

Director's Welcome Message

Welcome to the Graduate Research Symposium at Stockton University. Today, we celebrate the journey and accomplishments of our graduate students who have engaged in research within the past year. Designing and conducting research can be a challenging and rewarding part of this academic journey and tonight signifies the culmination of one's empirical quest and capstone experience. I must acknowledge that this research could not have been possible without the dedicated assistance of faculty mentors who have shared their own passion, curiosity, and knowledge with these distinguished scholars.

The Spring 2018 presenters include students from nine distinct programs: American Studies, Business Administration, Communication Disorders, Criminal Justice, Data Science and Strategic Analytics, Education, Instructional Technology, Occupational Therapy and Physical Therapy. Their projects signify their commitments to practitioner-based research, academic excellence, and are comprised in the oral and poster presentations listed within this booklet. We celebrate the diversity, innovativeness of the research presented this evening, and promote interdisciplinary research conversations among the campus community.

We honor Stockton University's commitment to the research projects presented here tonight. To facilitate the communities' commitment to graduate research each presenter is wearing a nametag along with a royal blue ribbon. Each additional ribbon is also significant and honors:

Graduate Program Directors	black ribbon
Research Advisor	white ribbon
Distinguished Graduate Research Fellowship	red ribbon
Graduate Student Council funding	yellow ribbon

Tonight, we will be presenting an award to the winner and runner-up of a faculty inspired research competition. Faculty from each program will view and score each of tonight's presentations a winner and runner-up will be announced at the end of the evening.

We are proud of the presenters. We are grateful to all who contributed to the success of this event: our graduate student presenters, dedicated alumni, faculty advisors, program directors, program faculty, deans, staff, friends, family, and all of our special guests. We encourage you to attend the sessions, view the posters, and ask these remarkable scholars about their personal journey.

Best regards,



AmyBeth Glass, Ed.D.
Director of Graduate Studies

Graduate Research Symposium

Campus Center, April 25, 2018

-AGENDA-

6:00 p.m. – 6:15 p.m.	Welcoming Remarks	Campus Center Event Room
6:15 p.m. – 6:45 p.m.	Poster Session	Campus Center Event Room

Doctor of Physical Therapy

Master of Arts in American Studies (CC-M5)

Master of Arts in Criminal Justice

Master of Arts in Education

Master of Arts in Instructional Technology

Master of Business Administration

Master of Science in Communication Disorders

Master of Science in Data Science & Strategic Analytics

Master of Science in Occupational Therapy

6:45 p.m. – 7:00 p.m.	Announcement of Awards	Campus Center Event Room
-----------------------	------------------------	-----------------------------

The names in this program are those of graduate student presenters as of April 9, 2018.

-Presentations-

Doctor of Physical Therapy

Shannon Adams, Emily Della Fave, Andrea Olsen, & Adelina Redzepi

Advisor: Dr. Mary Lou Galantino | **Poster Number:** 1

Title: Namaste Away from Experiencing Hot Flashes

Many women begin to suffer from depression and anxiety during and after menopause due to the persistent side effects and a perceived sense of forfeiture from youth and maternal purpose. Many women are turning towards yoga to incorporate breathing techniques, meditation, and postural positions to decrease pain, anxiety, and fatigue while improving quality of life.

The purpose of this research was to determine if yoga is more effective at improving quality of life in postmenopausal women compared to therapeutic exercise. A literature search was performed using the databases Pubmed, Cinahl, and Medline Plus. Two systematic reviews were found in addition to randomized controlled trials, pilot studies, and two mixed-method studies.

The population of this study was defined as peri-menopausal, menopausal, or postmenopausal women ages 40-65 experiencing menopausal symptoms. There was evidence that both yoga and exercise decreased levels of follicle-stimulating hormone and luteinizing hormone compared to no-activity controls, in which participants had increased cortisol levels. When women participated in 8 weekly 90-minute yoga sessions, they were more likely to adhere to a yoga regiment, and most studies found there to be no serious adverse effects. In conclusion, Yoga decreased menopausal symptoms, stress levels, depression symptoms, and increased quality of life.

Samantha Adornetto, Becky Frandza, Devan Gallucci, & Colleen Wills

Advisor: Dr. Mary Lou Galantino | **Poster Number:** 2

Title: Tai Chi Versus Traditional Exercise Training for Improvement of Balance in Parkinson's Disease

This study examined the effectiveness of Tai Chi compared to traditional exercise training on balance improvements in individuals with Parkinson's Disease (PD). Based on a review of the literature, it was determined that Tai Chi was superior in improving balance, decreasing the risk of falls and reported fear of falling compared to exercise training in patients with PD. Results for other motor outcomes were found to be mixed or inconclusive. Further research is needed to explore the integration of Tai Chi in rehabilitation programs for patients living with PD.

Rachelbeth Brignola and Cassandra Hrusko

Advisor: Dr. Mary Lou Galantino | **Poster Number:** 3

Title: Hippotherapy and Child with Cerebral Palsy

This study determined the effectiveness of hippotherapy on function in children with cerebral palsy (CP), while investigating what type of CP and which aspect of function is most enhanced. CP is a group of non-progressive, permanent brain disorders that can occur during fetal development or the birthing process. Hippotherapy is a unique mode of therapy that engages the child both physically and psychologically and is used as a tool to influence improvements in the child's posture, coordination, balance, strength, and sensorimotor systems. A trained healthcare professional controls the horse while guiding the child's posture and movement. Hippotherapy provides a dynamic support base for participants making it a method for improving trunk strength, control and balance. The literature supports the use of hippotherapy as an adjunctive treatment for children with CP. Further research and higher levels of evidence are needed to reach definitive conclusions about the effectiveness of hippotherapy.

**Julia Guerrero, Jamie Krasner, Kim Molnar, Shelby Petrella,
& Diana Williamson**

Advisor: Dr. Mary Lou Galantino | **Poster Number:** 4

Title: Don't Fear! Yoga & Exercise Reduces Falling

Fear of falling (FOF) has been identified as a psychological component that contributes to high fall risk in older adults. Research papers investigating the effects of two interventions, traditional physical therapy exercise and yoga, on the FOF in older adults were analyzed. Yoga was shown to improve balance and decrease FOF in adults over the age of 60. Traditional exercise was found to improve balance, strength, and coordination, but it was not as effective at reducing the FOF.

**William Davis, Carleigh Gallardo, Justin Hanus, Michael Messina,
Stephen Pavoni, & Brandon Woolley**

Advisor: Dr. Mary Lou Galantino | **Poster Number:** 5

Title: Mind Your Business (& Your Health!): Relax, Be Mindful, & Lower Your Blood Pressure

Hypertension is the leading cause of cardiovascular diseases and death in the world, posing a serious challenge to our healthcare system. Standard treatment for hypertension includes pharmacological interventions and lifestyle changes, most notably in dietary habits and exercise routines. Barriers to standard care include a lack of access to optimal healthcare alongside socio-economic implications. We identified mindfulness meditation (MM) techniques as both a beneficial and accessible adjunctive therapy to standard pharmacological management of hypertension. Our review found that MM can be effective and easily adopted in the clinic. MM serves as an affordable and attainable adjunct to contemporary hypertension treatment, which is an important notion to consider for public health awareness. Further research is needed to explore the long-term effects and sustainability of mindfulness techniques for blood pressure management.

Adam Popowitz, *Distinguished Research Fellowship Recipient*

Advisor: Dr. Lauren Del Rossi, Dr. Mary Lou Galantino,

& Dr. Patricia McGinnis | **Poster Number: 6**

Title: Providing Care that Transcends Language and Culture: Attitudes Toward Interprofessional Health Care Teams in Colombia, South America

This study examined attitudes of students within a school of health sciences toward interprofessional health care teams prior to and after completion of a one week clinical and didactic interprofessional experience in Colombia, South America. This experience permitted students from various healthcare disciplines to interact with professionals and students from multiple disciplines who had different cultural values and linguistic characteristics. This collaboration occurred with patients/clients with a different culture and primary language while promoting IPE emphasizing the core competencies of values/ethics, communication, professional roles and responsibilities, and teamwork within a culturally diverse environment. IPE is an integral part of accreditation standards for health professional programs. Methods: Quantitative data collection consisted of the modified Attitudes Toward Interprofessional Health Care Teams Scale. Qualitative data were collected regarding the best and most challenging components of the interprofessional experiences, the impact of cultural differences, the benefits and challenges of interacting with others with a different primary language, and strategy related to body language and nonverbal communication utilized to assist student goals. Results: SPSS 24.0 was used for descriptive statistics and Wilcoxon Signed Rank testing analysis of pre/post survey data. Thirty participants (25 females, 5 males) with age range 19-35 years old participated. There was significant difference with improved attitudes toward health care teams ($p < 0.001$). In conclusion, IPE experiences in teams promote improved attitudes toward interprofessional teams and optimal interdisciplinary care.

Master of Arts in American Studies

Jessica Brown

Advisor: Dr. Robert Gregg | **Campus Center Meeting Room:** 5

Title: “...aim at nothing short of covering the islands...” The 1820 Boston Missions Trip to Hawai‘i and American Settler Colonialism

On April 14th, 1820, missionaries from Boston, supported by the Foreign Missions School in Connecticut and the American Board of Foreign Missions, were given permission by the King Liholiho to land in Kailua, Oahu, after a harrowing 164 day voyage. Though the goal of this mission was to save the souls of the “savage” Hawaiian, the missionaries unintentionally became an untainted example of American settler colonialism. Using settler colonialism theory, this case study aims to demonstrate that these missionaries were a settler colonial entity that paved the way for the United States to absorb Hawai‘i into its sphere of influence.

Brianna Cardinale-DeCicco

Advisor: Dr. Jennifer Forestal | **Campus Center Meeting Room:** 5

Title: Loki in the Queer: An American Cultural Phenomenon of Marvel Madness

Since 2008, Marvel Superhero films have become an American cultural phenomenon—something that is uniquely American. Marvel characters predate the twentieth and twenty-first centuries. One, in particular, appears first in ancient Scandinavian and Norse mythologies, and whose characterization as trickster figure, shapeshifter, and all together queer body pervades American gothic literature: Loki, the God of Mischief. He is the quintessential trickster figure and shapeshifter in literature and has since transcended ancient mythology, spatially and temporally, finding his place in the Marvel Universe—in film and comic book—where he can be located in many forms. As an unfixed figure, Loki and his narrative have re-emerged into the American superhero genre, which has become a (disrupted) mythology in its own right.

Thomas Kluxen

Advisor: Dr. Thomas Kinsella | **Campus Center Meeting Room:** 5

Title: Underfunded, Underutilized, and Underorganized: Final Reflections on South Jersey Historical Preservation

Using Batsto Historical Village as an exemplar, this presentation offers a critical perspective on current conditions affecting the operational success of state-operated historical sites.

Courtney Stewart

Advisor: : Dr. Robert Gregg | **Campus Center Meeting Room:** 5

Title: Researching Richard Stockton: the Name & Beyond

The purpose of this research project was to gather information on Richard Stockton, his family, and the legacy left behind in order to explore the connection to Stockton University. By examining tax and census records, correspondence, wills, and various other materials, we are able to gain a better understanding of the Stockton family and what that means, if anything, for the University.

Master of Arts in Criminal Justice

Jillian Kutner

Advisor: Dr. Christine Tartaro | **Poster Number:** 7

Title: Utilizing Medication-Assisted Treatment for Justice Involved Individuals: An Evaluation

Since people in jail are temporarily removed from their usual environments, incarceration provides inmates with an opportunity to work on dealing with their drug dependence issues. Some jails provide drug treatment services to inmates, with one such form of treatment being medication-assisted treatment (MAT) or opioid maintenance therapy. A county jail in New Jersey has recently partnered with a local drug treatment group to provide medication-assisted treatment to opioid-addicted individuals. The researchers' long-term goal is to conduct an impact evaluation of the medication-assisted treatment program, but this project is still ongoing. This showcase will describe this project's methodology, detail some of the process evaluation results as of now, and describe the plan for the outcome evaluation.

Master of Arts in Education

Helmer Acevedo-Reyes

Advisor: Dr. Kimberly Lebak | **Poster Number:** 8

Title: Implementing Classroom Management Plans to Increase Engagement in an Urban World Language Classroom

This action research project aimed to increase students' engagement in a World Language fifth grade classroom through the implementation of classroom management plans. The project was divided into two management plans using a token economy and class dojo points. This project relied heavily in the collection of data acquired throughout the implementation period of the action plan. Data was obtained through multiple sources: videos, reflective logs, anecdotal notes, World Language class participation rubric (implemented before the beginning of this project), anecdotal notes, number of tickets distributed, class dojo points, engagement checklist, and student survey. The results showed that the students' engagement improved with the implementation of the token economy, as well as with the class dojo points. Three themes emerged: Interrupted implementation, Teacher proximity impacts student participation, and teacher organization affects student engagement.

Lori Basile

Advisor: Dr. Priti Haria | **Poster Number:** 9

Title: Collaborative Process: The Art of Professional Courtship

This paper explores the collaborative process between two teachers - a Social Studies General Education teacher and a Special Education teacher. The purpose of this research is to examine the collaborative process and its impact on students and on the professional partnership. The participants included two female teachers, both between the ages of forty and forty-seven. The collaborative teaching occurred in an eighth grade Social Studies class with sixteen students. The collaborative process involved increased communication between the general education teacher and special education teacher, increased time spent together both in and out of school, and a more equitable division of content responsibilities. The researcher collected and analyzed qualitative measures such as reflection logs, videos, interviews, and surveys and quantitative data such as pre and post test scores and student artifacts. The data showed increased student engagement, improved student performance, and improved collaboration at the instructional and planning level.

Jennifer Builes

Advisor: Dr. Kimberly Lebak | **Poster Number:** 10

Title: The Effects of Class Dojo on Classroom Behaviors

In this project, a classroom management program, Class Dojo, was implemented in one second grade classroom. Class Dojo was used when students were exhibiting positive and negative behaviors throughout the school day. The focus was to

observe the effect of Class Dojo on students' behaviors, which would be to assist in the decrease of their negative behaviors. For this research project, the researcher observed 21 second grade students for 15 weeks. Data collected included Class Dojo spreadsheets, classroom videos, student surveys, and my electronic journals. Based on the results, through the observations and data collected, it indicated that the students increased their positive behaviors and decreased their negative behaviors.

Cynthia Calderon

Advisor: Dr. Priti Haria | **Poster Number:** 11

Title: Instructing At-Risk Youth to Self-Monitor Academic Goals within an Alternative High School

In this project, a classroom management program, Class Dojo, was implemented in one second grade classroom. Class Dojo was used when students were exhibiting positive and negative behaviors throughout the school day. The focus was to observe the effect of Class Dojo on students' behaviors, which would be to assist in the decrease of their negative behaviors. For this research project, the researcher observed 21 second grade students for 15 weeks. Data collected included Class Dojo spreadsheets, classroom videos, student surveys, and my electronic journals. Based on the results, through the observations and data collected, it indicated that the students increased their positive behaviors and decreased their negative behaviors.

Allison Cook

Advisor: Dr. Kimberly Lebak | **Poster Number:** 12

Title: How the Implementation of Informal Formative Assessment in the Middle of Instruction Allows for Opportunities to Adapt Instruction

This study examined how teachers could implement and use their students' formative assessments to adapt instruction to meet the needs of learners. In total, eight students in a fourth grade classroom participated in a wide variety of self assessments and formative assessments during this study. Exit tickets, signaling, and surveys are examples of the assessments which were used to adapt instruction to meet the needs of the learners. Students through this process were challenged to complete assessments that they were unfamiliar with; which in turn allowed their self assessment abilities to evolve. By analyzing student artifacts, videos, and reflections the findings were clear; by using students' honest assessments, teachers are able to alter the original plan of instruction to aid students in better understanding objectives and produce positive outcomes.

Sarah Dickey

Advisor: Dr. Priti Haria | **Poster Number:** 13

Title: Explicit Vocabulary Instruction and Extension Activities Used to Increase Preschoolers' Expressive and Receptive Vocabulary Knowledge

The purpose of this study was to investigate whether dedicating valuable classroom time to explicitly teaching vocabulary words, including using extension activities,

made an impactful difference in students' knowledge of selected tier II words. Participants were fifteen preschool children, aged four to five years old, enrolled in a public preschool program in an urban section of Southern NJ. The researcher was the students' teacher, a certified teacher in the state of New Jersey, with four years teaching experience. The researcher explicitly taught the new vocabulary during read-aloud, led the children through an extension strategy to further reinforce the vocabulary word, and then re-tested after eight weeks. Pre- and post-test vocabulary assessment data, reflective logs, and video recordings were analyzed and results indicated that after receiving explicit vocabulary instruction and extension activities, students improved their expressive and receptive vocabulary skills.

Dan Dreher

Advisor: Dr. Priti Haria | **Poster Number:** 14

Title: Analyze & Summarize Historical Texts: To Improve Reading Comprehension of High School Students

In a resource-level World History classroom, high school students were struggling to effectively answer questions based on reading passages. The purpose of this research was to explicitly teach analytical and summarizing skills to improve comprehension of historical texts. The teacher focused on the following three criteria: a) accuracy; b) relevance; and c) significance over a period of eight weeks in order for students to critically analyze the historical text. The components of explicit instruction involved building background knowledge, explaining, implementing teacher-led and student-led models, introducing guided practice, and assigning independent practice. The students were given plenty of opportunities throughout the eight weeks to learn and practice the analytical and summarizing skills using historical text. The following data sources were collected and analyzed: reflection logs, video recordings, pre- and post-comprehension tests, reinforcement worksheets, quizzes, and independent student oral responses. The results of the research project showed that using explicit instruction to teach students to summarize and utilizing specific criteria to analyze texts made incremental improvement in their reading comprehension.

Jessica Dyer

Advisor: Dr. Priti Haria | **Poster Number:** 15

Title: Writing Process: Learning Through Writer's Workshop Model

The current study investigated the impact of teaching the writing process (i.e., stages of writing: pre-writing, drafting, revising, editing and publishing) through a writer's workshop model on students' written work (e.g. narrative pieces). Participants consisted of eight second- through fifth-grade students with learning disabilities who received majority of their instruction in a resource room classroom. The teacher's writing instruction shifted from whole-class, direct-instruction lessons to the writer's workshop model. The intervention lasted for ten weeks. The following data sources were collected and analyzed: pre- and post-assessments on the writing process, surveys, student writing samples, video recordings of writing lessons, and reflective logs to examine the effect of intervention on students' ability to write

narratives. At the conclusion of the intervention, pre- and post-intervention data were analyzed to determine the effects of the intervention. Data analysis indicated that implementation of writer's workshop improved and enhanced students' writing process and their ability to produce better narratives.

Rebecca Goff

Advisor: Dr. Priti Haria | **Poster Number:** 16

Title: Leadership Focus in Pressure Ulcer Prevention

In a 4th grade general education classroom, students were struggling to utilize the writing process. The purpose of this research project was to explicitly teach the writing process through a writer's workshop model to develop a writing piece. The following data sources were collected and analyzed to determine effect of instruction: pre- and post- writing assessments including: a narrative and informative writing; students' writing questionnaires, video recording of writing lessons, and reflective logs. Students writing has without a doubt shown improvements, but more importantly we have exchanged our graphic organizers for one-on-one conferencing and have seen an increase in student engagement and a decrease in supports and scaffolding. This study presented compelling data that showed the structured instructional routine gradually helped students to improve their writing skills and reduce the needs for supports and scaffolds, while increasing student engagement.

Karen Kupp

Advisor: Dr. Kimberly Lebak | **Poster Number:** 17

Title: Scaffolding Practice to Increase Students' Ability to Correctly Solve Mathematical Word Problems and Increase Their Attitude Toward Mathematics

This study examined how scaffolding discussions in a classroom affects student performance in solving word problems. This study followed a group of nine eighth grade students through grade level topics in mathematics as they learned how to transition from oral discussions through speech-to-text support to written explanations. It also sought to discover whether this form of scaffolding would increase students' attitudes toward mathematics as a whole. Data from videos, student samples, reflective logs and student surveys indicates that increasing student discussions and scaffolding the process increases student performance on written explanations of word problems. Student use of speech to text computer applications did increase student performance on written explanations of word problem solutions. This emphasis on solving word problems and providing students with strategies for giving more explicit explanations in their solutions, however, did not increase students attitudes toward the subject of mathematics as whole as measured on the Fennema-Sherman Attitude Scales. Future study will focus on the best method for scaffolding the writing process for students with disabilities.

Jodi Lamoreux

Advisor: Dr. Priti Haria | **Poster Number:** 18

Title: Improving Vocabulary: Breaking Down in Order to Build Up

The goal of this research project was to teach High School students to analyze the structure of multisyllabic words to improve their vocabulary skills in a biology resource room setting, and in turn, this helped students to comprehend complex science text. The instruction in structural analysis focused on derivation (Greek and Latin) and structure of words (i.e., prefixes, suffixes and roots). Ten Students with Disabilities in a 9th grade biology classroom participated in this research. The ages of the participants ranged from 14 to 16 years of age. Both qualitative and quantitative measures were used to collect and analyze data to determine the impact of instruction: a.) reflection logs from my teaching, b) video recordings during vocabulary instruction, c) data charts with pre and post test scores, and d) pictures, of Student portfolios. The timeline for the intervention was 12 weeks, and took approximately 20 minutes during pre lessons (activation or engagement portion of the lesson). This class met 3-4 times per week depending on the block schedule, and each class was approximately 50 minutes long. The analysis of data showed that instruction in structural analysis improved student performance on vocabulary skills,, decreased the need for multiple accommodations, and increased the number of independent learners. As a result, of the intervention, students' analysis of multisyllabic words improved their vocabulary skills and assisted in comprehension of complex science texts.

Lisa Magliano

Advisor: Dr. Priti Haria | **Poster Number:** 19

Title: Digging Deeper in Writing: The Impact of Peer-Review and Self-Assessment on High School Students' Writing

Peer-review and self-assessment are established strategies to improve the quality of students' writing. These formative assessments can be defined as a set of activities through which individuals make judgments about their work and the work of others. The purpose of this research study was to examine the impact of instruction in peer-review and self-assessment amongst 9th grade English Language Arts students to improve their writing products. The explicit instruction in peer-review and self-assessment across eight weeks taught students how to provide constructive feedback to peers and how to assess their own writing pieces. The data sources such as reflective logs, video recording of lessons, and writing assessments were collected and analyzed to determine the effect of peer-review and self-assessment on students' writing performance. Additionally, a student survey was administered to capture students' perception and experience related to peer-review and self-assessment. The analysis of data sources indicated a gradual release of responsibility from teacher to students and an improvement in students' summary writing. Additionally, the survey results indicated that students gained confidence in their ability to write.

Luanna Miller**Advisor:** Dr. Kimberly Lebak | **Poster Number:** 20**Title:** The Effects of Close Reading on Middle School Students' Reading Comprehension and Interaction

This study was completed to determine the effects of the close reading strategy on students' reading comprehension and student interaction. Seven special education students in middle school were selected to participate in close reading sessions. All students have either a learning disability or Attention Deficit Hyperactive Disorder (ADHD), and their Lexiles range from 425-680. A qualitative approach was used to analyze recorded videos of close reading sessions with students, reflective logs, student work samples, Lexile reports from Achieve3000, and a student survey about their experience with close reading. The seven participants were in three different groups during their close reading sessions. The first group consisted of two boys and one girl, the second group consisted of one boy and one girl, and the final group consisted of two boys. Each group participated in twelve close reading sessions, once a week for thirty-five minutes. The results were presented through three themes that evolved from the analysis of the said data. It was found that the close reading strategy does increase reading comprehension and allows for higher order thinking in students. Close reading also elicits student interaction, and it was found that the use of discussion starters leads to more meaningful interactions among students.

Shannondoah Moler**Advisor:** Dr. Kimberly Lebak | **Poster Number:** 21**Title:** The Impact of Technology During Math to Improve Students' Understanding of Number Sense and Fluency While Also Improving Engagement by Lessening Frustrations

The purpose of this action research was to explore the effectiveness of utilizing technology during math lessons to improve students' understanding of number sense, fluency, and engagement and also to decrease frustrations in math. The participants in this research were two second-grade students and four third-grade students, all of whom are students with disabilities in a lower self-contained classroom. Data collected included student interviews, pre and post-tests, paper timed fluency tests, number sense worksheets, data from MobyMax, recorded lessons and researcher journal entries. Fellow research students coded videos to ensure validity. Journals were coded and analyzed by the researcher. Overall, themes presented themselves when analyzing the data. The results indicate that while on average students did not participate more during math lessons the amount of incorrect responses they gave in regards to number sense decreased. Students also demonstrated less signs of frustrations during math. Additionally, students improved their fluency on both paper and computer. However, greater fluency improvement was seen on the computer.

Chris Morris**Advisor:** Dr. Kimberly Lebak | **Poster Number:** 22**Title:** Strive for Five: A Token Economy Based Positive Behavior Support Program for Adolescent At-Risk Students

The goal of this study was to answer the question: how will the implementation of the Strive for Five positive behavior support program decrease negative behaviors of adolescent “at-risk” high school students? Thirty-three of my students participated in this project and were tracked daily, for each school day, for 22 weeks. Reflective journal entries, lesson videos, behavior tracking spreadsheets, “on-level” and year-to-date behavior graphs, suspension lists, detention lists, DMR (De-escalation Mediation Re-entry) lists, student-lounge log sheets, and student pre/post surveys were qualitatively analyzed to determine themes. The sources were coded, then compared and analyzed to uncover patterns, trends, and formulate conclusions. Three themes were observed in the data: the types of rewards dictated student’s behaviors, consistent implementation in all areas of the lives of the students led to more positive results, and disruptions in the students’ lives led to more negative behaviors. The results showed that the implementation of the Strive for Five positive behavioral support program was effective in decreasing negative behaviors of adolescent “at-risk” high school students when implemented in phases of increasing or alternating rewards.

Tara Page**Advisor:** Dr. Kimberly Lebak | **Poster Number:** 23**Title:** The Impact of Social Story Instruction in the Development of Intrapersonal and Emotional Awareness for Students with Autism Spectrum Disorder

The purpose of this study was to explore the efficacy and development of intrapersonal awareness through social story intervention in seven students with Autism Spectrum Disorder (ASD). The students’ ages range from five to seven years old and reside in a self-contained classroom setting. The design of this study provided a specific analysis of each students’ emotional and intrapersonal awareness in the domains of happiness, sadness, frustration and anger. A qualitative method was used over a twelve-week period to analyze reflective journals of observed emotional and intrapersonal awareness, peer-reviewed videos of students’ behaviors, academic progress, and social data. Additionally, Likert Scales were used over an eight-week period to evaluate intrapersonal awareness skills that included the four emotional domains and their subsets. The subsets consisted of: when the students identified an exhibited emotion, why they were experiencing an emotion, what they do when experiencing that emotion, and if they were able to help themselves using adaptive skills. The results were presented in individual case studies and included themes that were founded throughout the study. The results concluded that there was a direct correlation between the implementation of social skills instruction and the increase of students’ abilities to develop intrapersonal awareness.

Marie Sedberry

Advisor: Dr. Kimberly Lebak | **Poster Number:** 24

Title: Implementing Teacher Professional Learning Communities: Changing the Structure and Content of Preschool Teacher Grade-Level Meetings after Professional Development on Professional Learning Communities

The purpose of this project was to explore the implementation of teacher professional learning communities, more specifically, the change in structure and content of grade level PLCs after a series of professional development on professional learning communities in four school buildings with fifteen preschool teachers. Teachers attended seven professional development sessions and monthly coaching sessions on professional learning communities, in addition, teachers met as professional learning communities at grade level meetings weekly over a six-month period. Video and audio recordings, reflective logs, teacher interviews, pre- and post-questionnaires, evaluations, rubrics, and checklists were collected and analyzed. Three overall themes emerged: 1) coaching was essential for transferring professional learning communities from professional development sessions to the implementation of effective grade level PLCs, 2) the use of data and resources in professional development transferred to grade level PLCs, and 3) professional development was instrumental in the implementation of PLCs. The results indicated professional development of the implementation of professional learning communities, specifically in relation to content and structure, transferred to the implementation of more effective grade level PLCs.

Joanne Smith

Advisor: Dr. Kimberly Lebak | **Poster Number:** 25

Title: Engaging Students in the Classroom with the Use of Added Technology

This study examined the incorporation of technology in the classroom in an effort to produce a more student-centered environment while still keeping the students engaged in the learning. After collecting initial evidence, most lessons utilized direct instruction, and did not allow the students to fully be involved in the lesson. After documenting the amount of captivated students and measuring the level of work produced, it was evident that the students were not engaged or motivated. They were easily distracted, did not produce sufficient work, and relied heavily on the teacher for help. With that said, this paper will answer the following question: How does implementing a series of activities, such as use of blogging and digital worksheets, increase student comprehension of content and therefore, engagement? Twenty-three students participated in the study. Reflective journals, videos, and student artifacts were collected. The students performed multiple web quests and virtual field trips, completed digital worksheets, and engaged in blogging tasks on our Google Classroom. As a result of the added technology, students were more fully engaged in the lesson, excited to voice their opinion and have their voice heard, and ultimately felt more involved in the class.

Tia Tilton**Advisor:** Dr. Kimberly Lebak | **Poster Number:** 26**Title:** The Effect of Academic Language on Student Achievement in a Middle School Resource Mathematics Classroom

Deficits in academic language have lasting effects on student achievement. This paper addresses the correlation between embedding academic language into instructional lessons in the classroom environment and their effect on student outcomes. The research was conducted in a middle school resource mathematics classroom with nine students, all presenting with special needs. Reflective journals, student artifacts, observation logs and pre/post assessments in the form of Extended Constructed Responses were analyzed using qualitative methods. The research took place over three units of study. Through the use of graphic organizers and stations, students were explicitly introduced to mathematical language. As a result of the study, three themes emerged; student use of classroom resources increased student understanding and positively affected student achievement, student use of appropriate academic vocabulary increased in written explanations from pre to post assessments, and increased command of academic vocabulary positively correlated with student success. This paper provides direction for future research on the effects of academic language in all subject areas and provides educators with practical methods to integrate academic language in their classrooms.

Gloria Vegliante-Cooper**Advisor:** Dr. Priti Haria | **Poster Number:** 27**Title:** Slaying the Comprehension Giant with the Slingshot of Explicit Instruction in Summarizing

The focus of the study was to teach summarizing strategies to help the students to comprehend non-fiction texts, especially in social studies. Seventeen sixth grade students from the inclusive classroom participated in this research study. The teacher gathered and analyzed qualitative data such as videos, reflection logs, student artifacts, as well as quantitative data such as pre-test and post-tests to measure their ability to summarize non-fiction passages. The teacher used explicit instructional method to teach the students summarizing strategies to comprehend non-fiction texts. The summarizing strategy was divided into the following steps: a) read the non-fiction texts; b) while reading text, use guided questions to identify and highlight the important information and to cross out the unimportant information; and c) put together the important text in their own words to develop a summary. The results showed that students improved their ability to comprehend non-fiction texts and to write a summary in their own words. Seventy-one percent of the students post test scores increased while 29% of the students' scores remained the same.

Sara Wolfe

Advisor: Dr. Kimberly Lebak | **Poster Number:** 28

Title: The Effects of Interactive Word Walls and Explicit Vocabulary Instruction to Increase Comprehension and Fluency with Word Problems

The purpose of this research was to investigate if the consistent use of an interactive word wall, accompanied with explicit instruction of math vocabulary would help to increase students' overall math comprehension, and more specifically, improve correct de-composing of complex word problems. The research was conducted in a fourth grade inclusion classroom with 16 general education students and 8 students with various special education classifications. Self-reflective journals, video recordings of lessons, student artifacts, chapter quizzes and tests, surveys and vocabulary pre/post tests were all analyzed using qualitative methods. Students were introduced to vocabulary surrounding two major topics: division and fractions. Daily reference was made to the interactive word wall for both new and previously taught vocabulary. The results were presented through several themes that emerged after analyzing the data sources. These results showed that frequent exposure to academic math vocabulary via the interactive word wall, coupled with explicit instruction, had a direct impact on student retention and usage of the vocabulary in context.

Master of Arts in Instructional Technology

Mark Alwill

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Easel Number:** 1

Title: The Efficacy of a Hybrid Model of Blended Learning in Increasing Student Engagement and Information Retention

Over the last decade, advancements in mobile and web-based technologies have greatly changed how and when students find and apply information. To keep up with these advancements, many teachers have supported the attempt to increase student access to technology in the classroom. In order to effectively integrate technology into instruction, various Blended Learning models have been created. The purpose of this study it to examine the efficacy of implementing a hybrid blended learning model which combines the individual rotation and flex models in increasing student engagement and information retention with 6th grade social studies students. The hybrid model used in this study employed teacher created assignment/task playlists created using the hyperdoc format. In this study, an experimental design with a control group was utilized. The study was conducted with 16 students in the experimental group and 17 students in the control group. The results of this study found that there was no statistical difference between the two groups regarding both student engagement and information retention.

Kirsten Dipatri**Advisor:** Dr. Amy Ackerman | **Easel Number:** 2**Title:** Creating Instructional Training Guide Modules to Assist the Content Managers of the Stockton University Web Pages

OmniUpdate (OU) Campus is the content management system (CMS) utilized by many colleges, universities and other institutions of higher education. In 2015, Stockton began its migration to the new OU software creating a learning curve for the existing website content managers. Content managers are responsible for making the necessary edits, updates and maintenance of their respective department's Web pages. The purpose of this study was to determine the need for the creation of an online instructional training guide that would assist the content managers with learning how to navigate OU Campus, adhering to University branding, as well as basic Web editing skills. The participants of this study consisted of 15 content managers across various departments at Stockton University. A pretest/assessment revealed their existing knowledge prior to taking the online instructional training module. The results of the pretest showed that a majority of the content managers were uncomfortable with the new OU Campus system. However, after viewing the online training module, the post test revealed that their knowledge of the tools increased in a positive manner. Therefore, the need of the online instructional module was a success with teaching the basic skill set needed to update and maintain the University Web pages.

Mickey Keats, Jr.**Advisor:** Dr. Jung Lee and Dr. Philip Tietjen | **Easel Number:** 3**Title:** Increasing Performance of Pollsters through Software and Technology-Assisted Training

The Stockton Polling Institute, part of the William J. Hughes Center for Public Policy at Stockton University, employs a student-based team of over 100 pollsters who conduct independent, public opinion polling on elections and important issues across New Jersey. This research study attempted to isolate and identify the key elements of high-achieving pollsters' behaviors, mannerisms, and verbiage through observation, interviews, focus groups and intensive software and hardware generated data-analysis. This collected information was then used as a basis to modify current technology-assisted training methods and to customize the software platform used to conduct polls. The goal was to develop the desirable skillsets we identified in high-achievers in hopes of increasing the performance of all pollsters. Currently we have analyzed over 100,000 polling attempts and over 1500 completed interviews and the results prove positive. The process put in place provides a platform to repeat this cycle on all future polls.

Kathleen MacPhee

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Easel Number:** 4

Title: Formative Feedback and Math Anxiety

Math anxiety is a problem that affects many students and can impact their ability to successfully learn math. This study examines the effect of using formative assessments and feedback to reduce math anxiety. A math anxiety scale was used as a needs assessment tool to assess levels of math anxiety for 76 high school seniors. The results showed that 47% of the students reported above average levels of math anxiety. Additionally, a survey was given to high school math teachers to further assess the need for this study. All teachers reported seeing signs of math anxiety in their students. To address this problem, students were given small, frequent formative assessments via the online assessment tool, Edulastic. Students were then provided with feedback on these assessments through written, one-on-one verbal, and group communication. At the conclusion of the study, students were again given a math anxiety scale. The results showed a 24% decrease in the number of students experiencing above average levels of math anxiety.

Kathryn McGroarty

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Easel Number:** 5

Title: Effects of Grouping on Coding With Primary Students

Recent studies show that providing students with knowledge and strategies to incorporate coding across the curriculum in a collaborative, small group working environment, will lead to higher level thinking skills, as well as real world problem solving skills. Similarly, through analyzing and explaining their ideas to others and participating in shared-learning activities with their peers, students can learn a great deal. This study explores the effects of teaching coding to primary school students with the use of Dash robots using a collaborative grouping approach. A total of 60 third grade students from a primary school in southern New Jersey participated in this study. The research questions focused on: (1) How does collaborative group work affect coding instruction among 3rd grade students? (2) When teaching coding, will the utilization of collaborative grouping improve problem solving skills, and increase participation and motivation, in turn, leading to enhanced academic achievement? To explore these questions, a teacher-researcher introduced the lesson, modeled several functions, grouped students into small academic leveled groups, and let students explore to observe what further skills need to be addressed and what ability levels students are currently performing using Dash robots. To address this issue, results showed 83% of the students completed the project proficiently with 90% improvement. These results suggest that if students work collaboratively, they may learn more effectively.

Tucker Rowlinson

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Easel Number:** 6

Title: Assessing the Efficacy of Online Training Modules for Video Creation

This case study examined the efficacy of video-based learning modules as an instructional tool to teach university community members about independently creating video content. The use of video in instruction continues to grow at Stockton University, with both professionally and personally generated content frequently employed for academic purposes and campus functions. A needs analysis revealed a desire to create video content and a need for instruction in video creation. To maximize learner engagement, Gagné's Nine Events of Instruction were used as a design framework for an online video-based learning module. After finishing data collection, results of an identical pre- and post-test were statistically compared to identify a change in learner ability; a satisfaction survey was also analyzed to identify whether or not learners were receptive to the instructional method.

Alexis Scott

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Easel Number:** 7

Title: Online Resident Assistant Training

Training resident assistants is a vital piece of the complex and powerful puzzle that is the Office of Residential Life. As technology advances, online resident assistant training creates an opportunity to fill gaps that exist in training student paraprofessionals such as resident assistants. While online training is spreading across student affairs, bringing it to Stockton University's Office of Residential Life allowed the opportunity to demonstrate its effectiveness for this specific department. To test the validity of this claim, ten newly hired resident assistants completed online resident assistant training prior to beginning their positions in January 2018. The training consisted of an interactive interface that hosted a variety of presentations, videos, and assessments. The results were gathered from both assessment scores as well as satisfaction surveys from resident assistants and their supervisors. The results demonstrated the success of the training, concluding that it is a useful tool by both resident assistants as well as their supervisors. Overall, the online resident assistant training demonstrated that it serves as a valuable tool for training resident assistants.

Rachel Worrall

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Easel Number:** 8

Title: Helping Students Connect the Past and the Present

This study sought to find out if analogies and discussion help students better connect the past with the present. Taking place in a suburban high school in Southern New Jersey, students in the 11th and 12th grades taking College Prep U.S. History II and Honors Holocaust, Genocide, and Crimes Against Humanity respectively participated in this study. In groups, students worked collaboratively, both synchronously and asynchronously through Google's education suite, to create timelines. Through the use of the digital timeline creator, Timeline JS, students

created timelines mapping out a historical event and bringing it up to present day. They then had to explain how the historical event impacted the current event. The results showed that analogies and discussion had a positive effect on the students connecting the past and the present. Their timeline scores increased by 53% (11th grade) and 14% (12th grade) and they were able to present fully completed timelines that showed how historical events have impacted the world we live in today. Students' confidence levels in their ability to explain historical, current events, and connections between historical and current events also increased. Students also showed growth in their ability to demonstrate making connections between the past and present, where prior to this study only 13% were able to make complete connections and at the end of the study 45% were able to make complete connections between the past and present.

Christopher Yoder

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Easel Number:** 9

Title: Novakian Concept Maps in the Social Studies Classroom

The purpose of this study was to investigate the effect of using a Novakian Graphic Organizer on 4th grade students' achievement in Social Studies topics and perceived cognitive load. Two groups (experimental and control) from a public school in New Jersey took part in the study. A total of 60 students were included in the study with 18 students being in the experimental group. A mixed method research design was utilized. The study was conducted in totality over a 9 week period during the 2017-2018 school year. The instructional design of using a graphic organizer for note taking was used in the experimental group, while standard outline format for note taking was used in the control group of the study. For each Social Studies lesson, the researcher used the same lessons for both groups, but exclusively used graphic organizers with the experimental group. At the end of the unit, the same summative assessment was given to all classes. After the completion of the treatment, a student survey using a subjective rating scale was administered to both groups to measure students' cognitive load. This survey asked for student's views and opinions related to the treatment. Statistical mean difference was obtained for all tests in favor of the experimental group. In addition, the quantitative data findings were supported by the qualitative data analysis results found in the student survey and the teacher's observations. It can be concluded that note taking and studying using graphic organizers is effective in increasing assessment scores in the Social Studies classroom.

Master of Business Administration

Vaughan M. Reale and Ryan Warn

Advisor: Dr. Diane Holtzman | **Table Number:** 1

Title: Experiential Learning; Progressive Discipline Process in the Workplace

In Diane Holtzman's Leadership Development class, students are required to create a progressive discipline scenario in the workplace, draft the appropriate corporate documents and video record an enactment of the progressive discipline process leading up to and including employee termination. This form of experiential learning reinforces the knowledge disseminated via text and lectures in a manner that requires the student to essentially live the process. The result is the development of practical skill set that is readily applicable on the job and not easily forgotten.

Master of Science in Communication Disorders

Brianna Jones

Advisor: Dr. Monika Pawlowska | **Poster Number:** 29

Title: The Relationship Between Introversiion/Extroversiion on Pragmatic Skills on Communicative Interactions

This study seeks to examine if a relationship between introversion/extroversion and pragmatic skills during communicative interactions exists. Data was collected from college students via survey.

Melissa Plasse

Advisor: Dr. Monika Pawlowska | **Poster Number:** 30

Title: To refer or not to refer? Factors guiding SLPs' frenectomy referrals

The goal of the study is to explore the thought process and reasoning of speech-language pathologists when referring individuals to other professionals to receive more information about ankyloglossia and possible tongue-tie revision surgery.

Sabina Sullivan

Advisor: Dr. Monika Pawlowska | **Poster Number:** 31

Title: The Use of Sign Language in the Practice of Speech-Language Pathology in New Jersey

SLPs adhere to a code of ethics, which includes ensuring the best quality of service. The best service to benefit some clients may involve the use of sign language. The goal of this study was to determine the use of sign language in New Jersey throughout the field of speech-language pathology. Sign language is a visual language that offers many benefits to speech-language pathologists' (SLP) clients and has been used in the treatment of clients amongst a variety of populations including hearing,

hard of hearing, and non-hearing. Sign language provides a richer language base that is earned through the utilization of additional sensory channels. This study will describe how and to what extent SLPs are implementing sign language in the treatment of clients. The SLPs' opinions of sign language will be identified as well as the reasons behind learning or not learning the language. Determining the use of sign language will create a better understanding for speech-language pathologists entering the field to identify if it is a necessary language to learn.

Sara Vetrecin

Advisor: Dr. Monika Pawlowska & Amanda Copes | **Poster Number:** 32

Title: Reliability of Perceptual Ratings of Speech Sound Productions Given via Telepractice

This project explores the reliability of speech sound production ratings given via telepractice. No current evidence reports reliability of speech sound production ratings in telepractice service delivery models. Five speech-language pathologists rated a total of 96 audio-recorded stimuli as correct or incorrect productions. Stimuli were productions of /tʃ/ and /dʒ/ in nonsense syllables by a client with a lateral lisp who received electropalatography treatment via telepractice. Speech-language pathologist ratings were compared to ratings assigned by the original treating clinician during telepractice sessions. Inter-rater reliability was calculated using weighted Kappa for agreement between speech-language pathologists and graduate student clinician ratings.

Master of Science in Data Science and Strategic Analytics

Melissa Laurino

Advisor: Dr. Russell Manson | **Poster Number:** 33

Title: Bottlenose Dolphin, *Tursiops Truncatus*, Social Network in Cape May, New Jersey

Networks display relationships between connected nodes and edges either directed or undirected. In marine mammalogy, the study of social networks can enrich our understanding of social role, association and avoidance, alliances based on sex, and specific groups or communities within a population. Bottlenose dolphins (*Tursiops truncatus*) in Cape May, New Jersey utilize the area as their feeding, mating, and nursery ground during the spring, summer, and fall months. Data collection with the Cape May Whale Watch and Research Center from March to November 2016 conveys a complex social network of photo-identified dolphins. Results are presented with computational softwares Python, R and libraries D3.js and NetworkX. Improved understanding of dolphin social networks in this region can further improve our knowledge of habitat utilization, stock structure and social role.

Tarak Pandya

Advisor: Dr. Russell Manson | **Table Number:** 2

Title: Estimating Microbial Activity from Chemo-synthesis and Photosynthesis in Icelandic Streams

Microbial activities like chemosynthesis and photosynthesis are constantly occurring within streams. Microbes including unicellular algae and cyanobacteria are major producers in streams due to their chemosynthetic and photosynthetic autotrophic processes. Using data collected from 50 Icelandic streams, two different datasets were acquired for the estimation analysis of microbial activity. For chemosynthesis, the main features include Gross Primary Production (GPP), Ecosystem Respiration (ER), Net Ecosystem Production (NEP), temperature and pH. The features were analyzed to perform regression models with a variety of natural chemicals and minerals (i.e. C,N,O,K,P,Ca,Cl,SO₄ etc). For photosynthesis, similarly the same main features including Gross Primary Production (GPP), Ecosystem Respiration (ER), Net Ecosystem Production (NEP), temperature and pH were taken to perform non-linear regression models. Non-metric Multi-Dimensional Scaling (NMDS) and correlations were tested with PAR(mol photon m⁻²day⁻¹) and KPAR(μmol photon m⁻²s⁻¹). The model fittings were applied for both processes with significant R²-values and p-values. Other multivariate approaches were performed to gain a deeper understanding from the data. Based on the data analysis for chemosynthesis, temperature was a significant factor in GPP, ER and NEP by performing linear regression. For photosynthesis, a non-linear regression model showed that no significant relationships were found. The overall findings help suggest that more data collection would improve models and understand additional microbial activities in streams. The statistical Programming language R has been utilized to perform statistical analysis and construct computational modeling.

Master of Science in Occupational Therapy

**Kristen Allen, Gianna Binetti, Kristina Brenner, Rachel Gavigan,
& Daniel Sweeney**

Advisor: Dr. Victoria Schindler | **Poster Number:** 34

Title: Colombia SA: Development of Competencies for Global Engagement Scale (DCGE)

Master's of Occupational Therapy students studied the effect that a study abroad trip has on the cultural competence of students traveling to a developing country (Bogotá, Colombia). Students were given a pre-test (September) and post-test (March) using the Development in Competencies for Global Engagement Scale. This assessed their cultural skills and attitudes before and after their excursion to Colombia. This scale was derived from "Competencies for Effective Global Engagement: a Proposal for Communication Science and Disorders" written by Hyter, Roman, Staley, & McPherson. Qualitative data was collected pre and post trip to add a "lived experience" perspective regarding changes in cultural

competencies. Statistical analysis was run to analyze the data to determine any significant findings. In addition, the qualitative data was coded for themes regarding student perspectives.

Allie Bennett, Jillian Sorrentino, Carla-Marie Stamboni, Kelsey Topham, & Sabrina Walter

Advisor: Dr. Victoria Schindler | **Poster Number:** 35

Title: Self-Perceived Improvements in Occupational Performance of Students in the Skills for Success Program as Measured by the Canadian Occupational Performance Measure (COPM)

The Skills for Success program is a supported education program created for Stockton University undergraduate students with autism spectrum disorder, learning disabilities, and/or mental health diagnoses. Each student enrolled was paired with a second year Master of Science in Occupational Therapy (MSOT) student for weekly or twice weekly one-on-one mentoring. The Canadian Occupational Performance Measure (COPM) was administered by the mentors to the mentees at the beginning of the semester and the end of the semester to obtain outcome measures of improvements in occupational performance over time. The COPM is a quantitative and qualitative instrument used to identify students' perceptions of their current occupational performance and determine relevant goals. Using information obtained from the COPM, mentors and mentees collaborated to develop client-centered goals for the semester in time management and organization, study skills, writing skills, and/or self-interest topics. Pre and post COPM scores were compared using a Wilcoxon non-parametric test and were found to be both clinically and statistically significant for improvement in student perception of overall occupational performance as college students.

Kristine Blanco, Angelina Caravello, Carissa Clayton, Marlaina Kedersha, & Asif Rizvi

Advisor: Dr. Victoria Schindler | **Poster Number:** 36

Title: Measuring Occupational Therapy Students' Comfort with the Mental Health Population

The purpose of this study was to understand the level of comfort and open-mindedness students from the Master of Science in Occupational Therapy Program (MSOT) have towards working with individuals diagnosed with mental illness. Demographic data was collected on the MSOT student population. The Student Comfort with Mental Illness Scale and the Opening Minds Scale for Health Care Providers (OMS-HC) were used to gather quantitative pre and post data on MSOT student level of comfort and open-mindedness over the course of 2 years. In addition, pre and post qualitative data was collected focusing on understanding the students' prior experience and comfort level towards people with mental illness.

**Brittany Bon, Leonard Calalang, Tyler Jeklinski, Jia Liang,
& Froza Mercado**

Advisor: Dr. Victoria Schindler | **Poster Number:** 37

Title: Colombia, SA: Development of Competencies for Global Engagement Scale (DCGE)

This study aimed to further understand the experience of a week long learning abroad trip to Colombia on 20 MSOT students' personal perception of cultural competencies, including dispositions, knowledge, skills, and attitudes. More specifically, this study focused on characteristics such as humility, self-reflectiveness, empathy, inquisitiveness, promotion of equity and social justice, and general global knowledge. The scale used in this study was the Development of Competencies for Global Engagement scale. This scale consists of 21 various items that were obtained through pre- and post- measures regarding the Colombia trip. Additionally, qualitative data regarding the thoughts and concerns of the students were analyzed.

**Vanessa Camales, Melissa Erb, Amanda Jamison, Kelsey Wilson,
& Jemila Worley**

Advisor: Dr. Victoria Schindler | **Poster Number:** 38

Title: The Knowledge of Occupational Therapy Students on the Country of Colombia and Occupational Therapy in Colombia

Our research was conducted with occupational therapy (OT) graduate students (N=20) at Stockton University to evaluate their knowledge on the country of Colombia and OT in Colombia. A pre and posttest design was conducted as a quantitative study to determine a baseline for students' knowledge on Colombia as well as the OT services provided in Colombia. The pretest was conducted in the fall of 2017 and the post test was conducted after the one-week study abroad trip to Bogotá, Colombia in South America. Through a knowledge exam taken prior to the trip and the study abroad experience, it was hypothesized that students would gain adequate knowledge about OT in Colombia and knowledge on the country of Colombia. In addition, a qualitative study survey design was conducted prior to the study abroad trip.

**Christina Falzone, Lauren Hull, Stacey Spuler, Herbert Vargas,
& Morgan Wikoff**

Advisor: Dr. Victoria Schindler | **Poster Number:** 39

Title: Utilization of the Cultural Competence Self Assessment Checklist (CCSAC)

The purpose of this research is to measure quantitative and qualitative change in cultural competency in MSOT students who engaged in a week-long learning abroad trip in Colombia, South America. This study utilized a pre and post test administered at the beginning of the students' 3rd semester and again at the end of the students' 4th semester of a two year program. The study used the Cultural Competence Self-Assessment Checklist (CCSAC) to measure change in the MSOT

students' level of understanding of their own skills, knowledge, and awareness of themselves in interactions with others. This poster presents the results of the pre and post scores of the CCSAC.

Michelle Fitzula

Advisor: Dr. Kathleen Klein | **Poster Number:** 40

Title: Measuring the Evidence-Based Practice Skills of MSOT Students

This research was designed to measure the impact of teaching evidence-based practice (EBP) skills to 30 first-year occupational therapy students. The poster describes educational measurement as a useful method to assess the impact of course instruction on specific knowledge and skills. In a graduate-level Research Methodologies course, administration and scoring of the Adapted Fresno Test (AFT) at the start and end of the semester provides reliable and valid data to assess change in EBP knowledge and skills of MSOT students. Data from a paired-samples t-test support increased student knowledge and skills in the six areas of EBP after educational instruction in a 16-week course.

Jillian Sorrentino

Advisor: Dr. Kathleen Klein | **Poster Number:** 41

Title: Enhancing Self-Regulation Skills in Preschool Environments with Collaborative Teacher and Staff Professional Development

The Young Active Minds Program is a pilot program developed by Occupational Therapy faculty and students in collaboration with teachers and staff at a NJ private. The program assessed the impact of professional development (PD) modules and sensory-based classroom supplies on the knowledge and skills of preschool teachers and staff at the NJ private school. PD activities and supplies were collaboratively selected to enhance teacher and staff competence in promoting self-regulation skill development in preschool students. Pretest/posttest data was compared using a paired sample t-test. Results indicated that online educational modules significantly increased participants' knowledge of topics presented ($p < 0.005$). Classroom observation indicates use of knowledge and equipment in the classroom environment by program participants.

Save the Date:

Fall 2018
Graduate Research Symposium
December 3, 2018

Thank you

Academic Affairs
Campus Center Operations
Chartwells
Computer Services
Event Services
Graduate Student Council
Graphics Productions
Plant Management
Print Shop
Production Services
University Relations & Marketing