

# CARS

CREATIVE ACTIVITY  
.....  
& RESEARCH  
.....  
SHOWCASE

**TUESDAY, APRIL 17, 2018 • 10 A.M. – 8:30 P.M.**  
Nazareth College • Arts Center, Smyth Hall & Shults Center  
[naz.edu/cars](http://naz.edu/cars)





# ***Introduction***

We are excited to host the seventh annual CARS (Creative Activity and Research Showcase), which celebrates the achievements of Nazareth students. For the first time, CARS will be a full day celebration and will include evening programming for graduate students. CARS 2018 features a record number of over 450 students who will display their work in a variety of formats, including performances, posters, and presentations.

The CARS event highlights the remarkable breadth and depth of the academic activities available to undergraduate and graduate students at Nazareth, ranging from scientific research to theater performances. It also underscores the value of a Nazareth education in which faculty and students work collaboratively on the pursuit of learning and discovery.

I hope you are as impressed as I am with the many achievements of our students.

Sincerely,

A handwritten signature in cursive script that reads "Daan Braveman".

Daan Braveman  
President, Nazareth College

# ***Thank you!***

We would like to thank the volunteers who have given their time to serve on the planning committee and/or as judges. We would also like to thank all participating faculty, staff, and students. We appreciate the commitment of both the volunteers and the participants to the CARS event and acknowledge that CARS would not exist without the support of the Nazareth College community.

## ***CARS 2018 Committee***

Michelle Donahue, Physical Therapy  
Catherine Doyle, Library  
Diane Enerson, Psychology and Higher Education Student Affairs Administration  
Grant Gutheil, Psychology  
Jennifer Harman, Sponsored Programs and Faculty Research  
Nicole Juersivich, Mathematics  
Lindsey LaPlant, Psychology  
Mary Maher, Nursing Global Studies and Public Health Program in Nursing  
Debra Mathewson, Sponsored Programs and Faculty Research  
Kimberly McGann, Sociology and Anthropology  
Samantha Nolte-Yupari, Art Education  
John Reef, Music  
Stephen Tajc, Chemistry  
Danielle Taormino, Sponsored Programs and Faculty Research GA  
Octavio Vazquez, Music  
Edward Wiltse, English and Communication

**CARS 2018 Judges (as of March 21, 2018)**

Alison Albright	Rachel Bailey Jones	Jenna Sadue
Diane Ariza	Nicole Juersivich	Matthew Schoell
Carey Backman	Betsey King	Linda Searing
Laura Barnard	Lindsay Korth	Sarah Shaw
Josh Bauroth	Carolyn Lagoe	Michelle Shippers
Heather Beck	Lindsey LaPlant	Leah Stacy
Eileen Beiter	Cathy Leverone	Kathy Stoklosa
Meg Callahan	Mary Dahl Maher	Kai Strange
Cara Capparelli	Clare Mann	Steve Sweeney
Hilda Chacón	Rita Mannelli	Tara Sweet
Lindsay Chasse	Emily Marchese	Timothy Thibodeau
Heather Coles	Lynne Marus	Megan Tobin
Anita Cooper-Molinero	Claire McCabe	Steven Tolson
Isabel Cordova	Cindy McPhail	Kim Warden
Ilka Datig	Andy Morris	Mark Weber
Corinne Dempsey	Jacob Murphy	Millard Wyman
Janine DiCarlo	Samantha Nolte-Yupari	Chris Zimmer
Lisa Durant-Jones	Brigid Noonan	
Jacob Ertl	Lynn O'Brien	
Amy Fisher	Ryan O'Loughlin	
Kristen Green	Mary Anne Parker	
Rose Hair	Emily Pelkowski	
Alice Hallahan-Soltiz	Laura Poleshuck	
Maria Hopkins	Cathy Rasmussen	
Pat Huntington	Sharon Young Reisinger	
Michael Huson	Heather Roffe	
Nadine Hylton	Margaret Rollins	
Suhail Islam	Esperanza Roncero	
Melissa Johnson	Rochelle Ruffer	

## ***Program at a Glance***

<b>Format</b>	<b>Location</b>	<b>Time</b>
Honors Theses Defense	Smyth 225	<b>9:00 a.m. – 6:00 p.m.</b>
Welcome/Opening with President Braveman	Forum in Shults Center	<b>10:00 – 10:10 a.m.</b>
Paper Presentations Session #1	Smyth 245, 247, 260 & 265	<b>10:15 – 11:15 a.m.</b>
Poster Presentations Session #1 (Even numbers 2-148)	Gym in Shults Center	<b>10:15 – 11:15 a.m.</b>
Presentations by 2017 Summer CARS Grant Recipients	1924 Room in Shults Center	<b>11:25 a.m. – 12:10 p.m.</b>
CME Presentations	International Room in Shults Center	<b>11:25 a.m. – 12:10 p.m.</b>
Humans of Naz Panel	1924 Room in Shults Center	<b>1:15 – 2:15 p.m.</b>
Performances	Arts Center A13	<b>1:15 – 3:00 p.m.</b>
Paper Presentations Session #2	Smyth 245, 247 & 249	<b>2:35 – 3:35 p.m.</b>
Poster Presentations Session #2 (Odd numbers 1 – 149)	Gym in Shults Center	<b>2:35 – 3:35 p.m.</b>
Reception & Top Award Announcements	Forum/Reading Lounge in Shults Center	<b>3:45 – 4:45 p.m.</b>
Pre-Concert Talk with Aaron Siebert	Linehan Chapel in Golisano Academic Center	<b>5:15 – 5:45 p.m.</b>
Evening Ensemble	Linehan Chapel in Golisano Academic Center	<b>6:00 – 6:45 p.m.</b>
Evening Poster Presentations (Numbers 500 – 544)	Gym in Shults Center	<b>7:00 – 8:00 p.m.</b>
Evening Capstone Presentations	Porthole in Shults Center	<b>7:00 – 8:00 p.m.</b>
Evening Graduate Celebration/Reception	Reading Lounge in Shults Center	<b>8:00 – 8:30 p.m.</b>

# ***Paper Presentation Schedule***

## **Paper Session #1: 10:15 - 11:15 AM**

### **1) Let's Get Graphic!: Interdisciplinarity Qualities of Graphic Narratives (*Smyth 245*)**

Emily Teator  
Alexandra Griffin  
Caitlin Scavone  
Claire Hardy

### **2) History and the Arts (*Smyth 247*)**

Pamela Mason, "A Formal Analysis of Haydn's Last Piano Sonata"  
Simone Macirella, "'To Be Redeemed from Fire by Fire': A Critical Analysis of Joan of Arc's Trial"  
Jenna Amann, "The Franklin Delano Roosevelt Presidential Library: An Ante-Mortum Edifice"

### **3) Philosophical Approaches to Life: On Happiness, Suffering, and Poetry (*Smyth 260*)**

Jessica Brown  
Laura Beeley  
Raechel Campisi  
Janee Greenidge

### **4) Reading *The Wire*: Growth, Development and the Opioid Crisis (*Smyth 265*)**

Toni Battista  
Brittany McAllister  
Lindsay Canon

## **Paper Session #2: 2:35 - 3:35 PM**

### **1) Reading *The Wire*: Power and Masculinity Within the HBO Show (*Smyth 245*)**

Morgan Payne  
Claire Hardy  
Nolan Moore

### **2) Of Spirit and Reality: Philosophy and the Immaterial World (*Smyth 247*)**

Zacaria Manning  
Terra Avangelista  
Peter Lammey  
Ian Deveny

### **3) Spirituality and Healing (*Smyth 249*)**

Haley Saba and Paige Serpe Miller, "Spirituality of Indian Women"  
Kati Horning, "The Role of Culture on the Expression of Pain"  
Autumn Bell: "Religious Studies 101 at Nazareth College: Personal Reflections"

# ***Performance Schedule***

## **Arts Center – A13**

**1:15 p.m. – The Ghost of Myself**

Grace Yeziarski, with Morgan Beaton, Kellie Kaminski, Joelle Krueger, Sarah McLaen, Jenna Kellogg

**1:30 p.m. – My Mother**

Sarah McLaen, with Kimmy Cassetta, Sara Coykendall, Natalie Gismondi, Willow Greer, Kellie Kaminski, Jenna Kellogg, Joelle Krueger, Emma Loree-Findeis, Hannah Smoker

**1:45 p.m. – Grow From The Dirt They Left You In**

Sarah McLaen, with Morgan Beaton, Kimmy Cassetta, Sara Coykendall, Jackie Ellis, Zach Grant, Kellie Kaminski, Jenna Kellogg, Emily Lawrence, Emma Loree-Findeis, Nina Nasca, Hannah Smoker

**2:00 p.m. – Seven Black Mirrors**

Aaron Siebert-Castiñeira

**2:15 p.m. – Exploring Hands Drums Through the Song "Funga"**

Mackayla Thompson, with Jazlyn Melindo, Alex Palese, Ashlen Wright, Emily Match, Katherine Saslawsky, Madeline Mitchell

**2:30 p.m. – Excerpts from The Addams Family**

Regan Stacey, with Demetrio Alomar, Katja Stavenhagen, Anna Kostakis, Vinny Capluzzi, Michaela Shaffer, Sam Melita, Garrison Hunt, Abby Voss, Justin Smith, Chris Peterkin, Chris Salvaggio, Brandon Wollke, Jake Smith, Janna Kozloski, Kaitie Buckert, Cassidy Halpin, Abby Prem, Abigail Hazlett, Charlie Bohrer (Dake Junior High School, 10th Grade)

**2:45 p.m. – Panel Discussion**

Grace Yeziarski, Sarah McLaen, Aaron Siebert-Castiñeira, Mackayla Thompson, & Regan Stacey.

**3:00 p.m. – Closing**



# ***Honors Theses Schedule***

## **Smyth 225**

9:00 a.m. – **Hali Shepard**, “Music as Nonverbal Communication: History, Performance and Education”

12:00 p.m. – **Audra Nealon**, “A Music Therapy Perspective: Correlations in Alzheimer’s Disease and Alcoholism”

1:30 p.m. – **Gianna Filiaci**, “Shades of Gray: Examining Parallels Between the Trump Administration and the Harry Potter Series”

3:00 p.m. – **Madalyn Owen**, “How We Write About Theatre Matters: A Look Into Theatre Journalism Through a Feminist Lens”

4:30 p.m. – **Kathryn (Katie) Pukos**, “Music Therapy for Infants with Neonatal Abstinence Syndrome: Developmental, Ethical, and Sociological Considerations”

# ***Core Milestone Experience***

## **International Room**

The Core Milestone Experience (CME) gives students the opportunity to reflect on their intellectual journey using artifacts from their perspective-enduring question (PEQ) courses, Integrative Studies, and Experiential Learning to create an enduring question. Students then create a project that demonstrates a thoughtful engagement and exploration of their Enduring Question.

The CME course faculty has invited students whose completed projects were of exceptional distinction to share their work here at CARS. You are invited to visit the International Room in the Shults Center between 11:25 a.m. and 12:10 p.m.

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**Please note:**

- 1. All information is included, without editing, as submitted by student participants.**
- 2. (G) following the poster number denotes graduate student participating during the day program.**
- 3. Posters numbered 500 and above indicate participation in the evening graduate program.**

## **CARS Summer Research**

**Alexis Bell, Raymond Payne, Kyle Beck, Sarah Forney, Rose Pedretti, Kyle Bronson**

**Title:** Metal Reduction by *Shewanella Oneidensis*, Quantum Dot Synthesis, and Protein Folding Analysis

**Faculty Sponsor:** Professor Sanela Lampa-Pastirk, Chemistry

**Abstract:** It has been previously discovered that gram-negative, metal-reducing bacterium, *Shewanella oneidensis* (*Shewanella*), is able to sustain growth in the presence of Cd, Se, and Te. Under these conditions, *Shewanella* reduces metal cations through unique mechanisms of extracellular electron transfer (EET). *Shewanella's* ability to reduce metals to an insoluble form can be applied to areas of 'green' chemistry as well as the biosynthesis of semiconductor nanoparticles such as quantum dots. This investigation determines the correlation between charge transfer species expression in the presence of such materials. In addition to analysis of cytochrome production, we have also analyzed nanoparticles through the synthesis of quantum dots using various metals such as Cd, Ag, Zn, etc. Quality of quantum dots produced were evaluated using UV/VIS spectroscopy and fluorescence. To better understand the relationship of protein production or behavior, we have analyzed the process of protein folding, denaturation, and misfolding using Cytochrome C, Lactalbumin, and Lysozyme. Using UV/VIS spectroscopy to track labeled fluorescent markers, we have been able to determine possible structures of these proteins in varying concentrations of urea.

**Motivation for Participating:** CARS summer research.

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**Karah Vanderwarker, Hannah Eberle, Brent Rasmussen, Courtney Downing**

**Title:** An exploration of the link between communication and oral health behaviors

**Faculty Sponsor:** Professor Carolyn Lagoe, English and Communication

**Abstract:** Oral hygiene is a crucial aspect of overall health that is often overlooked. Research has linked oral health conditions to other adverse health outcomes, including type II diabetes and coronary health disease. A crucial step towards improving oral health involves identifying factors that directly or indirectly impact one's inclination to utilize oral health services. Influences such as anxiety, attitude towards care, and socioeconomic factors, have been identified as roadblocks to a patient seeking proper dental care. Also influential is the interpersonal nature of seeing a dentist, and the methods by which health information is exchanged within that setting. To assess these factors and identify others, we created an online survey focused on examining the positive and negative communication experiences identified by patients in interactions with their dentist and hygienist. To develop this survey, we collected existing research on the topic. We drew some survey questions from existing scales,



but composed others ourselves, using prior research as a guide. Participants were recruited and they were asked four dichotomous questions about their positive and/or negative communication experiences with a dentist or hygienist, and were prompted to provide an explanation if they answered any of those questions affirmatively.

**Motivation for participating:** Participation in summer CARS research.

## ***Paper Presentations***

**Jenna Amann**

**Title:** The Franklin Delano Roosevelt Presidential Library: An Ante-Mortum Edifice

**Faculty Sponsor:** Professor Timothy Kneeland, History and Political Science

**Abstract:** I began my research for a paper in Dr. Kneeland's American Presidency course in the fall of 2017 by relying, primarily, on secondary sources. After receiving backing from the history department and the help of a small grant I was able to travel to Hyde Park and conduct research at the FDR Presidential Library Archives. The experiences I have had while working on this paper, which I continue to do in preparation for the Phi Alpha Theta conference in April at Nazareth, has validated my understanding of historiography and my ability to be a true historian.

**Motivation for Participating:** It would be a great experience to showcase the time and effort that it took to complete this paper and I would appreciate the opportunity to share my findings with more people.

**Experiential Learning Pathway:** Student Leadership, Field & Clinical Experience, and Mentored Scholarly & Creative Activity

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**Autumn Bell**

**Title:** Religious Studies 101 at Nazareth College: Personal Reflections

**Faculty Sponsor:** Professor Muhammad Shafiq, Religious Studies

**Abstract:** Personally, being a part of this class has changed my views about religion and the way of the world. I now comprehend what religion is more about and the impact it has not only in the world but in society, especially on our views of others. Growing up my parents never raised me as a church goer and I didn't know much about religion and culture. I learned religion is not bad, religion gets a bad rap for what bad people do. I always thought that diverse religions were strange and did not belong. However, this class has impacted my thoughts that spirituality comes from within, that religions aren't a bad way of life, and that many people of diverse religions are more similar than different. I'm glad this class has opened my eyes and that I have a better comprehension of what religion is and does. I am an outsider to the inside world of many religions but knowing how to better communicate with those individuals, I believe I can have stronger relationship with them. Walk a mile in their shoes, see the pain they've suffered and overcome, their beginnings and failings that made them who they are.

**Motivation for Participating:** I was approached by my professor to present my paper because of how much he enjoyed it and thought it should be shared with the college.

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**Jessica Brown, Laura Beeley, Raechel Campisi, Janee Greenidge**

**Title:** Philosophical Approaches to Life: On Happiness, Suffering, and Poetry

**Faculty Sponsor:** Professor Scott Campbell, Philosophy

**Abstract:** This panel will investigate different philosophical approaches to life, focusing on aspects of life including happiness, suffering, and poetry. These papers have been individually written to further our own personal understandings of life that we have developed through studying the writings of influential philosophers, that we have been introduced to in our philosophy courses, and through the class discussions that have resulted from these readings. These papers, although individual and separate, are connected in that they seek to grasp at a meaning or important part of life that philosophers have highlighted. We have written these papers and formed this panel out of our interest in the topics and based on our collective stance that these topics are important to our lives as students and as human beings.

**Motivation for Participating:** Our philosophy professor asked if we would be interested in participating with papers written for his course and we all had interest in sharing our papers and working with each other to make a panel presentation.

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**Kati Horning**

**Title:** The Role of Culture on the Expression of Pain

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** I chose to write a paper for this topic. I used research articles to find my information. I did this because I wanted to incorporate Nursing and Spanish into one idea. It is important for healthcare professionals to recognize that different cultures require different approaches to treatment.

**Motivation for Participating:** Requirement for SPN 400: Spanish Senior Project.

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**Simone Macirella**

**Title:** "To Be Redeemed from Fire by Fire": A Critical Analysis of Joan of Arc's Trial

**Faculty Sponsor:** Professor Timothy Thibodeau, History

**Abstract:** Using multiple biographies of Joan of Arc's life, as well as Daniel Hobbins's renowned translation of her trial transcript and other primary sources from 15th century Europe, I examined the validity of her condemnation as a heretic, how such a sentencing would hold up in today's world, and why exactly there was no possible other outcome for Joan other than death. Through analysis of secondary and primary sources, it is my opinion that Joan's trial was a monumental failure of justice, however the outcome of the trial was only to

## Paper Presentations

be expected. This paper was originally an assignment for a class, but the content matter quickly became a personal interest of mine and has been expanded and reworked to include new sources and information.

**Motivation for Participating:** Professor recommended that I present my paper.

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**Zacaria Manning, Terra Avangelista, Peter Lammey, Ian Deveney**

**Title:** Of Spirit and Reality: Philosophy and the Immaterial World

**Faculty Sponsor:** Professor Scott Campbell, Philosophy

**Abstract:** As a group, we each selected previously composed, original works dealing with the immaterial world and philosophy. After selecting the works, each student underwent a process of adapting their work to make it more appropriate for a panel setting. Each student has expressed an interest in the immaterial aspects of philosophy, whether it be in the field of metaphysics, or in the concept of nothingness proposed by certain existentialist thinkers. As we intend to demonstrate, although literally lacking in material or substance, the weight of these immaterial concepts is of great consequence in philosophy and beyond.

**Motivation for Participating:** Academic Interest.

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**Pamela Mason**

**Title:** A Formal Analysis of Haydn's Last Piano Sonata

**Faculty Sponsor:** Professor John Reef, Music

**Abstract:** Franz Joseph Haydn composed his final Piano Sonata in Eb Major (Hob. 52, L. 62) in 1794. Traditional sonatas from the Classical period tend to comprise three large segments: the exposition, the development, and the recapitulation. These three sections were composed using conventions found across the genre. For example, an exposition typically included a primary theme in the home key, followed by a musical transition that would lead into a medial caesura, which would then result in a secondary theme in the dominant key, and then a closing section. In the exposition, development, and recapitulation of this piece's first movement, Haydn maneuvered around the normal indicators of sonata form. The changes Haydn made resulted in a piece that delays resolutions the listeners have come to expect. His alterations created a sense of formal ambiguity that makes the sonata an intriguing piece to analyze. This paper presentation is a result of my studies in the formal analysis of music, primarily in regards to the sonata genre's typical formal qualities. I will reflect the ways in which Haydn and his final piano sonata tinkered with the genre's formal conventions of the time.

**Motivation for Participating:** Requirement for MUX 491 - Music History/Theory Project.

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**Brittany McAllister, Toni Battista, Lindsay Canon**

**Title:** The Wire

**Faculty Sponsor:** Professor Ed Wiltse, English and Communication

**Abstract:** A panel of three students will present on the opioid crisis, growth, and schooling in relation to The Wire from their seminar papers written in response to all five seasons of the show. Toni Battista will use relevant research on the adolescent brain to analyze the behavior of the students in season four of The Wire and how the show refuses to acknowledge said research. She will discuss different aspects of the developing brain that affect the rational thought and impulse control of adolescents and their susceptibility to their own emotions in their decision-making. Brittany McAllister will analyze the portrayal of education and the effects of standardized testing in season 4 of The Wire and in America. She will look at different factors that influence standardized testing scores, as well as the impact of standardized testing actually has on students. Lindsay Canon will analyze the depiction of the opioid crisis within HBO's The Wire. Additionally, she will discuss the benefits of possible demand-side and harm reduction strategies for combating the opioid crisis, rather than on over-reliance on supply side strategies that perpetuate the unwinnable "War on Drugs."

**Motivation for Participating:** To showcase the work we did last semester with our classmates.

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**Morgan Payne, Claire Hardy, Nolan Moore**

**Title:** Reading The Wire: Power and Masculinity Within the HBO Show

**Faculty Sponsor:** Professor Edward Wiltse, English and Communication

**Abstract:** A panel that will present a wide range of arguments in relation to HBO's The Wire. Four students will be presenting their seminar papers that were written in response to watching all five seasons of the show. Claire Hardy will focus on reentry programs and rehabilitation for prisoners. An application of research in social work and other fields to the representation of rehabilitation in show finds The Wire accurately portrays rehabilitative efforts to be insufficient and detrimental to society. Nolan Moore will explore the sense of masculinity that The Wire uses in its narrative to draw the comparison to the war on drugs and the war on terror, in which there exists not only a rationale but a glorification and self-valorization to violence and war. He will argue that The Wire suggests a parallelism between the Baltimore drug war and the equally futile war on terror due to the hegemonic masculine identities that operate within American society. Morgan Payne will assess factors of intersectionality including race, sexual orientation, and social class juxtaposed with the performance of masculinity of four male characters on The Wire in order to further understand the complexity of masculinity in the show and in society.

## Paper Presentations

**Motivation for Participating:** We were asked by Dr. Wiltse to present our seminar papers from a class we had with him during the Fall 2017 semester.

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**Haley Saba, Paige Serpe Miller**

**Title:** Spirituality of Indian Women

**Faculty Sponsor:** Professor Corinne Dempsey, Religious Studies

**Abstract:** For our research we traveled to India to learn about the spiritual evolutions of elderly women. For two-and-a-half weeks we interviewed twenty-one women in city and village homes, joined by family members who helped fill in the context of their lives. The women were Christian and Hindu from different socio-economic backgrounds. Arriving as strangers, we were welcomed into homes, lucky to hear life stories that mostly involved faith. We asked questions about first memories, religious upbringing and continuity, understandings and experiences of God, and what their long lives have taught them. The interviews were more than just a conversation; they were an invitation get to know people on a personal level. We did not arrive to India with a hypothesis and, although we carried academic lenses, we never wanted to compromise our connection by being “interviewers.” While striving to learn about relationships between culture and religion we were consistently struck by the ways in which Malayali women have been immersed in faith their entire lives. This discovery, in turn, has become the centerpiece for our presentation, where we pursue the conditions of these life-long immersions in faith, gifting women with a sense of perseverance, altruism, and wonder.

**Motivation for Participating:** Requirement for Ethnography of Indian Women.

**Experiential Learning Pathway:** Study Abroad.

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**Emily Teator, Caitlin Scavone, Alexandra Griffin, Claire Hardy**

**Title:** Let's Get Graphic!: Interdisciplinarity Qualities of Graphic Narratives

**Faculty Sponsor:** Professor Adrielle Mitchell, English

**Abstract:** We will break down the medium of graphic narrative and provide multiple interdisciplinary perspectives based on our own interests. We are participating in CARS because to gain experience presenting about our academic passions.

**Motivation for Participating:** To gain experience presenting on our scholarly interests.

## ***Performances***

### **Excerpts from The Addams Family**

Regan Stacey, Demetrio Alomar, Katja Stavenhagen, Anna Kostakis, Vinny Capluzzi, Michaela Shaffer, Sam Melita, Garrison Hunt, Abby Voss, Justin Smith, Chris Peterkin, Chris Salvaggio, Brandon Wollke, Jake Smith, Janna Kozloski, Kaitie Buckert, Cassidy Halpin, Abby Prem, Abigail Hazlett, Charlie Bohrer

**Faculty Sponsor:** Professor Corinne Aquilina, Theatre and Dance

**Abstract:** The cast of Nazareth College Theatre and Dance Department's production of THE ADDAMS FAMILY will perform musical excerpts from the show, which has performances running April 20-22. Their performance in CARS will be during their fifth and final week of nightly, high-intensity rehearsals, under the direction of guest director Robin Levine, and musical director, Corinne Aquilina. The cast is comprised of freshman through senior Musical Theatre majors, Dance majors, Theatre Arts/Education majors, and one student from a local junior high school. In addition to students making up the cast of the show, students in the department are responsible for many of the production roles for the show, from stage managers to backstage crew members. After being cast at the end of the Fall 2017 semester, the students are expected to begin working on their own time, including learning their songs and lines of dialogue, which then is translated to the vocal, dance and staging rehearsals with the directors. From the audition process to the technical skills of striking the set at the end of the show's run, the students are training to become professional performers.

**Motivation for Participating:** We are showcasing the cumulative singing, dancing and acting skills of the students in the Theatre and Dance Department's production of THE ADDAMS FAMILY. Every opportunity to perform is great training for each performer.

### **Exploring Hands Drums Through the Song "Funga"**

Mackayla Thompson, Jazlyn Melindo, Alex Palese, Ashlen Wright, Emily Match, Katherine Saslawsky, Madeline Mitchell

**Faculty Sponsor:** Professor Kristen Shiner-McGuire, Music

**Abstract:** For this project, we will be exploring hand drums with the song "Funga". In this exploration we will work on developing our musicianship individually and as a groups. Also, we will be exploring ways as music therapy majors to use hand drums with clients in the future. We would like to showcase layering in different rhythms, singing while playing, improvisation, nonverbal cues, and possible audience participation. We have adapted the song so the three different rhythms will come in at different times. After some time we will add singing. With a nonverbal cue, we will go into a nonrhythmic solo improvisation section. If there are enough

## Performances

people in the audience, we will teach them a simple body percussion part so they can participate in the music making. Our group would also like to make a poster to show a visual representation of the music the audience will be hearing. We are doing this project to improve our individual musicianship and working in group settings. We also hope to show people that percussion is accessible to everyone. Only one student in our group is a percussionist. We hope to show people that if they maintain reality oriented thoughts and behaviors, everyone can play percussion.

**Motivation for Participating:** We hope to improve our musicianship and gain more experience playing hand drums. This will help us in the future with clients we will be working with. We also hope to teach audience members about hand drums and percussion.

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### **Grow From The Dirt They Left You In**

Sarah McLaen, Morgan Beaton, Kimmy Cassetta, Sara Coykendall, Jackie Ellis, Zach Grant, Kellie Kaminski, Jenna Kellogg, Emily Lawrence, Emma Loree-Findeis, Nina Nasca, Hannah Smoker

**Faculty Sponsor:** Professor Heather Roffe, Theatre and Dance

**Abstract:** I choreographed a piece to the spoken word poem by Shane Koyczan, who was bullied as a child and wanted others who had been through similar experiences to feel empowered by the fact that they are survivors and that those who bullied them were wrong. I gathered a group of 12 Nazareth students, including myself, who experienced bullying; we met once a week and through a combination of group discussion and choreography, a dance was created. We all have stories to be told, and what better way to tell them than through dance? I created this piece because as a child, I was bullied by other girls in my class for being different from them. Every day they chipped away at my confidence, humiliated me, and made me feel worthless. To this day I struggle with anxiety, because I fear the rejection that I was constantly subjected to as a kid, and depression, because building up a sense of self after years of it being stomped on in the school playground is nearly impossible at times. I want people to see this dance and feel empowered by the words and movements, and to know that survivors of bullying grow from the dirt that their bullies theft them in.

**Motivation for Participating:** CARS is a really incredible place to share ideas and learn new things, and I want to spread a message of hope to those who attend.

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### **My Mother**

Sarah McLaen, Kimmy Cassetta, Sara Coykendall, Natalie Gismondi, Willow Greer, Kellie Kaminski, Jenna Kellogg, Joelle Krueger, Emma Loree-Findeis, Hannah Smoker

**Faculty Sponsor:** Professor Heather Roffe, Theatre and Dance

**Abstract:** Losing a parent at a young age is an experience that will never leave you. I created a dance based on Shane Koyczan's poem about losing his mother to Multiple Sclerosis, a



degenerative disease that affects your central nervous system, and disrupts the flow of communication between the brain and the body. He describes how she slowly lost control of her limbs, and how helpless he felt during the whole process. I brought together ten dancers, including myself, to help tell his story; we met once a week and learned the choreography while building a community based on trust, respect, and mutual understanding. All of us knew someone who had lost a parent when they were young, and we are dedicating this dance to them. I decided to create this piece because I was inspired by the strength in Shane's poem, and the resilience that two of my good friends show every day, despite losing their fathers as teenagers. I want others to see this piece and feel inspired as well. Death is not the end - we honor our loved ones in our actions, and in those actions, we can hopefully bring more love into the world.

**Motivation for Participating:** Having a space like CARS where people can share things that they are passionate about is really empowering, and the fact that the sciences and the arts are brought together so seamlessly makes the event so incredible. I wanted to participate in the spread of knowledge and understanding the CARS facilitates, and tell a story through dance in order to bring about hope.

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### **Seven Black Mirrors**

Aaron Siebert-Castiñeira

**Faculty Sponsor:** Professor Octavio Vazquez, Music

**Abstract:** I composed the music, based on the poem "El Poeta", by Antonio Machado. After a year of research and experimentation, the narrative came together in the creative burst of one week, and then I finalized the piece over the course of a month. I did it because I deeply identify with the meaning of the poem, and the darkness in the music resonated particularly well with stories in my life at the time.

**Motivation for Participating:** Requirement for Music Composition.

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### **The Ghost of Myself**

Grace Yeziarski, Morgan Beaton, Kellie Kaminski, Joelle Krueger, Sarah McLaen, Jenna Kellogg

**Faculty Sponsor:** Professor Heather Roffe, Theatre and Dance

**Abstract:** The creative activity I would like to showcase is a dance piece that I choreographed to bring awareness to the intensity of mental illness. There are six dancers total, half of them representing people with depression, and the other half representing the "ghost" or soul of the other people, as they are imagining themselves as dead after committing suicide. On average, there are 123 suicides per day, and for every one of those suicides, there are on average, 25 attempts. This piece represents the insides of people's minds and how they go through phases imagining how they would die, what would happen if they did die, and why they want or feel

## Performances

that they should die. I want this piece to be a way to bring awareness to the seriousness of mental illness, because even if someone is not showing the typical symptoms, they may still be struggling on the inside, and it is important to ensure that everyone feels wanted, as a simple smile or hello can save a person's life.

**Motivation for Participating:** My reason for participating is that not only do I want to share my choreography with everyone, I also want to be able to tell a story through my dance and help the audience see what we are trying to say in hopes of bringing more awareness to mental illness.

## ***Poster Presentations***

### **Naif Alotaibi (#1)**

**Title:** A Tale of Two cultures: A Saudi in America

**Faculty Sponsor:** Professor Louise Wagner, English Language Institute

**Abstract:** I will do a poster presentation on contemporary Saudi Arabian culture. I have seen many misunderstanding in inaccuracies about Saudi Arabia and I would like to shed light from the view of someone born and raised in Riyadh. My central thesis is modern Riyadh is a diverse and cosmopolitan city and I have learned that Americans and Saudis are more alike than many Americans realize. I wish to share this with the wider college community and have the opportunity to speak with as many of my fellow Nazareth College students as possible about life in Saudi Arabia today.

**Motivation for Participating:** Requirement for academic speaking 4 04401.

**Experiential Learning Pathway:** Study Abroad and Mentored Scholarly & Creative Activity.

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### **Stasia Aploks (#2)**

**Title:** Euro-Maidan 2014: The Culmination of Medics, Hospitals, and Injured Protestor's Stories

**Faculty Sponsor:** Professor Olena Prokopovych, Political Science

**Abstract:** I researched the different stories of medics, protestors during the Euro-Maidan of 2014. By doing this I narrowed my research down to three categories. Firstly is the Medics stories, then the injured protestor stories, and finally the stories from both that involve the Berkut police attacking makeshift hospitals. I did this overall to look closely into the human rights that were completely ignored in this protest, such as the right to seeking help when injured.

**Motivation for Participating:** I believe it is a great way to showcase my research.

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**Zoya Aslam, Rachel Pacella, Jonathan Chambery, Gannon Connors, Ivan Gergi, Alycia Gimler, Alexander Hoyt, Sasha Martinez, Lan Nguyen, Julia Penoyer, Luis Vazquez-Szendrey, Jack Wessel (#3)**

**Title:** Assessment of Select Oceanic Water Samples from Culebra Island in Puerto Rico

**Faculty Sponsor:** Professors Stephanie Zamule, Padmini-Das, and Dave Giacherio, Biology

## Poster Presentations

**Abstract:** According to the U.S. Environmental Protection Agency, as of 2016, there were 534 instances of a pollutant interfering with the designated use of a water body in Puerto Rico. The purpose of this research was to assess the quality of oceanic water samples taken from Culebra Island in Puerto Rico. Seven water samples were collected from selected public recreational sites and analyzed for turbidity, nitrate, pH, hardness, and lead. Results showed that values for turbidity, nitrate, pH, and hardness were within EPA permissible limits. However, lead levels ranged from 150-575 ppm, which was well above the 0.01 ppm permissible limit set for drinking water by the EPA. Since lead is a known neurotoxicant, the contaminated water could expose Puerto Rican citizens to lead poisoning and decrease overall public health in the area. Additionally, the health of coral reef organisms could be adversely impacted. Further experimental objectives include: 1) identifying a potential point source of the lead contamination, and 2) surveying the primary literature to determine how elevated lead levels could affect the health of selected coral reef organisms. Results from these studies will provide insight into the sources of lead and its effects on human and ecological health.

**Motivation for Participating:** Requirement for Introduction to Scientific Research and Advanced Scientific Research.

**Experiential Learning Pathway:** Field & Clinical Experience and Mentored Scholarly & Creative Activity.

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### **Alex Barna (#4)**

**Title:** Music in the LGBT+ Collegiate Community

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** I thought of this topic, and the question How does music play a part in the LGBT+ Community?, and created a survey for St. John Fisher and Naz students to participate for m WGS Senior Seminar project. I find the idea of music influencing personal identity very intriguing and wanted to know more about how music influences other people, since music is/was such a crucial part of me coming to terms with my identity.

**Motivation for Participating:** Requirement for WGS 440- Women and Gender Studies Senior Seminar.

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### **Andrew Battaglia, Hailey Trippany, Chelsea Willis (#5)**

**Title:** S-Cape (x-culture)

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** We will be talking about our experiences in X-culture, and working in interactional teams. We will do this by creating a poster, and focusing on the most important things we

learned. We will be connecting business disciplines we have learned throughout the college experience.

**Motivation for Participating:** Requirement for MGT 430 Senior Seminar.

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**Nancy Bauter (#6)**

**Title:** Post-Secondary Opportunities and Support for Individuals with Intellectual Disabilities

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** I researched the opportunities, supports, and access adults with intellectual disabilities have (or should have) after they finish high school. I also created a proposition and model of support for those with IDD after high school. I researched articles online through the databases, used library books, and interviewed several different people I thought had a connection to this topic. I did this because I believe that there should be more cities like Rochester that offer more opportunities and support for those with IDD after high school to increase inclusion in the community.

**Motivation for Participating:** Requirement for Spanish 400 - Senior Seminar.

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**Kyle Beck, Roberto Jaquez (#7)**

**Title:** Viability of inorganic synthesis methods for producing CdSe, CdS and ZnO quantum dots

**Faculty Sponsor:** Professor Sanela Lampa-Pastirk, Chemistry

**Abstract:** Currently quantum dots are becoming more popular due to their potential use in the next generation of solar panels. CdSe, CdS and ZnO quantum dot synthesis typically involves the use of toxic materials such as phosphenes. In this experiment, CdSe quantum dots were successfully synthesized using a reaction without the use of phosphenes. The advantage to using this procedure is that it limits the environmental impact that the hazardous materials have when the quantum dots are disposed of. The synthesized quantum dots were characterized spectroscopically using UV-Vis spectra along with Fluorescence spectra, which showed that they absorbed mostly in the red wavelengths. Then using these UV-Vis spectra, the size and concentration of the quantum dots were determined and these values were compared to commercial quantum dots. By determining the synthesis method that produces the most efficient quantum dot with the least amount of hazardous materials, we can use the most effective quantum dots for application in the fields of technology and medicine, while limiting the environmental impact.

**Motivation for Participating:** Requirement for SCI 450.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

**Alexis Bell, Raymond Payne (#8)**

**Title:** Expression of Charged Transfer Species in *Shewanella Oneidensis* in the Presence of Nanomaterial Metals

**Faculty Sponsor:** Professor Sanela Lampa-Pastirk, Chemistry

**Abstract:** It has been previously discovered that gram-negative, metal-reducing bacterium, *Shewanella oneidensis* (*Shewanella*), is able to sustain growth in the presence of Cd, Se, and Te. Under these conditions, *Shewanella* reduces metal cations through unique mechanisms of extracellular electron transfer (EET). *Shewanella*'s ability to reduce metals to an insoluble form can be applied to areas of 'green' chemistry as well as the biosynthesis of semiconductor nanoparticles such as quantum dots. As *Shewanella* repopulates, the bacterium radiates electrons to electron acceptors in solution. Within these experiments, we used various electron acceptors including Cd, Se, Te, Ag quantum dots, and Zn quantum dots. Upon exploring the affects of nanomaterial metals on the growth rate of *Shewanella*, we quantified the expression of charge transfer species in *Shewanella* such as cytochromes. This investigation determines the correlation between charge transfer species expression in the presence of such materials. Quantifications were determined using SDS-PAGE electrophoresis with HEME stain. Color changes of media were also observed during this experiment demonstrating the reduction of added metals to solution. The results presented here demonstrate the physical alterations within *Shewanella* in order to sustain growth in the presence of nanomaterial electron acceptors.

**Motivation for Participating:** Requirement for Research 450.

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**Gabrielle Bell, Roberto Jaquez (#9)**

**Title:** Quantum Dots

**Faculty Sponsor:** Professor Sanela Lampa-Pastirk, Chemistry

**Abstract:** I created three different kinds of quantum dots by doing a citrate synthesis of gold nanoparticles, a synthesis of cadmium sulfide nanoparticles, and a synthesis of zinc oxide nanoparticles.

**Motivation for Participating:** Extra Credit for lab.

**Experiential Learning Pathway:** Co-curricular Service.

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**Alexis Blydenburgh (#10G)**

**Title:** The Effect of Professional Development as Direct Instruction on TESOL Teachers' Pedagogical Methods to Support Students with Autism

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** After researching best practices to support English Language Learners (ELLs) with Autism Spectrum Disorder (Autism or ASD), it was found that there is very little research about the intersection of these two specific learning needs. Furthermore, many TESOL educators indicated that they did not feel adequately prepared to teach the ELL with autism in their classes. In order to try to bridge this gap, a professional development, titled "Supporting Students with Autism in Our ESL Classes" was designed. The purpose of this study is to examine whether providing specialized workshops and professional development opportunities about special education to TESOL teachers increases their understanding and confidence in best supporting diverse ELLs in their classrooms. In the future, I hope to extend this project by further developing the curriculum of the workshop in hopes that it can be implemented in schools.

**Motivation for Participating:** Requirement for SPF 520.

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**Cassandra Bowen (#11G)**

**Title:** The Impact of the Flipped Classroom on Student Interest and Engagement in Comparison to the Traditional Classroom

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** I administered surveys to students in 7th and 8th grade to measure their interest and engagement at the beginning then flipped the classroom (videos and readings at home to replace lecture) and students come in to do learning activities based on the lecture they did at home. Then I administered a post survey to measure the engagement and interest of students when engaged in the flipped classroom approach. I used Google Classroom to administer the pre and post survey and to give students the lecture materials at home. I did this to see if student engagement would increase in a flipped classroom.

**Motivation for Participating:** Requirement for SPF 520.

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**Katie Box (#12)**

**Title:** Bilingual Education

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

## Poster Presentations

**Abstract:** 1) I researched the components, definitions, various aspects, and affects of bilingual education. 2) I used books and articles to do research bilingualism and their relationship to education. 3) It is for my Spanish 400 class. Also, bilingualism and education are interests of mine.

**Motivation for Participating:** Requirement for SPN 400.

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**Sabrina Brooks (#13G)**

**Title:** Movement and Attention in the Second Grade Classroom

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** I will conduct action research to determine if movement activities will affect the attention of the students in a second grade general education classroom, as measured by a timed math test before and after the movement activity. I am doing this as a requirement for SPF 520: Teacher-Learner, Research and Inquiry.

**Motivation for Participating:** Requirement for SPF 520.

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**Pamela Brown (#14)**

**Title:** Health Program Evaluation: Joy Family Medicine

**Faculty Sponsor:** Professor Mary Dahl Maher, Public Health

**Abstract:** Joy Family Medicine is a local health clinic that provides comprehensive care to underserved people in the East Rochester area. This program was started by Joy Community Church and is part of the Gerhardt Neighborhood Outreach Center as well as a partner with His Branches, Inc. It is an outreach to improve the healthcare of neighborhood residents who lack access to healthcare. The clinic focuses on a Christian faith-based approach to care. A comprehensive program evaluation of Joy Family Medicine was conducted. Data was collected through interviews with staff and a full overview of the clinic's website was performed. The purpose of this evaluation was to assess the core function of this program, including the history, mission, vision, values, goals, and utilization of resources as well as its impact on the community. This program is important to the Rochester area and the field of public health because it provides comprehensive, affordable care to families and individuals of all backgrounds in the local community.

**Motivation for Participating:** Requirement for PBH480 Senior Capstone.

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**Sydney Busko (#15)**

**Title:** The Effect of Symmetry on the Perception of Beauty

**Faculty Sponsor:** Professor Lindsey E. LaPlant, Psychology

**Abstract:** Based on prior research, a study was conducted to investigate the impact of symmetry on beauty. This study examined the interaction between symmetry, beauty, and the subject of the image. The experiment was a paper survey. Participants were told to rate each image based on shape, spacing, and overall attractiveness of the image. The images were printed in black ink to prevent color from influencing the ratings. Both males and females participated. Similar to Zaidel and Cohen (2005), and Zaidel and Deblieck (2007), symmetry was found to influence the perception of beauty. The symmetry and subject of the image were found to be significant. This study supports symmetry's impact on the perception of beauty.

**Motivation for Participating:** Presenting in EPA.

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**Jessica Byrnes (#16)**

**Title:** Beauty Comes From Within: The Effects of Personality on Physical Attractiveness

**Faculty Sponsor:** Professor Ryan O'Loughlin, Psychology

**Abstract:** A question that is commonly studied is how does personality affect perceived physical attractiveness? Research has found that personality information produces significant changes of physical attractiveness for attractive neutral and unattractive targets. The current study continues to evaluate these previous findings. This was done by establishing three different conditions; positive personality, negative personality and no personality. Each of these conditions were paired with the same stimulus picture. In addition, the picture presented was the opposite gender of the participant. The participants were shown the stimulus picture and randomly given a personality condition. They were then asked to rate how attractive they find this person based on the personality description given. The results showed that personality does have an effect on perceived physical attractiveness. Specifically, people with a good personality are not rated significantly more attractive than people with no personality. In addition, people with a bad personality are rated significantly less attractive than people with no personality. Furthermore, it was found that females rate people significantly less attractive than males do. Lastly, female participants were not significantly more influenced by personality conditions than male participants.

**Motivation for Participating:**

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## Poster Presentations

### **Grace Cardamone (#17G)**

**Title:** Staff Perceptions of Positive Behavior Support in a Childcare Setting

**Faculty Sponsor:** Professor Elizabeth Hebert, Occupational Therapy

**Abstract:** Purpose: Little is known about the use of Positive Behavior Support in a childcare setting. The purpose of this study was to determine what the perceptions are of teachers and administrators in a Western New York childcare center regarding the use of Positive Behavior Support for achieving desired behaviors. Methods: A modified version of the “Staff Perceptions of Behavior and Discipline survey” was administered to employees of a Western New York childcare center, who have been trained in Positive Behavior Support. The survey was administered through SurveyMonkey.

**Motivation for Participating:** Requirement for OTR 511 Research Project Proposal Writing I.

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### **Lizbeth Carrasquillo (#18)**

**Title:** Call Me or Facebook Me? Age Differences in Dating Norms Among College Students

**Faculty Sponsor:** Professor Kimberly McGann, Sociology

**Abstract:** Love and romantic relationships have long been of interest to researchers, particularly the ways that potential partners “get together.” Outside of academia, countless images in the media and in cinema paint a simple and clear cut picture as to how couples come to be. But how do people get to the point of being in a committed romantic relationships? With the rise of hookup culture, what rules must you follow when attempting to enter an actual dating relationship? Using survey data, I uncover the norms that govern people’s efforts to enter a committed relationship. I pay particular attention to differences between “traditional” aged college students and those that are either older or do not attend college.

**Motivation for Participating:** Requirement for Senior Seminar.

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### **Bruna Carreiro (#19)**

**Title:** Who Are We?: The Identity Crisis of Ukraine and its Impact on Government Reform Post Soviet Collapse

**Faculty Sponsor:** Professor Olena Prokopovych, Political Science

**Abstract:** What combines a nation as a whole? How do millions of people find one common factor that helps bond them to a nation? I believe that language identity plays a crucial role in helping establish nationalism and a bond amongst a countries citizens. With this in mind, I researched the identity crisis in Ukraine, post 1991, and the impact it had on the failures Ukraine has had in creating a strong government. I ventured into Ukraines history and

observed all the different influences and cultures that currently live in Ukraine that cause for different ideologies for government. This is causing a pro-western vs. pro-russian divide amongst the people. I read scholarly articles and watched documentaries on Ukrainian citizens to see their perspectives on the issue. In addition, I looked at different linguists theorists, who emphasized the idea about unity and order within language. This was important to observe because of the current problems that are going on in Ukraine and getting to the root of that problem will help create a better and politically stronger Ukraine.

**Motivation for Participating:** I do not believe that a lot people know the crisis that is currently going on in Ukraine and I truly believe that this presentation will give them a better insight on the issue and maybe possible solutions.

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**Bruna Carreiro, Zynub Habib, Andrew Battaglia (#20)**

**Title:** JuiCy Juices: An experiment on Vitamin C found in fruit juices

**Faculty Sponsor:** Professor Kelly Hutchinson-Anderson, Chemistry

**Abstract:** Vitamin C (ascorbic acid) is an essential vitamin for humans found in numerous fruits and vegetables that is responsible for the growth and repair of tissues in the body and can protect against the common cold and scurvy. Vitamin C also acts as an antioxidant and is being investigated in the prevention of certain cancers and cardiovascular disease. Humans cannot synthesize vitamin C in their bodies and therefore need to consume food products containing vitamin C. Food companies have created a variety of different fruit juices and advertise their products to be rich in vitamin C. In this experiment, we investigated the amount of vitamin C that is found in fresh fruit, fruit juices, and sports drinks. We specifically investigated oranges/orange juice/orange gatorade, lemons/lemonade/lemon gatorade, and mango/mango juice/mango gatorade using a titration method to determine the amount of vitamin C in each substance. We analyzed our results to discover any differences among the different types of fruit as well as between fresh fruits, fruit juices, and sports drinks.

**Motivation for Participating:** Requirement for SCI.Q101 Integrated Science Inquiry.

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**Katherine Carroll (#21)**

**Title:** Playing the Field: Dating Norms Among Student Athletes

**Faculty Sponsor:** Professor Kimberly McGann, Sociology and Anthropology

**Abstract:** Hookup culture is something that occurs on every college campus, but what happens when people want to stop hooking up and enter a committed relationship? Is it different among the types of students on the college campuses? Student athletes are often known to partake more in the hookup culture based on their perceived reputation as being the most popular on campus which facilitates their popularity in hookup culture. This research explores if there are any differences between athletes and non-athletes and how they enter

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into a committed relationship by drawing on survey data from college students. This research can add to Lisa Wade's and others findings about hookup culture on college campuses by exploring what happens when students move from hooking up to dating.

**Motivation for Participating:** Requirement for Sociology Senior Seminar.

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**Alana Carter, Michelle Vitulli, Lizbeth Carrasquillo, Lily Lynch (#22)**

**Title:** Sex Trafficking: an analysis of the overlooked terror within the refugee population

**Faculty Sponsor:** Professor Yamuna Sangarasivam, Sociology and Anthropology

**Abstract:** Now more than ever the climate of sexual politics has increased dramatically. There can be something said about the overwhelming accounts in the refugee population. The current global politics and tensions between nations have opened a new marketplace for human trafficking, and sadly, those who suffer are refugees who are already facing hardships and are desperately searching for a sense of normalcy. The high volume of displaced individuals looking for safety has piqued the interest of sex trafficking scouts, and with little effort they have ample access to workers. This phenomenon is appearing around the world, and in almost every city and has no limitations on the victim's background. Because the victims are individuals with no agency, there is a dire need for more agencies to advocate for those who have experienced this horrific terror. Taking current trends in today's media, we can analyze different takes on the sexual violence that refugees face every day. By using articles and first-hand testimonies, we explore different worldviews of sexual violence in the lives of refugees and discuss how the sexual violence they experience is more serious than any terrorism that they may have faced.

**Motivation for Participating:** Requirement for ANT336.

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**Bailey Carter (#23)**

**Title:** Putnam Tiles

**Faculty Sponsor:** Professor Daniel Birmajer, Mathematics

**Abstract:** In December of 2016, I sat down to take my first Putnam Examination: the hardest math exam in the country. I received 1 point out of 120 possible points, which is actually very hard to achieve any score above 0. For my research in math this semester, I chose to explore one of the question I found particularly enjoyable. This question asks to find the least number of tiles (of 2 different shapes, one with 3 tiles and the other with 4 tiles) that are required to fill a  $(2m-1) \times (2n-1)$  region in which  $m$  and  $n$  are greater than or equal to 4. Meaning, the smallest region that is being filled is a  $7 \times 7$  square, next, a  $7 \times 9$  or  $9 \times 7$  rectangle, etc. I started off this process by drawing many pictures and creating tiles to find the smallest combinations of the 3 tile and 4 tile. I have a conjecture for how many tiles are needed to fill the region and am in the process of proving this conjecture.

**Motivation for Participating:** Requirement for MTH 490 Research in Math.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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**Catherine Castellan (#24)**

**Title:** Prenatal Genetic Testing: What it is and Its Ethical Implications

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** The purpose of this research project is to explore the distinct kinds of prenatal genetic tests, understand how each of them works, and then further investigate the possible or actual ethical ramifications as a result of the tests. Ethical questions involving prenatal genetic testing have been evaluated under the light of virtue ethics, ethical principles, catholic doctrine and theology, and cultural relativism. The research involved scientific and academic articles in addition to medical resources. This topic was chosen in order to shed light on a subject that is often overlooked in regards to the discussion of ethics during the prenatal stage.

**Motivation for Participating:** Requirement for SPN 400.

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**Amanda Petrella Christ (#25G)**

**Title:** Improving Rhythmic Sight-reading in Adult Music Students

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** This poster presentation will illustrate the results of an action research study: improving rhythmic sight-reading in adult music students. Teaching methods found to be effective in improving rhythmic sight-reading in school and college age students are implemented in one-on-one lessons with adults aged sixty and older. With this information, community choir directors can increase music literacy in their members and move away from teaching music by rote. They will then be able to use rehearsal time more effectively to lead a more meaningful musical experience for all involved.

**Motivation for Participating:** Requirement for SPF 520 80.

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**Amy Christian (#26)**

**Title:** The Impact of Trump's Sexist Comments on Women's Body Esteem

**Faculty Sponsor:** Professor Lindsey E. LaPlant, Psychology

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**Abstract:** On November 8th, 2016 the United States of America elected a president who stated, “You can do anything... grab them by the pussy” in reference to women (Cohen, 2017). People across the world were speechless as Donald Trump became the 45th president of the U.S. with a long history of sexual misconduct allegations. Past research has suggested that the presence of sexism has a negative impact on individuals, particularly women and their body esteem (Oswald, Franzoi, & Frost, 2012). This study examined how President Trump’s sexist comments influenced body esteem in women, particularly sexual attractiveness, weight concern, and physical condition. Twenty-nine females participated in the study by reading either neutral or sexist statements about women. All of the sexist statements about women were made by President Donald Trump. The participants then completed Franzoi and Shields’s Body-Esteem Scale (1984). In disagreement with my hypothesis, body esteem was not significantly lower in response to the sexist condition in comparison to the neutral condition. However, those who read Trump’s sexist comments reported significantly lower levels of weight satisfaction. The findings may be attributed to the study’s limitations, including that of geographical location, sample size, and only having female participants.

**Motivation for Participating:** To bring awareness to subject especially in light of current societal movements. Am also bringing this presentation to Eastern Psychological Association in March 2018.

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**Amanda Coffey (#27)**

**Title:** How does what you drink affect your teeth?

**Faculty Sponsor:** Professor Kelly Hutchinson-Anderson, Chemistry

**Abstract:** What people drink and eat have a great influence on preventing cavities and maintaining good oral health. Dentists and doctors warn against consuming acidic and sugary drinks indicating that they are bad for your teeth; however, are some drinks better than others dependent upon the type of acid, color of the drink and amount of sugar? In this experiment I investigated how 13 different drinks influence teeth enamel. I examined the effects of dark and light-colored sodas and sports drinks, regular and diet sodas and sports drinks, milk, coffee, unsweetened tea, and water on the shells of hardboiled eggs which were used as a substitute for teeth. The eggshells were compared daily for one week to determine differences in staining, mass, and shell thickness based upon the type of drink to determine the influence of color, acid type, and sugar content on teeth decay.

**Motivation for Participating:** Requirement for SCI.Q 101.

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**Rameen Copeland, Sara Grabowski, William Krueger (#28)**

**Title:** The Invisible College: How it Manipulates the Public Perception of Terrorism

**Faculty Sponsor:** Professor Yamuna Sangarasivam, Sociology and Anthropology

**Abstract:** The study of terrorism has become monopolized by state dynamics which censor and slander the names of academics. Academics who study in ways found unsuitable by members of this select group of professors, researchers, and other individuals in state-sponsored institutions. One such of these institutions is the RAND Corporation who through grants from the Department of Defense of the United States and Department of State manages to fund writers and other researchers to promote a pro-United States agenda. In our poster we seek to create a case study of three scholars who are involved in the Invisible College and are funded by the RAND Corporation. Furthermore, we will discuss what the Invisible College is, what it has done to the study of terrorism, and how it has further divided our academic studies to create an environment of fear and distrust.

**Motivation for Participating:** Requirement for Anthropology of Terrorism.

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**Sarah Cordes (#29G)**

**Title:** Effects of Color on Student Memory and Learning

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** This research evaluates the relationship between color and memory, particularly what the effects of color are on student memory and learning. For this research, I met with fourth grade students and presented them with various color coded notecards. The students were first shown a list of grade-level words, and after certain research steps, were randomly presented with words from that list, some printed on white cards, and some printed on color cards. They were eventually asked to recall as many words as possible. I did this to determine if color can be utilized in the classroom to support learning and retention.

**Motivation for Participating:** Requirement for SPF 520.

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**Emily Cullen, Nicole Matteson, Rachael Podolak (#30)**

**Title:** X-Culture Presentation: Vertical Journey

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** While collaborating with students around the world, we developed marketing and management strategies for Vertical Journey, a tourism attraction in Peru. Working in teams of four to six people for eight weeks to research the company and write a report collectively. Our teams worked to receive a grade for our management senior seminar class as a part of the X-Culture program.

**Motivation for Participating:** Exchange of a paper.

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### **Ceara Curry (#31)**

**Title:** Easing the Divide: Music As a Means of Reunification

**Faculty Sponsor:** Professor Zbigniew Granat, Music

**Abstract:** In a time where anthropocentrism is on the rise and we are concerned primarily with human interests instead of the needs and processes of the natural world, there is a need to look at what can serve as a means of connecting human and nature. This project will explore one of those means: music. Throughout the history of music, there have been many composers that have either been inspired by nature or have strived to imitate or represent nature in their works. One of these composers and their works include Antonio Vivaldi and his Four Seasons. If this work is explored one can find all of the ways in which Vivaldi was inspired by nature and how he represents it in his concerti.

**Motivation for Participating:** Requirement for MUX 491.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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### **Jacob Cuyler, Andrew Cross, Chris Jones, Aricca Senkow (#32)**

**Title:** Synthesis of Perovskite Quantum Dots and their Application in Solar Cells

**Faculty Sponsor:** Professor Sanela Lampa-Pastirk, Chemistry

**Abstract:** Chemists are continuously looking towards ways to improve the modernizing world with the use of nanomaterials. Perovskites are a type of nanomaterial classified as quantum dots. This material is specifically interesting due to its application in solar cell technology. Perovskites can be manipulated to absorb and fluoresce at different wavelengths of light based on their size, shapes of the crystal structure, and synthetic routes They follow the chemical formula of  $CsPbX_3$  where X is a halogen. Perovskites began to be applied to solar cells in 2012, since then their efficiency has rapidly increased thanks to academic research. With continued improvements to their efficiency, perovskite solar cells could eventually become a serious contender against classic photovoltaic cells.

**Motivation for Participating:** Presenting on Laboratory Research.

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### **Mackenzie Dallimore (#33)**

**Title:** A Public Health Evaluation of The Healthy Baby Network

**Faculty Sponsor:** Professor Mary Dahl Maher, Public Health

**Abstract:** The purpose of my evaluation of the not-for-profit organization, The Healthy Baby Network, is to use a public health perspective to examine the current structure and



effectiveness of the program and to make recommendations if needed. These recommendations will be given with the organization's mission, vision, and goals in mind. Information needed for this evaluation came through interviews with the executive director of the organization, as well as a review of published information on the organization's website.

**Motivation for Participating:** Requirement for Public Health Senior Capstone.

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**Emily Davidson, Meghan Barry, Lauren Porzi, Makenzi Spink, Danae Wetherbee (#34G)**

**Title:** Home Care Physical Therapist Decision Making for Walking Assistive Device Use in Patients with Stroke and Brain Injury

**Faculty Sponsor:** Professor Sue O'Brien, Physical Therapy

**Abstract:** The clinical reasoning (CR) used by home care (HC) physical therapists when prescribing mobility assistive devices (MAD) is unknown. Patients with stroke and brain injury (BI) typically require MADs following discharge from inpatient rehab and return to the community is a primary concern. HC physical therapists bridge the transition between hospitals and the community, and are best positioned to understand the issues met by patients with stroke and BI once they are discharged home from a hospital. Their insights could prove helpful to the healthcare system. This study identified physical therapists' CR process about MADs use and prescription in the HC setting following discharge from inpatient rehab in patients with stroke and BI. A secondary purpose was to compare the CR for MADs between therapists working in inpatient rehab and HC. HC agencies affiliated with Nazareth's DPT program were asked to participate. Inclusion criteria: PTs/PTAs who work with patients with stroke and BI post inpatient rehab. Descriptive statistics were used to describe the subjects and frequencies of most responses were calculated. Qualitative data were analyzed for themes and consensus was reached. Definitions determined in our previous study were used to assist coding. We received HSRC approval.

**Motivation for Participating:** To participate in this college wide opportunity.

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**Simone Delfyette (#35)**

**Title:** An Assessment of Diversity and Inclusion Efforts on Campus

**Faculty Sponsor:** Professor Yamuna Sangarasivam, Sociology and Anthropology

**Abstract:** Diversity and inclusion in the educational world seems to go hand in hand, but what is it and how did we come to know what it does for us? This project examines how Nazareth campus' diversity and inclusion initiative is affecting students and staff on campus. At our private institution, there is a diversity and inclusion initiative to invite people of all races, ethnicities, cultures, and backgrounds to our campus, but what do these initiatives do for them once they get here? This study aims to assessment the colleges' efforts at diversity and inclusion on campus. I will examine and analyze past data from surveys given to students and

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staff regarding the campus climate, how they feel about people outside of their own race, ethnicity, and culture, and if they feel included in the campus community. I want to do this because as a student at Nazareth College, my purpose and objective in examining this data is to see what systematic changes can happen on campus so that students and staff can feel included, welcomed, and accepted in the campus community.

**Motivation for Participating:** Required for Anthropology Senior Seminar.

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### **William DeRoo (#36)**

**Title:** From Protest to Revolution in Modern Ukraine: Violence, Nonviolence, and the Gender Divide at the Euromaidan

**Faculty Sponsor:** Professor Olena Prokopovych, Political Science

**Abstract:** For this project, I researched the Euromaidan protests in Ukraine in 2013-14 and examined the divide between the traditionalist/patriarchal protesters versus the feminist/LGBT protesters. The divide became apparent when the Euromaidan shifted from a peaceful protest to a militarization for the nation.

**Motivation for Participating:** It is encouraged in my class.

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### **Haley DeVona (#37)**

**Title:** Special Olympics Evaluation

**Faculty Sponsor:** Professor Mary Maher, Public Health

**Abstract:** Through interviews, and observations I will be conducting an evaluation of a community program that deals with individuals with intellectual disabilities. The program that I chose to evaluate is Special Olympics Genesee Region offices. I will come up with ten interview questions, and interview an employee that works in the Special Olympic offices. The purpose of this evaluation is to get to know the program better, and evaluate how the program is implemented throughout the community. By doing this I will also be able to familiarize myself with the complete evaluation process since I will be doing this on my own. Special Olympics mission is to provide children and adults with intellectual disabilities the opportunity to compete in year round athletics. By doing this it gives the athletes the opportunity to improve their physical fitness, demonstrate courage, and show off their skills with their friends and families, and other Special Olympic communities.

**Motivation for Participating:** Requirement for PBH 480 Senior Capstone.

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**Beibei Ding, Zichen Yang, Peiyuan Ji (#38)**

**Title:** China and America: Cultural and Language differences

**Faculty Sponsor:** Professor Louise Wagner, English Language Institute

**Abstract:** Our group will do a poster presentation on both the cultural and language differences between China and America. We seek to explain to the Nazareth Community the view of an international student studying and living here in the United States. Our central thesis is to discuss the many interesting cultural and linguistic differences. We have learned so much about American Culture from a Chinese perspective and wish to share this with the wider college community.

**Motivation for Participating:** Requirement for Academic Speaking IV - 18SP.

**Experiential Learning Pathway:** Study Abroad and Mentored Scholarly & Creative Activity.

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**Jamie DiSalvo, Harmony Bredesen, Graec Keegan, Jenny Wess, Josh Fess, Lauren Vigue, Lexi Peavey, Logan Reed (#39)**

**Title:** Engagement In Sustainability Efforts of Deaf Education in Ethiopia

**Faculty Sponsor:** Professor Paula Brown, Communication Sciences and Disorders

**Abstract:** This presentation addresses the efforts of Nazareth College students to engage in a service learning experience in Ethiopia in partnership with Visions Global Empowerment, a nonprofit organization that strives to bridge the gap of inequality through education. Visions works with multiple schools in classrooms for deaf students as well as a Model Deafness Center located in Bahir Dar that provides services and support outside of the classroom. During our time in Ethiopia we continued Visions work to participate in the sustainability of deaf education in Ethiopia. Participants of this trip continued the sustainability efforts through planning and implementing lessons that used techniques that were previously introduced within the schools. Past Visions volunteers modeled multiple teaching strategies and language enrichment techniques. These strategies included visual learning and hands-on activities. Students participated in this service learning experience to enrich their own global education and cultural competence as well as to assist in Visions sustainability efforts around the world.

**Motivation for Participating:** To present the work we did in Ethiopia to inspire other students to do the same.

**Experiential Learning Pathway:** Service Learning.

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**Jenna Donald, Ericka Granison, Searnie Knight, Jon Olbrich, Alexa Macri (#40)**

**Title:** X-Culture: Nashville Area Chamber of Commerce

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** We worked with teams consisting of people from all over the world. There were about five people in each team. We had to connect with them and create a business plan for one of the six businesses given to us. We chose the Nashville Area Chamber of Commerce. They wanted us to identify a new sector/market from an international company for the Nashville area. We completed research weekly, as well as completing weekly tasks with our teams. By the end of the project, we completed a full analysis of the market, developed a marketing plan, and discussed the management of the operations. We filled out weekly surveys to evaluate our team members and their progress. In class, we worked with each other to exchange ideas and questions, as well as discussed problems we were having with our global teams. Additionally, we completed individual reflections that documented our participation, connected what we did in the project and what we have learned in our business classes, what we learned from the experience, and to discuss dilemmas or concerns that had occurred during the project. We completed the project for our Business Senior Seminar Course.

**Motivation for Participating:** It was an optional project for us to complete, in place of completing a separate assignment for class.

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**Audrey Dragoone (#41)**

**Title:** Walking the Line: How Individual Choice Relates to Path Walking

**Faculty Sponsor:** Professor Ryan O'Loughlin, Psychology

**Abstract:** The experiment examined how two paths with varying complexity attribute to individual's choice in following the path or not. The theory was, if a path is more complex participants will be more likely to walk the path. The results supported the idea that the complexity of the path influenced the likelihood of following it. However, the direction of the results was incorrect. Fewer participants were seen following the complex path compared to the simple path. This was accomplished to see how choice behavior related to path walking.

**Motivation for Participating:** I am doing this in conjunction with the EPA conference this spring as a way to receive funding for my poster, as well as build up my resume.

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**Hannah Eberle (#42)**

**Title:** Interactions Between Media Literacy and Feminism

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** Media literacy is a critical thinking skill that allows us to deconstruct and make judgements about the information we receive from media content. This ability allows us to understand our own values, behaviors and identities. It may also lead us to social or political action depending on which communities we are exposed to through various media channels. Using a feminist lens, this research uses survey data to understand how media literacy competencies influence feminist behavior and our willingness to become activists for social change. This research was completed as a requirement for a Women and Gender Studies senior seminar project.

**Motivation for Participating:** Requirement for WGS 440 01.

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**Hannah Eberle (#43)**

**Title:** Life as a Migrant Dairy Farm Worker

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** The animal agriculture industry, particularly the dairy industry, employs a significant number of migrant workers from Latin America, while also exploiting their labor and basic human rights. The convenience that modern day farming is now expected to provide in the United State's consumer culture presents many challenges for a group that is already marginalized. This paper explores the history and economic impact of the American dairy industry and the effect it has had on the struggles that migrant workers face on dairy farms. This research paper is presented as a requirement for Spanish senior seminar project and is based on research gathered from relevant sources.

**Motivation for Participating:** Requirement for SPN 400 01.

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**Jackie Ellis, Missy Wheeler (#44)**

**Title:** Red Wine and Dark Chocolate Effects on Health

**Faculty Sponsor:** Professor Kelly Hutchinson-Anderson, Chemistry

**Abstract:** There have been numerous studies spanning the last decade stating that dark chocolate and red wine have a variety of health benefits including fighting Alzheimer's disease, preventing heart disease, and rejuvenating cells due to the presence of resveratrol. More recently, preliminary results from a study conducted in Belgium and the Netherlands has shown that dark chocolate and red wine may have a positive influence on gut microbiota diversity which is linked to better general health. Our experiment investigated the effects of dark chocolate and red wine by observing the growth of *Lactobacillus acidophilus*, a probiotic bacteria in the stomach. Triplicate plates of tryptic Soy Agar (TSA) were prepared containing either melted dark chocolate wafers, red wine, boiled red wine, or nothing (control). *L. acidophilus* was then streaked across each TSA plate and the plates were placed upside down

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in the incubator at 37°C for 24 and 48 hours with noticeable growth after 48 hours. Colonies of bacteria were then counted. We believe that the greater the growth of bacteria with red wine and dark chocolate, the more likely there may be health benefits related to consuming dark chocolate and red wine.

**Motivation for Participating:** Requirement for SCI.Q 101.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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### **Elizabeth Fiorillo (#45)**

**Title:** Just Breathe: Simple breathing techniques to reduce academic stress

**Faculty Sponsor:** Professor Lindsey LaPlant, Psychology

**Abstract:** 1) I am researching whether or not simple breathing techniques can reduce academic-related stress levels among college students. 2) I will be conducting my experiment within my PSY 202 class. Participants will be exposed to a simple breathing technique following a stress-inducing activity. I will also have a neutral group to use as a comparison (no breathing techniques introduced). 3) I am conducting this research to better understand healthy coping mechanisms related to stress. I am interested in researching atypical coping mechanisms as well, and believe that I must have a strong understanding of typical behaviors first.

**Motivation for Participating:** Requirement for PSY 202-02.

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### **Caroline Fish (#46G)**

**Title:** What is the effect of using collaborative learning on student academic achievement?

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** In this project I will be researching the effectiveness of collaborative learning on student academic achievement. I will be completing this research in elementary schools around the area. I am completing this research to discover if collaborative learning is an effective strategy to differentiate instruction.

**Motivation for Participating:** Requirement for SPF 520.

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### **Kelsey Flanagan (#47G)**

**Title:** The Effect of Small Group Instruction on Student Test Scores

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** This presentation culminates my action research on the idea of small group instruction and the effect that it has on student test scores. This study was done on 21 second grade students in the Rochester City School District. Of these students, 13 students have a classified disability. Throughout this semester, I taught 11 students, using a small group (3-6 students) and whereas the other 10 students only received whole group instruction. When doing this study, I monitored students test scores to see if there truly is a correlation between small group instruction and test scores of students. I chose to do this study because as a teacher, I am always looking at ways to enhance learning for my students. I also did this study because I wanted to make sure I was maximizing student learning and allowing students to reach their full potential.

**Motivation for Participating:** Requirement for SPF 520.

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**Sarah Forney (#48)**

**Title:** Biosynthesis of zinc sulfide and cadmium sulfide nanoparticles with *Shewanella oneidensis*

**Faculty Sponsor:** Professor Sanela Lampa-Pastirk, Chemistry

**Abstract:** The inorganic synthesis of nanoparticles traditionally utilizes toxic, expensive, and/or unstable materials, like dimethyl cadmium and phosphenes, to produce quantum dots for electronics, medicine, and pharmaceuticals. To reduce the hazardous materials used in this process, scientists are creating alternative synthesis methods, such as using less toxic reagents in 'green' synthesis, reduced reaction temperatures, and flow chemistry. Biosynthesis is a promising alternative method for synthesizing nanoparticles, as they can be produced with minimal hazardous reagents with the desired ligands attached to the surface. In this experiment, we utilized the adaptive properties of the bacterium *Shewanella oneidensis* (*S. oneidensis*) to synthesize zinc sulfide and cadmium sulfide nanoparticles. *S. oneidensis* has been demonstrated to adapt to toxic environments and utilize metals as the terminal electron acceptor for its respiration, making the bacterium a good candidate for nanoparticle synthesis. Our nanoparticles were characterized by UV-Vis spectroscopy to determine the size and concentration of the nanoparticles produced. *S. oneidensis* has previously been used for the production of silver quantum dots, but not for highly popular cadmium dots (CdS, CdSe or CdTe). This research serves to propose biosynthesis with *S. oneidensis* as simpler and less hazardous alternative synthesis method to produce these in-demand nanoparticles.

**Motivation for Participating:** Requirement for Advanced Chemistry Research (SCI 450 03).

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## Poster Presentations

### **Cameron Fry, Shaina Louis, Patrick Gefell (#49)**

**Title:** X-culture: S-Cape

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** We are creating a poster that tells the story of S-Cape. We wanted to help this small reliable company expand into other markets around the world, therefore we are telling the story.

**Motivation for Participating:** Requirement for MGT 430-01.

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### **Shane Fuentes, Kyle Bronson (#50)**

**Title:** Synthesis and characterization of gold, zinc oxide, and cadmium sulfide quantum dots

**Faculty Sponsor:** Professor Sanela Lampa-Pastirk, Chemistry

**Abstract:** Since their discovery in the mid-1980's, quantum dots have been utilized across industries such as biological labeling, solar cell production, and even inkjet printing. Quantum dots are nanoparticles created from semiconducting materials like cadmium or gold. Although quantum dots have been at the forefront of scientific research in the past few years, their capabilities have yet to be fully understood. Use of nanomaterials is particularly beneficial as they help limit the amount of chemical waste introduced to the environment. In the present study we sought to synthesize and characterize three types of quantum dots. Results suggest successful synthesis of gold, zinc oxide, and cadmium sulfide quantum dots. Characterization of products was done using ultraviolet-visible spectroscopy and fluorescence spectroscopy. A greater understanding of these materials will help facilitate the synthesis of novel nanomaterials for further application.

**Motivation for Participating:** Inorganic Chemistry.

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### **Macala Gallow (#51)**

**Title:** Program Evaluation of Foodlink's Community Kitchen

**Faculty Sponsor:** Professor Mary Maher, Public Health

**Abstract:** The aim of this project was to conduct a program evaluation of the Foodlink Community Kitchen in Rochester, New York. The mission of Foodlink is to end hunger and leverage the power of food to build a healthier community. There are three main objectives of the Community Kitchen, established in December 2016: 1. Healthy Meals; 2. Value-Added Processing; and 3. Workforce Development. The evaluation was conducted by interviewing key informants using open-ended questions with a focus on organizational mission, vision, goals, governance and finance. Additionally, program outcomes were appraised for effectiveness in meeting the established goals of the program.



**Motivation for Participating:** Requirement for Senior Capstone.

**Experiential Learning Pathway:** Internships and Field & Clinical Experience.

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**Ashley Gentile (#52G)**

**Title:** Behavior and Flexible Seating: Is There a Correlation?

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** This project is a research paper for my graduate college class (SPF 520). I will be conducting research through interviews and observations on the effectiveness of flexible seating in an elementary level classroom and the relation to students behavior.

**Motivation for Participating:** Requirement for SPF 520.

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**Megan Gentile (#53G)**

**Title:** The Perceptions of Caregivers' Roles in Supporting a Family Member with Alzheimer's Disease

**Faculty Sponsor:** Professor Elizabeth Hebert, Occupational Therapy

**Abstract:** A qualitative study exploring how caregivers view their role of providing support for a family member with Alzheimer's Disease. Interviews were conducted to gather information regarding their role as a caregiver and how they perceive their role. I conducted this research to gain understanding of how caregivers feel about their role.

**Motivation for Participating:** Requirement for OTR 514.

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**Morgan Geraci (#54)**

**Title:** Gestión Cross-cultural: Los efectos de las dimensiones culturales y como se afectan como manejar un equipo internacional.

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** I am writing and doing a presentation in reflection of my senior seminar. I will be talking about how cross cultural management is affected by the cultural dimensions and how international teams should be managed. It is important do know the idea of what culture is and how it is represented in business and in everyday life. I researched many topics of cross cultural management but I am also working on my experience abroad since I have completed 4

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semesters abroad. My experiences overseas have influenced me on this topic and has helped me expand my business knowledge which is what made me want to research this topic.

**Motivation for Participating:** Requirement for Spanish Senior Seminar/Composition SPN 499 & 400.

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**Frankie Gleason, Michelle Miller (#55)**

**Title:** Interprofessional Practice Through Visual and Narrative Forms Capturing Self-Expression

**Faculty Sponsor:** Professor Lisa Hiley, Communication Sciences and Disorders

**Abstract:** This proposal highlights the collaborative clinical work of an undergraduate CSD and CAT graduate providing therapy to an adult with a dual diagnosis of autism and comorbid mental health diagnoses. Working interprofessionally, the co-therapists paired evidence-based interventions from art therapy and speech-language pathology to create a semester long project capturing self-expression through a visual product paired with a written narrative. To address the written expression goals, the SLP clinician used Thinking Maps and direct instruction to guide semantic and syntactic written expression, while the CAT therapist used visual journaling and other art media to address the self-expression. Through a process privileging the client's voice and choice, a visual product and written narrative were generated that gave equal value to the client's perspectives and wishes while maintaining a therapeutic focus. The clinical project was developed with the client in mind, but was also an interprofessional opportunity for the clinicians. This proposal serves as evidence of how Nazareth's student clinicians from across the College of HHS are committed to interprofessional practice, facilitated through YWRI clinics and classes. Both locally and globally, organizations and institutes are emphasizing the necessity to pull providers together to address complex allied health needs (WHO, 2010).

**Motivation for Participating:** This was excellent clinical experience and a great way to showcase our interprofessional skills that are necessary when working in the health field.

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**Carolyn Goodfellow (#56)**

**Title:** The Mystery of Bohemian Rhapsody

**Faculty Sponsor:** Professor Zbigniew Granat, Music

**Abstract:** For my project I did analytical research on the rock song Bohemian Rhapsody by Queen. My process involved researching the band themselves, the history behind how and why the song was written and doing a musical analysis on the overall structure of the song. The song is unique in that it is longer than most rock songs of the time, it changes key multiple times which is also unusual and it was never revealed what the song was actually written

about and what the lyrics mean. All of this mystery is what intrigued me into doing further research and analysis of the song.

**Motivation for Participating:** Requirement for MUX 491.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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**Christopher Goodman (#57)**

**Title:** Are all Trees Graceful

**Faculty Sponsor:** Professor Daniel Birmajer, Mathematics

**Abstract:** For my research I used graphs of trees, and am trying to figure out if all Trees can be gracefully labeled. In order to be gracefully labeled no two vertices can have the same number and the no two edges can have the same number. In order to get the edges you take the absolute value of the difference between the vertices. I did this by drawing the graphs we know are graceful and finding a pattern in the numbers. It is an open problem so I am still trying to figure out if all trees are graceful. I did this because I thought it would be fun and interesting.

**Motivation for Participating:** Requirement for Mathematical Research.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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**Madison Granata, Kathryn Pollinger, Gabriella Salemi, McKenzy Harris (#58)**

**Title:** Psychological Aspects Leading to Terror

**Faculty Sponsor:** Professor Yamuna Sangarasivam, Sociology and Anthropology

**Abstract:** For this research opportunity, we will be looking at the testimonies of terrorists as well as the testimonies of soldiers in order to evaluate the psychological aspects leading to terror. We will use textual evidence from novels, academic journals, news articles as well as video accounts to look deeper into the topic. We have come to realize that there is a duality when it comes to the definition of terrorism, where some would see things such as revolutionary acts and as acts of counterterrorism, as terrorism itself. We feel that this topic is relevant to issues appearing in the news today, and could be useful for other research to come. We are examining this topic because we would like to explore the psychological aspect of terrorism and feel that it is a topic that is not always confronted and researched.

**Motivation for Participating:** Requirement for ANT336.01.

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### **Paige Graney (#59)**

**Title:** Prenatal Stress and Early Behavioral Development

**Faculty Sponsor:** Professor Christy Fessler, Psychology

**Abstract:** Research has frequently shown a correlation between higher levels of maternal prenatal stress and the presence of behavioral abnormalities in offspring. Previous research suggests that higher levels of anxiety, lower levels of social interactions, and impaired spatial memory may be some of the abnormalities that are associated with maternal prenatal stress. In order to evaluate the presence of behavioral abnormalities, Open Field and social interaction test were used. Previous studies have shown that, on average, more anxious animals spend less time in the center of an unfamiliar open space and show more thigmotaxis than less anxious animals. The purpose of this study is to examine the relationship between prenatal stress in rats and the development of anxiety behavior in the offspring. The progression of this development is also assessed, as the rats were evaluated at multiple time points throughout their early development. If prenatal stress does have an impact on behavioral development, the results of this study should conclude that the prenatally stressed experimental group will exhibit significantly more anxiety behaviors than the control group. Additionally, over time the experimental group is expected to show less anxiety behaviors.

**Motivation for Participating:** To showcase the results from my independent study.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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### **Jacob Gray (#60)**

**Title:** Program Evaluation of Rochester Community Bikes

**Faculty Sponsor:** Professor Mary Maher, Public Health

**Abstract:** I am conducting an interview at an organization of Rochester community bikes. It is an organization that gives away free bikes to those who are less fortunate among other things. I will be visiting, conducting an interview as well as doing research to better understand what the organization does and what the true benefits are gained in the population.

**Motivation for Participating:** Requirement for Senior Capstone.

**Experiential Learning Pathways:** Student Leadership, Internships, Field and Clinical Experience, and Mentored Scholarly & Creative Activity.

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**Tyler Hancock (#61)**

**Title:** Market Analysis for Unicheck

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** I worked with an international team as an assignment to work on a market analysis and research for an international company looking to expand their business. It was done all through online communication with my team, for an assignment in my senior seminar class.

**Motivation for Participating:** Requirement for Senior Seminar; MGT430-01.

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**Claire Hardy (#62)**

**Title:** Sylver Coinage Decision Tree

**Faculty Sponsor:** Professor Daniel Birmajer, Mathematics

**Abstract:** Whatever you do, don't pick one. Sylver Coinage is a game created by John Horton Conway. The game is for two players. At the beginning of the game both players can pick any positive natural number, but for each number named the multiples and combinations of multiples of those numbers are no longer available for selection. The game ends when someone has to pick one. My research on Sylver Coinage has led to the creation of decision trees which provide the winning moves for both Player one and Player two, depending on the first two moves.

**Motivation for Participating:** Requirement for MTH 490: Mathematical Research.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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**Ashley Harford, Maria B. Quagliana (#63)**

**Title:** Farmland for Food, Feed or Fuel: A Case Study of India

**Faculty Sponsor:** Professor Devparna Roy, Sociology and Anthropology

**Abstract:** We conducted an extensive electronic literature review and contacted several scholars. We also interviewed five scholars by e-mail. We also used the most up-to-date information from NASA and Mann Library at Cornell University. As farmland is diverted to other purposes in a rapidly-developing country such as India, the number of land-related conflicts is on a steady rise. Therefore, this presentation is the first step in our project to find out how much land is absolutely required to feed, clothe, house, and provide a life of dignity to some 1.25 billion inhabitants of India.

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**Motivation for Participating:** We are undergraduate research/scholar assistants funded through URSAP (OSPFR).

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**Ashley Harford, Erin Stryker, Lyndsey Arena (#64)**

**Title:** Biochemical and Metabolomic Profiling of Switchgrass (*P. virgatum*) for Potential as a Phytoremediation Agent to Clean-Up BPA Contaminated Systems

**Faculty Sponsor:** Professor Padmini Das, Biology

**Abstract:** Bisphenol A (BPA) is an endocrine disruptor that can lead to infertility, tumor growth, and obesity. Historically, BPA has been used as a polymer in industrial plastics, which has led to a high level of BPA-based products being found in landfills. This greatly increases the risk that BPA is being leached into the surrounding environment. Because BPA has been shown to persist in hydrolysis and photolysis, an alternative means of remediation must be found that is environmentally safe and cost effective. At present, a phytoremediation technique is being sought out to remove BPA contamination using plants native to Western New York. Switchgrass (*Panicum virgatum*) was chosen based on its tolerance of environmental stress, high biomass, fast growth, and perennial nature, all of which contribute to its ability to tolerate stress added by BPA uptake. Two varieties were tested and showed BPA removal of 55% over 84 days and 46% over 86 days, for varieties one and two respectively. BPA-removal kinetics were studied in both. Literature to date indicates that stress on perennial grasses can alter levels of primary metabolites, including L-valine, glutamine, and maltose. Current experiments focus on profiling the specific metabolic changes of switchgrass samples from BPA contaminated systems.

**Motivation for Participating:** Requirement for SCI 450/250.

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**Laura Herman, Jessica Locey, Allegra Hunter (#65)**

**Title:** Patterns in the Fibonacci Numbers

**Faculty Sponsor:** Professor Daniel Birmajer, Mathematics

**Abstract:** We researched and proved different patterns in the Fibonacci numbers by using past research and knowledge of Nazareth math professors. The reason we studied this is because the different patterns in the Fibonacci numbers are of high interest to our group members.

**Motivation for Participating:** Requirement for Math 490: Math Research.

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**Katie Hjelmar (#66)**

**Title:** Historically Speaking: Women in Art

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** My research topic is Women in Art History, more specifically, the visual portrayals of women and the inclusion of women artists in scholarship. This topic is important because as an Art Education major, part of my education is learning how to teach art history without teaching just the basic cannon. We are tasked with looking at art from around the world and from artists of all genders and races. This topic is important to the field because it is not a very common topic of study. Finding research articles is difficult, even on databases specifically pointed towards arts research. As mainstream feminism becomes more and more intersectional, so does the art produced by the movement. This being said, we still lack the academic support that white, male artists have. This is not because the artists did not exist, but rather because they were not allowed to study, and the things they were allowed to paint were not considered high art. There is a lot more literature on the portrayal of women in art. My methodology will be entirely qualitative, with almost all of it being in the form of documents - reproductions of artwork, scholarly articles, and books by artists.

**Motivation for Participating:** Requirement for WGS440 - Women and Gender Studies Senior Seminar.

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**Anna Hudson (#67)**

**Title:** Solid Waste Management in Undeveloped Countries

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** I researched what solid waste is, how is it currently being disposed of, how it is affecting the environment and our health, and how we can significantly reduce the production of solid waste.

**Motivation for Participating:** Requirement for SPN 400.

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**Kathryn Hutton, Jacob Gleason, Morgan Geraci (#68)**

**Title:** The X- Culture Project: The Cross Cultural Experience

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** The X-Culture Project is an international team collaboration of students across the world. We had participants from the US, Canada, China and India. With this team, we developed key skills for coordination across multiple time zones, and we learned about the

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different styles of communication in different cultures. The result of this collaboration produced a business plan for a company based in Peru called Vertical Journey.

**Motivation for Participating:** Requirement for MGT430.

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**Caroline Hyman (#69)**

**Title:** Natural Disaster - Rochester Floods

**Faculty Sponsor:** Professor Timothy Kneeland, History

**Abstract:** I am creating a poster based on the floods that occurred in Rochester, NY during the years of 1825-1930. I am researching the floods and the damage that occurred to the city of Rochester during this time. I was given this prompt for an extra credit for the Natural Disasters class with Dr. Kneeland.

**Motivation for Participating:** Requirement for Natural Disasters (HIS-413).

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**Sumayia Islam (#70)**

**Title:** The Crisis of Displacement: The Forced Migration of Rohingya People to Bangladesh

**Faculty Sponsor:** Professor Yamuna Sangarasivam, Sociology and Anthropology

**Abstract:** While visiting Bangladesh I was presented with the unique opportunity to interview humanitarian workers about their field work in Cox Bazaar, Bangladesh which is now home to over 800,000 displaced Rohingya people from the violence they have faced from their homeland that was Myanmar. This study examines how the distribution and abuse of power is used to exploit women and children. The particular focus of this project is the experience of Rohingya women in the context of gender roles and gender-based violence at the refugee camps. I will analyze the testimonies from interviews conducted with humanitarian workers for BRAC, one of the largest NGO's in the world, and The United Nation's Children's Fund (UNICEF). I was drawn to this project to engage in an internship in Bangladesh which, as a Bangladeshi American, is a place that I perceive as home. With my commitment to social justice I observed a need to witness and understand the experience of displacement by the Rohingya people that are now forced to become community members of Bangladesh.

**Motivation for Participating:** Requirement for Senior Seminar - Ant 444.

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**Austin Jensen (#71)**

**Title:** How to Construct a Number Necklace

**Faculty Sponsor:** Professor Daniel Birmajer, Mathematics



**Abstract:** My project is how to find the largest possible chain of numbers you can make with a given range of numbers. The chains are formed using numbers ranging from 1 to a chosen number and each consecutive pair of numbers must have one number that is a multiple of the other. To do this, I created multiple programs to help generate these chains. I chose to do this project because I have always enjoyed solving challenging puzzles like this.

**Motivation for Participating:** Requirement for Research in Math I.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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**Julia Johnson (#72G)**

**Title:** Differentiating Discourse Characteristics using a Main Concept Analysis of Individuals with Right Hemisphere Brain Damage and Aphasia using the Cookie Theft Picture

**Faculty Sponsor:** Professor Melissa Johnson, Communication Sciences and Disorders

**Abstract:** I am investigating main concept analysis of discourse in subjects with right hemisphere brain damage (RHD), aphasia, and non-brain damaged (NBD) individuals through a picture description task. A Main Concept Analysis list for a discourse task includes a closed list of those concepts constituting the “outline of the gist or essential information” for the task (Nicholas & Brookshire, 1995, p. 148). Each MC consists of semantic elements considered to be essential, and a multilevel coding system is applied to determine the accuracy and completeness of concept production (Boyle, 2014; Doyle, Goda, & Spencer, 1995; Hopper, Holland, & Rewega, 2002; Kong, 2009, 2011; Nicholas & Brookshire, 1993, 1995; Ross & Wertz, 1999). For my study, each group of individuals will consist of 25-30 participants. The discourse samples will be taken from TalkBank.org (a shared database of multimedia interactions for the study of communication). Once the samples are transcribed, then a main concept analysis will be done to determine the differences in main concept production between the three groups. My poster will include my findings thus far in my literature review and what I plan to do with my research in the fall.

**Motivation for Participating:** To present my upcoming research study.

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**Kathryn Johnson (#73)**

**Title:** Is it Facebook Official? Differences in Dating Norms Among Male and Female College Students

**Faculty Sponsor:** Professor Kimberly McGann, Sociology and Anthropology

**Abstract:** Women are often considered to be more emotionally needy than men resulting in the belief that more women push for a serious committed relationship rather than vice versa. This is particularly visible in hookup culture on college campuses, where women are assumed

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to want emotional relationships even though the norms of hooking up prohibit “catching feelings” for both genders. This research explores what happens when college students are interested in committed romantic relationships, and in particular examines the norms that guide the initial interactions that interested parties have with each other. We draw on survey data collected from college students in order to determine what norms are associated with the different genders when it comes to transitioning from “hooking up” to a serious relationship. We add to Lisa Wade’s study of “hookup culture” by shedding light on the experiences of students who attempt to date while immersed in hookup culture.

**Motivation for Participating:** Requirement for Sociology Senior Seminar.

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**Allison Kadin, Natalie Tyce (#74)**

**Title:** Cream and Sugar: How Music and Speech therapy become one

**Faculty Sponsor:** Professor Heather Coles, Communication Sciences and Disorders and Professor Laurie Keough, Music Therapy

**Abstract:** In the Communication Sciences and Disorders and Music Therapy departments, student clinicians participate in interprofessional clinical experiences designed to support coursework with clinical practice. One specific interprofessional placement is speech and music therapy co-treatments. This poster presentation will focus on the co-treatment with an individual who had a left hemispheric stroke in June 2013, resulting in conduction aphasia and apraxia, and the collaborative experience for both student clinicians. The goal of these sessions is to improve the client's functional vocabulary through participation in musical activities for overall communication in daily living. The presentation will discuss the methodology of combining both music therapy and speech therapy strategies to facilitate targeted words and phonemes (sounds) which correspond to the client’s goals and objectives. Specifically, this presentation will discuss how the student clinicians collaboratively composed an original song by using both areas of expertise. The client was unable to produce the sounds at the beginning of the semester. The initiation of combined therapies has proven to be effective for this client.

**Motivation for Participating:** To show and explain how music and speech therapy treatments can make a big difference in an individual’s life.

**Experiential Learning Pathway:** Field & Clinical Experience.

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**Marissa Kaiser, Erynn Hill, Kerrigan Walters (#75)**

**Title:** Soapspicious: An Investigation of Hand Soaps and Sanitizers

**Faculty Sponsor:** Professor Kelly Hutchinson-Anderson, Chemistry

**Abstract:** There is a variety of different hand soaps and sanitizers available for customers to purchase, with some claiming that they will kill 99.9% of germs, but is one type of soap or sanitizer really better than another in killing bacteria? In this experiment, we investigated four different types of hand soaps and two different types of hand sanitizers. Specifically, we examined liquid/gel, bar, foaming, and microbead hand soaps as well as alcohol and alcohol-free hand sanitizers to test their effectiveness in killing bacteria. To perform this experiment, bacteria was swabbed on petri dishes along with the various different soaps and sanitizers. The petri dishes were incubated for 48 hours to allow for bacterial growth. Bacteria was swabbed on petri dishes along with the various different soaps and sanitizers. We then compared the number of bacteria colonies in the soap and sanitizer petri dishes to those in the control to analyze the effectiveness of the soaps and sanitizers at killing bacteria. The expected outcome is that liquid hand soap will be the most effective in killing bacteria, and that overall, hand soaps will kill more bacteria than either form of hand sanitizer.

**Motivation for Participating:** Requirement for Science Inquiry.

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**Kristin Karl (#76G)**

**Title:** The Impact 1:1 Laptop Use on Upper Elementary Student's Literacy and Writing Skills

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** I will be conducting research with 4th grade students and looking into the effects of laptop use on their writing and reading skills.

**Motivation for Participating:** Requirement for SPF520.

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**Grace Keegan, Rocky Garofalo, Danielle Phillips, Simon Aldrich, Owen Pickett, Andrew Rosner, Timothy Mckrell, George Webster, Austin Benson (#77)**

**Title:** Game-o-rama: Project-based learning for enrichment of social skills

**Faculty Sponsor:** Professor Susan Mack, Communication Sciences and Disorders

**Abstract:** This presentation highlights a collaborative effort between student clinicians in Communication Sciences and Disorders (CSD) and students participating in LifePrep@Naz, a program that provides individuals with disabilities a college experience. The semester project was to create games for the LifePrep@Naz classroom focused on social skills. The group employed project based learning to gain knowledge and skills about appropriate behaviors to use in social settings and small talk topics to start conversations. Each week the CSD clinicians and LifePrep@Naz students met to practice and implement skills in brainstorming, teamwork, active listening, compromising, and conflict management with the end product being games to play in their classroom. Two games emerged; 1)LifePrep Apples 'n Dice Game (LAD Game): a twist on Apples to Apples which focused on expected behaviors across settings 2)Hatz: A twist on Hedbanz which focused on topics that can be used for small talk in social

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settings. CSD clinicians gained experience teaching and practicing social skills with the young adults. LifePrep@Naz students reported that the games are kept in their classroom and are played frequently. Their favorite game is LAD game and is a great way to practice communicating with friends and other adults.

**Motivation for Participating:** We wanted to share the highlights of our collaborative efforts between student clinicians in CSD and students participating in LifePrep@Naz.

**Experiential Learning Pathway:** Field & Clinical Experience.

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**Johnnice A. King, Ellen Leren, Simone Delfyette (#78)**

**Title:** Catching up with Terrorism

**Faculty Sponsor:** Professor Yamuna Sangarasivam, Sociology and Anthropology

**Abstract:** The definition of terrorism has changed over time; encompassing new meanings that branch out into different social issues and disciplines. The logic surrounding terrorism is complicated when trying to understand the values and motives of terrorist and terrorism. The primitive American government and many other extremists have justified the use of terrorism in the name of national security, religion, and various other outlets to further their own political and economic agenda. The capitalization of fear and weakness is built in our country by the fueling of patriotism. To investigate the attitudes and ideologies surrounding terrorism we will create a survey for undergraduate students at Nazareth College to gain insight about their outlook of terrorism and how they come to know the face of it. We have interest in performing this research because we believe that the general understandings of terrorism would be diverse and misinterpreted due the mass media surrounding the topic. We believe that the definitions of terrorism that are based on media representations may account for the varying ideas of what terrorism really is and what it means to be a terrorist.

**Motivation for Participating:** Requirement for Anthropology of Terrorism.

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**Kaitlyn Kinney (#79)**

**Title:** How 'Diversity & Inclusion' Efforts Can Reproduce Institutional Whiteness on College Campuses

**Faculty Sponsor:** Professor Yamuna Sangarasivam, Sociology and Anthropology

**Abstract:** Despite many educational institution's initiatives for diversity and inclusion, these efforts may often further reproduce the institutional whiteness of a university by actively serving those who are white within the institution. This study analyzes how we come to know diversity and inclusion within an institution. In doing so we must 1) accumulate diversity artifacts such as diversity documents, advertisements, events, and marketing strategies within Nazareth College of Rochester; 2) follow diversity efforts around and recognize where diversity efforts go

as well as where it does not go, in addition to what it does and what it does not do. By following and analyzing diversity artifacts and diversity efforts, we can recognize how whiteness recedes into the background of Nazareth College as an educational institution, and thereby how whiteness can be further reproduced. This project will contribute to recognizing how educational institutions often approach diversity and inclusion, as well as recognizing who such approaches benefit as well as how such approaches may maintain the status quo of institutional whiteness.

**Motivation for Participating:** Requirement for SSC.444.01: Social Science Senior Seminar.

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**Mackenzie Kirkland (#80)**

**Title:** Comparing Side Effects of Marijuana Use

**Faculty Sponsor:** Professor Matthew Schoell, Clinical Laboratory Sciences

**Abstract:** When 9-tetrahydrocannabinol, THC, attaches to the endocannabinoid receptor causes a variety of effects of the human body including increased appetite, depression, hyperemesis, paranoia and dry mouth. It remains unclear why some symptoms like euphoria are consistent while others such as hyperemesis occur sporadically. THC can be used to treat some diseases and symptoms. More research needs to be done to make sure that strains used to treat diseases and symptoms are not causing intolerable negative side effects.

**Motivation for Participating:** Requirement CLS 45001 Capstone in CLS.

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**Shelby Klippel, Emily Robinson, Emma Schum, Emily Thompson (#81G)**

**Title:** Health and Human Services Students' Knowledge of Occupational Therapy

**Faculty Sponsor:** Professor Laura Poleshuck, Occupational Therapy

**Abstract:** Occupational therapists are vital members of the healthcare team. However, previous research has shown that their role in the team is often unknown. The purpose of this study was to determine what students in Health and Human Services academic programs at Nazareth College know about occupational therapy, and if their knowledge differs according to their discipline. The academic program disciplines included in this study were Physical Therapy (PT), Social Work (SW), Nursing, and Communication Sciences and Disorders/Speech-Language Pathology (CSD/SLP). Participants were recruited from the sophomore, junior, and senior class of each academic program discipline. The Knowledge of Occupational Therapy Survey was used to measure the level and type of knowledge students have about occupational therapy.

**Motivation for Participating:** Requirement for OTR 514.

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## Poster Presentations

### **Ben Kneeland (#82)**

**Title:** War on the West: Russia's Attack on Ukrainian Sovereignty

**Faculty Sponsor:** Professor Olena Prokopovych, Political Science

**Abstract:** For my CARS 2018 project, I would like to create a poster depicting the ways in which Russia is attempting to siphon Ukraine's culture and history for itself. I was inspired to do this by my professor, Dr. Prokopovych, as well as by a book I recently read titled, "The Invention of Russia." I would like to work on this project because I believe that the battle for Ukrainian independence from Russian activity heavily impacts Russia's activities in European countries, as well as in the United States.

**Motivation for Participating:** My professor encouraged me to do apply.

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### **Abby Krysztofowicz (#83)**

**Title:** Biochemical characterization of YbeY from E. coli

**Faculty Sponsor:** Professor Brian Smith, Chemistry

**Abstract:** 1. I purified an enzyme from E. coli and determined a kinetic profile. 2. The purification was done using chromatography and the kinetics were conducted using radio-labeled RNA. 3. This work was done to learn more about the enzyme and potentially use it as a target for antibiotics.

**Motivation for Participating:** The opportunity to present summer research.

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### **Camille Le Pioufle (#84)**

**Title:** Will it Ever Close? Persistence of Gender Wage Gap in France and the USA

**Faculty Sponsor:** Professor Olena Prokopovych, Political Science

**Abstract:** On November 7, 2016 at 4:34pm, French women have been called to stop working. According to the calculations of the feminist group behind this protest, French women would work for free from this day to the end of the year. This event aimed at denouncing a form of discrimination against women: the gender wage gap. This paper offers a review of selected sociological, cultural, political, and economic theories that explain the persistence of the gender wage gap, which is the unequal payment between men and women. One can wonder why gender wage gap remains a topical issue despite the enforcement of legislation regarding equality in the two countries under study. Sources of gender wage gap can vary in degree of importance according to the country, and therefore the solutions suggested by experts cannot be applied in the same way. That is why this paper also examines what is already in place in France and the USA to tackle the issue, and what more could be done in the future. Indeed,

closing the gap requires more than just legislation, and in addition to legal prohibition of this type of discrimination, what is needed is a deep change in mindsets.

**Motivation for Participating:** I think that my paper addresses a topical and very important issue and that people should be more aware of this.

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**Daniella Licciardello, Ashley Cohen, Dana Bever, Samantha Sansone (#85)**

**Title:** Using Wordless Picture Books to Foster Language Development: Targets, activities, and extensions promoting narratives

**Faculty Sponsor:** Professor Lisa Hiley, Communication Sciences and Disorders

**Abstract:** In the fall of 2017, four Communication Sciences and Disorders clinicians collaborated with Hillside's Universal Prekindergarten Program in order to facilitate narrative language of four and five year olds within the city of Rochester. Wordless picture books were used to target vocabulary development, narrative structures, character traits and comprehension. Wordless picture books have very few or no words; the stories are told entirely through their illustrations and provide opportunities for literacy-rich conversations. This presentation will explain the application of wordless picture books in a preschool setting and present extension and carryover activities. Following this presentation, participants will be able to identify applications to their own professional field (e.g., cognitive, motor, development).

**Motivation for Participating:** To share our experience with our peers.

**Experiential Learning Pathway:** Field & Clinical Experience.

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**Rebecca Lombardo (#86G)**

**Title:** The Effects of Adding Modified Constraint Induced Movement Therapy to a Prosodic Speech Intelligibility Program

**Faculty Sponsor:** Professor Paula Brown and Professor Heather Coles, Communication Sciences and Disorders

**Abstract:** The purpose of this research is to determine if Modified Constraint Induced Movement Therapy yields greater effects on speech intelligibility when paired with a Prosody Speech Intelligibility Program (PSIP) versus the Prosody Speech Intelligibility Program (PSIP) alone. Three clients who sustained left hemispheric stroke and met inclusion criteria for both Modified Constraint Induced Movement Therapy and Speech Therapy criteria participated in weekly intervention over course of six weeks. The subjects were randomly assigned to an occupational and speech therapy co treatment session and speech therapy alone. Following data collection, results were analyzed and compared across the three subjects. Benefits and limitations will be discussed.

**Motivation for Participating:** Masters Thesis.

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**Shaina Louis (#87)**

**Title:** Refugee background parents' knowledge of and perspectives on school anti-bullying policies

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** As the research assistant, I am presenting on Refugee background parents' knowledge of and perspectives on school anti-bullying policies.

**Motivation for Participating:** Research assistant.

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**Shaina Louis (#88)**

**Title:** What role did Haitian women play in US history

**Faculty Sponsor:** Professor Shirley Sommers, Women and Gender Studies

**Abstract:** I decided to focus on the role that Haitian women play in the US after the president made derogatory about Haiti as a country. Upon my research, I found out that women like Ludmya Love, Kimberly Jean-Pierre, Linda Dorcena made their political marks as Haitian-American in Politics as well as others through their cooking, religion, activism, and social influence.

**Motivation for Participating:** Requirement for WGS Senior Seminar.

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**Sydney Massaro, Alexander Hotalen (#89G)**

**Title:** Students' Perception of Professors' Interpersonal Qualities

**Faculty Sponsor:** Professor Elizabeth Hebert, Occupational Therapy

**Abstract:** It was not known what the students' perceptions of their professors' interpersonal qualities were among various academic programs. Therefore, the purpose of this study was to examine how students in Health and Human Services academic programs perceive the interpersonal qualities of their professors that may influence their educational and professional growth. By using a qualitative study design, participants were interviewed in regards to their educational and professional growth as a result of their professors' interpersonal qualities. Through open-ended interviews and the process of open and axial coding and constant comparison, participant responses were analyzed to find general themes among the participants.



**Motivation for Participating:** Requirement for OTR 513 Research Project Implementation and Analysis III.

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**Margo Maybeck (#90)**

**Title:** Outdoor Education

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** My project is a research project about outdoor education. The project covers what is outdoor education, and various forms which it can be seen in schools. Furthermore, it discusses the advantages and logistics of outdoor education in public and private schools. I chose this topic to further understand the field of outdoor education, and to share the benefits of outdoor education with my audience.

**Motivation for Participating:** Requirement for SPN 400.

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**Jessica McCane (#91)**

**Title:** Anna Yaroslavna of Kiev: The Impact of Ukrainian and Russian Ancestry on National Identity

**Faculty Sponsor:** Professor Olena Prokopovych, Political Science

**Abstract:** This study will be asking two major questions: What can we learn from recent scholarship about how Russian and Ukrainian ancestry add to their national identities and current crisis? Is it valid to be debating ancestry in terms of national identity? With emphasis on Anna Yaroslavna, the first Queen Regent of France, and the debate surrounding her in present day media over whether she is truly of Russian or Ukrainian ancestry. Through research into recent articles on each respective side of the debate, as well as from multiple scholars this paper will be discussing three major topics. The biography and regency of Anna Yaroslavna, Ukraine and Russia's reasoning to claim to Anna, and finally whether this is a valid argument to be having. Is it valid to be debating ancestry in terms of national identity? Or is this debate simply another way of Russia attempting to take identity away from Ukraine?

**Motivation for Participating:** This paper was originally a class assignment, but our professor only encouraged us to propose our research to CARS

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**Samalie Mejia (#92)**

**Title:** Health Program Evaluation: Crisis Nursery

**Faculty Sponsor:** Professor Mary Dahl-Maher, Public Health

## Poster Presentations

**Abstract:** The Crisis Nursery has been a staple in the Rochester community since 2006 when a group of women noticed the need for a safe place children could go when families have emergencies such as hospitalizations, incarceration, or homelessness. These services are available 24/7 for short term care. In 2010 it merged with the Center for Youth to better support the program financially and allow for expansion. A comprehensive program evaluation was conducted on the Crisis Nursery. To gather the information presented, interviews were conducted with different members of the team and online resources. The purpose of the evaluation was to assess the mission, vision, values, goals, history, resource allocation, staff hierarchy, and effect on the community.

**Motivation for Participating:** Requirement for Public Health Senior Capstone.

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**Gabrielle Merry, Nicole Waild, Emily Welch (#93)**

**Title:** Analysis of Phosphorus in Surface Waters: A Comparison of Two Methods

**Faculty Sponsor:** Professors Padmini Das, David Giacherio, and Stephanie Zamule, Biology and Chemistry/Biochemistry

**Abstract:** Phosphorus is often the limiting nutrient for the growth of algae in surface waters. High levels of phosphorus can result in algal blooms, which can endanger the ecosystem of rivers, lakes, and streams. Analysis of phosphorus can be problematic, largely because very low concentrations of about 20 ppb can cause excessive algal growth. In this study we compared two spectrophotometric methods for phosphorus, one using a commercial kit and the other a more complex standard EPA method. Both methods gave comparable results for samples with relatively high levels of total phosphorus (ca. 1 ppm), but at low P levels (ca. 20 ppb) the commercial kit was near its limit of detection, and thus noise-prone. In contrast, the EPA method, largely because of a longer cell path length, had a significantly higher signal to noise ratio at low P levels. This study suggests that samples with low P levels should be analyzed by the more labor-intensive EPA method. In an application of this study, we used the EPA method to confirm our previous tentative conclusion that the waters Buck Pond in Greece, NY, have low levels of total phosphorus. Future work will involve applying these methods to analyze local surface waters.

**Motivation for Participating:** Requirement for SCI 250.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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**Kelly Miller (#94)**

**Title:** Shifting out of Neutral

**Faculty Sponsor:** Professor Shirley Sommers, Women and Gender Studies

**Abstract:** The project was a research project conducted on Nazareth College campus. The research included a survey that each individual would answer their 10 question survey. The survey was done to look more closely into people's views on the fight for social justice for women and whether taking a neutral standpoint helped or hindered the social justice. The research was done for my Women and Gender Studies senior seminar requirement.

**Motivation for Participating:** Requirement for Women and Gender Studies Senior Seminar.

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**Rachael Moyles (#95)**

**Title:** Evaluating the Potential of DPA to Bind Calcium, Strontium, and Barium Cations from Hydraulic Fracturing Flowback Water

**Faculty Sponsor:** Professor Stephen Tajc, Chemistry

**Abstract:** Water treatment has been an integral, yet often ignored component of the hydraulic fracturing process. Presently, injection into deep underground caverns is the main method of permanently disposing hydraulic fracturing water. Thus the necessity of finding a new method for removing total dissolved solids (TDS) from hydraulic fracturing flowback water is immense. Pyridinedicarboxylic acid (DPA) has previously been shown to bind to calcium (Ca), strontium (Sr), and barium (Ba) cations. Experiments in progress aim to evaluate the ideal binding ratio between DPA and these metal cations; the ratios being evaluated are a 1:1 cation to DPA and a 1:2 cation to DPA. Testing revealed the ideal ratio for both Ca and Sr is 1:1; testing for Ba is currently ongoing. Once the binding ratio is determined, the removal capabilities of DPA with the metal cations are looked at over a 28 day period. Further experimentation is being done to see if the DPA and metal cations once complexed can be resolubilized. Ongoing testing intends to fully quantify the percent removal of TDS and the potential to resolubilize the DPA cation metal complex.

**Motivation for Participating:** I wish to share my research.

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**Emily Mroczek (#96)**

**Title:** The Journey of the Guitar

**Faculty Sponsor:** Professor Zbigniew Granat, Music

**Abstract:** For my project, I decided to take a look back to the very first guitars that were made. My process involved focusing on three different century guitars and how each one made an impact on the world. I learned about what the first guitar was made up of and what it was used for and where the idea of the guitar came from. The journey of the guitar is as unique as the instrument itself. Each guitar that I learned about had its own story that made the instrument what it is today.

**Motivation for Participating:** Requirement for MUX 491.

**Experiential Learning Pathway: Mentored Scholarly & Creative Activity.**

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**Briar-Rose Murphy (#97)**

**Title:** What is a Dramaturg?

**Faculty Sponsor:** Professor Lindsay Korth, Theatre and Dance

**Abstract:** 1) I interned with a professional dramaturg at Geva Theatre Center. I also dramaturged the theatre department productions of "A Doll's House" and "End of Shift." 2) For Geva, I observed rehearsals of new plays like "The Agitators" and conducted background research on a new play, "Heartland," that premieres this March. For the plays at Naz, I conducted background research. In the case of "End of Shift" I served as another pair of eyes in the rehearsal process and addressed any issues that arose during the process, such as whether a particular moment would make sense to the audience. 3) I did my internship at Geva because I was curious as to what a dramaturg did. I dramaturged the shows at Naz as part of a major requirement but I also wanted the experience for a possible future career path.

**Motivation for Participating:** A lot of people do not know what a dramaturg is and I would like to bring awareness to this little-known area of theatre. I feel like a lot people think that theatre is all about performance, but it can also be like a science with all of the analysis and writing that goes into new play production.

**Experiential Learning Pathway:** Internships.

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**Shannie Neshor, Tommy Keisling, Jacob Kemp, Jordan Bates, Jenna Gordon, Miftahul Islam, Joshua Huff, Christopher Murphy, Alyshea Francis, Spenser Prinz, Ryan Walter, Daniel Jacob, Cassidy Abalone, Jesse Dwyer (#98)**

**Title:** Financial Literacy Discovery

**Faculty Sponsor:** Professor Eileen Beiter, Accounting, and Professor Cathy Leverone, School of Management

**Abstract:** Focus groups were held on campus, with the goal of discovering what college age students know about financial literacy. Responses were analyzed and summarized. The goal of the project is to use this information to determine how we can help provide personal financial literacy information for future students.

**Motivation for Participating:** Requirement for ACT 447 (Auditing) and FIN 499 (Senior Seminar in Finance).

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**Matthew Normandin (#99)**

**Title:** Living or Destroying

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** 1. I have conducted and researched different elements and compared how the US and EU are different in their ways of life, government and views concerning the environment. 2.) I have studied abroad three times in France, Spain and Italy. I have researched many scholarly articles and viewed documentaries. 3) I decided to research this theme during my first year abroad when I could visibly see how the way of life in France concerning the environment was relatively different compared to what we are doing in the US. After this I researched more information and furthered my research while studying and living in both Spain and Italy. I have had first-hand experience with these cultural differences and studied the governments and laws relating to this specific theme.

**Motivation for Participating:** Requirement for SPN 400.

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**Tarah O'Shea, Heather Groot, Allison D'Amato, Hannah Murphy (#100G)**

**Title:** Effectiveness of a Mirror Therapy Home Program Dosage for Individuals who Have Sustained a Stroke

**Faculty Sponsor:** Professor Julie Kunisch, Occupational Therapy

**Abstract:** The purpose of the study is to determine if 15 minutes twice a day of home-based mirror therapy is an effective dosage to improve hemiparetic upper extremity function in adults who are post-stroke. A two week home program of mirror therapy was completed by three participants, focusing on improving functional ability of their affected upper extremity. Participants were administered a pre and post test to determine their mental status, range of motion and upper extremity function, and were trained in how to complete the mirror therapy home program. This study was developed because the current literature has examined the effectiveness of mirror therapy with clients who have had a stroke, but has not determined a specific dosage. Additionally, there is limited research on home-based self-administered mirror therapy.

**Motivation for Participating:** Sharing of knowledge acquired through our research.

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**Ange Oxford (#101)**

**Title:** A program evaluation of cameron community ministries

**Faculty Sponsor:** Professor Mary Maher, Public Health

## Poster Presentations

**Abstract:** This poster reports a program evaluation of Cameron Community Ministries whose mission is to restore hope through emergency services, engagement, education, and empowerment. The organization operates a community outreach center in a northwest Rochester city neighborhood where 90% of the residents live in poverty. CCM provides services through major programs. The youth program, is an afterschool program that offers a safe and supportive place for 40 elementary-aged children. The Hot Lunch program serves nutritious food to the public six days a week. The Clothing House provides clothing, hygiene and baby items to the community. The evaluation will be conducted through formal onsite interviews with key stakeholders as well as informal observational data collection during a volunteer day.

**Motivation for Participating:** Requirement for Senior comp (pbh480).

**Experiential Learning Pathway:** Field & Clinical Experience.

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**Cristina Pagliaro (#102)**

**Title:** From Hooking Up to Getting Hitched: Romantic Norms in the Context of Hookup Culture

**Faculty Sponsor:** Professor Kimberly McGann, Sociology and Anthropology

**Abstract:** The concept of the hookup culture accepts and encourages casual sexual encounters among college students. They feel pressured to partake in the hookup culture or else they will be deemed as odd or missing out on their college experience overall. College students find it challenging when they are ready to enter long term relationships because they don't know how to go about getting into one in the first place. My research will explore what the norms are that govern people's efforts to enter a committed relationship. Do these norms vary by whether someone partakes in the hookup culture? This research draws on survey data to look at whether the norms of dating are affected by those who participate in the hookup culture. Swidler's concept of culture as a repertoire is used to explain why college students may choose to accept or reject this part of their culture.

**Motivation for Participating:** Requirement for Senior Seminar.

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**Danielle Painter, Christopher Jones (#103)**

**Title:** Structural-activity relationship of group 2 metal cations using pyridine based small molecules

**Faculty Sponsor:** Professor Stephen Tajc, Chemistry

**Abstract:** Hydraulic fracturing involves the use of millions of gallons of freshwater in order to extract natural gas from shale. The flowback water becomes saturated with metal ions and other various harmful additives. Currently, water treatment facilities do not have the cost-effective ability to remove the high concentration of metal ions polluting this water, rendering

the water unsuitable for consumption. Dipicolinic acid (DPA) is a pyridine based compound produced by *Bacillus* species of bacteria during the formation of endospores and has the ability to bind to metal cations. Our research explores the binding of the DPA-metal complex and structure-activity relationship studies with DPA derivatives. The binding of DPA with  $Mg^{2+}$ ,  $Ca^{2+}$ ,  $Sr^{2+}$ , and  $Ba^{2+}$  was measured by means of UV, NMR, and Isothermal Titration Calorimetry (ITC). UV titrations allowed for the determination of molar ratio and binding affinity. The focus of this current study is to understand binding relationship in order to maximize the binding capabilities and removal of cations from solution.

**Motivation for Participating:** Requirement for CHM\*301.

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**Caitlyn Paris-Woods, Alexandria Lovejoy (#104)**

**Title:** Woman to Woman

**Faculty Sponsor:** Professor Mary Dahl Maher, Public Health

**Abstract:** Woman to woman is movement to support economic empowerment and maternal health for women in Kerela, India through the production and distribution of baby boxes. Baby boxes first began in Finland in 1938 which provided mothers necessary supplies to care for themselves and their newborns. Prior to 1938, Finland had one of the highest infant mortality rates. Currently, Finland has one of the lowest, which is contributed to baby boxes. Other global regions have since adopted the idea, tailored them to their cultural needs, and have been successful in increasing the rates of maternal and infant health. Woman to Woman will have a dual effect in India. It will offer a means of economic freedom for women through collaboration with local agencies to establish a business that create baby boxes. Through the manufacturing of the baby boxes women will be provided with the skills and resources needed to reduce the gender gap related to economics. The baby boxes will then be given to mothers and their newborns to improve maternal and infant health. Baby boxes are a needed intervention in India due to their high infant mortality rate of 37.9 infant deaths per 1000 births.

**Motivation for Participating:** Our project was accepted to CGIU in 2017, and we traveled to India in January of 2018 to begin our project.

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**Emily Pattavina (#105)**

**Title:** The Relationship Between English and Spanish Through Poetry

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** I explored the relationship between English and Spanish through poetry. I wanted to take note of the similarities and differences between the two languages on a basic level. Poetry is an important method to examine language because it is a form of expression that inherently contains characteristics of the language and culture it was written in, as well as the people who wrote it. I used translation of poems from Spanish to English to demonstrate the

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relationship between the languages. Translation is important in order to share the history, poetry, and other important works of one country or culture with another. Learning more about the two languages themselves allows for greater understanding of the mechanics of the language and how that language can be used as a tool to further communication. Although the goal of translation is typically to produce an identical copy of the original, every translator has a voice. I wanted to find my voice along with a more profound understanding of the language that went beyond simply the ability to communicate basic ideas.

**Motivation for Participating:** Requirement for SPN 400.

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**Erica E. Patterson (#106)**

**Title:** Life Reflection and Awareness: Loving and Kindness Meditation and Gratitude

**Faculty Sponsor:** Professor Ryan O'Loughlin, Psychology

**Abstract:** This study looks at the effect Loving and Kindness Mindfulness Meditation (LKM) has on gratitude levels. A convenience sample was collected from Nazareth College and was randomly assigned to one of two separate conditions. The control group reflected over their week for 13 minutes. The experimental group participated in a 13 minute LKM Meditation. Both groups were given a brief questionnaire immediately following their sessions. A Gratitude Scale (GQ-6) was used to analyze gratitude levels. Two other scales were also used and evaluated, The Strengths Use and Current Knowledge Scale (SUCK) and The Temporal Satisfaction With Life Scale (TSWLS).

**Motivation for Participating:** I am running an independent research study and I want to be able to present and share my research and results with others.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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**Raymond Payne, Sarah Forney, Rose Pedretti, Kyle Beck (#107)**

**Title:** Synthesis and Analysis of Metalloporphyrins

**Faculty Sponsor:** Professor Sanela Lampa-Pastirk, Chemistry

**Abstract:** Porphyrins are a diverse group of compounds that have complex molecular structures, containing many pyrrole-like rings. These structures are important in biology, as they can complex with a variety of different metals to serve different enzymatic functions. In this study, we synthesized the free base porphyrin tetraphenyl porphyrin (H<sub>2</sub>TPP) using the Rothmund and Adler-Longo method by refluxing with propionic acid at 141°C and the addition of benzaldehyde and pyrrole, which was later metallated with zinc, nickel, and iron. UV-Vis spectrometry was used to analyze the absorbance of our samples and confirm the quality of free base porphyrin. In our free base porphyrin sample, we were able to see the presence of a Soret band at approximately 420 nm and four distinct Q bands were observed between 500



nm and 700 nm, suggesting that our sample was successfully synthesized. Fluorescence spectrometry was also used to confirm the presence of a single emission band of our free-base porphyrin at 400 nm. Further research can be done on on different types of porphyrins such as tetramesitylporphyrin and octaethylporphyrin to examine how ring complexity affects spectrometry data when metallated.

**Motivation for Participating:** Extra credit for Inorganic Chemistry course.

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**Rose Pedretti (#108)**

**Title:** Comparative Study of Unfolding States of Lysozyme and Cytochrome C Employing Continuous-Wave Spectroscopy

**Faculty Sponsor:** Professor Sanela Lampa-Pastirk, Chemistry

**Abstract:** This experiment was a comparative investigation of unfolding transitions in lysozyme and cytochrome C employing continuous wave absorption and fluorescence spectroscopy. Naturally occurring tryptophan residues in both proteins were used as an intrinsic spectral probe. Lysozyme and cytochrome C samples were unfolded via the addition of varying concentrations of denaturant to observe the effect of denaturation on tryptophan fluorescence. The proteins were also placed in different pH environments to observe tryptophan fluorescence. The energy barriers for protein transitions during unfolding were measured by observing the line widths and Stokes shift of the fluorescence spectra for each discrete protein state along the unfolding pathway. The spectral profiles were directly correlated to the changes in the tryptophan environment during the unfolding process.

**Motivation for Participating:** Requirement for SCI\*450.

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**Bridget Petracci, Ashley Rios, Daleney Martin (#109)**

**Title:** Bubbles That Don't Break the Bank

**Faculty Sponsor:** Professor Kelly Hutchinson-Anderson, Chemistry

**Abstract:** Bath bombs, although luxurious and refreshing, can be extremely expensive reaching as much as \$19.95 for the Rose Bombshell at Lush Cosmetics. With the price tag being so high, people have created a variety of do-it-yourself (DIY) recipes and posted them on the Internet. In this experiment we investigated the effectiveness of four DIY bath bombs compared to store-bought Lush bath bombs. We followed the procedures of four different DIY bath bomb recipes to determine the ease in which each bath bomb is made. We then observed each dry bath bomb to analyze if they hold their shape or crumble apart. Finally, we tested each DIY bath bomb as well as the Lush bath bomb in water to compare the fizziness and time required to fully dissolve to determine if DIY bath bombs can be a cheap, effective alternative to a Lush bath bomb.

**Motivation for Participating:** Requirement for Sci 101.

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**Annamarie Policht (#110)**

**Title:** The Impact of Religious Studies Education on Prejudice

**Faculty Sponsor:** Professor Diane Enerson, Psychology

**Abstract:** In a recent survey of more than 21,000 people from all regions of the world, the majority of respondents identified religion as the primary source of most global conflict today. Religion, much like race, is a topic that divides people. Similar to our judgments about race, many people make judgments about someone else simply because of their religion. How do we change that? Is this tendency to make errors in judgment based on our preconceptions, something that can be changed through education? In this study, I will explore whether higher levels of education in religious studies leads to more understanding and less prejudice. In this pilot study, I will look at the response of 20 people on a test of attitudes and preconception about religion. Half of the students (low condition) will have taken only one religious studies class while the other half (high condition) will have taken 3 or more religious studies classes. For the test of attitudes and preconceptions about religion, subjects responded to a scenario and were asked to determine understanding of religion. I will examine the findings to see if there is a significant difference in understanding and preconceptions between those in the low education condition versus those in the high education condition.

**Motivation for Participating:** I want to challenge myself and go above and beyond expectations.

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**Kiernan Proud, Sherman Hardy, Patrick Manou, Emily Venturiello (#111)**

**Title:** Juice vs Fruit: Which ferments faster?

**Faculty Sponsor:** Professor Kelly Hutchinson-Anderson, Chemistry

**Abstract:** In winemaking, vintners rely on the fermentation process in which sugar, found in the grapes, is converted into alcohol with the help of yeast. In our experiment, we investigated the amount of fermentation among 4 different fresh fruits that we blended and their corresponding fruit juices. Specifically, we tested plums/ plum juice, apples/ apple juice, pineapples/ pineapple juice, and grapes/ grape juice and measured both the ethanol (alcohol) content, as well as the carbon dioxide produced in each reaction. As fermentation is the conversion of sugar to alcohol, the higher the sugar content, the quicker the solution should convert to alcohol. Therefore, we hypothesized that the fruit juices will ferment faster than fresh blended fruit because of added sugar.

**Motivation for Participating:** Requirement for SCI.Q10101-18SP Integrated Science Inquiry.

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**Mengchen Qiu, Baiheng Wu (#112)**

**Title:** Chinese and American Culture: Different Methods

**Faculty Sponsor:** Professor Louise Wagner, English Language Institute

**Abstract:** Our group will do a poster presentation on the differences between American culture and Chinese culture. We seek to explain to the Nazareth Community the view of an international student studying and living here in the United States. Our central thesis is that we will select four main points to introduce the differences between American culture and Chinese culture, which include diet, customs, religious beliefs, values and ethics, and national world view.. We have learned we can communicate with the strengths of each culture and we should respect both cultures and their unique points of view.

**Motivation for Participating:** Requirement for Academic writing IV class.

**Experiential Learning Pathway:** Study Abroad and Mentored Scholarly & Creative Activity.

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**Mengchen Qiu, Dazhuo Wu, Hao Luo, Wei Xi, Zichen Yang (#113)**

**Title:** A study of spring break spending habits between Chinese undergraduate students and American undergraduate students

**Faculty Sponsor:** Professor Sarah Shaw, English Language Institute

**Abstract:** We are conducting research about how much money the undergraduate students at Nazareth College, including Chinese undergraduate students and American undergraduate students, want to spend during spring break, and on what. Our methods include a survey, a literature review and data. Each survey is given options including but not limited to travel, shopping, holding a party, staying at home or dormitory. The results from 100 students, which involve 25 males and 25 females from each country, might indicate the general similarities and differences between their plans for spring break, or there might be no connections. These resemblances and distinctions may partly reflect the living habits and values of Chinese undergraduate students as compared to American undergraduate students. Key words: Spring break, Chinese, American, undergraduate students, money.

**Motivation for Participating:** Requirement for Writing Grad Research.

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**Andrea Raphael, Emily Olsen, Julie Moretti, Alexandra Kilmer, Alison Burt (#114G)**

**Title:** The Effectiveness of a 5-Day Modified Constraint Induced Movement Therapy Camp in a Pediatric Setting

**Faculty Sponsor:** Professor Kathleen Stoklosa, Occupational Therapy

## Poster Presentations

**Abstract:** The purpose of this study is to determine if a five-day, three hours per day modified constraint-induced movement therapy protocol is an effective dosage for the improvement of occupational performance in three to six-year-old children with hemiplegia. Five children who were recruited from private clinics in the Rochester and Syracuse areas, whose parents consented, participated in the study. The children met motor inclusion criteria and participated in a themed day camp at the Nazareth College York Wellness and Rehabilitation Center occupational therapy clinic over a one-week period in August 2017. They played gross motor, fine motor, unilateral, and bilateral games and activities that were adapted by student researchers to fit each participant's age and skill level. Pre- and post-intervention data, both objective findings and subjective reports from parents, were collected and analyzed.

**Motivation for Participating:** Requirement for OTR 513: Research Project Implementation Analysis III.

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### **Kenneth Rea (#115)**

**Title:** "Ukraine and Its Ruling Parties in the 40s: Trading One Enemy For Another."

**Faculty Sponsor:** Professor Olena Prokopovych, Political Science

**Abstract:** My essay will be about the the struggle Ukraine had with its former Soviet owners in the twenties and how they had a brief time with the Nazis occupying their land during the second world war. It will focus on the harsh treatment the Soviets gave residents of Ukraine and their exodus from the area. From there it will discuss the take over of the Germans and the mistreatment of the residents there under the German occupation.

**Motivation for Participating:** It is a class assignment and instructor recommended that we submit, but not required.

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### **Emma Reilly (#116)**

**Title:** The Ugandan Water Project Program Evaluation

**Faculty Sponsor:** Professor Mary Dahl Maher, Public Health

**Abstract:** The Ugandan Water Project (UWP) is a non-profit organization located in Bloomfield NY. The primary source of water for many people in Uganda is dirty and contaminated, which can have detrimental effects on those consuming it. The UWP is focused on bringing clean water to as many people as they can throughout Uganda. The UWP partners with groups such as schools, churches, businesses and other organizations to help them fundraise money in order to support this cause through rain water collection tanks, hand hygiene stations, water filters and repairing broken water pumps. A comprehensive program evaluation of this organization was performed through interviews with members of the staff and board of directors as well as an in depth review of the organization's online resources. The purpose of this evaluation is to identify the core functions of the organization including the history, mission,

values, vision, and goals as well as categorize the allocation of resources and recognize the strengths and weaknesses of the organization.

**Motivation for Participating:** Requirement for PBH 480 Capstone.

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**Louis Rogers, Haley Saba, Alberto Ortiz, Viktoria Pustovarova (#117)**

**Title:** Fear And Terrorism: The Every Present Cycle

**Faculty Sponsor:** Professor Yamuna Sangarasivam, Sociology and Anthropology

**Abstract:** In order to begin our CARS project we decided to research the cause and effect relationship between fear and terrorism and the reciprocal pattern that this leaves within the world and the communities that it effects. We have grown to understand what this cause and effect relationship is by reading the USA PATRIOT Act along with perspectives from Podesta, J. USA Patriot Act: The Good, the Bad, and the Sunset, Richard Robbins. These readings allow for us to begin a strong base for the argument that we are making and looking into with regards to the cause and effect argument as well as teach us and help us as the presenters understand just how powerful this integral domain of fear really is within the terrorist acts that take place in the world. Another powerful part of this project that allows us to draw from this relationship was that we were looking at visuals referencing the Guantanamo Bay detention center and the difference between the humanizing and dehumanizing factors we use when labelling terrorists. We decided to look at these factors for this project as fear penetrates both the central and the marginalized communities which has caused both domestic, societal and international violence and illusions and we wanted to look further into this and give people a better understanding of the hegemonic and ontological effects of fear.

**Motivation for Participating:** Requirement for ANT 336 01.

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**Nicholas Ross (#118)**

**Title:** Health and Happiness: Senior Satisfaction

**Faculty Sponsor:** Professor Mary Maher, Public Health

**Abstract:** The mission of the Centro de Oro Seniors Program in Rochester, NY is to ensure that individuals of 60 years or older, and of different backgrounds, develop emotional and intellectual independence as well as to enhance the nutrition, health, and socialization of the target population. Before assessing how the program is implemented, health problems that are prevalent among this group will be identified along with mediating social determinants. In completing a program evaluation, the researcher asked, what efforts could be made in the program so that Centro de Oro becomes a stronger service for its patients? The following evaluation takes into account the mission and history of Centro de Oro, the financial, legal, and structural aspects of the organization, and the relationships between members in and outside

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of the organization. These are the fundamental qualities that will determine what parts of Centro de Oro have been achieved and what parts need improvement.

**Motivation for Participating:** Requirement of PBH 480 Senior Capstone.

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**Gina Sacino** (#119G)

**Title:** The Impact of Reminiscence through Artmaking on the Self Perceptions of a Middle-Aged Man

**Faculty Sponsor:** Professor Madeleine Reynolds, Creative Arts Therapy

**Abstract:** The researcher worked with a middle-aged man in a clinical setting doing life review work. In session, the participant created artwork pertaining and responding to prompts designed as a reflective process to explore identity and ideas of self following the activity. Sessions were held for four weeks, two hours in duration and recorded for qualitative information and then coded for themes that indicate how the participant views himself. Every measure was taken to maintain confidentiality and safety and wellbeing of the participant.

**Motivation for Participating:** Requirement of CAT 532.01/02/03 Culminating Project Seminar II

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**Justin Sadio** (#120)

**Title:** Utilizing structure activity relationships to determine binding capabilities & selectivity in aqueous solution

**Faculty Sponsor:** Professor Stephen G. Tajc, Chemistry

**Abstract:** The hydraulic fracturing process is an efficient way to obtain natural gas from rock formations beneath the Earth's surface. Produced water from hydraulic fracturing contains high levels of total dissolved solids (TDS) above and beyond current freshwater purification techniques. This ultimately results in millions of gallons of wastewater that cannot be reused or purified by current methods. Previous research in our group has shown the small molecule, pyridine-2,6-dicarboxylic acid (DPA), is able to chelate and sequester specific TDS's present in wastewater. Our research explores Structure Activity Relationship studies between DPA derivatives to determine binding of metal cations in an effort to improve binding capability and selectivity in aqueous solution.

**Motivation for Participating:** Class requirement.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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**Michelle Saldana (#121)**

**Title:** A Program Evaluation of Pathway Houses of Rochester

**Faculty Sponsor:** Professor Mary Dahl Maher, Public Health

**Abstract:** Pathway Houses of Rochester is a state certified, private non-profit, residential supportive living program, serving recovering alcohol and substance abusers primarily in the Monroe County area. Pathway Houses of Rochester is an organization recognized in the community as a leader in providing quality services for men recovering from alcoholism and other substance abuse, with a sustained focus on employment and self-sufficiency. They teach living skills which empower individuals to take responsibility for their lives, while facilitating recovery through required participation in full-time education or employment, and on-going substance abuse counseling. Pathway Houses provides a transition from halfway houses or other structured treatment to independent living, thereby creating a framework for a life of substance-free existence as productive members of the community.

**Motivation for Participating:** Requirement for PBH 480\*01 Senior Capstone.

**Experiential Learning Pathway:** Field & Clinical Experience.

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**Ariana Scarfone (#122)**

**Title:** From Body-Positivity to a Self-Empowerment Revolution: Feminist Posts as a Buffer Against Media-Induced Self-Objectification in College-Age Women

**Faculty Sponsor:** Professor Lindsey LaPlant, Psychology

**Abstract:** The objective of this experimental study was to examine the comparative roles of “body-positive” and feminist-oriented social media in buffering the negative effects of the “thin-ideal” on the body image experiences of college-age women. Research has shown that Western media’s depiction of the female body often leads women to “self-objectify”—to perceive their bodies as objects that must be modified to meet standards of attractiveness. By maintaining an emphasis on the physical self, however, the recent “body-positive” movement may actually reinforce or exacerbate this maladaptive focus on the body a source of self-concept. To answer this question, I presented female students at Nazareth with one of six social media slideshow conditions: (a) thinness-depicting and thinness-promoting (TDP) media, (b) body-positive media, (c) a combination of TDP and body-positive content, (d) body-unrelated material, (e) feminist-oriented media, or (f) a composite of feminist and TDP media. Participants then completed measures of self-objectification, body appreciation, feminist beliefs, and attitudes about thinness. After data collection, I will analyze responses and test the primary hypothesis that media focused on empowering women in a non body-related manner (through feminist ideology) is an effective alternative for offsetting the negative effects of exposure to the thin-ideal on online platforms.

**Motivation for Participating:** Requirement for PSY 486: Independent Study.

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**Angela Scherer (#123)**

**Title:** Venn Diagrams

**Faculty Sponsor:** Professor Daniel Birmajer, Mathematics

**Abstract:** Venn diagrams are used to organize data and show relationships between sets. Traditional Venn diagrams consist of two or three overlapping circles. Each circle contains all of the elements in that set, and the overlap represents elements the sets have in common. However, a true Venn diagram has many restrictive properties, which creates a challenge for data containing four or more sets. These properties include shape congruency and a specific number of regions for a specific number of sets. My research explores Venn diagrams with four or more sets, and the shapes that work for a true Venn diagram. I made several of my own Venn diagrams, testing what shapes work, and what shapes don't. I had to show why specific shapes don't work for a certain number of sets, and why certain diagrams fail to meet Venn requirements. I chose to research Venn diagrams because I've always been interested in data visualization. I enjoy organizing data into groups and looking at the relationships between such sets.

**Motivation for Participating:** Requirement for MTH 490 Research.

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**Alicia Sciolino (#124)**

**Title:** The Horrors of U.S. Horse Slaughter Auctions and Mexican Slaughterhouses

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** I wrote a paper in Spanish about horse slaughter auctions and Mexican slaughterhouses. I discussed horse slaughter regulations, the slaughter auctions, the exportation of horses, Mexican slaughterhouses and my own experiences. I wrote about this project because I work with horses that went to slaughter auction and my own horse was luckily saved from even going to one by a Rochester stable.

**Motivation for Participating:** Requirement for SPN 400.

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**Anani Serbeniuk (#125)**

**Title:** Bilingualism in Schools

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature



**Abstract:** This research investigation was conducted in order to reveal how the topic of bilingualism is viewed in schools today. Inspired by both of my majors, Spanish and Communication Sciences and Disorders, and many discussion regarding bilingualism, I decided to investigate how, when and if bilingualism was incorporated into the curriculum in New York state schools. This poster presentation is the culmination of the scholarly research I have conducted this past semester for my senior thesis.

**Motivation for Participating:** Requirement for Spanish Comps.

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**Peter Shea, Kenley Peguero, Samuel Bittker (#126)**

**Title:** X-Culture: Vertical Journey

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** Each of us participated in separate groups to create a business plan for a company named Vertical Journey. The company is located in Tarapoto, Peru and specializes in guided adventure tours. Each of us worked with students from all over the world in order to come up with a business plan for expanding the business. We were all in separate groups for this project, so we will be presenting each of our individual recommendations for the company.

**Motivation for Participating:** Requirement for MGT 410 Seminar in Business and Economics.

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**Andrea Stayzer, Aldi Priyanto (#127)**

**Title:** Capturing and Describing the Relationships between St. John's Elders and Nazareth College Students

**Faculty Sponsor:** Professor David Steitz, Psychology and Gerontology

**Abstract:** This research is being conducted to explore the relationships between students from Nazareth College and elders from St. John's Senior Living, all of whom have participated in at least one multigenerational gerontology course together at St. John's Meadows in Rochester, NY. These courses include: Adulthood & Late Life, Issues in Aging, and Aging & Community Service. Each of these courses utilize assignments and projects that require intergenerational collaboration and multigenerational exchange around various aspects of the aging process. These courses also emphasize a connection to the Rochester area through community service and service-learning. Throughout these courses, students and elders form impactful professional relationships, and ultimately meaningful personal relationships and engage in voluntary social experiences both inside and outside of the classroom. The aim of this study is to better understand how and why these relationships have formed, and if applicable, who is taking more of an active role in maintaining the relationship once the course has ended. A Qualtrics-based questionnaire was sent to all current and past students enrolled in these courses, as well as elders who have been a part of this collaboration since its start in 2009.

## Poster Presentations

**Motivation for Participating:** Graduate Assistantship.

**Experiential Learning Pathway:** Service Learning and Student Leadership.

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**Jenna Taylor (#128)**

**Title:** Holst's Universe

**Faculty Sponsor:** Professor Zbigniew Granat, Music

**Abstract:** Between 1914 and 1916 Holst composed his most famous and well-known work, The Planets. After a while Holst finally decided to begin work on the large orchestral work, originally titled Seven Pieces for Large Orchestra, but renamed The Planets. During the time he was teaching, he was composing The Planets, and while composing he became skilled at interpreting horoscopes. Some of the characteristics attributed to each planet by Holst, may have been suggested by Alan Leo's booklet, "What is a Horoscope", which Holst was reading at the time.

**Motivation for Participating:** Requirement for MUX 491.

**Experiential Learning Pathway:** Mentored Scholarly & Creative Activity.

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**Grace Terry (#129G)**

**Title:** Help yourself by helping others: Civic engagement work study programs and academic success in college

**Faculty Sponsor:** Professor Becky Fahy, Psychology

**Abstract:** This study investigates the relationship between participation in federally funded work study and success. For the purpose of this study, success is measured by GPA and graduation rates. Relationships among participation in one of Nazareth College's civic engagement work-study programs, GPA, and graduation rates are examined. Nazareth has a strong commitment to civic engagement. Almost all students will participate in a civic engagement project in their time at Nazareth. Nazareth has some unique programs that work study eligible students can take advantage of. Partners for Learning, Partners for Serving, and LifePrep are all considered federally funded community service. This study investigates a correlation between participation in these projects and success. Length of time students participated in the programs and if they held a leadership role in the program are considered. This project is supported by Astin's theory of student engagement. His theory supports the importance of student engagement in higher education. As community service and civic engagement are multifaceted and provide for a unique array unplanned of high impact educational practices outside curriculum, could this be reason for federally funded work study community service to have a larger impact on student success and retention than a typical on campus job?

**Motivation for Participating:** Requirement for Graduate Independent Research.

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**Katelyn Thomas (#130)**

**Title:** Ukraine Famine: The Horror of the Holodomor

**Faculty Sponsor:** Professor Olena M. Prokopovych, Political Science

**Abstract:** I will be presenting a three panel poster board, presenting the effect the Holodomor on the psychological and sociology effect it had on the women and children living through this. I did this by researching scholars and first hand example and experiences of what people went through. I did this to bring acknowledgement to this tragedy, many people lost their life and it is often not discussed due to World War II and the holocaust.

**Motivation for Participating:** Wanting to do the research and education people on the Holodomor.

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**Katherine Thomas (#131)**

**Title:** Standardized Patient Work for Social Work

**Faculty Sponsor:** Professor Lindsay Korth, Theatre and Dance

**Abstract:** I created the standardized patient work for the social work department. I studied the types of people who they would be helping, specifically family scenarios, as well as the history of social work. I also auditioned and chose my actors to portray the clients. We studied our scenarios and roleplayed with the social work students to train them in real time. I did this project to explore the complexities of portraying a character through improvisation, as well as scratch the surface of immersive theater.

**Motivation for Participating:** I want to spread the word about the standardized patient work, as I believe many departments could benefit from this work.

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**Sarah Timmerman (#132)**

**Title:** The Evolution of the Women's Rights Movement: Changes over the last several decades

**Faculty Sponsor:** Professor Shirley Sommers, Women and Gender Studies

**Abstract:** My essay is a research essay on the history of the women's right movement in America since the 1960's. To this I will interview three women that are a part of the movement. I will also do independent research on the topic. I researched this topic because I wanted to better chronicle the movement.

**Motivation for Participating:** Requirement for WGS 440 01.

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**Victoria Turner (#133)**

**Title:** Investigating the Prevalence of Disordered Eating on College Campuses

**Faculty Sponsor:** Professor Shirley Sommers, Women and Gender Studies

**Abstract:** I completed a survey using undergraduate participants at Nazareth College to study how disordered eating impacts our student population. I am curious in understanding what social and environmental factors are present in a collegiate setting that make disordered eating such a prevalent coping mechanism for stress. In addition, I would like to spread awareness about this growing nation-wide problem.

**Motivation for Participating:** Requirement for Women and Gender Studies Senior Seminar: WGS 440-01.

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**Julie Uhl, Shelby Peck (#134)**

**Title:** Partners for Learning and Partners for Serving: An Experiential Learning Approach to Community Engagement

**Faculty Sponsor:** Professor Adam Lewandowski, Center for Civic Engagement

**Abstract:** The Partners programs are innovative co-curricular service programs that focus on poverty reduction, education, and community empowerment by building partnerships with schools, education centers, and human service organizations. The unique “partnering” aspect of the programs enables our community of faculty, staff, college students, and youth to develop effective working relationships that meet individual needs while achieving community-based goals. These tutoring and mentoring programs empower college students to develop the skills necessary for the pursuit of meaningful careers while building diverse relationships and heightening their social awareness. This poster session will explore data collected about the impact of the experiential learning aspect of the Partners programs on the students involved. We will be evaluating the student learning outcomes including a greater understanding of diverse populations and personal biases, as well as improved professional skills.

**Motivation for Participating:** We want to share the impact of the Partners program with a broader audience.

**Experiential Learning Pathway:** Co-curricular Service.

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**Kourtney Verdi (#135)**

**Title:** Viktor Yanukovich, Ukraine and the EU Agreement: An Analysis

**Faculty Sponsor:** Professor Olena Prokopovych, Political Science

**Abstract:** I researched information on the EU Agreement, Viktor Yanukovich and how it affected Ukraine.

**Motivation for Participating:** To inform people about what happened in Ukraine.

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**Kaitlyn Waclawek (#136)**

**Title:** How to manage a diverse workforce?

**Faculty Sponsor:** Professor Esperanza Roncero, Foreign Languages and Literature

**Abstract:** For my Spanish Senior Seminar Class, I wrote a paper that centers around the question, how to manage a diverse workforce. I did this by finding several scholarly articles that support this topic. Within this paper, I defined what diversity is, why it is beneficial to have within a workplace, how to communicate it to employees within a workplace, challenges managers will face when implementing something like this and the role Human Resources plays when implementing a program like this. I chose this question because it incorporates all three of my majors and minors at Nazareth College and is a topic that I am very passionate about.

**Motivation for Participating:** Requirement for Spanish Senior Seminar - SPN 400.

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**Kaitlyn Waclawek, Michael May, James Rubert (#137)**

**Title:** X-Culture Presentation: Capti Voice

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** For our Business Senior Seminar class, we are participating in a program called X-Culture. Within this program, we are working on a global virtual team for eight weeks with students from all around the world to complete a business strategy. We will receive a grade based on the work we completed through the program.

**Motivation for Participating:** Requirement for MGT 430 - Business Senior Seminar.

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## Poster Presentations

### **Taylor Wallach (#138)**

**Title:** The Effect of Aversive Auditory Stimuli on Basic Cognitive Functioning

**Faculty Sponsor:** Professor Douglas Gutheil, Psychology

**Abstract:** 1. I looked at specifically whether a newborn's cry creates more of an effect on parents in comparison to students in terms of their cognitive abilities. 2. I did this because I have two children of my own, a two year old and 6 month old, and I also am a full time student. When I am studying at home there often is a lot of crying or commotion made by my children so I wanted to see if there is a specific effect that is made on our cognitive abilities when presented with an aversive stimuli such as the crying baby sound. 3) I had three scenarios in which parents or students would complete a cognitive task. A crying scenario, a jackhammer scenario, and a silent scenario. I then took results from each scenario to see their changes in percent correct and time it took to complete the test. Then I was able to determine whether students or parents were effected more by the crying baby or not.

**Motivation for Participating:** I think my research is filling in a gap in cognition studies and I think it would be interesting to share with those around me.

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### **Paul Walter, Benjamin Bickford, Nicholas Rodin, Mary Benvenuto (#139)**

**Title:** X-Culture Report Summary

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** We researched and executed a business plan for a real company called S-Cape which is located in Ukraine.

**Motivation for Participating:** Requirement for MGT 430.

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### **Robert Warren (#140)**

**Title:** Ivan Mazepa: Nationalism and Historiography in contention between Ukraine and Russia

**Faculty Sponsor:** Professor Olena Prokopovych, Political Science

**Abstract:** This research is based on work I am completing for a course on Ukraine in Crisis. The research was developed to help better understand Ivan Mazepa, a Ukrainian Cossack rebel leader, and his place in Historiography in regards to both Ukraine and Russia. I look at different interpretations of this figure over history, predominantly looking at both Ukrainian sympathizers and Russian historians for their interpretation on the figure. I hope that through this research I can show how historiography can be used for national identities, and that sometimes these identities can be drastically different depending on the nation writing the history.

**Motivation for Participating:** As a way to present my class research.

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**Julia Widmer, Emilee Hyde, Rachel Pacella (#141)**

**Title:** Characterization of Thiamethoxam Removal from Aqueous Solution by Select Bacterial Species Under Laboratory Conditions

**Faculty Sponsor:** Professor Stephanie Zamule, Biology

**Abstract:** Thiamethoxam, a neonicotinoid insecticide, exhibits a lower toxicity to birds and mammals compared to previous generations of insecticides. However, it appears to have detrimental effects in other off-target species. Neonicotinoids have been implicated as a contributing factor to Colony Collapse Disorder (CCD), the widespread disappearance of honeybees. Insect pollinators, including the honeybee, are responsible for the production of 35% of the global food supply. The environmental persistence of thiamethoxam establishes the need to develop sustainable remediation techniques. Previous experiments have demonstrated removal of thiamethoxam from aqueous solution using select bacteria. HPLC chromatograms reveal a decrease in area of the thiamethoxam peak as an emerging peak increases in area, suggesting thiamethoxam metabolism by these organisms. The present study aims to 1) determine metabolic efficiency of *P. putida*, *P. fluorescens*, and *E. coli* at 2°C, 22°C, and 30°C, including kinetic parameters, and 2) identify the metabolites generated. Results indicate maximal thiamethoxam removal at 30°C. Identification of the metabolite is underway using LC-MS. Metabolite identification could determine whether the metabolite is less toxic than the parent compound. If the metabolite is found to be less hazardous than thiamethoxam, further testing will follow to evaluate the use of this bioremediation technique in the field.

**Motivation for Participating:** Requirement for SCI 450.

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**Khalil Williams, Brianna Sposato, Lori Cramer, and Matt May (#142)**

**Title:** X-Culture

**Faculty Sponsor:** Professor Jennifer Leigh, School of Management

**Abstract:** We will be explaining what it is like to work in a global virtual team and what experience we have gained from it. We have been working with people from all over the world, including India, Canada, Mexico, and many more countries, to help a company move into another market.

**Motivation for Participating:** Requirement for MGT 410.

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## Poster Presentations

### **Theresa Wing (#143G)**

**Title:** Using student-centered teaching plans to develop literacy in a second language

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** In my required observation hours as a TESOL Initial Certification Program, I observed teachers and the methods they used for teaching English to students who speak languages other than English. I was in elementary and secondary education classrooms. I went into the respective classrooms for several hours at a time throughout the fall, 2017 and spring 2018 semesters. I did the observations because it was required. I focused on how literacy was developed because that will be my crucial role as a TESOL teacher when I am in the field.

**Motivation for Participating:** Requirement for SPF 520.

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### **Jing Wu, Yang Li (#144)**

**Title:** From China to America: A Look at Chinese Name Culture

**Faculty Sponsor:** Professor Louise Wagner, English Language Institute

**Abstract:** Our group will do a poster presentation on Chinese naming culture. We seek to explain to the Nazareth Community the view of an international student studying and living here in the United States. Our central thesis is that Chinese names differ from American names in terms of the name order and the specific words that can be chosen as first names. We also relate our naming culture to the Chinese traditional notion which has “benevolence” as its core. We have learned about American cultural diversity from living here and wish to share this with the wider college community.

**Motivation for Participating:** Requirement for Academic Speaking IV.

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### **Taylor Youngkrans (#145G)**

**Title:** The Power of Positive Pressure: Creating Attentiveness in the Classroom

**Faculty Sponsor:** Professor Kerry Dunn, School of Education

**Abstract:** I am conducting research study looking at the sensory integration intervention of weighted lap weights for children struggling with attentiveness in their classroom. I looked at several classrooms in one primary school. I have collected data on their attentiveness with and without the intervention and what their progression looks like. I have chosen this area of research because it has become increasingly concerning that children are unable to learn if their bodies and minds are not allowing them to attend. My goal is to prove that a weighted lap



weight can reduce distractive behaviors and increase attentiveness in my group of students I am working with.

**Motivation for Participating:** Clinical Researcher.

**Experiential Learning Pathway:** Field & Clinical Experience.

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**Catherine Zaso, Emily VanVessem, Andrea Stayzer, Kathleen Prevost, Rebecca Lombardo, Amanda Calabrese (#146G)**

**Title:** Interdisciplinary Research Study- Modified Constraint Induced Movement Therapy: Effects on Functional Use of the Upper Extremity and Speech Intelligibility

**Faculty Sponsor:** Professor Kathleen Stoklosa, Occupational Therapy and Heather Coles, Communication Sciences and Disorders

**Abstract:** The purpose of this research is to determine if a six-week program of Modified Constraint-Induced Movement Therapy paired with Prosody Speech Intelligibility Program (PSIP) is an effective intervention for improving right arm functional use and speech intelligibility in adults who have sustained a left hemispheric stroke. During the summer of 2017, six clients of the Nazareth College York Wellness and Rehabilitation Center clinics, who were 40-80 years of age, had sustained a stroke and met inclusion criteria for both upper extremity motor and speech criteria participated in the study. Subjects were randomly assigned to either a speech therapy only group, or a group who received both occupational therapy intervention using mCIMT and speech therapy. Intervention occurred once weekly for six weeks. Data were collected pre- and post-intervention and then analyzed for correlations and differences between the two groups.

**Motivation for Participating:** Requirement for OTR 513: Research Project Implementation Analysis III, & CSD 605: Thesis in Speech Pathology.

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**Liuya Zhang, Runyu Zhang, Shan Lu, Weili Wu (#147)**

**Title:** A study of the relationship between money supply and inflation in the United States

**Faculty Sponsor:** Professor Sarah Shaw, English Language Institution

**Abstract:** With the rapid development of economy, inflation has become an unavoidable problem for every country in the market economy system. Therefore, economists in various countries are studying the causes of inflation and how to deal with it. The representative of the scholars think that inflation is a monetary phenomenon in the general level of prices in the economy continued to rise sharply, the money supply is the main reason for inflation. In order to study whether there is a special connection between the United State's money supply (M2) and inflation, this research uses the method of VAR model between the amount of currency (M2) and inflation. At the same time, the paper also uses finance, economics and other

## Poster Presentations

theoretical knowledge to support. We chose 131 monthly data from January in 2005 to December in 2015. After we read plenty of literature reviews, we predict that Money Supply (M2) has a long-term equilibrium relationship with inflation, so we should properly control the money supply to reduce the probability of occurrence of this phenomenon.

**Motivation for Participating:** Requirement for Writing for Graduate Research ELI.

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**Yi Zheng, Qiao Xiao, Muyuan Huang, Yuanyuan Li, Hongze Wu (#148)**

**Title:** A study of the pronunciation difficulties for English-speaking learners of Chinese Pinyin

**Faculty Sponsor:** Professor Sarah Shaw, English Language Institution

**Abstract:** The purpose of the study is to learn what the difficulties are for English-speaking learners of Pinyin Chinese, and the reason why these people have such kinds of difficulties in pronouncing this language. The methods we are using to conduct this research are surveys, questionnaires, and teaching-observations which will investigate 50 English-speaking learners of Chinese. We will select some Chinese Pinyin syllables and teach these to English-speaking learners. After we check their pronunciation with the standard and summarize the most difficult Chinese syllables for them, we will combine this data we collect. We will also conduct a brief literature review to analyze the reasons and give suggestions to overcome the pronunciation difficulties for these learners of Chinese Pinyin. Considering the natural difference in pronunciation between Chinese and English, we expect the results to suggest that initial consonant and intonation are the main difficulties for English-speaking learners to pronounce.

**Motivation for Participating:** Requirement for Writing for graduate research(ELI).

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**Lexi Ziobro, Lulu Ibrahim, Kathryn Calenberg-Laviola (#149)**

**Title:** Does gender impact the dirtiness of a cell phone?

**Faculty Sponsor:** Professor Kelly Hutchinson-Anderson, Science

**Abstract:** In our experiment, we explored how dirty a person's cell phone is based on their gender. Cell phones are one of the most commonly used objects in our lives, picking up germs from surfaces, our hands, and other elements in the atmosphere. Based on common gender stereotypes that women are typically cleaner than men, we believed that more bacteria would appear on men's phones. We collected samples from both the front and back of 30 cell phones (15 male and 15 female). The samples were incubated for 48 hours to allow for adequate bacterial growth. Colonies were then counted and averaged to determine which gender carries more bacteria on their cell phones.

**Motivation for Participating:** Requirement for SCI.Q 101 Integrated Science and Inquiry.

## *Honors Theses*

### **Gianna Filiaci**

**Title:** Shades of Gray: Examining Parallels Between the Trump Administration and the Harry Potter Series

**Faculty Sponsor:** Professor Marjorie Roth, Honors Program

**Abstract:** This thesis mixes the subject areas of politics and literature. In *Shades of Gray: Examining Parallels Between the Trump Administration and the Harry Potter Series*, good and evil are examined through interdisciplinary lenses such as the politics of the Trump administration, the Harry Potter series of novels, as well as the psychological and philosophical implications of good and evil. This thesis was created through interdisciplinary research and thought processes. The topic of this thesis was chosen at first out of a love of Rowling's groundbreaking series. On closer consideration it can be seen that this "children's" book series has real life implications. This is seen every day in the breaking news of President Trump's first year in office. Overall, this thesis was a work of passion, and it has been an exhilarating journey to undertake.

**Motivation for Participating:** Honors Program Requirement.

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### **Audra Nealon**

**Title:** A Music Therapy Perspective: Correlations in Alzheimer's Disease and Alcoholism

**Faculty Sponsor:** Professor Marjorie Roth, Honors Program

**Abstract:** As a music therapy student, I have always had an interest in how music therapy interventions could help various types of clients with cognitive, behavioral, and emotional needs. Over the past few years, I have had opportunities to work with and study people with Alzheimer's disease and alcohol-use disorder. In working with these people and learning about these diseases, I have noticed similarities in symptoms and neurological effects. After examining a comprehensive selection of research from online databases, doctoral dissertations, and textbooks on the various effects of Alzheimer's disease, alcoholism, and music on the human brain, it has become evident that music therapy interventions may provide relief of similar symptoms in seemingly unlike disorders. In culmination of the honors interdisciplinary minor at Nazareth College, I have constructed a thesis paper that examines how and why music can be effective in treatment of Alzheimer's disease and alcoholism and highlights the lack of attention and research this correlation has received yet deserves.

**Motivation for Participating:** Requirement for HON 485.

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## **Madalyn Owen**

**Title:** How We Write About Theatre Matters: A Look Into Theatre Journalism Through a Feminist Lens

**Faculty Sponsor:** Professor Marjorie Roth, Honors Program

**Abstract:** The notoriously “white-man’s” industry of theatre has slowly been diversifying. Unfortunately, those who write about it, have not. Arts journalism is behind the times when it comes to diversity and the fact that arts journalism itself is struggling to stay afloat, only makes matters worse. This thesis examines the history of theatre criticism and how it has evolved, paying particular attention to the women who helped shape theatre criticism. It will also look at how women are written about in theatre criticism authored by men, how that shapes the world of theatre, and the importance of creating a more diverse group of theatre journalists in order for both the field of theatre journalism and the field of theatre to continue to progress.

**Motivation for Participating:** Honors Thesis.

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## **Katie Pukos**

**Title:** Music Therapy for Infants with Neonatal Abstinence Syndrome: Developmental, Ethical, and Sociological Considerations

**Faculty Sponsor:** Professor Marjorie Roth, Honors Program

**Abstract:** Neonatal Abstinence Syndrome (NAS) is a disease impacting infants who are born addicted to drugs, the prevalence of which has increased by over four-hundred percent since 2000. Music therapy is a clinical approach that has been proven beneficial for infants experiencing similar symptoms to those of NAS. For my Honors Program Thesis, I conducted research to provide evidence of the benefits of music therapy for this population. Additionally, I addressed the ethical and sociological barriers presented to families with infants experiencing NAS. This research was completed through examining the few publications that exist on music therapy and NAS, interviewing certified music therapists who work with this population, and researching music therapy work with infants with similar symptoms. In addition, I studied biomedical ethical principles applied in a clinical setting and researched sociological views on drug addiction, parenthood, and drug-addicted parents. As a result, I have presented the argument that although there are ethical and sociological roadblocks to receiving this treatment, music therapy can be beneficial to infants with NAS.

**Motivation for Participating:** Requirement for Honors Program Thesis.

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**Hali Shepard**

**Title:** Music as Nonverbal Communication: History, Performance and Education

**Faculty Sponsor:** Professor Marjorie Roth, Honors Program

**Abstract:** Nonverbal communication is a tool that presents itself in many facets of our daily lives. Whether we realize it or not, everything from our facial expressions to our posture has the ability to convey information that is not necessarily intended. For centuries, composers have been implementing aspects of nonverbal communication into their works. Each musical time period brings with it different interests in terms of extramusical intentions. Aspects of nonverbal communication also appear in music from various regions around the world, as well as in modern-day music. As a musician and educator, nonverbal communication serves as a particularly useful tool. Three aspects of musical performance are to be explored in this thesis: nonverbal communication from the performer's point of view, nonverbal communication from the conductor's point of view and nonverbal communication from the audience member's point of view. As an educator, nonverbal communication is an invaluable resource. Understanding how the process of communication works between students and teachers, especially the nonverbal components, can greatly enhance classroom management, student participation and relationships with students. As a result, utilizing nonverbal communication in the classroom can lead to a more positive learning experience.

**Motivation for Participating:** Honor's Thesis.

## ***Panel Discussions***

**Nicole McGreevy, Clark Rasmussen, Alyssa Bileschi, Regan Wagner**

**Title:** Humans of Naz

**Faculty Sponsor:** Professor Leah Stacy, English and Communication

**Abstract:** This semester, The Golden Gazette and Golden Creative collaborated to showcase Humans of Naz. The project was originally founded in November 2015 by a group of Nazareth seniors inspired by Branden Stanton's "Humans of New York" campaign. The collaborative team encourages the enthusiasm of its members and mixes social skills with photography. Members approach students on campus and ask if they can take their picture for the Humans of Naz Instagram page. During the shoot, the photographers strike up a conversation with the individual and use meaningful quotes to caption the photo. Seeking to spread positivity and feature the diverse and beautiful campus culture, Humans of Naz reminds us all that our unique ideas and viewpoints are what make a community special.

**Motivation for Participating:** We seek to spread positivity and feature the diverse and beautiful campus culture, and to remind us all that our unique ideas and viewpoints are what make a community special.

## ***Evening Poster Presentations***

**Renata Amico, Keri Colicchio, Josh Baer, Amanda Graumenz (#501)**

**Title:** Financial Literacy Education and College Students: The Efficacy of Conducting Peer-Led Groups

**Faculty Sponsor:** Professor Stephen Hill, School of Management

**Abstract:** Financial literacy is one essential component to long-term financial well-being. This project was designed to assess the level of financial literacy among (undergraduate) college students. Students majoring in finance and accounting participated in a one-hour training session, conducted by an outside organization, geared toward how to conduct/facilitate a focus group. These students were also provided with resources with which to create content for group discussion. Several groups of participants were recruited to attend these focus groups. 1-2 facilitators (per group), conducted the discussion session using the following model of learning: facilitators introduced a topic, posed questions, and suggested recommended learning.

**Motivation for Participating:** Requirement for MGT 535.

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**Alycia Andolina, Catherine Edwards (#502)**

**Title:** What, if any, impact does instruction in the phonovisual method have on students' sight word recognition in primary English and primary Spanish kindergarten classrooms?

**Faculty Sponsor:** Professor Maria Hopkins, Literacy

**Abstract:** As part of our Clinical Assistantship at Rochester City School #9, we worked within a bilingual kindergarten program that included 44 students. Half of the students spend their day receiving instruction in English, and the other half receives instruction in Spanish. The students switch classrooms each day, alternating the language that they are learning. Students were taught sight words using the skills acquired through the phonovisual method. Additionally, each word was taught in the use of a sentence in order to teach the meanings of sight words. Within these classrooms data from thirteen students were analyzed to see if sight word recognition in English correlated with sight word recognition in Spanish, and vice versa. Three days per week all students were pulled out for small group instruction, and their sight word recognition was assessed (alternating days between Spanish and English). This study was done in order to determine if sight word recognition accuracy was consistent across both languages and if learning of their sounds through the phonovisual method had an impact on recognition.

**Motivation for Participating:** Mandatory for clinical assistantship.

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## Evening Poster Presentations

### **Kristina Back (#503)**

**Title:** Using iPads as a Tool

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** I used iPads as a tool for extra support in learning sight words at the kindergarten level. I first assessed their sight word knowledge and then allowed them to use certain iPad apps to support their learning. I did this because technology is a growing field and kids are genuinely more interested in some learning when they have the opportunity to use technology.

**Motivation for Participating:** Requirement for SPF 520.

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### **Tatianna Baker, Jenny Fortin, Heather Carr, Michelle Miller, Kaiya Williams (#504)**

**Title:** Poetry and Art: An Interprofessional Collaboration between Speech-Language Pathology and Art Therapy

**Faculty Sponsor:** Professor Melissa Johnson, Communication Sciences and Disorders and Professor Elizabeth Mott, Creative Arts Therapy

**Abstract:** Graduate students in the disciplines of speech-language pathology and art therapy planned and collaborated in treating clients with neurogenic communication disorders who were participating members of a poetry group. The group aimed to foster self-expression, functional communication, and cognitive aspects within the context of poetry writing and related art experiences. Interprofessional collaboration can yield richer treatment and wellness, when compared to single-discipline treatment. The group used “art to help inspire the words to come” (Art Therapy Clinic Manager Prof. Elizabeth Mott), and language and communication to feed the artwork. Session structure followed the general format of first introducing outside poetry to set the tone, then guiding clients in their creation of a collaborative or individually-generated poem and artwork. This model encouraged their participation in the experiences and allowed the clients to make connections between language and communication and visual art. Clinicians provided individualized supports (e.g. modeling sounds and visual art methods, inspiring expression through topical questions, and encouraging group members to contribute) to ensure that all clients could express their ideas, thoughts, and feelings. This poster presentation will feature highlights and outcomes from this collaboration, including client and student perspectives.

**Motivation for Participating:** The clinicians would like to share the great work their clients are doing and encourage others to consider co-treatment/interprofessional collaboration in general.

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**Emily Banzer (#505)**

**Title:** The Various Functions of Short Conversational Responses

**Faculty Sponsor:** Professor Megan Tobin, Communication Sciences and Disorders

**Abstract:** Short conversational responses fulfill an important role in conversation. Responses such as “yeah,” “ok,” and “mhm” indicate listener engagement and help regulate the flow of dialogue between conversational partners. While the ability to use and respond to these short responses develops naturally, populations with pragmatic language difficulties may need explicit instruction on how to use or respond to short conversational responses. This poster presents information clinicians can use to help design explicit instruction on the subject of short conversational responses, which could help encourage more natural conversational interaction for persons with pragmatic language difficulties. The poster will describe short responses and discuss ideas for teaching individuals with social communication needs how to use and respond to them.

**Motivation for Participating:** I am passionate about research and appreciative of the opportunities to share my findings and contribute to the field of speech language pathology.

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**Sydney Bell, Jhimu Chowdhury, Ashleigh Morris (#506)**

**Title:** Effective Communication Leads to Company Success

**Faculty Sponsor:** Professor Stephen Hill, School of Management

**Abstract:** We would like to show how effective communication in the workplace leads to employee engagement, work meaning, and lower turnover. We will show this by showcasing a company we feel did not do this well, then use supporting articles and research to show what this company could have done differently. We feel this poster has the potential to make change for other companies and show what changes could be made to make all employees feel valued in the workplace, and what leadership can do to support effective communication throughout their companies.

**Motivation for Participating:** Requirement for HRM 535 - Organization Development and Change.

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**Jacquelyn D'Agostino, Julia Monoski, Stephanie Hockenberry (#507)**

**Title:** Developing an Organizational Intervention for High Turnover at a Security Company

**Faculty Sponsor:** Professor Stephen Hill, School of Management

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**Abstract:** In today's fast-paced, technology driven world, companies need to keep pace by expending as little resources as possible. When an organization is experiencing high turnover this can lead to increased costs, low morale, and decreases in employee productivity. This can become a hindrance to moving forward and "keeping pace" with their external environment. From first-hand exit interview dialogue we have been able to identify key aspects that have contributed to employee turnover: work-life balance, lack of training, specifically related to the transition from employee orientation to on the job, and inadequate leadership. Through literary research we aim to create an Organizational Intervention Program which will help the organization improve these weaknesses, and hopefully reduce employee turnover.

**Motivation for Participating:** Requirement for Organizational Development and Change (HRM 535).

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**Thomas DiFilippo, Colin McGlynn, Lauren Goodell, Emily Graham, Shannon Kieffer (#508)**

**Title:** The Exploration of a Mobilized Stander Training Protocol on Functional Mobility for Preschool Children with Mobility Impairments: A Case Study

**Faculty Sponsor:** Professor Michelle Donahue, Physical Therapy

**Abstract:** Children with disabilities that are unable to independently explore their environment have limited opportunities for social, cognitive, and motor development, which puts them at risk for social isolation and dependence in the future. The aim of our research was to encourage the participant's independent exploration of her environment to counter the negative social and developmental side effects of her mobility impairments. Our research team collaborated with students from RIT to explore the effect of a structured training protocol for preschoolers using powered mobility, specifically a mobilized pediatric stander, on a school-specific driving task. We formulated a training protocol that was implemented over the course of 6 weeks with a preschooler diagnosed with spina bifida. Our training sessions took place at CP Rochester and lasted approximately 20 minutes per session. Initially, the child was given simple instructions on how to use the basic functions of the mobile stander. Gradually, the child was progressed to more difficult, functional tasks like turning and stopping before making contact with obstacles. Although the participant was unable to complete the school-specific task at the end of training, the data collected showed trends suggesting the participant learned to use the mobilized stander more proficiently.

**Motivation for Participating:** We would like to take the opportunity to showcase our research as well as share the information and insights gained through our research with the Nazareth community.

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**Catherine Dudek, Kimberly Pedrotti, Kathleen Hilberg, Melissa Liberi, Lexie Momberger, Erin Terry (#509)**

**Title:** Influence of a 6-week Movements Inspired by Yoga Exercise Program on Symptoms of Parkinson's Disease (PD)

**Faculty Sponsor:** Professor Staffan Elgelid, Physical Therapy

**Abstract:** Held an hour yoga session once a week for 6 weeks for Parkinson patients. They were also given a video HEP that had several poses that they were to do every day and keep a daily log of it. 2) Sessions were held at Nazareth College and conducted by Dr. Elgelid who is a yoga instructor. All participants were guarded on a 1:1 ratio. Yoga poses were progressed each week. 3). We conducted this study to look at the effects of yoga inspired movements had on quality of life, sleep and posture in Parkinson's patients.

**Motivation for Participating:**

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**Chloe Dudla (#510)**

**Title:** Collaborative Tattoo Design as Artistic Experience

**Faculty Sponsor:** Professor Samantha Nolte-Yupari, Art Education

**Abstract:** I collaborated with multiple tattoo artists both in-person and online to design a tattoo and analyze the similarities and differences between my experiences. I presented each tattoo artist with the same reference photos and prompts and worked with them until we reached an end result. Using the theoretical framework of John Dewey's Art as Experience and the notion of enabling constraints, I used my autoethnographic data to figure out how my experiences could translate to using artistic collaboration and tattoos as visual culture in the art classroom.

**Motivation for Participating:** Requirement for AED69030

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**Tracy Faunce, Katie Corcoran, Sharma Kipper (#511)**

**Title:** Turmoil Caused by Turnover: An Organizational Intervention

**Faculty Sponsor:** Professor Stephen Hill, School of Management

**Abstract:** Our team explored turnover rates in the restaurant industry. After reflecting on several different literature reviews, we've come to the understanding that many people view employment in a restaurant (i.e. serving, bar tending, hostessing, etc.) as a "stepping stone" rather than a lifelong career. We discovered that high turnover rates are due to various factors such as, lack of communication in the industry, as well as lack of advancement opportunities, which leads to low job satisfaction and organizational commitment. In order to combat these continuous issues, we propose implementing a management training program which

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emphasizes the following: (1) Building strong relationships between management and staff through an open door policy (2) Decentralizing management control and placing more power in the hands of the individual by appointing department leaders and giving staff certain decision making powers, and (3) Continuing education and re-assessment of employee role within the organization. Our goal for this intervention is to create higher job satisfaction and organizational commitment, thus reducing employee turnover.

**Motivation for Participating:** Requirement for HRM 535 Organizational Development and Change.

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**Liza Ganz (#512)**

**Title:** Mathematics Games for Improving Fact Fluency

**Faculty Sponsor:** Professor Kerry Dunn, School of Education

**Abstract:** As a clinical assistant I am completing a research project in a second-grade general education classroom. I have been researching the effectiveness of incorporating games into mathematics instruction to improve fluency with various strategies. I work with five students twice a week as a group, in small groups, and individually. I am hoping to determine the effectiveness of integrating mathematics games into instruction while simultaneously helping students become more fluent, confident, and efficient mathematicians.

**Motivation for Participating:** Clinical Assistant.

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**Jeffrey Green (#513)**

**Title:** Metacognition in the Art Room

**Faculty Sponsor:** Professor Nolte-Yupari, Art Education

**Abstract:** In this project, I incorporated metacognitive worksheets and prompts to engage my students with their thinking process.

**Motivation for Participating:** Requirement for AED 690.

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**Kelli Grossmann (#514)**

**Title:** Experiences of Using Weaving to Honor the Stories of Resilience Among Caring Professionals Working with People Who Have Experienced Trauma

**Faculty Sponsor:** Professor Laura Teoli, Creative Arts Therapy

**Abstract:** The purpose of this study is to explore the stories of resilience in caring professionals working with individuals who have experienced trauma. There are few studies completed on the resilience in caregivers working with people with a history of trauma, especially not in the art therapy literature. Instead, researchers focused on burnout, compassion fatigue, and secondary or vicarious trauma. Resilience is crucial to the work of anyone in a helping profession because you can only help others as much as you can help yourself. The research was facilitated through a workshop in which caring professionals worked individual to create a three-dimensional art piece which reinforced and honored their story of personal resilience in their work. This study focused on art making with textiles, fibers, and other three-dimensional materials as a means to reinforce and honor a caregiver's story of resilience from their work. This study aimed to incorporate the use of art making and an arts-based research method as a way to encourage and honor the resilience in mental health professionals who have continued to work with individuals who have experienced trauma.

**Motivation for Participating:** Throughout the past year, I have worked to explore and research a topic in which I have grown to be extremely passionate about. As an emerging professional in the mental health field, I think it is extremely important that people acknowledge the little successes and learn to take care of themselves. Throughout this research I have been able to raise awareness about how I am able to continue to help others while being able to support my own needs and passions. This research has proven really valuable to me and I am eager and excited to be able to share that with others.

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**Anne Growney, Caroline Leyens, William Wilke (#515)**

**Title:** Understanding the Impact of the Phonovisual Method on Sight Word Recognition

**Faculty Sponsor:** Professor Maria Hopkins, School of Education

**Abstract:** The purpose of this study is to investigate the impact that instruction in the phonovisual method may have on kindergarten students' ability to recognize sight words. The three investigators are clinical assistants (teachers) who will each be working with a different set of kindergarten students from three different classrooms at School #9 in the Rochester City School District. During our time with the students, we will be studying the phonological compartments, practicing sight words, and reading books. Data will be collected in the form of observation notes and assessments every month to determine students' knowledge on sight words. This study will allow the teacher-researchers to better understand the impact of the phonovisual method on beginning readers, and will inform the instruction we will provide in our future classrooms.

**Motivation for Participating:** Requirement for a Clinical Assistantship.

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**Jenna Hess (#516)**

**Title:** The Effectiveness of Play and Art Therapy: A Case Study Working with an Adolescent that has Autism Spectrum Disorder

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**Faculty Sponsor:** Professor Jennifer DeLucia, Creative Arts Therapy

**Abstract:** This thesis project, a prospective case study, was designed to better understand how play and art therapy can be utilized in a treatment plan for adolescents with mild Autism Spectrum Disorder (ASD). There is a limited body of research on the effects of both therapies on the majority of clinical populations including ASD, thus this study promoted the importance of implementing the two practices in a clinical treatment plan. Previous studies suggested play and art therapy facilitate the development of a safe space for self-expression, conversation, and experimentation. The case study followed the normal progression of treatment and included systematic analysis of the researcher's general observations from session, the participant's responses to follow-up interview questions, parent reflections, and de-identified progress notes. This researcher kept a reflective journal documenting thoughts, feelings, and insights. This study focused on an additional variable of stress, using the ten-item perceived stress scale (PSS-10) to assess for changes in stress pre and post research period. When learning about play and art therapy, I noticed there were similarities. In both practices, clients are encouraged to explore themselves through creative and interactive lenses, which can help with identity formation and relationship building; key issues facing adolescents.

**Motivation for Participating:** Requirement for CAT 532.02.

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**Julia Hess, Matthew Battaglia (#517)**

**Title:** A Peer Mentoring Program to Support the Transition to Adulthood for Adolescents with Autism Spectrum Disorder

**Faculty Sponsor:** Professor Megan Tobin, Communication Sciences and Disorders

**Abstract:** High school students with autism spectrum disorder (ASD) are less likely than their peers and other students with disabilities to enroll in post-secondary education (Wei, Yu, Shattuck, McCracken & Blackorby, 2013). If these students attend post-secondary education, they often face a variety of challenges (Glennon, 2001), but mentoring programs designed for students with ASD have shown promising results in promoting the success of these students' transition to post-secondary education and employment (Coombs-Richardson, 2002). Over the past three years, the Nazareth College Communication Sciences and Disorders (CSD) Department and Gates Chili Central School District have collaboratively designed and executed a peer mentoring program for high school students with ASD or other social communication needs. Students from Nazareth College act as peer mentors for the high school students through participation in activities designed to promote an awareness of college life. The goals of the program are to: 1) increase high school students' awareness of and readiness for various postsecondary opportunities and 2) to informally practice social skills in different settings with similarly-aged peers serving as role models. This poster presents the preliminary work of two masters theses being conducted to learn how to further develop the program and to better understand perceptions that high school students have of their own futures after participating in this program.

**Motivation for Participating:** To share a program being conducted at Nazareth and how it presents as an opportunity for students in the department to be involved. The researchers enjoy working with individuals on the autism spectrum and have identified the transition age group as a group of interest.

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**Kaitlyn Hoag (#518)**

**Title:** Effective and Ineffective Instructional Discourse Among Young Adults with ASD

**Faculty Sponsor:** Professor Megan Tobin, Communication Sciences and Disorders

**Abstract:** Instructional discourse fosters an environment where learners can "...create and shape meaning through talk" (Merritt, Barton, & Culatta, 1998, pp. 146), which in turn, enhances learning, comprehension, and skill development. Considered an effective strategy for facilitating discussion, instructional discourse may be advantageous when utilized in group-based social skills intervention for individuals with autism spectrum disorders (ASD). Many of the mechanisms for facilitating productive discourse (Merritt et al., 1998) are congruent with the instructional strategies considered motivating for this population (Stuart, 1996). Utilizing high-interest topics, facilitating a supportive environment, and adjusting instruction to accommodate for learners' varying language capabilities, are not only effective discourse strategies (Merritt et al., 1998) but are also important strategies when working with individuals with ASD (Stuart, 1996). The current study analyzes use of instructional discourse during social skills intervention with four young adults with ASD. Instructional topics focused on responding to questions, comments, and short response tokens in conversation. This research used a coding scheme adapted from Fey's (1986) framework to measure participants' assertiveness, responsiveness, and topic contingency. The poster explores influential factors on participants' motivation to engage, in addition to instructional strategies and activities that were more or less effective in group therapy. The project aims to answer the question: what makes for effective versus ineffective facilitation of instructional discourse during group conversation. Fey, M.E. (1986). Language intervention with young children. Boston, MA: College-Hill Publications. (Chapter 5). Merritt, D. D., Barton, J., & Culatta, B. (1998). Instructional Discourse: A framework for learning. In D. D. Merritt & B. Culatta (Eds.), Language Intervention in the Classroom (pp. 143-174). Clifton Park, NY: Thomson Delmar Learning. Stuart, R. (1996). Motivating students who have autism spectrum disorders. *The Reporter*, 1(3), 1-3.

**Motivation for Participating:** Graduate Thesis.

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**Katherine Holbein (#519)**

**Title:** The Impact of Total Physical Response on the Acquisition of Vocabulary in ESL Students

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

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**Abstract:** This research project compares how college-aged ESL students retain new vocabulary when using the total physical response method in comparison to the direct method.

**Motivation for Participating:** Requirement for SPF 520.

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**Lyndsy Justice (#520)**

**Title:** Examining Kinetic Family Drawings of a Person with Type 1 Diabetes

**Faculty Sponsor:** Professor Madeleine Reynolds, Creative Arts Therapy

**Abstract:** This study aimed to investigate whether a correlation exists between having type 1 diabetes and maladaptive interpersonal familial relationships. The purpose of this study was to utilize the Kinetic Family Drawing (KFD) art therapy assessment as a projective technique to gain insight into the perceived family dynamics of a person with type 1 diabetes. A single participant who had been diagnosed with type 1 diabetes prior to age 18 was administered the KFD assessment on three occasions. On each occasion the participant was provided with an 8.5" x 11" piece of white paper, a number two pencil, and an eraser. The participant was then administered a modified version of the Kinetic Family Drawing assessment per these instructions: "draw a picture of everyone in your family of origin, including you, doing something. Family of origin refers to the family you grew up in. Try to draw whole people, not cartoons, or stick people. Remember to make everyone doing something –some kind of action." Upon completion of each drawing the participant completed a follow-up questionnaire identifying each family member and the action they are doing. The drawings were then analyzed by two independent raters.

**Motivation for Participating:** To gain experience presenting my study prior to the mandatory thesis poster session.

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**Jenna Kawola (#521)**

**Title:** How Does The Experience of Alternative Aggression as an Adolescent Effect Woman into Adulthood?

**Faculty Sponsor:** Professor Jennifer DeLucia, Creative Arts Therapy

**Abstract:** The purpose of this study was to explore the experiences of alternative aggression between females during adolescence and how it affects women beyond adolescents. Alternative aggression is more recently considered a form of bullying. It is a type of bullying that is quieter and less visible, which makes it harder for parents and teachers and even other peers to notice. It includes acts such as starting rumors, name-calling, exclusion, manipulations, dirty looks, and other acts that cause psychological pain to the person who is the target. The research was constructed through a focus group that utilized art making and facilitated group discussion with females ages 22-35. The goal of this study was to better understand the problems revolving around alternative aggression, in particular, the long-term



effects of alternative aggression, and to start to explore what can be done to stop the cycle of alternative aggression. The researcher addressed this problem because alternative aggressive behavior can cause significant anxiety and depression. It is this researcher's belief that women should be supportive of each other in order to increase their confidence and emotional strength.

**Motivation for Participating:** This research topic is important to be because, as an emerging Art Therapist, I want to show people that art can help to express thoughts and emotions when words are difficult to find. Art can be a useful outlet and doing it in a focus group setting can show that women can support women. I think this is an important message for women, and I hope to spread awareness about the effects that alternative aggression can have so we can continue decreasing these behaviors.

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**Julie Kowalski (#522)**

**Title:** Coming to Terms with Reality: An Art Therapist's Clinical Guide for the Forensic Schizophrenia Population

**Faculty Sponsor:** Professor Jennifer DeLucia, Creative Arts Therapy

**Abstract:** I am creating a treatment manual that art therapists can use as a guide while working with individuals who have schizophrenia in the forensic setting as they transition through phases of acknowledgement of this illness/crime and work towards acceptance. To create this project, I conducted an extensive literature review and research of art therapy interventions that coincide with the set goals per phase. The art therapy interventions used are those that have been used in previous studies to help build trustworthiness of the treatment manual. I wanted to create this project to help implement and build stability in order to help clients transition into the forensic setting and help educate professionals with strategies and techniques to assist in the recovery of schizophrenia clients. My personal goal of this project is to bring awareness and provide the necessary tools to hopefully move forward in the understanding of treatment and recovery of this population.

**Motivation for Participating:** Requirement for CAT 532 Cumulative Project Seminar.

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**Hannah Ligon (#523)**

**Title:** Learning and Mindfulness

**Faculty Sponsor:** Professor Jennifer Delucia, Creative Arts Therapy

**Abstract:** This thesis describes the origins of Dialectical Behavior Therapy, and focuses on the core skill of mindfulness in this model. This thesis presents research on how Dialectical Behavior Therapy has been adapted for college counseling centers, as well as general information on mindfulness and learning. The purpose of this study is to investigate if mindfulness benefits learning, and if art-making facilitates learning the skill of mindfulness.

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This researcher conducted two mindfulness workshops to teach mindfulness. One workshop was done using a verbal only Dialectical Behavior Therapy protocol, and the other workshop utilized verbal Dialectical Behavior Therapy protocol and an art exercise to teach mindfulness.

**Motivation for Participating:** Requirement for CAT 532.02.

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**Amy MacKenzie (#524)**

**Title:** Do cooperative learning strategies increase learning in a 6:1:1 special setting?

**Faculty Sponsor:** Professor Shirley Sommers, Inclusive Childhood Education

**Abstract:** This study states that student's ability to work in small groups at different learning abilities by using a wide range of learning techniques to meet the learning needs of each individual student. When conducting my research my prediction is that the students in the 6:1:1 classroom will show improvement with their cooperative learning strategy by using repetition and will see improvement with behavior management by working more successfully with their peers. This is an important life lesson for these students to gain in order to be successful in professions and having interactions with people throughout their life. I feel like this an accurate prediction because just through observation in the classroom I am in now I see that repetition plays a major role on the impact of these student's schedules on a daily basis. In this study students will perform a cooperative learning through learning a Kagan strategy. The objective will be to understand how to apply cooperative learning in the classroom to meet the needs of Special Education students and make the learning from the classroom teacher/support effective. Student will be using a Kagan strategy during this study during a science based 6th grade activity this will allow students to work in groups and work together to help achieve their target learning. The type of Kagan strategy that will be used is the Showdown activity; which can be used for mastery of a concept and skills as a review before a quiz or test or to be use to access a student's skill level. The students will then have to take a quiz on the tablets Kahoot an interactive learning app were the students will answer a 10 questions quiz. This will tell how or if they have made any progress from the start of the study and then again measure their growth after completing a 2-week span with using the cooperative learning strategies. In this study students will perform a cooperative learning through learning a Kagan strategy. The objective will be to understand how to apply cooperative learning in the classroom to meet the needs of Special Education students and make the learning from the classroom teacher/support effective. Student will be using a Kagan strategy during this study during a science based 6th grade activity this will allow students to work in groups and work together to help achieve their target learning. The type of Kagan strategy that will be used is the Showdown activity; which can be used for mastery of a concept and skills as a review before a quiz or test or to be use to access a student's skill level. The students will then have to take a quiz on the tablets Kahoot an interactive learning app were the students will answer a 10 questions quiz. This will tell how or if they have made any progress from the start of the study and then again measure their growth after completing a 2-week span with using the cooperative learning strategies.

**Motivation for Participating:** Requirement for SPF 520-80.

**Leah Marvin (#525)**

**Title:** Moments of "Wide Awake" Experience Abroad

**Faculty Sponsor:** Professor Samantha Nolte-Yupari, Art Education

**Abstract:** In the poster I will discuss ethnographic research from my own time traveling abroad while answering the question "how can we document and capture moments of 'wide awake' experience during travel?". I will this data, along with the theoretical framework of John Dewey and Maxine Greene and question how these documented moments later manifest in my artwork. My purpose was to increase my understanding of the influence traveling abroad can have on everyday life back home, as well as the work of an artist.

**Motivation for Participating:** Requirement for AED 690/699

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**Cassie Matalavage (#526)**

**Title:** Get Up and Learn Through Movement

**Faculty Sponsor:** Professor Kerry Dunn, School of Education

**Abstract:** I worked in a second grade classroom in School 12 to see the positive impact that movement has on academic learning and student engagement. How did you do it? I took data every 5 mins and integrated movement breaks and activities. Why did you do it? As a teacher I notice that students need movement but teachers are not giving them it. I want to encourage other teachers to use it in their instruction.

**Motivation for Participating:** Requirement for Clinical Residency Assistantship.

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**Briana McKee (#527)**

**Title:** The Burnout Experiences of Art Therapists Working with Trauma

**Faculty Sponsor:** Professor Jennifer DeLucia, Creative Arts Therapy

**Abstract:** This thesis describes the following research regarding experiences described by art therapists working with survivors of trauma. The purpose of this study was to explore the burnout experiences of art therapists working with trauma in order to gain a better understanding of how art therapists face and manage burnout and related symptoms when working with individuals who have experienced trauma. The informing question of this research aims at investigating the burnout experiences of art therapists professionally working with trauma. The researcher interviewed and engaged in an art activity with four local art therapists

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who self-identified as experiencing burnout while working with trauma survivors. The findings suggest a variety of burnout experiences faced by art therapists.

**Motivation for Participating:** Requirement for CAT 532.02 Culminating Project Seminar I/II.

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**Nicole Miller (#528)**

**Title:** Loose Parts Play in High School

**Faculty Sponsor:** Professor Samantha Nolte-Yupari, Art Education

**Abstract:** 1. During my students teaching I was able to research loose parts play within a high school setting. Loose parts play allows students to create and build with their imagination and creativity. 2. I implemented loose parts play in a lesson plan with a 3D course. Students used found objects to build things but using just their imagination. 3. I wanted to look into this research because I believe students deserve a moment in their day to be creative. I believe as we get older our imagination and creativity disappears. I brought this into the high school setting to see if this helps find creativity and imagination.

**Motivation for Participating:** Requirement for 690/699 Artist- T(res)ea(r)cher Identities.

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**Maggie Muzio (#529)**

**Title:** Creating an Inclusive Environment: The Impact of a Post-Secondary Education Program for Individuals with Intellectual and Developmental Disabilities on Peer Mentors

**Faculty Sponsor:** Professor Paula Brown, Communication Sciences and Disorders

**Abstract:** Recent federal laws and regulations have led individuals with Intellectual and Developmental Disabilities (IDD) to seek additional education and/or vocational training following high school. However, the lack of post-secondary education (PSE) programs limits the amount of opportunities available for this population. PSE programs prepare students with IDD for independent living and employment by explicitly teaching job and life-centered skills. It is evident that these programs can greatly benefit individuals with IDD as they transition into adulthood. However, little research has assessed the impact of these programs on the regularly matriculated students who play a peer mentor role in PSE programs. LifePrep@Naz is a transition program at Nazareth college that teaches individuals with IDD the skills needed to gain meaningful employment and live independently. This program trains Nazareth students to work as peer mentors to assist the students in LifePrep. This study was conducted to look at how the LifePrep@Naz program impacts the Nazareth students who serve as peer mentors. Data was collected through means of an online survey and two small focus groups. The ultimate goal of this study is to encourage other colleges and universities to establish their own inclusive PSE programs by revealing how they positively influence the peer mentors involved.

**Motivation for Participating:** Master's Thesis.

**Brogan O'Halloran (#530)**

**Title:** The Effects of Music on Memory Retention

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** I am conducting a research study that examines the effects of music on memory retention. I chose this topic in order to explore additional intervention ideas that educators can use in their classroom.

**Motivation for Participating:** Requirement for SPF 520.

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**Nicole O'Heron (#531)**

**Title:** Analysis of Teacher Correction on English Language Learner Errors

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** I analyzed ELLs speaking errors and if they made an error, I either explicitly corrected it or I rephrased what they said in the correct way. I then will take note which way was more successful in preventing student errors. I chose this topic because as a future ESL teacher I want to be able to find the most effective ways to help my students learn English.

**Motivation for Participating:** Requirement for SPF 520.

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**Emily Olmstead (#532)**

**Title:** Teacher Affect and Its Effects on Student Achievement

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** To better understand this relationship between teacher affect and student achievement, this study examines different types of teacher affect and its connection to student retention rates and compares it to similar research in the educational field. This study itself will research in-depth how teacher affect directly influences student retention rates by comparing the immediate effects of three different teacher reading styles on student performance as exhibited on a standardized English Language Arts comprehension exam. The teacher reading styles will be divided into groups with high tonal warmth and inflection, low tonal warmth and inflection (e.g., monotone), and average tonal warmth and inflection. Students' scores will then be compared between the three groups and types of teacher affect both immediately following the reading and again the next day.

**Motivation for Participating:** Requirement for SPF 520.

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**Lana Orrange, Jenna Kawola, Kelli Grossmann, Helen Danz, Michelle Miller, Nancy Bauter (#533)**

**Title:** Dominican Republic Service Trip

**Faculty Sponsor:** Professor Stephen Demanchick, Creative Arts Therapy

**Abstract:** Five students and one faculty member from the Creative Arts Therapy (CAT) Department and one undergraduate education student went to Santiago de los Caballeros in the Dominican Republic from January 3rd – January 13th, 2018. The trip was designed to be a service learning opportunity during which we spent time at a Haitian Batey, Accion Callejera, CONANI, and TINA. This was the first time that CAT students visited the Dominican Republic so a major component of this trip was exploratory. Our fundamental goal was to learn about the culture, observe overall strengths and needs of agencies, share our knowledge and skills with interested health professionals, and develop a sustainable plan for future work. While our goal was exploratory, we were immensely more successful than we had planned. We were able to conduct play and art therapy interactions with over 75 children and adults with developmental disabilities, train a group of teachers and staff at a local school, conduct parent consultation, and enjoy a wide range of cultural activities. In addition, we were able to make connections with health professionals so that international networking, therapeutic services, and training can be sustained over time.

**Motivation for Participating:** To provide services and build professional relationships within an area of need, as well as to facilitate multicultural learning.

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**Dale Marie Romleski (#534)**

**Title:** Tattoo Narratives, Healing, and Empowerment: An Arts-Based Self Study

**Faculty Sponsor:** Professor Laura Teoli, Creative Arts Therapy

**Abstract:** The purpose of this study was to explore the underlying visual and written narratives of my tattoos and their contribution to my life. The exploration will focus on the possibility that these tattoos functioned as a kind of protective factor during significant events, hardships, or times of maladaptive coping in my life. Additionally, I will identify how my tattoos will continue to protect and motivate me as my life progresses. Data will be collected through the assessment of each of my 10 tattoos individually by taking a photograph and exploring its imagery and underlying narrative; transform the answers into a story of the individual tattoo; identify key ideas in each individual story; write a poem to each individual tattoo incorporating these key ideas; review all poems to see if there are any common ideas or concepts present the poems; group these ideas or concepts into categories related to how these tattoos protected and inspired me to move forward in life; and present the tattoos, poetry, and categories visually in an altered book.

**Motivation for Participating:** Requirement for CAT 532 Cumulative Project Seminar.

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**Eric Rowland, George Amoh, Cynthia Lovetro, Marybeth Donnelly (#535)**

**Title:** Service Learning Group Assignment with Consumer Credit Counseling Services of Rochester – Financial Literacy Focus Group

**Faculty Sponsor:** Professor Stephen Hill, School of Management

**Abstract:** Our group became aware of the organizational problem in class by Dr. Stephen Hill when we were presented with the opportunity to participate in a service learning project. As a non-profit organization, the Consumer Credit Counseling Services of Rochester has a mission to help individuals and families alleviate any financial stress they may have with educational services, financial counseling, or other solutions. Prior to class, support for the intervention has already been established. It has been determined there will be collaboration to work on a Financial Literacy project with Consumer Credit Counseling Services of Rochester, Professor Eileen Beiter's auditing class, Dr. Stephen Hill's Organizational Development and Change class, and Professor Cathy Leverone's Finance Senior Seminar class. Our first meeting will on February 13th that will emphasize training followed by a focus group event on March 1st. We will gain buy-in for our proposed intervention by working with the focus group facilitators and providing the tools and methods they will need to be successful. Our methodology will be backed by research on topics of survey development and question design, practices for successful facilitation, and project management.

**Motivation for Participating: Requirement for HRM53530-18SP Organiz Dev and Change.**

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**Kevin Sharpe (#536)**

**Title:** An Ethnographic Study of Teaching Art on a Cart

**Faculty Sponsor:** Professor Samantha Nolte-Yupari, Art Education

**Abstract:** Having an immersive art room in any school is important for creative success in the classroom. Physically, art rooms should be equipped with a working sink, and visual aids should be present to assist in understanding of art concepts. Certain art teachers, however, do not teach art in classrooms that have proper equipment. Some schools in the United States, especially poverty stricken urban schools, do not have proper facilities or classrooms for art teachers. Walling (2001) states that government support for the arts dried up as priorities shifted after World War II, and the emphasis in American schools shifted towards math and science. This ethnographic and auto ethnographic study recounts the stories of several art teachers, including myself, from the Rochester City School District. The interviews conducted with these art teachers sought to find what capacity they teach or have taught on a cart, strategies for the future, and their view on the valuation of art programs in schools. I conducted these interviews to learn successful strategies to teach students from a cart. Not much

## Evening Poster Presentations

research exists on this subject and I intend to present more information on this subject for future teachers of art on a cart.

**Motivation for Participating:** Requirement AED 690 30 Capstone Seminar.

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**Seneca Sherman (#537)**

**Title:** Resiliency: Art Journaling and Autoimmune Disorders

**Faculty Sponsor:** Professor Laura Teoli, Creative Arts Therapy

**Abstract:** My name is Seneca Sherman and I am an Art Therapy Graduate student. My thesis study looked at the influence art journaling has on those living with an autoimmune disorder. The study looked to see if art journaling increased their resiliency over the course of two workshops and a week of individual creativity. Participants were asked to fill out pre and post surveys and questionnaires that were later compared to see if resiliency increased from art journaling. I conducted this study because I myself have an autoimmune disease and have used art and art journaling as a way to externalize my experiences and I believe it has helped me build a sense of resiliency. I wanted to see if art influenced those with autoimmune diseases the same way.

**Motivation for Participating:** Requirement for Culminating Project Seminar II.

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**Jing Shi, Lingling Zhou (#538)**

**Title:** The Importance and Effectiveness of Pre-training: Evidences from A Chinese Export Trading Company

**Faculty Sponsor:** Professor Stephen Hill, School of Management

**Abstract:** We found that the lack of pre-service training of staff, which makes them incompetent for their jobs, but also slowed down to adapt to their work speed, which will lead to the waste of human resources. So we decided to launch training programs for newcomers including classroom training and E-learning. What is more, it can improve profit of the organization through spending time getting familiar with the terms, rules, materials, and equipment.

**Motivation for Participating:** Requirement for HRM 535 Organization Development and Change.

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**Sarah Speer (#539)**

**Title:** The Affects of Administrative Policy on The School To Prison Pipeline Via The Art Room

**Faculty Sponsor:** Professor Samantha Nolte Yupari, Art Education

**Abstract:** For this presentation, I made a poster on the topic of administrative policies affecting the school to prison pipeline in schools, specifically through the art room. The poster is based on a graduate thesis I wrote for the art education program on this topic. During the presentation, I will go over my findings on how administrative policies impact art teacher's abilities to manage and teach within their classrooms effectively. I will go over how this in turn affects the probability of art teachers coming to rely on zero tolerance policies in their classes, which have been found to increase children's likelihood of becoming part of the school to prison pipeline. While writing my thesis, I interviewed three art teachers, two of whom work in the Rochester City School District, and one of whom is a retired teacher, who worked in the Churchville Chili School District for over twenty years. One of the teachers I interviewed from the Rochester City School District also has had a career spanning close to twenty years. All three teachers have worked with students of varying age levels in their respective districts, and have valuable insights into both the rewarding, and the difficult circumstances to be navigated while working to be a positive influence for children of all ages in the art room. The schools in which these teachers work all have frequent behavioral issues at the student level, as well as populations of students whose lives are impacted by factors which have been found to increase a child's risk for ending up in the school to prison pipeline. My purpose in writing and presenting on this topic is to investigate whether in schools where the pipeline is likely to be an issue, the art room in particular might be a difficult place to keep this tragic system at bay. Other goals of this research and presentation include gaining understanding of ways administration can support art teachers and their ability to engage with students in meaningful, productive, by enacting policies which remove some of the daily classroom pressures these teachers struggle to face without resorting to disciplinary action of dire consequence on their students.

**Motivation for Participating:** Requirement for AED 690/699.

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**Alexander Stone (#540)**

**Title:** Physical Activity Breaks in the Writers Workshop Model

**Faculty Sponsor:** Professor Shirley Sommers, School of Education

**Abstract:** In the standard writers workshop model (mini-lesson, student work, connection and conclusion) I implemented physical activity breaks for two fifth grade classes to observe whether or not they would improve work or possibly interrupt work. I measured student observed behaviors and collected their writing work. This study was to see the practical differences of a workshop model using breaks and without to observe any impact on student attentiveness, focus, and productivity.

## Evening Poster Presentations

**Motivation for Participating:** Requirement for SPF 520.80.

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**Libby Trausch (#541)**

**Title:** An Autoethnography on Itinerant Art Teaching

**Faculty Sponsor:** Professor Samantha Nolte, Art Education

**Abstract:** In the poster I will discuss my experiences as an itinerant art teacher through autoethnography. My purpose was to increase my understanding and explore the affect itinerant teaching has in districts and teachers.

**Motivation for Participating:** Requirement for AED 690/699.

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**Melissa Turiano (#542)**

**Title:** Exploring Self-Concept Through Dream Journaling

**Faculty Sponsor:** Professor Laura Teoli, Creative Arts Therapy

**Abstract:** The purpose of this study was to explore how the act of keeping a dream journal could be used to improve ones self-esteem. In order to conduct this study, I engaged in a six-week long self-study in which I recorded narratives of my dreams and created a piece of artwork for each dream. I completed a self-esteem scale three times throughout the study to assess whether or not there was an improvement in my self-esteem. As an art therapy student, I wanted to conduct this study because I believe dream interpretation and dream journaling have potential benefits for improving ones self-esteem, which could become a useful tool for art therapists to use when working with clients.

**Motivation for participating:** Requirement for CAT 532

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**Erika Wolf (#543)**

**Title:** The exploration and growth of identity through examining archetypes

**Faculty Sponsor:** Professor Madeleine Reynolds, Creative Arts Therapy

**Abstract:** This study examined the experience of identifying with a literary archetype and exploring it through art and writing. The researcher and one participant each completed self-studies that demonstrated the process of exploring one's identity through the lens of archetypes found in the characters of two modern novels. The researcher and participant utilized art and journal writing to explore their characters' experiences that they found to be meaningful and recorded their own experiences over the course of six weeks in their artwork

and journal entries. The results were coded for words and phrases that revealed the participants' experiences. History has revealed archetypes' importance in ancient cultures which has carried into the modern day. This study was an effort to demonstrate the importance of archetypal psychology in relation to modern characters and literature.

**Motivation for Participating:** Requirement for CAT 532.01/02/03 Culminating Project Seminar II.

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**Yawen Xiao, Weiman Wu, Haoyang Zhang (#544)**

**Title:** Organizational Structure Improvement - In terms of short-term promotion specialists

**Faculty Sponsor:** Professor Stephen Hill, School of Management

**Abstract:** Our group will focus on several factors which include training, retaining, evaluating, and establishing the organizational structure. Our group will combine these factors with the theories we learn from this course to come up with an intervention for this company and situations like this for future instance. The reason why we want to do that because one of our team members worked for an international supermarket store – Tesco, as a promotion specialist in China. She found out that the organizational structure can cause some levels of confusion that affects the employees' satisfaction. The thing is that there were two organizations she belonged to at the same time: the brand company she promoted and the store. The problems for most of the promotion specialists are who to report and which organizational statement to follow, and which organization gets the priority.

**Motivation for Participating:** Requirement for HRM 535.

## ***Evening Capstone Presentations***

### **Maya DeJohn**

**Title:** Graduate Inclusive Early Childhood or Childhood Portfolio

**Faculty Sponsor:** Professor Kerry Dunn, Inclusive Early Childhood Education

**Abstract:** I completed this portfolio as the end of my graduate experience at Nazareth College to demonstrate my abilities as a master's student in education. I followed Charlotte Danielson's Framework for Teaching and Learning to demonstrate my abilities as a teacher of young children.

**Motivation for Participating:** Requirement for INEC 690k.

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### **Lindsay Keller**

**Title:** Graduate Inclusive Early Childhood or Childhood Portfolio

**Faculty Sponsor:** Professor Kerry Dunn, Inclusive Early Childhood Education

**Abstract:** I completed this portfolio as the end of my graduate experience at Nazareth College to demonstrate my abilities as a master's student in education. I followed Charlotte Danielson's Framework for Teaching and Learning to demonstrate my abilities as a teacher of young children.

**Motivation for Participating:**

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### **Evelyn Killeen**

**Title:** Graduate Inclusive Childhood Portfolio

**Faculty Sponsor:** Professor Kerry Dunn, Inclusive Childhood Education

**Abstract:** I completed this portfolio at the end of my graduate experience at Nazareth College to demonstrate my abilities as a master's student in education. I followed Charlotte Danielson's Framework for Teaching and Learning through a theoretical lens to demonstrate my abilities as a teacher of children.

**Motivation for Participating:** Requirement for INCH 690: Capstone Seminar.

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**Brittany LaBore**

**Title:** Graduate Inclusive Early Childhood Portfolio

**Faculty Sponsor:** Professor Kerry Dunn, Inclusive Early Childhood Education

**Abstract:** At the end of my graduate program at Nazareth College I completed this portfolio in order to demonstrate my abilities as a master's student in education. I followed Charlotte Danielson's Framework for Teaching and Learning to demonstrate my abilities as a teacher of Early Childhood Education.

**Motivation for Participating:** Requirement for INEC 690 Capstone Seminar.

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**Li Li**

**Title:** Portfolio exhibition

**Faculty Sponsor:** Professor Cindy McPhail, School of Education

**Abstract:** I selected samples of my work throughout my master's in TESOL program. I matched my work with domains of knowledge expected in the TESOL profession. I wrote reflections to describe how I progressed throughout the program. Over the course of a full semester, I made connections between my knowledge and experience, and wrote narratives for each domain. These were submitted, revised, and evaluated in series. Then they were combined into one portfolio. This was a good opportunity to reflect on what I have learned and how I will apply my learning in practice. This experience will pave the way for my future teaching.

**Motivation for Participating:** Requirement for ITSL 690.

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## Evening Capstone Presentations

### Yuan Lu

**Title:** Portfolio Exhibition

**Faculty Sponsor:** Professor Cindy McPhail, School of Education

**Abstract:** I selected samples of my work throughout my Master's courses in TESOL program. I matched my work with domains of knowledge expected in the TESOL Profession. I wrote reflections to describe how I progressed throughout the program. Over the course of a full semester, I made connections between my knowledge and experience, and wrote narratives for each domain. These domain were revised, evaluated and submitted in series. Then they were combined into one portfolio. This was good opportunity to summarize what we learned and how we will apply our learning in practice. This experience will pave the way for our future teaching.

**Motivation for Participating:** Requirement for ITSL69930-18SP Master's Portfolio Present - 18SP.

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### Kaitlin Peters

**Title:** Graduate Inclusive Early Childhood Portfolio

**Faculty Sponsor:** Professor Kerry Dunn, Inclusive Early Childhood Education

**Abstract:** I completed this portfolio as the end of my graduate experience at Nazareth College to demonstrate my abilities as a master's student in education. I followed Charlotte Danielson's Framework for Teaching and Learning to demonstrate my abilities as a teacher of young children.

**Motivation for Participating:** Requirement for INEC 690 and INEC 699.

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### Jessica Pryce

**Title:** Graduate Inclusive Early Childhood or Childhood Portfolio

**Faculty Sponsor:** Professor Kerry Dunn, Inclusive Early Childhood Education

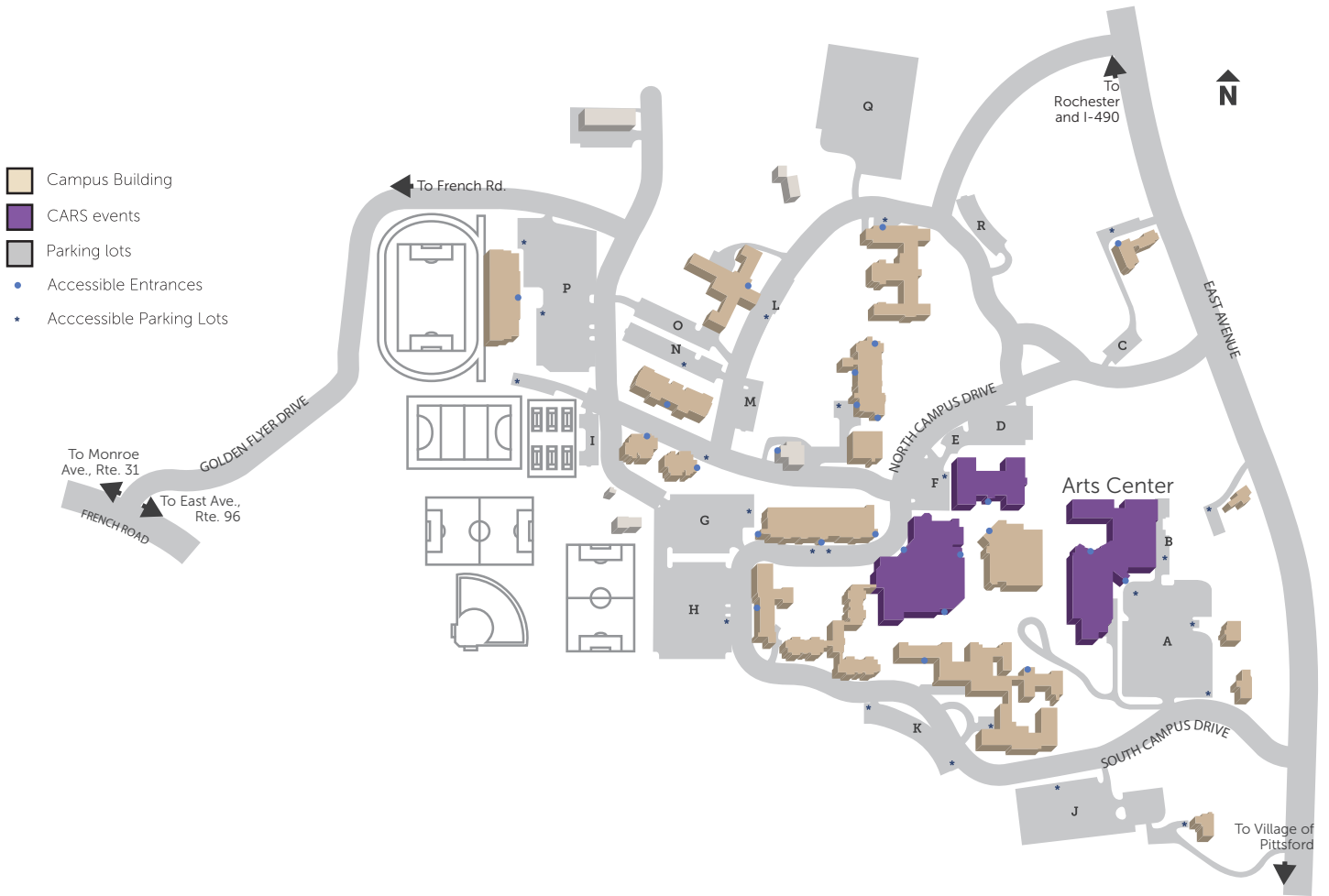
**Abstract:** I completed this portfolio as the end of my graduate experience at Nazareth College to demonstrate my abilities as a master's student in education. I followed Charlotte Danielson's Framework for Teaching and Learning to demonstrate my abilities as a teacher of young children.

**Motivation for Participating:** Requirement for INEC 690.

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# CAMPUS MAP



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