will utilize a content analysis approach to systematically review the publicly-available literature such as employee handbooks, human resource websites, and employee wellbeing services websites from SUNY system institutions (n = 10). This study seeks to identify a multi-dimensional method (Abbott & Baun, 2015) of addressing these issues and needs, of providing support and services to employees, and to offer recommendations on best practices in responding to those need-specific gaps in future research and progress.

Exploring Undergraduate, International Student Retention at the University of Dayton

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Emily Mitolo Grasso

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

The purpose of this qualitative, case study is to explore the challenges, responses and best practices of academic units in the retention of undergraduate, international students moving from their first to second year at the University of Dayton. The Deans' offices were surveyed (n = 4) and interviewed (n = 4) electronically, revealing that there are not current retention initiatives for this student population within the academic units. The findings will be shared with the units as well as other support services across campus who may be able to take action to increase persistence of undergraduate, international students past their first year.

Perceived Barriers to Reporting Incidences of Stalking by Undergraduate Students at a Private, Midwestern University.

School of Education and Health Sciences: Counselor Education and Human Services

Poster - Graduate Research

PRESENTERS Antony David Parnigoni

ADVISORS Savio Dennis Franco

LOCATION, TIME LTC Forum, 4:30-6:30

One in six women and one in 19 men will be victims of stalking in their lifetime (Baum, Catalano, & Rand, 2009). This qualitative, phenomenological research study explores the perceived barriers to reporting stalking-related behavior that undergraduates self-report at a private, religiously-affiliated, mid-sized, Midwestern research university. Undergraduate students (n=22) were interviewed in a one-on-one setting. Barriers that have been recorded in past research have included fear of retaliation, uncertainty that a crime has been committed, or not wanting friends to find out (Fisher, Diagle, Cullen, & Turner 2003; Sable, Danis, Mauzy, & Gallagher, 2010). These previous findings are consistent with the findings of this study. In addition, the majority of students reported that the school could do more to educate on what constitutes as stalking behavior, what the reporting options are, as well as what happens after a report has been filed. These findings are relevant for any university because the research site in this study has already invested a great deal of resources into combatting partner violence and this evidence suggests that there will always be more opportunities for education and student engagement; in other words, this is an ever-evolving battle that needs to be fought.

Exploring the knowledge and attitudes toward concussions among college football players

School of Education and Health Sciences: Health and Sport Science

Poster - Course Project, 201810 HSS 428 02

PRESENTERS Ian James Chennell, Megan Irene Grace, Marissa Ann Melaragno, Jamie Grace Squillante

ADVISORS Haozhou Pu

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

There have been increasing concerns on the issue of concussion in the world of football. The concussion effects are becoming more evident as the players get older and the more technology grows. Because of this, we wanted to look into the knowledge level and attitudes about concussions. Our study looks at multiple college football players and what their knowledge level and attitudes are about concussions. We will measure this by conducting interviews and administering surveys based on "Rosenbaum Concussion Knowledge and Attitudes Survey (RoCKAS)". We also took aspects of the Planned Behavior Theory and related them to our findings. The Planned Behavior Theory looks at an individual's drive and motivation to engage in a specific behavior. Specifically, we are interested in seeing if the knowledge level or attitudes about football among college football players would play a part in their athletic performance.

Interference of the Inflammasome Via Interferon-Beta

School of Education and Health Sciences: Health and Sport Science

Poster - Honors Thesis

PRESENTERS Maddie Ann Sauer

ADVISORS Anne R Crecelius, Dr. Joel Schilling, M.D., Ph.D.

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

It is well established that macrophages, a classification of white blood cells, are the body's first line of defense against stressors such as bacterial and viral infections. The inflammatory response is adaptive and is the body's way of fighting anything that would be considered foreign, and therefore potentially dangerous to the human body. This project looks at metabolic diseases, such as obesity and type 2 diabetes mellitus (T2DM), and the pro-inflammatory phenotype. The pro-inflammatory phenotype is a physical manifestation of the molecular changes that take place due to the high fat environment associated with metabolic diseases. This inflammatory response has been associated with not only metabolic disorder, but also Alzheimer's Disease, atherosclerosis, autoinflammatory/ autoimmune diseases, gout, inhibited tissue repair and creation of tumors. This project aims to assess a specific protein called PPAR-Gamma that, when absent, has been shown to decrease this pro-inflammatory response. If the mechanism behind how this protein works to decrease the inflammatory response can be established, it could be used clinically to treat many of the inflammatory conditions. It is hypothesized that that in the absence of PPAR-Gamma a signaling molecule called IFN-Beta is increased, leading to the anti-inflammatory response. It is unknown how IFN-Beta and PPAR-Gamma are linked mechanistically. Through this research, we hope to establish the link between these two molecules. If this novel mechanism can be established, it can be used therapeutically to decrease the pro-inflammatory response.

The Effect of Quadriceps Strength on Abnormal Movement Patterns After ACL Reconstruction; A Systematic Review

School of Education and Health Sciences: Health and Sport Science

Poster - Honors Thesis

PRESENTERS Mark D Bugada

ADVISORS Anne R Crecelius, Mark Paterno, PT, PhD, MBA, SCS, ATC,

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

The current literature is replete with evidence of quadriceps femoris strength deficits after anterior cruciate ligament reconstruction (ACLR), but there is a lack of clear understanding about its relationship to movement patterns following ACLR. Elucidating the role of quadriceps strength relative to movement patterns is a vital step for improving the rehabilitation process. As a systematic review, this study aims to identify, assess, and synthesize the evidence regarding the relationship between quadriceps femoris strength and abnormal movement patterns in patients after ACLR. To achieve this, PubMed and EBSCOhost (SPORTDiscus) databases were searched to identify studies for this review based on the following eligibility criteria: 1) available in English, 2) human subjects following an ACLR, and 3) original research examining the relationship between quadriceps femoris strength and dynamic movement patterns. From these criteria, the reviewed articles were selected, data was extracted, and results were synthesized to draw conclusions. This study found that the majority of the literature on this topic shows that quadriceps strength is related to abnormal movement patterns, with increasing strength leading to increasing in performance or decreases in asymmetry. However, the results yielded variable outcomes for lower dynamic patterns, such as walking gait, and patterns where body positioning has a greater impact on the results, like the horizontal hop and Y-Balance tests. The results of this systematic review increases understanding on the information in present literature on how quadriceps femoris strength deficits after ACLR affect movement patterns following ACLR. Understanding this relationship is vital for clinicians to develop and improve rehabilitation protocols to increase success in patient outcome.

Assessing Adequate Caloric, Macronutrient, and Micronutrient Intake in College Athletes of Various Sports

School of Education and Health Sciences: Health and Sport Science

Poster - Independent Research

PRESENTERS Hannah M Boyer, Ashley Briana Marolo, Abby Louise Vichill

ADVISORS Diana Cuy Castellanos

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

Adequate micro- and macronutrient intakes are important for optimal athlete performance and recovery and decreased risk of

injury. However, research suggests collegiate athletes often have suboptimal intakes of calories and nutrients such as calcium, vitamin D and iron. The purpose of this study was to examine the actual dietary intake to estimated need of calories and micro- and macronutrients of collegiate athletes across different sports at a Division I private university. Athletes from football, cross country, volleyball and track competed a three-day food record and 7-day physical activity log. Resting metabolic rate was determined through indirect calorimetry using a Medgem. Caloric need for each athlete was determined by adding the resting metabolic rate, calculated METS from exercise training, and physical activity and thermic effect of food factors. Macronutrient need for each athlete was calculated using determined grams/kg +/-10% based on the sport and compared to the calculated calories to ensure appropriate macronutrient distribution. Lastly, micronutrient intake was compared to the RDA for gender and age. The information from each three-day food record was entered into the Nutrient Database System for Research to obtain measures of each athletes' calories and macro- and micronutrients consumed. Frequencies and Chi-square analyses were utilized to examine dietary adequacy across gender. Fourteen male and 8 female athletes participated in the study. All athletes were under the calculated need for carbohydrates with 31% not obtaining adequate fat and 36% under for protein. More than 50% were under the RDA for fiber, vitamin D and potassium. In terms of gender, girls were more likely than boys to be under for iron but over for fiber. In conclusion, nutrition education and careful dietary planning should be a focus within the college athletic arena to encourage adequate nutrient intake and optimal athletic performance.

Motivation Factors that Affect the Usage of the Recreation Facility by College Students

School of Education and Health Sciences: Health and Sport Science

Poster - Course Project, 201810 HSS 428 02

PRESENTERS Megan Rose Ellis, Kelly Ann Evers, Samantha Kaye Isidro, Jac Nicole Reamsnyder

ADVISORS Haozhou Pu

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

Studies have shown that this current generation of young adults is one of the least active when compared to other age groups. Most of these young adults are college-aged students with busy, stressful lives who cannot find the time to use recreation facilities. A main issue in research is that physical activity has declined and that there are surrounding factors that influence this. This study will focus on the primary motivation factors for physical activity participation in hopes of highlighting what motivate college-aged students to prioritize their health and fitness. A survey will be conducted and sent out to students who use the recreation facilities at the University of Dayton. Specifically, we will focus on measuring a variety of motivation factors, which includes social reasons, health benefits, weight management, self-confidence, competition, etc. The research findings will not only help us better understand the motivations behind the physical activity participation among UD students, it will also be beneficial to the UD Campus Recreation by allowing them to better satisfy the needs of their student clients.

ACL Reconstruction Graft Types and the Effects on Recovery Time in Young Adults

School of Education and Health Sciences: Health and Sport Science

Poster - Course Project, 201810 HSS 428 02

PRESENTERS Megan Marie Gusky, Chrissy Hannigan Marie Hannigan, Daniel Vincent Passafiume, Michael Louis Valenti

ADVISORS Haozhou Pu

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This study focuses on ACL Reconstruction Graft Types and The Effects on Recovery Time of Young Adults. There has been a large increase in ACL tears amongst both males and females recently and there are multiple different graft types that can be chosen from for repair. These options include autografts and allografts. Autografts consist of using a tendon from the patient's own body, which could include: a patellar tendon graft, a hamstring graft or a quadriceps graft. An allograft involves using a tendon that is taken from a source outside of the patient's own body. A cadaver is a common source for an allograft. The different graft types can result in different recovery times. Quantitative data is used to see the correlation between the graft the subjects chose and the overall recovery time. Therefore, students currently attending the University of Dayton will be informed about this study and asked to volunteer if they have previously torn their ACL and have had surgery to repair it. The goal of this research is to figure out which graft type used in ACL reconstruction surgery leads to the quickest recovery for both males and females. This study assesses why the subjects chose the particular graft that they did, what their experiences were during the rehabilitation process, how long it took them to recover from surgery and if they still have any problems with their knee currently.

The Effect of Music Tempo on Running Performance in College Students

School of Education and Health Sciences: Health and Sport Science

Poster - Course Project, 201810 HSS 428 02

PRESENTERS Christian Umberto Fay, Chelsea Renee Jones, Alexandra Nicole Malsch, Megan Estelle Murray

ADVISORS Haozhou Pu

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This research aims to determine a relationship between music tempo and running performance. It has been concluded that the presence of music correlates with lower rating of perceived exertion and more positive affect than the absence of music (Hutchinson, Karageorghis, & Jones, 2014). The findings of this study would be of interest to any college student interested in learning whether his or her music choice can improve running performance. Participants will complete three, one mile runs, each with a randomly

assigned condition. The conditions include listening to fast tempo music, slow tempo music, or no music. The pace of a fast-tempo song is measured at 200 beats per minute and the pace of a slow-tempo song is measured at 70 beats per minute (Edworthy & Waring, 2006). Athletic performance will be assessed by measuring mile time, rating of perceived exertion using the Borg scale, and post-workout heart rate. We hypothesize that the higher-tempo music will result in the participant to perform better on their running pace. The study is in progress and the findings will be reported at the symposium.

The Effect of Music on Running Pace, Heart Rate and Rating of Perceived Exertion (RPE)

School of Education and Health Sciences: Health and Sport Science

Poster - Course Project, 201810 HSS 428 02

PRESENTERS Alyssa Kathleen Boman, Mitchell Leonard Hester, Olivia Kathleen Lizanich, Megan Elizabeth Nemecek

ADVISORS Haozhou Pu

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

The purpose of this study is to investigate how music affects different exercise variables. The variables that are being compared are running pace, heart rate, and the rate of perceived exertion. These variables will be compared when the subjects listen to music and when they do not listen to music during exercise. The goal of this study is to find out if music has a profound effect on overall athletic performance. This investigation is important for people who currently exercise often, those who are looking to lose weight as well as those who are looking to begin exercise programs for the first time. By comparing the effect of listening to music to the effect of not listening to any music on running pace, RPE and heart rate, both the benefits and setbacks of running with or without music will be presented. This, in turn, will allow us to find improvements for exercise/training and ways to improve running pace while keeping RPE low. In order to carry out this investigation, 20 students will run ½ mile while listening to “Call on Me - Ryan Riback Remix” on one day and run ½ mile without any music on a different day. Their ½ mile times, heart rate and RPE will be recorded each day following the run. The data will be collected from college students and the results will be compared. Once the data is compiled and analyzed, it will either confirm or deny the hypothesis that music will have a positive effect on running pace, heart rate and rate of perceived exertion.

Assessing the Use of Cooking Demonstrations on Healthy Eating Barriers in City Bus Riders

School of Education and Health Sciences: Health and Sport Science

Stander Undergraduate Fellowship Awardee

Oral Presentation - Independent Research

PRESENTERS Julianne Marie Evans

ADVISORS Diana Cuy Castellanos

LOCATION, TIME Kennedy Union 211, 12:00-12:20

Previous studies suggest that food insecure persons experience barriers regarding produce preparation and consumption. These barriers include acceptability, accommodation, availability, accessibility, and affordability. Nutrition interventions have played a positive role in overcoming these barriers. The objective of this study was to determine the effectiveness of a cooking demonstration and recipe distribution intervention on five identified barriers at a fresh produce stand in an urban bus station. This was a quasi-experimental study. Cooking demonstrations and recipe distribution was provided over a four month period at the fresh produce stand. Bus riders who came to the demonstrations were provided a recipe and were asked to participate in a follow-up questionnaire. Consented participants were called one week after their visit and were asked to answer ten questions on the five barriers to preparing and consuming fresh produce. Additionally, open-ended follow-up questions were asked. Participants also indicated if they made the recipe. T-test and frequencies were utilized to identify barriers and compare means between participants who had and had not made recipes. A thematic analysis was completed on answers to open-ended questions. There was no significant difference between groups on the five barriers. Collectively, participants scored affordability lowest and availability highest. A common constraint for those who did not make the recipe was time. For those who did make the recipe, they indicated it was easy to follow. Continuing to develop appropriate interventions for identified barriers in convenient locations for participants is important to encourage fruit and vegetable consumption.

The Special Olympics and Globalization

School of Education and Health Sciences: Health and Sport Science

Oral Presentation - Course Project, 201810 HSS 354 H1

PRESENTERS Eric R Schutter

ADVISORS Haozhou Pu, Peter J Titlebaum

LOCATION, TIME Kennedy Union 207, 1:30-1:50

This presentation talks about the history of the Special Olympics and discusses who started the event, where it originated, and what was the motivation behind its foundation. From there, it moves into looking at what advancements the Special Olympics made in order to appear on a global stage and their relationship with the International Olympic Committee, or IOC. This will show how the Special Olympics' involvement with the IOC leads to international growth as they are, most likely, the biggest reason the Special Olympics is able to grow on a global scale. Next, the presentation will discuss how the Special Olympics interacts with local governments. Much like the Olympics, the Special Olympics requires facilities where their athletes can perform. Do these countries build new facilities or use preexisting ones? Also, why do these nations choose to host the Special Olympics? Do they do it for the money,

the association of helping those with disabilities, or something else entirely? Finally, the presentation will discuss how the Special Olympics interacts with its sponsors and stakeholders. It will look at how the Special Olympics came to partner with their sponsors and how they helped the organization reach a global audience. It will also discuss why some of these sponsors chose to partner with the Special Olympics, whether it be for public image or something else entirely. The presentation will conclude by discussing the Special Olympics' relationship with the media, how they are portrayed, and how they connect with the fans and consumers.

NFL Roster Analysis of the 2017-18 season, characteristics of NFL players from smaller schools.

School of Education and Health Sciences: Health and Sport Science
Oral Presentation - Independent Research

PRESENTERS Christian Alec Searles

ADVISORS Jon K Linderman, Peter J Titlebaum

LOCATION, TIME Kennedy Union 310, 2:40-3:00

The NFL is made up of the best players from all over the world, but mainly from top tier-collegiate programs. This study will examine the roster composition of the 32 NFL teams from the 2017-2018 season, focusing on 63 players identified as coming from smaller or lower-tier athletic programs players. Of these players, 53 are on the active roster and 10 are on the practice squad. This presentation examines the frequency of players by position from this uniquely identified population, as well as the physical characteristics of this population in comparison to NFP roster players from more traditional football schools.

The History of Physical Education-Activity, Sport, and Related Disciplines: Stories for the Ages and Lessons from the Legends of Memorable Moments, Events, Trends, Tales, Phenomena, and Famous Women and Men: Their Teams and Times - From the Marianists to the Moderns: Year 12

School of Education and Health Sciences: Health and Sport Science
Poster - Course Project, 201810 HSS 275 01

PRESENTERS Abdulla Jaseem Hasan Alhosani, Alexa Christine Amato, Tanner Rea Ayers, Samantha Lynn Bagdasarian, Marisa Miceli Banke, Ryan James Barnes, Mary Elizabeth Bayer, Aidan Bean, Christi Michelle Begeman, Austin Bergman, John Brown, John Thomas Brown, Kailee Ann Budicin, Mark D Bugada, Zachary John Burneka, Austin Waide Cline, Trina A Coleman, Isabelle M Connolly, Melanie Hope Craft, Julianna Lillian Curry, Audrey Lynn Eisenmann, Kelly Ann Evers, Kelly A Fitzgerald, Nolan Joseph Francis, Monica E Friedl, Lenny Michael Froehlich, Kate S Galfano, Lance Paul Gaspar, Megan Elizabeth Gerrity, Adam Joseph Goettmoeller, Troy Grabowski, Megan Irene Grace, Matt Mark Groeber, Kayla P Haberstich, Tate Joseph Hagan, Connor Anthony Hanson, Bauer Daniel Harris, Max Anderson Hawthorne, Nathan Thomas Helfferich, Kylie Renae Huesman, Brantley B Johnson, Quin George Kane, Mattea Kilstofte, Benjamin Klocke, Jessica Marie Koverman, Henry A Kuechly, Shane William Lefever, Justin T Longbrake, Reilly Alexandra Madsen, Keegan Michael McCafferty, Samantha Marie McDermott, Kevin Patrick McNamara, Alex George Medich, Jack Francis Monahan, Brandon Paul Moore, Josh Jacob Nixon, Tyler P Obear, Kayla Pariser, Lydia Christine Payton, Jamie Lynn Peterson, Tiaera Phillips, Sierra Bianca Pla, Sara Emily Robertson, Trent D Rothert, Alexandra A Rubin, Danielle Marie Ruffolo, Benjamin Nicholas Schmeusser, Brandon Michael Smith, Kelly Marie Sonnefeld, Christine E Szabo, Jake Edward Thomas, Alec N Trautman, Michael Joseph Turner, Samuel Tutu, Lauren Nicole Van Oss, Kyle Vassilo, Robert Joseph Wagner, Diandra A Walker, Jack Christopher Walsh, Marie Theresa Weckesser, Ellison Wenzinger, Tre Alexander Whittaker, Meghan E Wilke, Connor Redmon Wilson, Takahiro Yamada

ADVISORS George M DeMarco

LOCATION, TIME RecPlex Main Gym, 3:00-4:15

The purpose of these studies was to describe/interpret major events, trends, phenomena, and the lives and times of significant individuals in the history of sport and physical education-activity throughout the millennia. Interesting, inspirational, edifying, and enlightening, the stories told by the Teaching Assistants (N=11) and students (N= 60) of two (2) separate sections of the course HSS 275 - History of Physical Education/Activity and Sport – during the spring semester of 2018 speak powerfully to the transcendent nature of sport and physical activity across all generations, cultures, and topical interests. This year's project titles include: 1.The History of the Department of Health-Physical Education-Sport Science at UD: 1850-20182.John F. Kennedy's Influence on Physical Fitness and Sport: 1960-19633.The History of Women's Baseball4.The Life and Times of Rick Ankiel: A Comeback Story5.The Life and Times of Jim Spoerl: A Flyer ForeverThese original research projects utilized an array of primary and secondary sources, including interviews, personal narrative, documents, print media, photographs, artifacts, and vintage video to bring alive the past to teach anew life's lessons from the worlds of sport and physical activity to inform, inspire, enlighten, and edify attendees of the 2018 Stander Symposium.

The Effectiveness of a Personalized Peer Health Physical Education Program (PPHPEP) on the Health Related Physical Fitness, Diet, and Attitudes Toward Wellness of Students Enrolled In A University Personal-Community Health Course

School of Education and Health Sciences: Health and Sport Science
Poster - Course Project, 201810 HSS 117 01

PRESENTERS Christi Michelle Begeman, Zachary John Burneka, Lenny Michael Froehlich, Megan Elizabeth Gerrity, Troy Grabowski, Megan Irene Grace, Reilly Alexandra Madsen, Kevin Patrick McNamara, Alex George Medich, Michael Joseph Turner, Samuel Tutu, Ellison Wenzinger, Tre Alexander Whittaker

ADVISORS George M DeMarco

LOCATION, TIME RecPlex Main Gym, 3:00-4:15

The purpose of this major course research project was to determine the effectiveness of a Personalized Peer Health Physical Education Program (PPHPEP) on the cardiovascular endurance, muscular strength/endurance, flexibility, diet, and attitudes toward wellness of students enrolled in a university personal and community health course (N=11). In the spirit of pioneering exercise physiologist and researcher T.K. Cureton, who believed that the “true laboratories in physical education [were] the pools, playfields, gymnasiums . . .,” this study was field based and conducted primarily at the University of Dayton RecPlex. During the 2018 spring semester, students in one section of an undergraduate Personal Community Health course offered in the Department of Health and Sport Science exercised w/peers during 5 separate sessions. Team members participated in five (5) sessions conducted during class time and five (5) sessions conducted outside of class. Two of the (2) sessions included pre- and post-testing. All in exercise and testing sessions were conducted at the University's RecPlex. Data from Pre and Post Test Fitness Testing Sessions were analyzed and compared using descriptive statistics. Qualitative data from students' weekly Health Wellness Review Reflections (HWRR) were analyzed and compared to Insell-Roth (2016) Dimensions of Wellness Theoretical Framework to determine the effectiveness of the PPHPEP. Note: Data analysis for the PPHPEP is a Work in Progress (WIP)

Youth Sport Concussion Management

School of Education and Health Sciences: Health and Sport Science

Poster - Independent Research

PRESENTERS Dell James Stover

ADVISORS Corinne M Daprano

LOCATION, TIME RecPlex Main Gym, 3:00-4:15

Concussions have become one of the most talked about health concerns at all levels of sport in the past several years. While much of the attention on this issue has been directed at the sport of football and the National Football League (NFL) in particular there has been growing awareness in the sport community that the risks of concussions extend to head injuries in all sports. Yet, in a report compiled by the Institute of Medicine (IOM) and National Research Council (NRC) of the National Academies on concussions in youth sports, researchers argued that “...much remains unknown about the extent of concussions in youth; how to diagnose, manage, and prevent concussions; and the short- and long-term consequences of concussions as well as repetitive head impacts that do not result in concussion symptoms” (IOM Brief, 2013). Overall there has been an increase in the number of reported youth sport concussions over the last decade. “From 2001 to 2012, the rate of ED [emergency department] visits for sports and recreation-related injuries with a diagnosis or concussion or TBI [traumatic brain injury], alone or in combination with other injuries, more than doubled among children (age 19 or younger)” (Centers for Disease Control and Prevention, 2017). Some researchers surmise that this increase in concussion reporting may be the result of more education and greater awareness of the symptoms of concussion on the part of athletic trainers, athletes, parents, coaches and athletic administrators. The purpose/objectives of this study are: 1) to examine parent's knowledge and attitudes toward youth sport concussions; 2) to examine youth sport coaches knowledge and attitudes toward youth sport concussions; 3) to compare and contrast the knowledge and attitudes of parents and youth soccer coaches; and, 4) to provide recommendations regarding parental and youth sport concussion management education.

The Effects of Oral Rehydration Solutions (Sports Drinks) on Strength, Speed, and Endurance - A Field Study

School of Education and Health Sciences: Health and Sport Science

Poster - Honors Thesis

PRESENTERS Andrea Lynn Wisniewski

ADVISORS Jon K Linderman

LOCATION, TIME RecPlex Main Gym, 3:00-4:15

This project will study the effects of orally consumed sports drinks on physical performance on field-based tests. Dehydration happens quickly during intense exercise in hot, humid environments. Mild dehydration, noticed by a 2% drop in body weight, can cause a decrease in performance. Intense dehydration, a 10% drop in body weight, causes death. Because athletes and military personnel experience dehydration on a regular basis, having a better understanding of the best sports drinks will lead to better rehydrating programs and potentially save lives. Most sports drinks contain carbohydrates and ions to refuel the body after it burns through its endogenous stores. Gatorade, the most popular commercially available drink, is mostly table sugar, salt, and potassium. This study will into how if CeraSport can prevent dehydration better than Gatorade. CeraSport is not commercially available and uses rice-sugar instead of table sugar. By putting athletic, college-aged men through a series of field tests over three consecutive weekends and feeding them just an ion drink with no sugar, Gatorade, and CeraSport, will help demonstrate if there is a difference in performance. After a 12-hour fast, all participants will be given a standardized breakfast then will run for 90 minutes with a 40-pound pack, do sets of push-ups, a 40-yard dash, vertical leap and finally, run a mile. During this, weight, and urine output will be measured. Each weekend the participants will be given a different drink and who receives what will be randomized throughout the trials. To make sure all participants are fit enough to complete the protocol, they will be pre-screened with a body-fat percentage measured and endurance test.

Development of an Evidence-Based Strength Training Program for Individuals with Dementia Participating in Adult Day Services

School of Education and Health Sciences: Physical Therapy
Poster - Honors Thesis

PRESENTERS Jaclyn Helen Franz

ADVISORS Kurt J Jackson

LOCATION, TIME RecPlex Main Gym, 3:00-4:15

Falling and loss of mobility present serious risks for elderly adults, especially those with cognitive impairments such as dementia. These risks are shown to be significantly reduced when elderly adults participate in exercises focusing on strength and balance of sufficient intensity. Despite these potential benefits, many adult day programs do not incorporate exercise in a systematic and progressive fashion to achieve desirable improvements in function. The purpose of this project was to develop an evidence-based exercise program, later titled Simply Strong, for reducing fall risk and improving mobility in elderly adults with dementia participating in Goodwill Easter Seals adult day services. An extensive literature review of current research into the implementation and resulting outcomes of exercise for older adults with dementia was conducted. A supplementary survey of Goodwill Easter Seals program managers regarding barriers and needs was conducted. Barriers to providing such a program were identified through the survey and addressed in the creation of the program so that this program, Simply Strong, and other programs of a similar nature, have an increased likelihood of being utilized long-term. Based on the current literature, an evidence-based training program, titled Simply Strong, was developed to meet the needs of older adults with dementia and through the results of the staff survey was specifically tailored for individuals with dementia at Goodwill Easter Seals Adult Day Service. Staff members of Goodwill Easter Seals were instructed in providing the program so that the program remained self-sustaining after the conclusion of this project. Additionally, a training manual, an accompanying video, and an equipment cart to assist in the implementation of the program was fabricated and then donated to two Goodwill Easter Seals locations.

Factors that Affect Students in an Urban Educational Setting

School of Education and Health Sciences: Teacher Education
Poster - Course Project, 201810 EDT 110 H1

PRESENTERS Jack M Dalton, Natalie Grace Kremer, Brittany K Mason, Grace C Takacs

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This presentation explores how factors such as grade retention, food insecurity, drug use, and the school-to-prison pipeline affect students in an urban educational setting.

The Integration of Spirituality, Movement, and Cursive to Enhance Learning

School of Education and Health Sciences: Teacher Education
Poster - Course Project, 201810 EDT 110 H1

PRESENTERS Emma Grace Geckle, Carolyn M Karutz, Jennifer Anne Malashevitz

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This presentation will examine spirituality, movement, and cursive writing in the classroom and its effects on the learning environment. Benefits and consequences of each classroom initiative that influences learning will be reviewed. The findings in this study could influence instruction in K-12 education.

Parental Involvement and External Factors that Influence Academic Success

School of Education and Health Sciences: Teacher Education
Poster - Course Project, 201810 EDT 110 H1

PRESENTERS Erin Marie Colbert, Claire N Evans, Megan Jane Stefan

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This presentation explores how student success is affected by parental involvement, and addresses external factors such as single-parent households and cultural backgrounds.

It's Time to Take a Second Look

School of Education and Health Sciences: Teacher Education
Poster - Course Project, 201810 EDT 110 H1

PRESENTERS Megan McCarren, Karl L Rimelspach

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This presentation will examine the structure of the school day. Specifically, we will examine the effects of school start time on students, as well as the presence of having a lunch hour. The positives and negatives of both sides will be looked at in order to determine how to structure the best possible school day for students.

The Effectiveness of Standardized Testing as an Analytical Tool for Various Purposes

School of Education and Health Sciences: Teacher Education

Poster - Course Project, 201810 EDT 110 H1

PRESENTERS Gregory James Duchak, Kathleen C Gross, Logan M. Symons

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This project analyzes the relative strengths and weaknesses of standardized testing as a tool to analyze student achievement and success. The effectiveness of standardized testing in the sectors of merit pay, college admissions and intelligence levels will be discussed, as well as the effectiveness of standardized testing in general.

Educating ELLs Beyond the Regular Classroom

School of Education and Health Sciences: Teacher Education

Poster - Course Project, 201780 EDT 340 H1

PRESENTERS Michaela Michaela Rogan

ADVISORS Rachel M B Collopy

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

Currently, there are around five million ELLs in the public school system of the United States. To be successful, many English Language Learners (ELLs) may need additional opportunities for instruction outside of the regular school day. After observing at El Puente, an after-school program for ELLs, I wanted to learn more about what makes the programs effective for ELLs. I conducted a review of the research literature to determine which strategies make the after-school programs for ELLs successful. In order to effectively support ELLs after-school, the programs need to utilize the student's primary language, engage the parents/families in the process, have the instructors collaborate, allow time to practice what is taught, conduct the after-school session at a school but in an informal environment, and create unique ways of learning.

Promoting Academic Achievement and Intrinsic Motivation in Mathematically Gifted Elementary Students

School of Education and Health Sciences: Teacher Education

Poster - Course Project, 201780 EDT 340 H1

PRESENTERS Sarah Elizabeth Rolfsen

ADVISORS Rachel M B Collopy

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

Most often, the mathematically gifted student is the most neglected in an elementary classroom. Though there is very little available research on this topic, this paper will explore the available structures, programs, and strategies aimed to support mathematically gifted elementary students in both academic achievement and intrinsic motivation. Through analyzing studies involving structures such as the cluster model, distance learning, and the pull-out method, and programs such as Accelerated Math, Project M2, and Project M3, specific strategies that seem to be a common theme are identified. These strategies should be implemented in classrooms to cater to these gifted students; for they have proven positive effects on academic achievement, and often times, motivation. Though more research must be done on this topic, there seems to be a strong potential for using these structures, programs, and strategies to promote mathematical achievement among young gifted students.

Implicit Bias

School of Education and Health Sciences: Teacher Education

Poster - Course Project

PRESENTERS Samantha Amanda Mack

ADVISORS Rachel M B Collopy

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This poster presentation works to define implicit bias, provide strategies of dismantling these assumptions in the classroom setting, and connecting it to the experience of English Language Learners (ELLs) and ELLs with Individualized Education Programs (IEPs). There is a personal connection as I identified my own implicit bias towards disabilities, and these statistics were used to help explain the way in which we can create change for the future generation, our students. Many techniques relate to personal awareness, curriculum contexts, and the importance of understanding and identifying implicit bias in ourselves. Though becoming educated on implicit biases is the first step in creating a change in our behaviors, motivation is also a significant factor. Once motivated, the strategies incorporated into this literature review work as tools to promote an open-minded and culturally aware classroom.

Positive Behavior Intervention and Support

School of Education and Health Sciences: Teacher Education
 Poster - Course Project, 201780 EDT 340 H1

PRESENTERS Mary Eileen Schultz
ADVISORS Rachel M B Collopy
LOCATION, TIME RecPlex Main Gym, 9:00-10:15

Behavioral issues or lack of social skills can be a huge distraction to one's learning or daily life. All teachers should have a technique to not only handle but change challenging behaviors. One strategy that can be used is positive behavior intervention and support (PBIS) is an intervention used mainly with people who experience challenging behaviors. In this review of the research literature, I pursue the question what context does PBIS work most effectively in. It can be used on an individual or class wide level, offering different levels of support based on student's needs. It helps to teach self regulation and the use of appropriate behaviors. On a class wide level, it can help students with mild to severe behavior problems or those who lack social skills. PBIS tends to sustain positive outcomes over time, except in small group instruction set in a class wide intervention.

The Importance of Technology in the Classroom for English Language Learners

School of Education and Health Sciences: Teacher Education
 Poster - Course Project, 201780 EDT 340 H1

PRESENTERS Brittany Nicole Resar
ADVISORS Rachel M B Collopy
LOCATION, TIME RecPlex Main Gym, 9:00-10:15

There are various forms of technology that can benefit English Language Learners' (ELLs) success in the classroom. This literature review explores three forms of technology: interactive white boards, iPads, and computer technology and how these forms of technology can impact ELL students in the classroom. Interactive white boards can be used to provide images and videos to help ELLs learn vocabulary terms, as well as giving the entire class the same opportunity to engage with technology. When ELLs use iPads, they can work at their own pace and use a variety of features on the iPad to support their learning, such as a translator. Computer technology supplements the learning of ELLs because of a wide range of available software and computer programs. The ability to use technology to advance learning also provides motivation and new experiences for the students to keep them engaged. However, teachers must ensure that the technology is enhancing the learning of the ELL students. Some issues that teachers might face include a lack of resources, difficulty incorporating the technology into the curriculum, and language barriers when students try to understand instructions while using the technology.

Identifying and Responding to Mental Health in Schools and the Effects on Student Achievement

School of Education and Health Sciences: Teacher Education
 Poster - Course Project, 201810 EDT 110 H1

PRESENTERS Jordan K Bailes, Allison N Karrenbauer, Meghan Mae McDonald
ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch
LOCATION, TIME RecPlex Main Gym, 9:00-10:15

With an increasing awareness of mental health issue in students, identification of the effects on student achievement and social life are important to success. Schools are beginning to question their role in identifying and helping students reach their full potential. Furthermore, research shows that stress and test anxiety affect all aspects of schools and it is the school's responsibility to address these issues.

Dress Code Inside and Outside of the Classroom

School of Education and Health Sciences: Teacher Education
 Poster - Course Project, 201810 EDT 110 H1

PRESENTERS Caroline G Fahey, Jordan Lee Trenkamp
ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch
LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This presentation will analyze dress code effects of academics, influence of the surrounding environment, and the argument for each position on the policy. Clothes are often a form of self-expression that help describe a person's personality and culture. This presentation will explore reasons for dress code policies and conditions people feel a dress code is unreasonable and why.

Mentoring Strategies for the Support of High School Students Experiencing Anxiety and Depression: A Case-Study of Two Catholic High Schools

School of Education and Health Sciences: Teacher Education
 Poster - Honors Thesis

PRESENTERS Karin Elaine Forsthoefel

ADVISORS Mary Catherine Sableski

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

There is a high prevalence of anxiety and depressive related disorders among adolescents ages 13-18 in the United States, and these statistics do not include the undiagnosed experiences of anxiety and depression that are typical during adolescence. This case study examines the supports provided for students experiencing anxiety and depression in two Catholic high schools. The aims of the study were to collect a list of strategies and interventions being used in Catholic high schools to address the needs of high school students experiencing anxiety and depression, and to investigate the use of mentoring opportunities through which teacher-student relationships can be developed. Faculty and staff members were surveyed and interviewed to gather specific information about strategies and mentoring opportunities employed. Themes among the data include the teacher roles of seeking knowledge, collaborating with parents and staff, modeling healthy coping strategies, and creating supportive environments to foster student openness.

Support and Opposition to the Integration of Technology in the Classroom

School of Education and Health Sciences: Teacher Education

Poster - Course Project, 201810 EDT 110 H1

PRESENTERS Nicholas Mark Bennett, Madison L Borchers, Greta E Drager, Samuel J Enderby

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

As technology continues to become more prevalent in our everyday lives, it is also growing increasingly popular in the world of education. This presentation will focus on the advantages and disadvantages of incorporating technology into classrooms, with a special emphasis on its role in student engagement.

Exploring Issues Pertaining to Bilingual Education

School of Education and Health Sciences: Teacher Education

Poster - Course Project, 201810 EDT 110 H1

PRESENTERS Natalie Elizabeth Blank, Taylor Lou Flight

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

This presentation will discuss the tactics and overall benefits of bilingual and immersive education. In addition, cost and accessibility of these types of programs will be discussed.

The Impact of Visual Aids for English Language Learners

School of Education and Health Sciences: Teacher Education

Poster - Course Project, 201780 EDT 340 H1

PRESENTERS Sarah Mary Scoville

ADVISORS Rachel M B Collopy

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

English Language Learners have a unique set of learning needs and learning challenges. This review of the research literature explores addressing those needs by using visual aids. The guiding research question is how do the various types of visual aids influence English Language Learners? Visual aids can come in numerous forms and be used for all ages. Visual aids help students by scaffolding and encouraging increase in self-esteem. Students perform better when using visual aids and overall benefit from them personally and academically.

Reading and Vocabulary Strategies for Students with Learning Disabilities

School of Education and Health Sciences: Teacher Education

Poster - Course Project, 201780 EDT 340 H1

PRESENTERS Claire Elizabeth Grabowski

ADVISORS Rachel M B Collopy

LOCATION, TIME RecPlex Main Gym, 9:00-10:15

Literacy skills affect every other subject, making literacy skills crucial to success in school. Educators need to know what factors contribute to the success of reading and vocabulary strategy for students with learning disabilities. My analysis of the research literature found many effective strategies incorporate four common factors: regularly checking understanding, being easily individualized, asking clarifying questions, and providing the student with a study buddy or study group.

Building Historical Literacies in Secondary School Students (1 of 2)

School of Education and Health Sciences: Teacher Education

Panel Discussion - Course Project, 201810 EDT 323 01

PRESENTERS Stephen Bucior, Lexie Marie Danch, Ben Peter Gauthier, Jalyn Gilbert, Shaylynn Aire'On Hespeth, Ciaran A Minch, Patrick Andrew Munhall, Elizabeth Ann Randall

ADVISORS John J White

LOCATION, TIME Kennedy Union Torch Lounge, 1:00-2:00

Our panel presentation will demonstrate strategies to increase historical literacy in a secondary school history classroom. We will illustrate the difference between historical knowledge and historical literacy by presenting our research on methods of teaching designed to increase historical thinking skills. Several practices that teachers should employ to teach students how to analyze historical texts using historical literacy methods will be discussed, including sourcing, close reading, corroboration, and contextualization. Having read deeply into the historiography of the Irish Famine, and after examining the famine curricula in New York and New Jersey, we will discuss how sources such as memoirs, folklore, newspaper, and government documents provide valuable insight into the heuristics that historians use when constructing a historical narrative. High school students should begin to understand and develop these heuristics after a thorough examination of the primary and secondary sources used throughout school texts and curricula facilitated by critical discussion and guidance from the teacher; we will specifically target the epistemic stance and cognitive meta-concepts used by historians.

Building Historical Literacies in Secondary School Students (2 of 2)

School of Education and Health Sciences: Teacher Education

Panel Discussion - Course Project, 201810 EDT 323 01

PRESENTERS Macey Nicole Berkley, Kelly Michelle Conkel, Allie Lana Kenne, Marcus Anthony Lajeunesse, Laura Marie Nobel, Hannah Margaret Peterson, Dylan H Schirmer

ADVISORS John J White

LOCATION, TIME Kennedy Union Torch Lounge, 2:00-3:00

Our panel presentation will demonstrate strategies to increase historical literacy in a secondary school history classroom. We will illustrate the difference between historical knowledge and historical literacy by presenting our research on methods of teaching designed to increase historical thinking skills. Several practices that teachers should employ to teach students how to analyze historical texts using historical literacy methods will be discussed, including sourcing, close reading, corroboration, and contextualization. Having read deeply into the historiography of the Irish Famine, and after examining the famine curricula in New York and New Jersey, we will discuss how sources such as memoirs, folklore, newspaper, and government documents provide valuable insight into the heuristics that historians use when constructing a historical narrative. High school students should begin to understand and develop these heuristics after a thorough examination of the primary and secondary sources used throughout school texts and curricula facilitated by critical discussion and guidance from the teacher; we will specifically target the epistemic stance and cognitive meta-concepts used by historians.