



101 Vera King Farris Drive | Galloway NJ 08205-9441  
[stockton.edu](http://stockton.edu)

March 6, 2018

**Via Email at** [opra+request-1262-875c0cf6@requests.opramachine.com](mailto:opra+request-1262-875c0cf6@requests.opramachine.com)

Attention: Patrick Duff

**Re: OPRA #022618-2**

Dear Mr. Duff:

Stockton University received your Open Public Records Act (OPRA) request on February 25, 2018. The undersigned official Records Custodian received your OPRA request on February 26, 2018. As such, the seven (7)-business day deadline to respond to your request is March 7, 2018.

Your OPRA request sought access to the following:

- ***2017 Spring Graduate Symposium materials, video, tapings, minutes, brochures or hand out materials that were used, made or compiled from the Spring Symposium.***

Please be advised that there are no video, tapings, or minutes records responsive to this request. With regards to the remainder of your records request, the records referenced on the attached Index are being timely provided without redactions.

If your request for access to a government record has been denied, you have a right to challenge the decision to deny access. At your option, you may either institute a proceeding in the Superior Court of New Jersey or file a complaint with the Government Records Council ("GRC") by completing the Denial of Access Complaint Form. You may contact the GRC by toll-free telephone at 866-850-0511, by mail at P.O. Box 819, Trenton, NJ, 08625, by e-mail at [grc@dca.state.nj.us](mailto:grc@dca.state.nj.us), or at their web site at [www.state.nj.us/grc](http://www.state.nj.us/grc). The Council can also answer other questions about the law. All questions regarding complaints filed in Superior Court should be directed to the Court Clerk.

Sincerely,

A handwritten signature in black ink that reads "Thomas P. Chester".

Thomas P. Chester  
OPRA Custodian  
o: 609.652.4589  
[Thomas.Chester@stockton.edu](mailto:Thomas.Chester@stockton.edu)

## Duff OPRA Request INDEX

| <u>Records responsive to<br/>OPRA Request</u> | <u>Records Requested</u>                                                                                                                                       | <u>Bates Stamp Page #</u> | <u>Justification (Please<br/>refer to LEGEND)</u> |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------|
| LED1                                          | 2017 Spring Graduate Symposium materials, video, tapings, minutes, brochures or hand out materials that were used, made or compiled from the Spring Symposium. | 001                       | n/a                                               |
| LED2                                          |                                                                                                                                                                | 002                       | "                                                 |
| TV                                            |                                                                                                                                                                | 003                       | "                                                 |
| Evite                                         |                                                                                                                                                                | 004                       | "                                                 |
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**GRADUATE RESEARCH**  
*Symposium*

**Wednesday, April 26, 2017**

6:00 - 7:00 p.m.

[stockton.edu/grad](http://stockton.edu/grad)





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The Office of Graduate Studies Presents

# GRADUATE RESEARCH *Symposium*

**Wednesday, April 26, 2017**

6:00 - 7:00 p.m. • *Campus Center Event Room*

*Co-sponsored by the Graduate Student Council*

*Showcasing graduate students' research, capstone projects and scholarship.*

*Ultra Credits are available to Stockton students.*



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STOCKTON UNIVERSITY



Recognition of Outstanding Achievement For  
*Best Easel Presentation*  
Presented to

*Elsann Machotka*

Graduate Research Symposium  
At Stockton University  
April 26, 2017

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AmyBeth Glass, Ed. D.  
Director of Graduate Enrollment Management



Recognition of Outstanding Achievement For  
*Best Poster Presentation*  
Presented to

*Tyler Gelsleichter*

Graduate Research Symposium

At Stockton University

April 26, 2017

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AmyBeth Glass, Ed.D.  
Director of Graduate Enrollment Management





Recognition of Outstanding Achievement For  
*Best Table Top Presentation*  
Presented to

*Angela Tepedino*

Graduate Reserch Symposium  
At Stockton University  
April 26, 2017

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AmyBeth Glass, Ed.D.  
Director of Graduate Enrollment Management

# Director's Welcome Message

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

The Spring 2017 presenters include students from ten distinct programs: American Studies, Business Administration, Communication Disorders, Computational Science, Criminal Justice, Education, Environmental Science, Instructional Technology, Occupational Therapy and Physical Therapy. Their projects signify their commitments to practitioner-based research, academic excellence, and are comprised in the oral and poster presentations listed within this booklet. We celebrate the diversity, innovativeness of the research presented this evening, and promote interdisciplinary research conversations among the campus community.

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

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

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

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

Best regards,



AmyBeth Glass, Ed.D.  
*Director of Graduate Enrollment Management*

# *Graduate Research Symposium*

**Campus Center, April 26, 2017**

## **-AGENDA-**

|                       |                   |                             |
|-----------------------|-------------------|-----------------------------|
| 6:00 p.m. – 6:15 p.m. | Welcoming Remarks | Campus Center<br>Event Room |
| 6:15 p.m. – 6:45 p.m. | Poster Session    | Campus Center<br>Event Room |

*Doctor of Physical Therapy*

*Master of Arts in American Studies* (CC-M5)

*Master of Arts in Criminal Justice*

*Master of Arts in Education*

*Master of Arts in Instructional Technology*

*Master of Business Administration*

*Master of Science in Computational Science*

*Master of Science in Occupational Therapy*

*Master of Social Work*

*Professional Science Master's in Environmental Science*

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

*The names in this program are those of graduate student presenters as of April 6, 2017.*



## **-Presentations-**

### **Doctor of Physical Therapy**

**Mary Kate Geisinger**, *Distinguished Research Fellowship Recipient*

**Advisor:** Dr. Mary Lou Galantino and Dr. Patricia McGinnis

**Poster Number:** 1

**Title:** Is There Relationship between Abnormal Pain Sensitivity and Inefficient Endogenous Pain Modulation in Patients with Orofacial Pain. A Longitudinal Study?

The purpose of this research aimed to investigate if abnormal pain processing mechanisms such as heightened pain sensitivity is associated with inefficient endogenous pain modulation in the etiology of symptoms among patients with orofacial pain. Materials/Methods: Quantitative Sensory Tests (QST) are used to objectively assess individual pain processing mechanisms in patients with clinical pain. Quantitative Sensory Tests include Temporal Summation (TS) and Conditioned Pain Modulation (CPM). Temporal Summation is administered to quantitatively assess pain sensitivity secondary to central sensitization process that results from repeated cutaneous stimulation at a painful intensity. In contrast, CPM involves the mechanism of endogenous analgesia, where two painful stimuli are concurrently applied over different body regions to directly assess the central nervous system's ability to modulate pain input. This was done to a convenience sample of patients (n=40) at an initial visit. Results: A strong and positive correlation was found between increased pain sensitivity and inefficient endogenous pain modulation in patients with orofacial pain ( $r = 0.69$ ,  $p < 0.001$ ). No significant association was found between age and gender, including psychological factors and self-reported disability ( $p > 0.05$ ). Conclusion: Heightened pain sensitivity is directly correlated with the central nervous system's inability to effectively modulate pain input, reflecting impairment in the endogenous pain modulation system among patients who seek treatment for orofacial pain. Clinical relevance: Study results provide preliminary evidence on the etiology of symptoms in orofacial pain. Aberrant pain processing mechanisms appear to be significant contributing factors in persistent pain experience among patients with orofacial pain.

**Amy Higgins**

**Advisor:** Dr. Carla Enriquez

**Poster Number: 2**

**Title:** Interprofessional Education Experience in Colombia, South America: Inquiry to Language Acquisition Skills

Thirty-one students, 8 faculty and 1 Dean from Physical Therapy, Occupational Therapy, Communication Disorders, Nursing, Public Health and Bachelor of Health Science programs traveled from Stockton University to Bogota, Colombia in South America. This study continues the interprofessional education (IPE) research by Heckendorn et al. (2016), in addition to qualitative inquiry regarding the influence of language on the IPE experience. Students were asked to complete pre/post survey using the Interprofessional Collaborator Assessment Rubric (ICAR). Data was analyzed with SPSS 23.0 using a paired t-test with 95% confidence interval. Students completed qualitative questions targeting how language affected communication in a foreign nation. Seventeen students successfully completed the quantitative assessment and 11 completed the qualitative assessment. Thirteen quantitative data submissions were excluded from analysis due to incomplete data. In the ICAR, 2/4 sections in the communication category, 1/3 in collaboration, 2/3 in roles and responsibility, 1/2 in team functioning and 3/3 in conflict management/resolution resulted in significant change ( $p < 0.05$ ).

Student qualitative frequency of responses revealed difficulty communicating with native citizens. This ability improved over the week with the application of body language. Limitations include low response rate and varied results in each section. This may be the result of the original purpose of the ICAR, which includes directions for grading the performance of a learner. We used this instrument as a self-assessment. This may have caused confusion in students' responses in the ICAR items. Results demonstrate positive impact of an international IPE experience. Future research regarding language immersion is needed.

# Master of Arts in American Studies

**Maria Arroyo**

**Advisor:** Dr. Javier Sanchez

**Campus Center Meeting Room:** 5

**Title:** Puerto Rican History

This study examined the discrimination Puerto Ricans endured and how they organized to bring about positive change. The Puerto Rican community in America has grown since the 1940's from forty thousand to three point Six eight million, they are the second largest Hispanic group in America. The researcher described the struggles for equality and the hostile environment in which they lived. Music and poems were incorporated in this study that revealed the attitudes and emotions of the Puerto Rican people. White washing history is no longer being tolerated and the histories that have been silenced for so long are making their comeback. As the Puerto Rican saying goes, "Lo que haces en la oscuridad, siempre sale en la luz!"

**Kimberly Bylone & Brianna Cardinale**

**Advisor:** Dr. Michelle McDonald and Dr. John O'Hara

**Campus Center Meeting Room:** 5

**Title:** MLK and 753 Walnut

This study provides an overview of the results of a research project funded by the New Jersey Department of Environmental Protection, Historic Preservation Office, for a biographical investigation of Martin Luther King, Jr. and the potential significance of 753 Walnut Street, Camden, New Jersey. This is a residence where Martin Luther King, Jr. might have lived, or spent significant amounts of time while a student at Crozer Theological Seminary in Chester, PA, as well as while auditing classes at University of Pennsylvania.

**Leslie Wood**

**Advisor:** Dr. Thomas Kinsella

**Campus Center Meeting Room:** 5

**Title:** Rebecca Estell Bourgeois Collection

The Rebecca Estell Bourgeois Collection is a donation received by Stockton University by a descendent of the Estell family and housed in the Special Collections area of the school library. The Estells were a well-to-do family in southern New Jersey, with business dealings that included a glass factory, shipbuilding, and land holdings. The Estells were instrumental in the formation of Atlantic County out of parts of Gloucester County in 1837. Rebecca Estell Bourgeois, who the collection is named for, was responsible for the creation of the town of Estell Manor and became its mayor, and the first female mayor in the state, in 1925.

This collection provides a close view of the life of a prominent family and presents several stories associated with the history of southern New Jersey. It follows a well-known family and their business dealings in the glass and shipbuilding industries. It demonstrates the quest for land and the various means used to acquire the land. The collection also includes personal letters, ephemera, artwork, and other items that suggest other narratives involving the Estells.

## Master of Arts in Criminal Justice

### **Tyler Gelsleichter**

**Advisor:** Dr. Marissa Levy

**Poster Number:** 3

**Title:** Elderly Preparedness for Disasters: Mitigation for a Vulnerable Population in New Jersey

Elderly citizens represent an extremely vulnerable population in regards to emergency and disaster preparedness. Older adults are more likely to have chronic health conditions and disabilities than their younger counterparts. In addition to their vulnerability, they face significant issues relating to evacuation and transportation to medical facilities during actual disasters. Nursing homes and 55 and older communities represent areas with high concentrations of elderly individuals. Taking a look at Atlantic County, New Jersey, the author will highlight vulnerable locations containing high concentrations of at-risk elderly. Further, the complexities associated with distance between these elderly residential facilities and hospitals, evacuation routes, and other critical locations will be discussed.

### **Heather Hoglebe**

**Advisor:** Dr. Marissa Levy

**Poster Number:** 4

**Title:** The Impact of Location: Distance of Bars and Drug Treatment Centers and Its Impact on College Campus Drug Offenses

Many college students engage in or have been exposed to drug use during their academic careers. Environmental factors should be considered when exploring what could be influencing the high rates of drug use on college campuses. This current study explores two environmental influences using ArcGIS software. Previous literature and research has indicated that accessibility to bars and drug treatment centers influence college student drug use. Through the use of ArcGis, this study will explore whether easy accessibility of bars create higher drug rates on college campuses, as well as whether easy accessibility of drug treatment centers create lower drug rates on college campuses.



**Elissa Vazquez**

**Advisor:** Dr. Marissa Levy

**Poster Number:** 5

**Title:** Alcohol Accessibility & Sexual Assault

Many men and women are victims of sexual assault at some point in their lives. For college-aged students, sexual assaults are an issue that leaves many victims in fear of social desirability among their peers. Sexual assaults on college campuses have a variety of factors that can lead to an assault. A few of these circumstances can be underage drinking, peer pressure, or being taken advantage of by someone. Previous literature on the topic of sexual assault among college-aged students tells us that alcohol or intoxication is one of the leading causes of sexual assault. This presentation aims to examine the growing issue of sexual assaults and alcohol accessibility, utilizing aggregated data from college campuses in California. The colleges and alcohol accessibility points will shed light on whether alcohol accessibility near college campuses affects the number of sexual assaults that occur on these campuses. This project will use ArcGIS, mapping software to show the alcohol accessibility and number of sexual assaults reported for the 2014 academic school year in California.

## Master of Arts in Education

**Kristin Aderholdt**

**Advisor:** Dr. Kimberly Lebak

**Table Number:** 1

**Title:** The Impact of Writer's Workshop and the Self-Regulated Strategy Development Writing Model on Students' Ability to Complete Short Constructed Responses

With the introduction of the Common Core State Standards and the Partnership for Assessment of Readiness for College and Careers, there has been an increased emphasis on student writing achievement. The purpose of this study was to examine the effectiveness of two writing models on improving students' ability to complete short-constructed response writing tasks. Aspects of Writer's Workshop and the Self-Regulated Strategy Development (SRSD) writing models were utilized together to help students create meaningful connections between their own goals and increased writing achievement. The participants of this study were twenty students in a seventh grade Language Arts, general education classroom. Throughout the study, writing instruction was taught following the Writer's Workshop model with a strong emphasis on mini-lessons and conferencing. During this process, students developed their own writing goals based on the SRSD writing model and kept track of their goal progression. Student work, rough drafts and final copies, were collected and analyzed through the use of rubrics to measure improvements, as well as additional data, such as videos, reflection logs, student checklists, and teacher notes.

**Yvette Anzalone****Advisor:** Dr. Kimberly Lebak**Table Number: 2****Title:** An Action Research Study Involving Evaluating the Benefits of an Orton-Gillingham Program

The purpose of this action research was to explore the benefits and effectiveness of teaching an Orton-Gillingham, phonics program to eight adolescents and one fourth grade student all with disabilities. A qualitative approach was taken to provide a synthesis and critical analysis of reflective journals, student work samples, recorded video readings, pretest-posttest Fountas and Pinnell reading benchmark results, and pretest-posttest dictation scores. The group of students completed twenty weeks of Orton-Gillingham phonics training, two to three times per week for forty minutes each session. The results were presented through individual student case studies, followed by overall themes that appeared after analysis of data. The results revealed a direct correlation between students who received Orton-Gillingham instruction on a weekly basis and increased reading fluency.

**Tanya Arlington****Advisor:** Dr. Kimberly Lebak**Table Number: 3****Title:** The Power of Two: Co-Teaching in a 5th Grade Mathematics Classroom

The purpose of this action research paper is to examine the effectiveness of the different co-teaching models: one teach, one assist, parallel teaching, alternate teaching, station teaching, and team teaching, on student achievement in a 5th grade math classroom. The focus of this research project centered on 14, 5th grade students with and without learning disabilities, and my co-teacher. The research took place from December of 2016 through February of 2017. In order to determine the effectiveness of co-teaching on student achievement through co-teaching models I collected, coded for themes, and analyzed the following data sources: five video recordings of the class, a student survey, weekly reflection journals, and field notes consisting the different models used weekly as well as discussions with my co-teacher regarding lesson plans, assessments, and classroom teaching. Through analyzing the data, the findings indicate that proper implementation of the co-teaching models, and an increase in planning time leads to an improvement in student achievement.

**Marlene Barrera****Advisor:** Dr. Kimberly Lebak**Table Number:** 4**Title:** The Effects of Gamification on Math Achievement: Will Gamification Promote an Increase in Student Performance?

Gamification is the application of game-like elements to a non-game setting such as a classroom or workplace. Gamification is growing in popularity due to its ability to promote student motivation and engagement in the learning environment versus traditional teaching approaches. This popularity has led to school districts purchasing expensive programs and mandating usage however, there is little research-based evidence identifying the effects of a gamified learning environment. This action plan studied the effects of gamified math practice by providing students time on the program and feedback regarding their individual performance results to increase math achievement. Students were scheduled to use the online math program, Sumdog, approximately 2-3 days a week for 15 minutes each login. Bi-weekly student conferences, online quizzes, and challenges were created to motivate students to use the program with fidelity. Program usage, accuracy rates, Sumdog quiz results, teacher-made assessments, and district benchmark data were collected and analyzed to determine the effectiveness of program usage.

**Mary C. Cammarata****Advisor:** Dr. Kimberly Lebak**Poster Number:** 6**Title:** Using Formative Assessment to Help Students Become Metacognitive Thinkers

The purpose of this study was to use formative assessments to increase students' ability to measure metacognitive awareness, specifically with the use of self-assessments, in order to improve both their writing and oral presentations. Students in an English III (high school juniors) College Preparatory class were introduced to a variety of formative assessments so that they could internalize, and in turn analyze, their own thinking. Over a period of 12 weeks, students completed a variety of formative assessments including surveys, exit tickets, and learning journals. I also conducted and analyzed lesson observations, reflections, and lesson videos to capture the use of formative assessments and development of metacognitive skills. The findings indicate that consistent use of formative assessment leads to a teacher's ability to regularly monitor student progress and lead to an increase in writing scores.

**Steve Cohen****Advisor:** Dr. Kimberly Lebak**Table Number:** 5**Title:** Many Ways In: Increasing the Engagement of Students with Moderate to Severe Disabilities Using a Multisensory Approach

One of the most effective tools in a teacher's arsenal is a multisensory approach to delivering content. Educational research suggests that students with moderate to severe disabilities can particularly benefit from multisensory techniques due to a variety of medical, cognitive, and behavioral needs. This project seeks to take what is purported to be an effective educational method and put it into practice to determine how the theoretical translates to the actual. Five students were recorded on video learning a variety of topics during one baseline lesson, and nine multisensory lessons. Each lesson was limited to no more than twenty minutes and employed kinesthetic, visual, aural, and olfactory activities. Student responses to these lessons were coded according to on-task and off-task behaviors using a modified tool for evaluating and defining engagement. Engagement behaviors were broken down to eight specific indicators describing what constituted a student being on task or off task. Research journals illuminating observations and reactions by the author sought to corroborate the findings of the evaluation data. An interview seeking third party insights was also administered to the teacher who assisted throughout the process. All analysis, organized as individual case studies, comparisons between particular sensory activities, and overall effectiveness, sought to ascertain whether multisensory techniques resulted in student engagement, and if so, which techniques were the most beneficial.

**Nicole Creedon****Advisor:** Dr. Priti Haria**Poster Number:** 7**Title:** An Investigation of the Effects of Quality Feedback on Students' Mathematical Problem Solving Skills

With the recent changes in education, educators are expecting students to not only arrive at the correct response, but also understand and explain the process of how they arrived at those responses. In a third grade general education classroom the need for reinforcement in number sense and mathematical reasoning has increased with this switch. The purpose of this research was to examine the impact quality feedback has on students' mathematical problem solving skills. In this study the following data were collected and analyzed: pre and post math test, observations, and reflective logs, video recordings of the math lessons, student artifacts and bi-weekly checklists, which focus on the use of scaffolding, feedback loops, meaningful praise and specific verbal and written feedback. The results of this project demonstrated that consistent and quality feedback is best provided in small group settings fostering teacher-student interactions, and showed a positive impact on students' problem solving skills.

**Kaylee Dellinger****Advisor:** Dr. Kimberly Lebak**Table Number:** 6**Title:** When the Debate is Over: The Use of the Socratic Method in a 12th Grade Classroom

The purpose of this action research was to examine the effectiveness of the Socratic seminar method on students' abilities to ask and answer higher level thinking questions and transferring these questions to written responses in assessments, in a 12th grade high school honors history elective. The different seminar models utilized were: conventional and fishbowl method. The focus of this research project centered on 48, 12th grade students who are college bound. The research took place from October 2016 through March 2017. In order to determine the effectiveness of utilizing the Socratic method to enable students to ask and answer higher level thinking questions I collected, coded for themes, and analyzed the following data sources: reflection journals, student work, video recordings of seminars, writing samples, student analysis, field notes, test/quizzes, attendance, and student questions/responses. Through the analysis of the data I am looking for a positive outcome. Further, the findings may indicate that through the use of Socratic seminars students who participate in the seminars benefit and there will be an improvement in their achievement on assessments.

**Lauren Doran****Advisor:** Dr. Kimberly Lebak**Table Number:** 7**Title:** Using Close Reading Strategies and The Effects on Comprehension Scores of a Middle School Multiply Disabled Class

The purpose of this study was to examine the effectiveness of implementing close reading strategies with a self-contained multiple disability classroom class with the goal of increasing student reading comprehension scores. Throughout the course of twelve weeks I implemented the strategies of annotating, partner discussion and the re-reading of informational text in my classroom. The students were taught and modeled how to use these strategies. They used them simultaneously while reading a different informational text each week. Video recordings, student samples and benchmark testing proved that the implementing the three close reading strategies had a positive effect on the students reading comprehension scores. The results of the end benchmark assessment showed improvement in the scores demonstrating a better understanding of text from the students. Overall there was a positive difference noticed in benchmark and weekly quiz scores but no noticeable difference in the need of prompting and understanding of higher level questioning.



**Erin Kate Dougherty**

**Advisor:** Dr. Kimberly Lebak

**Table Number:** 8

**Title:** Increasing High School English Language Learners Reading Comprehension by Incorporating Two Metacognitive Strategies of Self-Monitoring and Self-Questioning

Increasing high school English Language Learners (ELLs) reading comprehension is crucial. The language barrier plays a significant role in hindering ELLs reading comprehension abilities. Given that it takes years for ELLs to acquire on grade level academic language, critical strategies need to be implemented in reading instruction. Metacognition which is the ability to think about and control one's own thinking processes can in turn aid comprehension. By implementing two metacognitive reading strategies of self-monitoring and self-questioning, ELLs were taught how to self-monitor their own reading comprehension at various text levels. In this action plan, I implemented various self-monitoring questions and tasks as well as self-questions in order to increase high school ELLs comprehension at these different text structured levels. Mini-lessons, modeling and guided practice were also incorporated. Graphic organizers of self-monitoring and self-questioning tasks, video analysis, teacher journals and reflections, and oral guided questioning were used to measure students' responses and deeper understanding and comprehension of reading these texts.

**Christine Easton**

**Advisor:** Dr. Priti Haria

**Poster Number:** 8

**Title:** The Effects of the Math Workshop Model on Sixth Grade Students' Ability to Apply Math Concepts

The purpose of this research was to increase students' ability to apply math concepts by using the workshop model. This study focused on the implementation of the math workshop model to increase fifteen students' math skills in a sixth grade classroom. The math workshop model allowed teacher to be actively engaged with students individually or in a small group setting, and facilitating and assisting them in understanding content, while also providing individualized support. The following data sources were collected and analyzed: pre- and post- School District's Benchmark Assessment, ten quizzes on math concepts, pre- and post- metacognitive student surveys, co-teacher observations, video recording of math lessons, and reflection logs. The anticipated results from this study might indicate that the math workshop model improved sixth grade students' ability to apply math concepts.

**Samantha Filangieri**

**Advisor:** Dr. Priti Haria

**Poster Number:** 9

**Title:** Systematic Implementation of Transition Routines and Academic Engagement Enhanced Classroom Behaviors of Kindergarteners

The purpose of this research was to examine the role of a teacher in promoting academic engagement and transition routines to improve kindergarteners' on-task behaviors. Eighteen kindergarten students from the expanded day program participated in this study. During story time, the teacher integrated a variety of hands on activities to engage the students (e.g., use of whiteboards, turn and talk, acting out words, etc.) as well as introduced the use of a timer and specific directions for transitions between parts of the lesson to help students focus on the content. This study presented data that looked at how the teacher successfully facilitated active engagement strategies as well as successful transitions between parts of the lesson. The following data sources were collected and analyzed; reflection logs, video recordings of lessons to capture academic engagement of the students, transition data collection sheets to record the time it took to transition from one activity to the next, and active engagement observation sheets to show how many times students were on-task and off-task during the lesson. The anticipated results of this project might reflect that the implementation of academic engagement strategies and transitions would decrease students' off-task behavior and the increase on-task behavior.

**Valerie Flori**

**Advisor:** Dr. Kimberly Lebak

**Table Number:** 9

**Title:** Implementing Cooperative Learning Strategies in a Kindergarten Inclusion Classroom to Increase Peer Interactions During Academic Learning Centers

The purpose of this study was to increase peer interactions during student learning centers through the implementation of cooperative learning strategies in a Kindergarten inclusion classroom. This study included three special education students and fifteen general education students. The cooperative learning strategies: think-pair-share, Find Someone Who, Numbered Heads Together, talking chips, and assigning group roles were implemented over a period of 12 weeks. Data sources collected included reflective journals, video recordings, and student surveys. The reflective journals and video recordings were analyzed to see how often peer interactions occurred and if these interactions were positive or negative. In addition, student surveys were analyzed to determine if students' opinions working with peers improved with the implementation of the cooperative learning strategies. Results showed that peer interactions during students' learning centers increased significantly. Students also showed a greater interest in working with peers after implementing the cooperative learning strategies.

**Jessica Gillespie**

**Advisor:** Dr. Priti Haria

**Poster Number: 10**

**Title:** What is the Impact of Self-Monitoring Strategy on Students' On-Task Behaviors?

The purpose of this research was to increase on-task behaviors and decrease off-task behaviors through a self-regulation strategy known as self-monitoring. There were twelve participants in this study between the ages of 7-8 years old who were placed in a second grade self-contained classroom. The study looked at the students' on- and off- task behaviors before and after implementing a self-monitoring checklist during their English Language Arts period. During a period of eight weeks, the researcher asked students to self-monitor their on-task behaviors three times during each English Language Arts class period. The students' self-monitoring checklist targeted goals that promoted on-task behaviors; listening, actively participating in learning, and not distracting others. Several data sources were collected and analyzed; reflection logs, video recording of a lesson capturing students' behavior, on- and off- task behavior observation sheet, classroom management observation sheet, and a group setting observation sheet. The results indicated that the students' on-task behaviors increased and their off-task behaviors decrease after implementing a self-monitoring strategy.

**Alexandra Krantz**

**Advisor:** Dr. Kimberly Lebak

**Table Number: 10**

**Title:** The Effects of Implementing a Token Economy System as a Means of Delaying Reinforcement on the Time Spent on Task in a Behavior Therapy Session

This research examined the use of applied behavior analysis as a form of intervention for a child with autism. The study was conducted with a 14-year old male being the only participant and myself, his behavior therapist, in his home, in a one-on-one setting where the only people around were family members and other people in and out of the home who were not involved in the therapy sessions. Data was collected from field notes that were later transferred into reflective journals each week over this four-month process as well as timer readings from the beginning to end of each work period. Also there were videos recorded as well; all data sources were analyzed for detection of common themes that were reoccurring or related to the research goal. After careful data analysis it was found that there was an increase in the length of time spent on task through the use of the token economy system. There were patterns of explicit delay cues to redirect attention on task as well as a high frequency of praise to motivate the participant. Future implications for research have been made regarding the participant size and how the token economy system is effective with more subjects. Also, a new variable was introduced during the research process that could also have a potential effect on the time spent on task due to availability of different activities.

**Autumn Logan****Advisor:** Dr. Kimberly Lebak**Table Number:** 11**Title:** Alignment and Inclusion of NGSS in High School Biology Lessons

The purpose of this study was to properly analyze high school biology lessons to ensure they align with the Next Generations Science Standards (NGSS) including all three dimensions and performance expectations per each standard. The researcher unpacked each lesson's standards using the NGSS placemat. Lessons were taught in a 10th grade Biology classroom. Utilizing the EQUIP rubric, six recorded teaching videos of the researcher and the lesson plans were analyzed to determine the alignment of those existing lessons to NGSS. The lessons recorded were from a high school biology special education class in New Jersey. Specifically, lessons in the topic areas of: matter and energy transformation in ecosystems, interdependent relationships in ecosystems, and human activity and climate. The researcher focused specifically on the written lesson plans and videos of what was being done in the lesson with the students, and not the actual teaching. The researcher concluded areas from each lesson that were and were not aligned with NGSS and how those lessons could be improved to create better lessons that are completely aligned with the NGSS.

**Ingrid Manderson****Advisor:** Dr. Priti Haria**Table Number:** 12**Title:** Differentiation of Mathematics in Self-contained Elementary Class

The purpose of this research project was to investigate the impact of differentiated instruction on the learning of elementary school students within a self-contained mathematics classroom. This research takes place in a self-contained classroom that contains both 3rd and 5th grade students through use of interventions and differentiation the anticipated results should demonstrate an improvement in the mathematical comprehension skills of the students.

**Alexandra V. Mercado****Advisor:** Dr. Kimberly Lebak**Table Number:** 13**Title:** Improving ELL Literacy & Vocabulary Skills Through Peer-Tutoring Interactions

This action research project examined the effects of implementing a supplemental peer-tutoring reading program known as PALS to improve fluency and comprehension. It also examined the effects of daily explicit academic vocabulary instruction to increase phonological awareness for first graders in a transitional bilingual classroom. The intervention group receiving both components of this action study consisted of 11 students of different reading levels. Research was gathered for 12 weeks during a daily 60 minute ELA block. The researcher collected and analyzed pre- and post-vocabulary identification tests data, DIBELS scores and data, running records, as well as bi-weekly academic vocabulary assessments. The researcher also conducted observations and reflected on their own lessons through coded video recorded lessons to determine how students were learning to read fluently with a peer.

**Heather Nanos****Advisor:** Dr. Kimberly Lebak**Table Number:** 14**Title:** Using Cooperative Learning Strategies to Increase Student Interaction Among Peers in Language Arts

The purpose of this study was to examine the effects of implementing specific cooperative learning strategies into Language Arts lessons to increase student interaction among peers. This study took place over three months in a special education classroom setting, involving nine students that are on different learning levels. The three cooperative learning strategies that I implemented throughout the three-month period are: Think-Pair-Share, Find Someone Who and Numbered Heads. At the beginning of every month, students were introduced to a new strategy and were provided with a model as to how the strategy would work in the classroom. Next, the students practiced the strategy and worked their way to independently using the strategy to increase their interaction with peers. I collected and analyzed reflective logs, student work samples, video recordings and student self-assessments to determine the effectiveness of using cooperative learning strategies in Language Arts. The anticipated results may reveal that the implementation of different cooperative learning strategies can increase student interaction among peers. These results may show that one strategy shows more of an increase in the interaction among peers than another cooperative learning strategy.



**Danielle Newsome****Advisor:** Dr. Kimberly Lebak**Table Number:** 15**Title:** Graphic Organizers as a Pre-writing Strategy in a Second Grade Classroom

This research set out to see if the use of graphic organizers as a pre-writing strategy in second grade could help students improve their writing. Students were introduced to a variety of graphic organizers to aid them in writing their stories. The use of graphic organizers in pre-writing has been proven to be a useful tool to help students stay on topic and write in sequential order. Research shows that if students are exposed to a variety of strategies that help improve their writing skill earlier on in their academic career, they may become better author's as they advance in grades, building upon skills previously taught.

**Lisa O'Neill****Advisor:** Dr. Kimberly Lebak**Table Number:** 16**Title:** Implementing a Problem Solving Strategy to Increase Self-Sufficiency in Students with Moderate to Severe Disabilities.

The acquisition of self-determination skills leads to increased self-sufficiency and self-advocacy for students with disabilities. Many studies have been conducted with students with mild to moderate disabilities, but few have focused on students with moderate to severe disabilities. My research project concentrated on the problem-solving component of self-determination. I used the Stop, Think, and Choose strategy to incorporate social stories depicting problems in home, community, vocation, and school environments. Students were given a scenario to: identify the problem (Stop), discuss possible options to solve the problem (Think), and Choose the best solution. Research included two situations from each environment administered once a week over an 8-week period. The following two weeks were devoted to gauging student generalization and mastery of problem-solving skills. Three male students with disabilities participated in the study: one student was classified as moderate while the other two students were classified as severe. Pre- and post-assessments, teacher surveys, student work samples, role-playing, and worksheets/ assessments were analyzed. A reflective journal was kept from September 2016 to February 2017. Four videos were also examined.

**Ashlee Perna**

**Advisor:** Dr. Shelly Meyers

**Poster Number:** 11

**Title:** Impact of Vocabulary Instruction on Comprehension Skills of English Language Learners in a Kindergarten Inclusive Classroom

The purpose of this study is to evaluate the effect of vocabulary instruction on ELLs' comprehension and vocabulary skills, during small group read aloud sessions. Four ELL students from an inclusive kindergarten classroom participated in the study. Students received small group instruction for 25 minutes, three times per week, for up to 12 weeks, in addition to whole group instruction. The data collected and analyzed were as follows: observation and reflective logs, video recording of vocabulary instruction during read alouds, receptive (i.e., multiple choice) and expressive (i.e., define words and use words in a sentence) vocabulary tests. The results revealed that implementation of vocabulary instruction in a small group setting contributed to improvement of vocabulary and comprehension scores of kindergarten students.

**Allison Russomanno**

**Advisor:** Dr. Kimberly Lebak

**Table Number:** 17

**Title:** Increasing Peer Interaction Through Implementation of the Next Generation Science Standards

This research explored the effectiveness of increasing peer collaboration and interaction among students while implementing the Next Generation Science Standards. Implementing the Next Generation Science Standards requires teachers to focus less on basic recall of definitions and information and more on the inquisitive avenues to be explored in science. Within the standards, students are expected to demonstrate their scientific fluency through defining and posing problems, creating solutions, analyzing data, engaging in argumentative fact finding and designing models that will reflect their scientific mastery. My idea was that students would achieve success within the new standards through collaborative works with their peers. In this work, the Next Generation Science Standards were implemented in a third grade regular education classroom while different strategies were used to promote student peer interactions. Teacher created lessons according to the standards fostered peer collaboration among the students in the class. Peer scaffolding enabled students to effectively work together to promote confidence within working in pairs and partners while building accountability for their learning. Teacher modeling and prompting of questioning techniques helped students understand how to effectively interact. The expectations of group work set forth shaped the framework for this research. Through group work and partner work, students were challenged to take part in critical thinking tasks, participate in purposeful dialogue to explore learning the scientific concepts, and evaluate each other's ideas to work to promote feedback and discussion among each other. Peer interaction and student collaboration encouraged insightful ideas presented by students that reflected higher order thinking skills.

**Tami Schaffer****Advisor:** Dr. Kimberly Lebak**Poster Number: 12****Title:** The Effectiveness of Explicit Instruction, Specifically Explaining and Modeling Core Context, on Students' Ability to Conceptually Understand Middle School Mathematic Concepts

The purpose of this action research was to determine the effectiveness of explicit instruction, specifically explaining and modeling core context on students' ability to conceptually understand middle school mathematics concepts. The study focused on an eighth-grade general education mathematics class, specifically focusing on nine students with a range of academic skills. The study included a Linear Equation and System of Equation unit delivered using the explicit instruction approach focusing on explaining and modeling during guided instruction, followed by individual student conferences to help students make progress and conceptually understand the concepts. A variety of data included pre/post assessments, videos, reflection logs, and conferencing notes, were collected, coded for themes, and analyzed. The results showed that explicit instruction in the classroom will increase students' ability to conceptually understand middle school mathematics concepts.

**Michael Senese****Advisor:** Dr. Priti Haria**Poster Number: 13****Title:** Using Learning Stations to Engage Secondary Students in Mathematical Concepts

The double-dose Algebra block class was created as a strategy for secondary students who struggle with mathematics. This classroom includes special education students, English learners, and struggling students. One concern that arose in this classroom was the past format of instruction and the negative effect it had on student engagement. The purpose of this study was to research the effect of implementing learning station format on student engagement, as well as students' math skills. During this study, data was collected from a number of sources such as reflective logs, video recordings, student questionnaires, pre- and post-instruction math tests, and a co-teacher interview. The results indicated that the implementation of the learning station format increased student engagement and in turn, it had a positive effect on the students' understanding of the mathematical content.

**Dena Sutor****Advisor:** Dr. Kimberly Lebak**Table Number:** 18**Title:** Visual Schedules and their benefits with students with Autism Spectrum Disorder (ASD)

Prompt dependency is a common problem for children with intellectual and developmental disabilities and in particular for children with Autism Spectrum Disorder (ASD). Two students with varying levels of Autism in a self-contained special education classroom participated in a study with the goal of promoting independence and completing tasks with minimal or decreased prompting. Visual schedules were picked as an intervention for this particular student to help these students take steps towards being independent while completing tasks. This study examined the numbers and types of prompting needed, and the number of completed tasks. The students were monitored weekly over 11 weeks. Due to variety of work schedules of the students, the skills were targeted specifically during a mathematics period. Data to determine the progress of the students was as collected through video motoring, reflective journals, and data sheets.

**Nicole Sweiderk****Advisor:** Dr. Priti Haria**Poster Number:** 14**Title:** Impact of Teaching Six-Syllable Type Strategies on 2nd Graders' Fluency and Retelling Skills

In a second grade intervention reading group, students indicated lack of necessary decoding and word recognition skills. This in turn, impacted their reading fluency and retelling skills. The purpose of the study was to teach four struggling second grade students six-syllable type decoding skills to improve their fluency and retelling skills. Over the course of eight weeks, the Six-Syllable types were explicitly taught during small group reading instruction. The following data sources were collected and analyzed: video recordings of Six-Syllable Type instruction during small group reading, teacher observation and reflection logs, timed pre- and post-fluency tests that had the six-syllable types integrated in the reading, weekly timed fluency probes and story retells. The results showed that instruction in six-syllable types improved students' word recognition skills.

**Ersi Tollja**

**Advisor:** Dr. Priti Haria

**Poster Number: 15**

**Title:** Secondary Students with Disabilities Use a Three-Level Reading Guide to Analyze Primary Source Documents like Political Cartoons

In social studies, the comprehension of primary source documents, such as political cartoons, require students to effectively identify symbols and images, interpret visual images, and apply interpretive skills to other context and content. The purpose of this research was to improve students' ability to analyze primary sources in a social studies classroom through the use of a three-level reading guide to analyze and evaluate primary sources like political cartoons. This study presents data on the implementation of the three-level reading guide and its effectiveness in improving students' comprehension scores. The following data sources were collected and analyzed: pre- and post- history test focusing on analysis of political cartoons, audio/video recording of lesson, and reflective logs. The research showed that the implementation of the three-level reading guide improved students' ability to identify literal information and to interpret and analyze political cartoons, however students did not show significant growth in applying comprehension skills to analyze other primary sources.

**Angela Tepedino**

**Advisor:** Dr. Kimberly Lebak

**Table Number: 19**

**Title:** Incorporating Interactive Writing Lessons and Differentiated Writing Instruction to Improve Students' Ability to Independently Write Coherent Sentences in a First Grade, Special Education Classroom.

This action research project explored the effects of the implementation of differentiated, interactive writing lessons with a group of first grade, special education students. The main goal of this project was for the students to enhance their ability to independently write sentences along with creating coherent sentences that are on topic and mechanically correct. Four students representing different academic readiness participated in the study. One group was an on-level group and the other was a below-level group. Before implementing the main part of this action plan, the students were given a pre-assessment writing task as baseline data. Over a three-month period, the groups were given one interactive writing lesson per week and participated in one independent writing session per week. A post-assessment writing task was given to the students at the conclusion of the action plan. Weekly reflective journals, video recordings, student work samples, a writing rubric, and pre/post writing assessments were reviewed and coded for themes to track students' overall progress and results were formed regarding the research goal of this project. A case study methodology was used to assist with these results. Limitations that had potential to affect the outcome of the results were taken into consideration, as well. Overall, this study provided positive data on the correlation between differentiation and interactive writing lessons to improve the independence and quality of students' writing samples.

**Kelsey Thompson****Advisor:** Dr. Priti Haria**Poster Number: 16****Title:** Integration of Multi-Sensory Instruction: Enhances Comprehension Skills of Elementary Students with Learning Disabilities

The purpose of this study was to determine the effects multi-sensory instruction (visual, sensory, auditory, and kinesthetic) on reading comprehension skills (inferences, context clues, and main idea) of the elementary readers. The participants used in this study were nine third and fifth grade students with learning disabilities and basic skill needs. Instruction was implemented four times a week for forty minutes each. Data was collected through teacher observations/reflections, video recordings, pre- and post-reading questionnaires, and a pre- and post- comprehension test. The results revealed that the multi-sensory teaching method (visual, auditory, sensory, and kinesthetic) improved student's reading comprehension skills, specifically in identifying the main idea, making inferences, and using context clues.

**Brittany Wallace****Advisor:** Dr. Kimberly Lebak**Table Number: 20****Title:** Increasing Independence in Students with Autism through the Use of Picture Schedules

A common practice for teachers of students with autism who are nonverbal is infusing the use of Picture Exchange Communication Systems (PECS) in the classroom. It is believed that the use of PECS can increase communication and comprehension while simultaneously decreasing problematic behaviors. Picture schedules have also been used to assist students in increasing independence in daily tasks, which is a common concern of families of individuals with autism. This work examines the effectiveness of picture schedules for three students with autism with the goal of increasing vocational independence. The level of independence on each task was recorded for each student weekly and the results were compared to baseline data. The results indicated that the students in this study did not significantly benefit from the use of picture schedules in regard to vocational tasks.



# Master of Arts in Instructional Technology

**Cindy Crager**

**Advisor:** Dr. Jung Lee

**Easel Number:** 1

**Title:** Question Prompts for Foundation Scholarship Essays

The purpose of this research study was to explore the effects that essay question prompts would have on the Stockton Foundation application essay. The scholarship applicants did not have specific guidance on what to include in the scholarship essay. This led to applicant confusion and a lack of confidence in the essay submission. Utilizing three assessments, interview, focus group, and survey, the scholarship administration team constructed five scaffold essay question prompts. Results showed that those who had previously submitted a scholarship essay tended to reuse the same essay from the prior year; however, those applicants who submitted essays for the first time were much more inclined to follow the question prompts. All qualified applicants were surveyed about the effect of the question prompts on their essay. Over 80% of the survey respondents found the question prompts either extremely or very useful while writing their essay.

**Michael V. Cuomo**

**Advisor:** Dr. Jung Lee

**Easel Number:** 2

**Title:** Instructor Moderation Strategies to Improve Critical Thinking in Online Discussions

The purpose of this research study was to explore how to increase critical thinking among students within online classroom discussions through discussion design and instructor intervention strategies. This was motivated by findings that the adoption of online discussions are rising but those discussions often lack quality since students' responses only share facts, lack coherence and depth, and often repeat points already made. For the purposes of this study, a higher quality discussion was equated with one that incorporated the higher levels of critical thinking described in Bloom's Taxonomy. After an extensive review of literature on discussion design and moderating techniques, the author adapted an approach from DeLoach and Greenlaw in which instructors intervene by helping students transition from one level to the next of Bloom's Taxonomy or when a conflict arises. For this study, Undergraduate students at Stockton University were asked to complete four discussions, two unmoderated discussions and two moderated discussions, to compare the quality of students' responses with and without the intervention technique. Although the study is still ongoing, preliminary findings have highlighted some severe limitations in terms of student participation which means the results are inconclusive. However, the author discusses areas of improvement for future studies on this topic.

**Amanda DeVita****Advisor:** Dr. Jung Lee**Easel Number:** 3**Title:** Increasing Motivation in Writing Through Technology

Students in a 4th grade classroom were having difficulty understanding how to organize their writing and struggling to stay focused on their topic. To correct this issue, technology was infused into a writing and social studies unit. By incorporating technology into the lesson, I motivated the students for the desired writing outcome I expected. Students researched a county in New Jersey and used images from their county to help organize their report. Students were given a needs analysis survey to understand their perception of writing and their comfort with the use of technology. Since the students were motivated using technology, I incorporated technology within each lesson. Students were using Google Images, Google Slides, and Google Docs to help support their writing throughout this unit. Students completed their project with an Augmented Reality presentation that they then shared with the class. Based on the results from my needs analysis survey, pre-writing task, and post survey, students' writing and their attitude towards writing showed improvement.

**Dana Engle****Advisor:** Dr. Jung Lee**Easel Number:** 4**Title:** Stockton Seaview Reference Website: A Resource for Stockton University Employees

Stockton University purchased the historic Seaview Hotel & Golf Club in August 2010 and utilizes the property on a regular basis. As a benefit to this acquisition, Stockton employees are offered discounts on hotel rooms, dining, and golf for personal use as well as special rates and procedures for university-related conferences and travel. However, many employees were not fully aware of these benefits and there was nowhere to view this information in times of need.

The purpose of this study was to see if creating one centralized location would give employees a better understanding of the relationship between Stockton and Seaview and serve as a resource for the various benefits and opportunities available. A website was developed that was tailored to University needs and usage of Seaview including general property information, discount policies, frequently asked questions, and booking inquiry forms that would serve as an on demand resource.

Through research, I learned how to best compile the information website so that it would be an effective and visually pleasing resource for the viewer. The proper resource for employees would provide benefits that are two-fold, educating the Stockton community and providing a job aide, which will in turn allow Seaview to better serve their needs and meet their expectations.

**Rachelle Fialho****Advisor:** Dr. Jung Lee**Easel Number:** 5**Title:** Gamification in the Classroom

Millville High school district offers driver's education to sophomores within the health education curriculum. The previous curriculum was filled with detailed instruction presented in lecture form and then students were tested for retention and understanding. Forty, tenth grade students displayed a lack of knowledge of the roadway rules and regulations in accordance to the New Jersey driver manual based on a standard pretest. An action plan was developed to explore gamification in my driver's education curriculum in order to create an active learning environment in the classroom and in turn increase test scores. The use of gaming strategies is believed to increase engagement in the classroom, boost enthusiasm for learning and hold student's attention. Therefore, three gaming tools were integrated into the chapter lessons. Using online gaming tools, like Kahoot, Socrative and arcade games, students were able to study the content at their leisure and their proficiency were assessed throughout the course. At the end of the course, participants were given the New Jersey State Driver's written exam and a Likert scale survey. Based on the survey results, the reaction to integrating gamification within the curriculum was overall positive and students preferred this type of instruction. Also, evaluation results revealed a 40.5% increase in total performance scores demonstrating the success of this intervention project.

**Julie Fulton****Advisor:** Dr. Jung Lee**Easel Number:** 6**Title:** Visual Design Tutorials for Online Courses

Visual design plays an important role in online courses by helping the learner to engage with the content and navigate through the course efficiently. In a survey of online courses at a university, visual design elements were used in varying degrees within the course management system. Some courses included elements such as graphics, colors, and other visuals to highlight the content, while others used very few visual elements. An interview with the university Fellow for Online and Hybrid Courses also revealed that many instructors were not aware of the design options available in the course management system. The purpose of this project was to create and evaluate an instructional video on visual design strategies that would allow online instructors to learn how to apply the strategies to their online courses. The video was comprised of six tutorials that covered six visual design strategies. The tutorials featured examples, demonstrations, quizzes, and a rubric for course evaluation. The quizzes revealed how well the design strategies were recognized and understood. Additional surveys at the end of the video allowed instructors to rate the helpfulness of tutorials.

**Nancy Gandy****Advisor:** Dr. Jung Lee**Easel Number:** 7**Title:** Using Images and Technology to Organize and Motivate Writing

The purpose of this research study was to improve the organization of writing pieces. The Partnership for Assessment of Readiness for College and Careers test (PARCC) requires that the students write in an organized way where like ideas are grouped together. Fourth graders have difficulty expressing their thoughts on paper because their thoughts are scrambled and not in an organized manner. This project introduced writing through images. Since students enjoy using the internet and can easily interpret what a picture is about, I decided to use images to guide and organize their writings. After students researched a county in New Jersey to find out about its history, geography, population, and size, they used Google slides to organize the photos they collected from the internet and from experts from their county. The slides were used to create a video narration of their research. Once their narrated movie was complete, students used the movie and slides as a guide to create an organized report about their county. In comparison to last year's fourth graders, this project increased the rubric scores by 1.5 points.

**Brielle Giambri****Advisor:** Dr. Jung Lee**Easel Number:** 8**Title:** The Use of Story Mapping to Differentiate Instruction to Meet the Needs of the Struggling Learner in the First Grade Classroom

The New Jersey English Language Arts Common Core standards require students to retell a story using key details from the text by the end of first grade. This is a hard task for the struggling learner. The purpose of this research study was to explore the use of story mapping as a differentiation tool to meet the needs of the struggling learner and provide them with the necessary skills to retell a story using key details. It was hypothesized that if students are provided a story mapping intervention, they will be able to complete a story map and use the information to retell a fiction story. As a result of this story mapping intervention, all but one student increased their retelling score from a needs work skill level to skilled. One student increased their retelling score from a needs work skill level to developing.

**Christina Kelley****Advisor:** Dr. Jung Lee**Easel Number:** 9**Title:** Wired & Inspired: A Before/After School Workshop Integrating Collaboration and Storytelling

With the addition of 1-to-1 Chromebooks in grades 3-5 and the district using G-Suite for Education in the 2016-2017 school year, teachers at a southern New Jersey elementary school desired more resources and training regarding those devices and programs. This project sought to engage and inspire teachers to use and incorporate technology in their classrooms with the creation of a before/after school workshop called “Wired & Inspired.” The workshop was based on the concept of “storytelling.” By teachers telling the stories of things that worked (“stars”) and things they were in need of (“wishes”) in their classrooms, teachers would collaborate among the staff to be more comfortable to use technology and find solutions for their classrooms regarding technology. Using a pre-survey, monthly surveys, a mid-term survey, and a post-survey, teachers voiced that “Wired & Inspired” helped them share ideas and incorporate technology into their classrooms.

**Jessica Ann Kowal****Advisor:** Dr. Jung Lee**Easel Number:** 10**Title:** ElevateStockton Project Leader Training Program

In 2015 the University Foundation implemented Stockton’s first crowdfunding platform called ElevateStockton by utilizing the subscription-based digital fundraising software ScaleFunder. ElevateStockton project leaders are responsible for all user interface with the platform in order to create and complete a crowdfunding campaign. However, ElevateStockton project leaders all had varying degrees of anxiety around the user interface with the Scalefunder software platform which was preventing them from using it. Crowdfunding campaigns for ElevateStockton cannot be completed without project leaders. The purpose of this project was to provide a training program to project leaders that would improve their ability to utilize the ScaleFunder software platform and reduce their anxiety. The comprehensive computer-based multimedia training program provided a transactive communication learning approach and a blend of face-to-face practice sessions, web-based instruction and access to an online shared network that contains training videos and documents. By means of a pre-training assessment survey, completion of the training check list, rubric and post-training assessment survey project leaders demonstrated they were efficient and no longer had anxiety when utilizing the ScaleFunder software platform.

**Elsann Machotka****Advisor:** Dr. Jung Lee**Easel Number:** 11**Title:** Student-Generated Question-Based Study Guides through a Scaffold Model

Many students in high school struggle with developing effective independent study skills. One of the underlying issues is that those students were rarely formally taught how to use their resources to study without teacher generated study guides. Students are always given questions, but are rarely challenged to create their own. The purpose of this project was to use questioning skills and practice to develop effective independent study skills in high school students. Scaffolding through the use of question prompts and modeling guided students through the process of creating their own questions about the content they were learning. The questions that students were struggling to answer were compiled into a study guide to use to prepare for the unit test. This process followed two cycles through a six stage plan. The first with scaffolding and the second without. Students demonstrated improved question creation skills based on the results from a performance-based task. Results from the post survey further indicated that the students felt their study habits, and comfort and confidence in creating their own questions had improved.

**Leanna Mullen****Advisor:** Dr. Jung Lee**Easel Number:** 12**Title:** Professional Development Retention and Implementation: Comparing On-Demand Video to the Traditional Face-to-Face Workshop

This case study compares two different delivery formats to conduct technology professional development in K-12 schools. Two groups of teachers, administrators, and support staff participated in either a face-to-face workshop or an online video training of the same lesson. At the conclusion of the training, various forms of evaluation were calculated to measure general knowledge, icon recognition, and their implementation of the new tool presented. The results indicated the online video group scored significantly greater than those who participated in the same workshop in a classroom setting. While both groups showed improvement post-training, the online group scored higher in overall knowledge, comprehension, and confidence in navigating. This group also showed a greater likelihood of integrating the tool in the future. In collecting data throughout various stages of the experiment, future professional development training can be designed to provide more effective sessions and resources can be properly allocated to the most appropriate training method.



**April G. Perrone**

**Advisor:** Dr. Jung Lee

**Easel Number:** 13

**Title:** Implicit Bias and the Courts: A Vicinage 1 Study

Implicit bias presents challenges because of its very nature as a hidden, not known-to-the-self phenomenon. It shares connections with ideas about prejudice, stereotypes and attitudes. Employees who demonstrate no explicit bias may make implicit associations that can have a detrimental effect on a court user's experience, and this erodes confidence in the judicial system. My research project addressed the issue of educating employees about implicit bias at the local vicinage employee level. Employees were provided education about implicit bias in a face to face instructor led session that incorporated lecture, subject matter expert video excerpts, individual assessments, and group activities. The stated goals and objectives included increasing employee self-awareness of the phenomenon of implicit bias, identifying potential steps to reduce its influence, and improving attitudes towards the importance of mitigating implicit bias in the workplace. This was measured using paired samples of pre-assessments and post-assessments of the same employee grouping.

**Kelly Purcell**

**Advisor:** Dr. Jung Lee

**Easel Number:** 14

**Title:** E-Learning in the Retail Industry

The use of web-based learning tools in the retail industry has grown in popularity in recent years. The purpose of this project was to explore the effects of using a web-based training platform for sales associates at a retail store. From the completion of an internal analysis it was determined that additional employee resources should be provided and easily accessible to all company sales associates. Based on this analysis, the goal of this project was to develop a web-based supplementary training program to assist in the hands-on training that sales associates had already received. To assess the instruction, this project utilized a pre-survey and interview, instructional lessons, and a post-survey and interview. Results showed that sales associates demonstrated an improvement of store protocol and merchandise knowledge. In addition, sales associates displayed a more positive outlook towards the employer over the length of the intervention. Furthermore, both company managers and sales associates obtained a useful resource as store information can be found in one easily user-friendly website.

**Jennifer Salvati****Advisor:** Dr. Jung Lee**Easel Number:** 15**Title:** The Decline of Parental Involvement in Middle Schools: A Study on How to Encourage Involvement

The purpose of this research study was to examine parental involvement in a low socioeconomic middle school. There is a sharp decline in parental involvement once students enter sixth grade. By focusing on Epstein's Framework of Six Types of Parental Involvement, with a strong focus on communicating, volunteering, and decision making, this study set out to increase parental involvement. A new Parent Teacher Organization was established along with a corresponding website. Meetings were held on various days of the week at varying times and streamed live on social media to ensure inclusion of as many parents as possible. Workshops were held for families, daily parental emails were sent, and weekly blogs were posted to increase communication between parents and the school. Parent involvement at family events and PTO meetings increased by over 50% and parents reported feeling more involved than they did in the beginning of the school year.

**Katie Sibona****Advisor:** Dr. Jung Lee**Easel Number:** 16**Title:** Utilizing Game Mechanics to Emphasize Caesars Entertainment's Employee Benefits

The results of Caesars Entertainment's annual company-wide Employee Opinion/Supervisory Feedback Survey (EOS/SFS) is used to solicit employee opinions on a variety of issues, which include Caesars Entertainment's success in communicating its mission, vision, and values to its employees. Caesars Entertainment's Bally's and Caesars Hotel and Casino, located on the Center Boardwalk of Atlantic City, NJ needed to receive higher employee engagement scores, and participation rates for the 2016 EOS/SFS. During the promotional time-frame of the 2016 EOS/SFS, game mechanics were implemented into the work environment through the creation and execution of a pre-survey game. This pre-survey game had a game show theme with topics that helped reeducate employees on Caesars Entertainment's employee benefits and recognition programs. The theme and game mechanics were designed to be fun, engaging, and produce a friendly competition amongst employees. Through this implementation, employees become more knowledgeable of the organization's benefits, which had a positive impact on the 2016 EOS/SFS results. The results concluded that both properties received higher employee engagement scores and participation rates.

**Tracy Stuart**

**Advisor:** Dr. Jung Lee

**Easel Number:** 17

**Title:** Addressing Community Policing Deficiencies Through Education

Community Policing is a philosophy that is highly endorsed by the administrators of campus police departments. Getting to know the community fosters trust and builds citizen support for the police. Despite administrative emphasis on the expectation of engaging in community policing, a large percentage of a campus police department's sworn officers are scarcely participating. The ability to successfully fulfill the duties of a law enforcement officer often depends on proper, comprehensive training. The objective of this study was to examine the effects of educating these campus police officers on community policing. In proposing a training workshop, the researcher aimed to answer the following questions: 1) would establishing the relevancy of this policing approach lead to an increase in active participation? 2) would facilitating a team alignment session prompt officers to reflect upon ways they can better meet department expectations? In order to improve the chances of yielding positive results to those questions, the researcher designed and executed a workshop aimed at generating both intrinsic and extrinsic motivation. It included expert speakers, real-life examples, engaging visual aids and evaluation questionnaires. The results of the preliminary evaluation indicated that all sworn officers had a basic understanding of the subject. Contrary to police department records, all but one conveyed that they willingly, actively participate in community policing. Closing feedback revealed that the overwhelming majority found the workshop to be worthwhile and that they would almost certainly increase their involvement in this essential area of police work.

**Donna Terry**

**Advisor:** Dr. Jung Lee

**Easel Number:** 18

**Title:** Differentiated Instruction, Technology Assisted Instruction and Aural Perception in the Elementary Music Classroom

Students in the third, fourth and fifth grades regularly performed in the school chorus. Some beginning chorus students, mostly third graders, had difficulty hearing relationships in tonal and rhythmic patterns, thus often had difficulty performing patterns in the context of choral repertoire. The deficiency in tonal and rhythmic aural perception led to inaccurate singing, especially when first exposed to a piece of music. Listeners became acutely aware of these students because their performance was markedly different from the group and they were often labeled "monotone" or "tone deaf." Students in this school received general music instruction and choral music instruction once per week for forty minutes each delivered in a whole group setting, with little opportunity for differentiation and individual feedback. By creating centers in general music class, differentiated instruction and technology-assisted instruction focused on aural skill development were applied during weekly third grade general music classes. Students were organized into groups based on the results of their music aptitude assessment, and rotated through four centers,

spending more instructional time in one center designed specifically for their needs. The centers utilized technology assisted instruction, such as interactive websites and Apple applications for the iPad. A teacher assessment center was developed, utilizing visual and kinesthetic tools, providing individual instruction, feedback and assessment. Two out of the three third grade classes participated in these centers, while the other class continued to receive whole group instruction for the length of this study. Evaluation showed an increase in aural skills for all classes, however the classes receiving differentiated and individual technology assisted instruction demonstrated a greater increase.

**Monica Viani**

**Advisor:** Dr. Jung Lee

**Easel Number:** 19

**Title:** Food Assistance Team Instructional Site

Stockton University's Food Assistance Program was launched in the Fall of 2015. A committee was assembled from various offices within the Division of Student Affairs. While the program has grown and several students have benefited from it, there appeared to be some misunderstanding on the exact procedures of the program. With the program set to expand to a broader student population through advertising and faculty awareness, all committee members needed to be well versed in the procedures. After conducting a survey in which the members and prospective members were asked their level of knowledge in various aspects of the program, it was determined there was uncertainty in some of the procedures. From this needs analysis, I created an online instructional site which listed out the application process, available resources and the follow-up procedures would stand to benefit the program and the students that it serves. Included in the instruction were self-assessments, which allowed the committee member to instantly test their knowledge on the information presented within a page. After completion of the instruction, the current and potential members were administered a second survey in which the same questions of their confidence in the procedures were asked. The results from the pre-instruction and post-instruction surveys indicated learning had taken place; whereas the pre-instruction survey answers showed areas where the members were somewhat knowledgeable in, the members' answers on the post-instruction surveys reflected complete knowledge in all aspects of the procedures.

# Master of Business Administration

## **DJ Dinnebeil**

**Advisor:** Dr. Diane Holtzman

**Table Number:** 21

**Title:** “I Manager” Project

The “I Manager” project is a self-critical and self-reflective exercise for students to develop their own philosophy of management through a critical analysis of various scenarios involving differing socio-demographic factors. To supplement the project, 5-10 managers were interviewed regarding their own personal strategies of management. The managers were asked examples of workplace problems, opportunities for advancement, and hiring/firing practices.

## **Monika Williams**

**Advisor:** Dr. Diane Holtzman

**Table Number:** 22

**Title:** Egg Harbor Township Police Athletic League IMC Plan

The purpose of this project was to create an Integrated Marketing and Communications (IMC) Plan for a non-profit organization. I wrote a comprehensive plan for the Egg Harbor Township Police Athletic League (PAL). This plan contained the following elements: Competitive Analysis, an Environmental Scan, Goals and Objectives, SWOT analysis, development of collateral and evaluation. In development of the plan I constructed for Egg Harbor PAL several objectives of this class were addressed which were essential learning outcomes, creativity, professional knowledge and written and oral communication.

# Master of Science in Communication Disorders

**Shannon Dolcy & Corey Hanson**

**Advisor:** Dr. Monika Pawlowska

**Poster Number:** 17

**Title:** A Client's Perspective of Puberphonia/Mutational Falsetto

The purpose of this research was to provide an in-depth literature review of the current understanding of the voice disorder puberphonia/mutational falsetto. Puberphonia is a voice disorder that is primarily studied globally, with India leading the research efforts. The disorder is not well known or researched in the United States leaving clinicians with minimal evidence based practice to guide them in treatment. We provide an overview as to what puberphonia is and how it presents clinically. Current research focuses on case studies of specific treatment approaches or assessment protocols (singing therapy, traditional voice therapy, electrolaryngography, real time visual feedback, vocal aerodynamics, and various surgical procedures on the larynx) used to treat the disorder. There are no current studies found that detail the client's perspective of the disorder and treatment process which is the path our research will be taking.

**Rebecca Nesterwitz**

**Advisor:** Dr. Monika Pawlowska

**Poster Number:** 18

**Title:** Assessment and Treatment of Phonological Disorders in Preschool Children in New Jersey

Phonological disorders are important to identify and treat in the preschool years because postponing treatment until a child enters elementary school can cause significant delays in phonological awareness and literacy skills. However, in New Jersey, if the phonological disorder is not severe enough to classify the child as "preschool disabled," the disorder may be left untreated. This study aimed to identify the extent to which preschool children are receiving evaluations and treatment for phonological disorders in NJ schools and to assess how familiar school-based SLPs are with current evidence-based treatment approaches for phonological disorders. The study utilized an online survey, which was completed by 52 participants, all preschool-based SLPs in NJ. The survey contained questions about relevant demographic and background information, current knowledge and beliefs about phonological disorders, as well as questions regarding familiarity with current evidence-based treatment approaches for phonological disorders. Information about eligibility criteria and a protocol for children who do not meet these criteria, but still are in need of intervention, was also collected. The study found inconsistencies in eligibility criteria, clinicians' familiarity with treatment approaches and beliefs about the need for services. On the other hand, participants consistently expressed a need for continuing education courses in the area of phonology.

# Master of Science in Computational Science

**Brian Cicali**, *Distinguished Research Fellowship Recipient*

**Advisor:** Dr. Robert Olsen

**Poster Number:** 19

**Title:** Computational Drug Discovery: A Comparative Study using MAPK-Specific Melanoma Therapies

Melanoma is the deadliest form of skin cancer, killing more than 10,000 people annually in the United States. Although multiple FDA-approved therapies exist, melanoma is still a very serious form of cancer. This project centers on the computational modeling for potential combination melanoma therapies. The therapies examined in this project are drugs that target proteins within the mitogen-activated protein kinase (MAPK) pathway. The MAPK pathway is involved in many cellular functions and mutations in this pathway are associated with melanoma development as well as other forms of cancer, such as lung and breast cancer. This particular project focuses on a computational examination of the potential synergistic effects of combining melanoma therapies that target a portion of the MAPK pathway. To perform this work, a model of the RAS/B-RAF/MEK/ERK portion of the MAPK signaling pathway was constructed using PySB, a Python-based software for modeling networks of biochemical reactions. Inhibitory drug pathways were added to represent the therapies of four cancer drugs: dabrafenib, vemurafenib, trametinib, and binimetinib. Results of simulations of the model, with the drug pathways both deactivated and activated, were analyzed for significance. To validate the results of the computational model, a cellular study was performed at Stockton University to measure the effect these drugs have on MEK phosphorylation in a melanoma cell-line. These results give a deeper look into the efficacy of combining melanoma therapies, as well as demonstrate the application of computational modeling to the field of drug discovery.

**Matthew J. Kancy**

**Advisor:** Dr. Dr. John Mick

**Poster Number:** 20

**Title:** The Automotive Industry Compared with the Economic Times of 1992-2016

Using Data from the United States Government's data website (data.gov), Retail Sales Data from 1992 until 2016 was researched. The researcher concentrated on automotive dealers, as well as automotive parts stores. The goal of this study was to find a correlation between the sales figures for both kinds of retail outlets with the economic times of each year. The sales figures of both retail industries will be found using some data visualization, and then try to find the economic times of each year to correlate using news articles from national news outlets and/or automotive news sites.



**Melissa Laurino & Tarak Pandya****Advisor:** Dr. Russ Manson Dr. John Mick**Poster Number:** 21**Title:** Investigating Trends and Patterns of Surface Water Temperature in Bottlenose Dolphins (*Tursiops Truncatus*) off Cape May, New Jersey

Water temperature can affect bottlenose dolphins, *Tursiops truncatus*, by influencing their migration, prey distribution and species interactions. The population in Cape May, New Jersey utilizes the habitat as their feeding, mating and birthing ground in the spring, summer and fall months. Opportunistic data collection by the Cape May Whale Watch and Research Center from March to November in 2015 and 2016 demonstrates a temperature range for an abundance of feeding and mating behaviors, as well as the presence of calves and herds. Results are presented with computational software including Python, R, Tableau and other geographic mapping libraries. Applications in machine learning, statistics and other algorithms were explored to determine the significance of results. Improved understanding of habitat utilization relating to surface water temperature in this region can further improve our knowledge of how this species responds to their environment influencing migration and other behaviors.

**Tarak Pandya****Advisor:** Dr. Cliff Baldwin**Poster Number:** 22**Title:** Identifying which U.S. Hospital Regions Receive Higher Wages from Ambulatory Payment Classifications (APCs) by Using SAS Programming Software.

Ambulatory payment classifications (APCs) are subcategories of the United States government's method of paying for Outpatient prospective payment system (OPPS), an outpatient facility services for the Medicare program for citizens ages 65 and older. This program is part of Centers for Medicare and Medicaid Services (CMS) helps senior citizens and children with permanent disabilities obtain better healthcare services. All services paid under OPPS are classified into APC groups. The APCs divide all outpatient services into almost 600 procedural groups which can be indicate as levels. APC payments are made to the hospitals when the Medicare outpatient is discharged from the Emergency Department or clinic, or is transferred to another hospital (or other facility) which is not affiliated with the initial hospital where the patient received outpatient services. The method of payment is based on Inpatient Prospective Payment System (IPPS) adjusted wage index and geographical adjustment factor. This service provides benefits to patients and reimburses hospitals at the fix calculated rate for their services in a given APC instead of the actual costs incurred. The major objective of this study is to find out which U.S. hospital regions are receiving higher wages from the APC system based on various levels of treatments provided by hospitals, and which levels are commonly seen throughout the U.S. This study was conducted using SAS (Statistical Analytics Systems) software's graphics procedures and data was obtained from cms.gov.

# Master of Science in Occupational Therapy

**Katherine Austin, Kristy Beohmer, Mary-Kate Fitzpatrick, Kristina Lucci,  
Mackenzie Pezzi, & Lindsay Stanewich**

**Advisor:** Dr. Victoria Schindler

**Poster Number:** 23

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

The purpose of the study was to measure occupational therapy students' comfort with and perception of the mental health population pre and post completion of a 2.5 years Master of Science in Occupational Therapy program. The participants consisted of 29 graduate students (27 females, 2 males) at Stockton University. This one group pretest, posttest design used two self-report assessments, the Opening Minds Scale and OT Student Comfort Scale to obtain both quantitative and qualitative data on student comfort and experience with individuals with psychiatric disabilities. The data was analyzed using SPSS and qualitative analysis.

**Andrew Bishop, Meg Dmuchowski, Ashley Johnston, Richelle Roth,  
& Sarah Woerner**

**Advisor:** Dr. Victoria Schindler

**Poster Number:** 24

**Title:** Skills for Success: Evaluating the Effectiveness of a MSOT Mentoring Program

This research poster displays demographics and the effectiveness of the Skills for Success program at Stockton University during the 2016-2017 academic year. A pre-and post-test design was used to evaluate the effectiveness of the Skills for Success program during the Fall 2016 semester. The COPM evaluated perceived satisfaction and performance of school-related occupations. The peer mentee participants included undergraduate students with various diagnoses. The mentors included graduate students in the Master of Science in Occupational Therapy program. The undergraduate students engaged in a partnership with their mentors to establish problem areas related to academic performance. Quantitative analysis demonstrates statistically significant improvement in school-related performance and satisfaction.

**Kristy Beohmer, Alexandra Burns, & Megan Dmuchowski**

*Distinguished Research Fellowship Recipients*

**Advisor:** Dr. Megan Foti

**Poster Number:** 25

**Title:** Dementia and End of Life Care: The Unique Role of Occupational Therapy

Occupational therapy practitioners offer a unique skill set when working with individuals who have dementia, particularly in the later stages of the disease. Training in client-centered and holistic care enables clinicians to carefully assess one's context, valued roles and occupations, and overall health status. In order to further explore this area and assert the unique value of OT in the hospice setting, a partnership with a local hospice agency was established. Members of this collaboration designed a caregiver education program that focuses on understanding end-stage dementia, facilitating engagement in occupation, creating peaceful environments, and improving overall quality of life of clients and their caregivers. In addition to handouts and resources, this program uses a hands-on workshop, which empowers caregivers to take an active role in the educational process. This poster highlights the steps used to initiate this collaboration, the education model used, and suggestions for developing similar programs.

**Alexandra Burns, Angela Canale, Jessica Doll, & Dana Gussey**

**Advisor:** Dr. Victoria Schindler

**Poster Number:** 26

**Title:** The Effects of Immersive Learning on Cultural Competency

Thirteen students in the Master of Science in Occupational Therapy (MSOT) program participated in an eight-day immersive fieldwork experience that emphasized mental health and community outreach in Bogotá, Colombia. The trip occurred during spring break 2017 and included visits to clinical, educational, and cultural sites. The Cultural Competence Self-Assessment Checklist was used to analyze students' perceptions of their own cultural competency before and after traveling to Bogotá. Quantitative and qualitative data were derived and compared in a pre-test post-test design.

**Gia Caiazza, Megan Dadds, Sarah Friedman, Allison Preim, Selena Sacchetti, & Tara Siragusa**

**Advisor:** Dr. Victoria Schindler

**Poster Number:** 27

**Title:** Effectiveness of the Skills for Success Program on Task, Interpersonal, and School Behavior Skills for College Students with Psychosocial Diagnoses

This poster displays research that evaluates the effectiveness of the Skills for Success program on task, interpersonal, and school behavior skills at Stockton University during the 2016-2017 academic year. Skills for Success is a peer mentoring program that has been developed and implemented by the Master of Science in Occupational Therapy program to promote success for undergraduate students during their college careers. Undergraduate students with psychosocial diagnosis such as Autism Spectrum Disorder, learning disabilities, and mental illness, are given the opportunity to participate in two-hour sessions once or twice a week for 12 weeks. The study used a one-group pretest-posttest design. The Tasks Skills Scale (TSS), Interpersonal Skills Scale (ISS), and School Behavior Skills Scale (SBSS) were utilized by mentors to evaluate and compare the mentee's performance at the beginning and end of the program. The results of this study indicate an improvement in participant's task, interpersonal, and school behavior skills upon completion of the Skills for Success program.

**Jillian Maisch, Michelle Marks, Jose Quintino, Amber Rivera, & Danielle Russo**

**Advisor:** Dr. Victoria Schindler

**Poster Number:** 28

**Title:** Survey of Knowledge About Colombia, South America and Occupational Therapy

Thirteen students in the Master of Science in Occupational Therapy program (MSOT) participated in a one-week mental health fieldwork experience in Bogotá, Colombia during spring break of March 2017. This experience included visiting two universities: Universidad del Rosario and Escuela Colombiana de Rehabilitación; as well as clinical community sites, an orphanage, and cultural sites including a salt mine, coffee plantation, and historic sites. The poster explains the demographics of the student group and examines the students' knowledge about the country of Colombia and their knowledge about occupational therapy in Colombia using the Survey of Knowledge about Colombia, Knowledge about Colombia and Occupational Therapy Scale and qualitative pre and post-test questions.

**Jenna Mezzacappa, Allison Herrington-Trebach, Kathleen-Megan Sova,  
& Caitlyn Wright**

**Advisor:** Dr. Victoria Schindler

**Poster Number: 29**

**Title:** Attitudes Toward Poverty Scale

Researchers sought to determine the relevance of attitudes toward poverty held by a group of 13 students enrolled in Stockton University's Occupational Therapy program. Researchers utilized a pre-test post-test mixed methods design to assess attitudes before and after a trip in which students were directly exposed to large-scale poverty. The trip entailed an eight-day mental health fieldwork experience in Bogotá, Colombia during spring break 2017. Specifically, students attended two universities, community clinical sites, an orphanage, and other cultural sites. Data was collected using the Attitudes Toward Poverty Scale.

**Dr. Mary Kientz, Jillian Maisch, Jenna Mezzacappa, & Jose Quintino**

*Distinguished Research Fellowship Recipients*

**Advisor:** Dr. Mary Kientz

**Poster Number: 30**

**Title:** Get Healthy & FIT: Outcomes of an Exercise & Nutrition Program for Individuals with IDD

Get FIT at Stockton University, in collaboration with The Family Resource Network and The Arc of Atlantic County, is a 3-year grant-funded exercise and nutrition program designed for individuals with intellectual and developmental disabilities (IDD). An interdisciplinary team of occupational therapy and physical therapy graduate students, in addition to undergraduate nursing and health science students, work collaboratively to offer the program. Individuals of varied abilities from the community come to sessions at Stockton University twice per week for multiple 12-week sessions. This study utilized various assessment tools to compile quantitative pre and post-data, as well as a qualitative case study, that measures the effectiveness of the Get FIT program at Stockton University.

**Kathleen-Megan Sova**

**Advisor:** Dr. Kathleen Klein

**Poster Number:** 31

**Title:** Enhancing Occupational Performance for Adults with Arthritis in an Aquatic Environment

The role of occupational therapy and adults with arthritis in an aquatic setting is explored in this poster. This poster describes the benefits of a group aquatic exercise class on occupational performance for adults diagnosed with arthritis. Surveys were collected from 24 adult participants with arthritis attending a weekly group aquatic exercise class offered in Ocean County, NJ. Results show a positive impact on physical, leisure, and psychosocial activities that can be correlated with aquatic group exercise classes.

## Master of Social Work

**Ann F. Jungels**, *Distinguished Research Fellowship Recipient*

**Advisor:** Dr. Robin Hernandez-Mekonnen

**Poster Number:** 32

**Title:** Turning Point: Needs Assessment for a Homeless Day Drop-in Center in Atlantic City

Homelessness is an issue of particular concern in Atlantic City, a tourist destination and urban center experiencing economic decline. There is currently no day shelter so homeless individuals often walk throughout the city in search of shelter or other services. Various outreach efforts are made to engage them, including those of a local church, but there is no single central meeting destination.

This needs assessment has a two pronged methodology. First, best practices of homeless shelter policies in various New Jersey state locations (Bergen, Camden and Mercer Counties) were examined. Next, qualitative interviews were conducted with homeless individuals (N=24) to provide the perspective of those who might use a day shelter. Additional qualitative interviews were conducted with members of a local church's homeless outreach team (N=9) to identify sound, culturally – informed social work interventions with the African-American community.

Preliminary findings of this assessment include themes in four overarching domains. Constituents identified concerns over eligibility criteria, service model, (including service array and staffing) and location of the center. Findings have been integrated in developing and proposing the next phase of Atlantic County's intake center, which is currently seeking funding. Information about state day shelter best practices, policies and procedures has been provided to the Atlantic County Homeless Assessment Resource Team (HART), a county-wide consortium of social services, medical and legal partners focused on reducing homelessness.

**Felicia Mainiero**, *Distinguished Research Fellowship Recipient*

**Advisor:** Dr. Robin Hernandez-Mekonnen

**Poster Number:** 33

**Title:** A Needs Assessment of the Dimensions of Wellness for Patients at Ancora Psychiatric Hospital

Establishing wellness and recovery are the main goals of treatment for patients at psychiatric hospitals. Wellness and recovery models have shown great improvements in the past for state psychiatric hospitals by focusing on the positives in a person's life rather than the behaviors and symptoms of the mental illness. This project analyzed the results from a needs assessment with patients at Ancora Psychiatric Hospital to identify ways in which Ancora can improve its environment for wellness and recovery by integrating patient perspectives. This project gave patients the opportunity to voice their opinions about changes that would help their wellness and recovery on the units and framed using the eight dimensions of wellness. The findings will inform the creation of a wellness initiative that will incorporate the ideas and responses of the patients to improve the overall wellness of the patients and their treatment and recovery.



# Professional Science Master's in Environmental Science

**Brian Grillo**, *Distinguished Research Fellowship Recipient*

**Advisor:** Dr. David Hewitt

**Poster Number:** 34

**Title:** Using Douglas Fir Derived Biochar and Wood Chips to Immobilize Heavy Metals and Nutrients in Urban Soils

There were two primary objectives to this study. The first was to determine how urban land use changes affect heavy metal mobility in urban soils, and to determine if adding carbon based soil amendments (Douglas Fir derived biochar; wood chips; combination biochar and wood chips), to the soils could help to immobilize Zn, Pb, As, and Al. The second was to determine how removal of nitrogen- fixing Black Alders might affect nitrogen levels and if adding carbon based soil amendments could help immobilize soil nutrients- nitrate ( $\text{NO}_3^-$ ), ammonium ( $\text{NH}_4^+$ ), and phosphate in urban soils. Five field plots located in a stand of Black Alder trees were established in a portion of Haddington Woods (Philadelphia, PA) that was undergoing clearing and thinning by the Philadelphia Department of Parks and Recreation. Each plot was treated with various concentrations of carbon based soil amendments, and soil cores were sampled during the 16-month study. The results of the study indicate that the treatment plots amended with biochar had a statistically significant decrease in extractable Zn, Al, and Pb levels by 24.69%, 36%, and 62.94% respectively, while soil amended with wood chips had a decrease in extractable Zn, Al, and Pb levels by 21.02%, 36.44% and 50.7%. Biochar and wood chips were also shown to decrease extractable soil P levels by 87.01% and 82.91% respectively; no change in extractable nitrate, ammonium, or as was noted. This study indicates that biochar has potential to immobilize heavy metals in urban landscapes and brownfields.

# *Save the Date:*

Fall 2017 Graduate Research Symposium  
December 4, 2017

# *Thank you*

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

## RESEARCH COMPETITION

### Judging Rubric: Stockton University Spring 2017 Graduate Research Symposium

Presenter(s) Name(s): \_\_\_\_\_ Graduate Program: \_\_\_\_\_

| Category                                                                                                                                                                                                                                                            | 0-2                                                                                                                                                         | 3-5                                                                                                                                                                                                 | 6-8                                                                                                                                                                                   | 9-10                                                                                                                                                                                                                                       | Score                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Abstract</b>                                                                                                                                                                                                                                                     | Unable to clearly connect abstract to research poster or presentation.                                                                                      | Somewhat able to see connection of abstract to research/presentation. Abstract did not contain sufficient information.                                                                              | Abstract adequately presented student's research. More information would have been beneficial.                                                                                        | Abstract strongly represented the student's research. Clearly supported topic presented and contained important points.                                                                                                                    |                            |
| <b>Poster Content</b>                                                                                                                                                                                                                                               | Connection not found between poster content and purpose of study, research hypothesis/question(s), method, and/or conclusions/implications (if applicable). | Content presented was difficult to understand and did not sufficiently convey a connection to the study, hypothesis, research question(s), method, and/or conclusions/implications (if applicable). | The content was adequately presented but support for the study, research hypothesis, or question(s) is somewhat general. Conclusion and implications (if applicable) were reasonable. | Strong material. Well summarized. Clearly shows development of study or research. Material appears to accurately support purpose of study, hypothesis, or research question. Strong conclusion and implications presented (if applicable). |                            |
| <b>Research Complexity Appropriate to Discipline</b>                                                                                                                                                                                                                | Less complex research project, <b>given the field</b> . Purpose of the study and analysis of results not easily interpreted by the audience.                | Less complex research project <b>given the field</b> ; however, purpose of the study and results easily interpreted by the audience.                                                                | Complex research project, <b>given the field</b> . Purpose of the research and results were difficult to interpret for the general audience.                                          | Complex research project, <b>given the field</b> . Purpose of the study was completely defined and results displayed in a manner interpretable by the general audience.                                                                    |                            |
| <b>Poster Appearance/ Clarity</b>                                                                                                                                                                                                                                   | Not visually effective.                                                                                                                                     | Poster was acceptable but needs work to improve visual appeal through better utilization of fonts, colors, headings, and white space.                                                               | Poster was adequate but could improve effectiveness through better use of space through font, size, colors, headings, and white space.                                                | Visually appealing and strongly effective presentation. Easy to read. Utilized creativity in use of fonts, headings, colors, and white space.                                                                                              |                            |
| <b>Poster Organization</b>                                                                                                                                                                                                                                          | Unable to understand link between information presented and topic of research.                                                                              | Topic of research is not clear. Information presented is somewhat confusing.                                                                                                                        | Topic of the research is apparent. The presentation of information could use refining.                                                                                                | Topic of research is clearly evident. Layout of poster is logical, and provides sequential information from intro to conclusion and references.                                                                                            |                            |
| <b>Presenter's Oral Presentation</b>                                                                                                                                                                                                                                | Presenter was not prepared. Demonstrated problems in several areas (no eye contact, no clear discussion of research, lack of professionalism).              | Presenter did not convey a sense of confidence or ability to clearly discuss the research problem, methods, conclusion, and implications. Additional practice would be helpful.                     | Presentation and demonstration of understanding was acceptable. Demonstrated some problems (speaking too softly, use of jargon, hesitation, inability to handle questions, etc.)      | Presenter was confident and professional. Established eye contact. Clearly conveyed research problem, methods, conclusions, and implications. Answered questions well. Discussed research in layman's terms or appropriate to judge.       |                            |
| Judges must give a score for each category. Failure to do so may invalidate the results. Add Scores in right column to obtain total score. (Maximum total of 60). Please turn in your scores immediately after reviewing all posters to Jessica Grullón. Thank you! |                                                                                                                                                             |                                                                                                                                                                                                     |                                                                                                                                                                                       |                                                                                                                                                                                                                                            | <b>TOTAL:</b><br>(max. 60) |

# Poster Presentation Guidelines

**Both the production of the posters and associated costs are the responsibility of the presenters.**

Students are responsible for bringing copies of their final reports/presentations as a handout as well as essentials should your project require additional materials (we will provide push-pins, tape, pens, etc...).

Never made a research poster/presentation before? Get helpful design tips here:

<http://www.ncsu.edu/project/posters/>.

**The following presentation options are available to students:**

## 1. *Poster Presentation-*



The panel space available for the posters is 66" in height and 30" in width. Push pins are used to hold the posters up on the panel/drapery; therefore, students must use **plain poster paper (laminated or plain)** that fit the designated dimensions.

\* Students cannot use more than one panel and posters cannot be foam board or trifold.



## 2. *Easel Presentation-*

Students must use a sturdy/firm board (also known as foam board) which is lightweight yet strong enough to stand alone on an easel. The dimensions do not matter. Tables are provided upon request.



## 3. *Table Top Presentation-*

You will be using a tri fold/z fold sturdy board display. You are provided with a 6 ft. rectangular table. Feel free to bring in props and/or handouts related to your research.

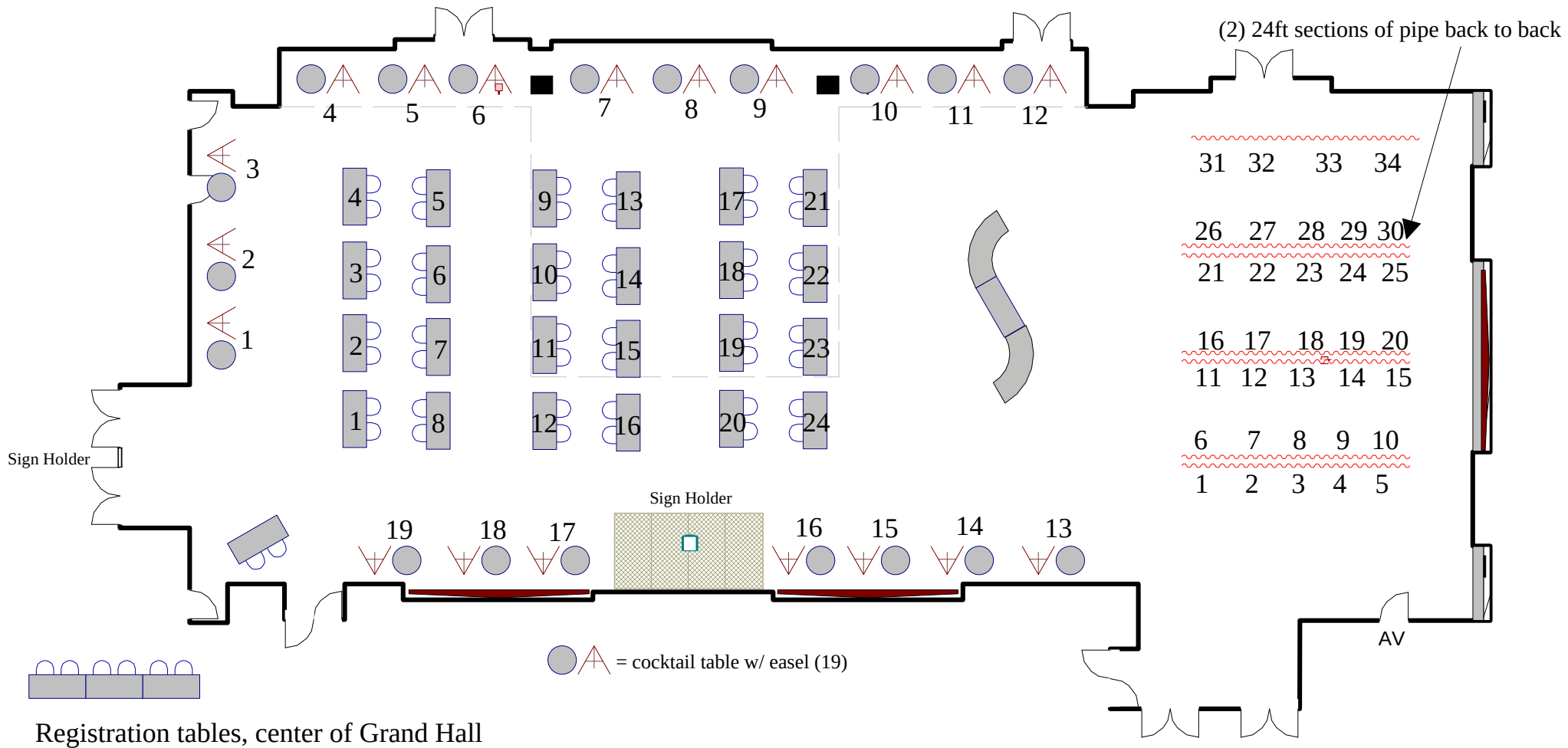


## 4. *PowerPoint Presentation-*

You will need to bring your own lap top and charger (if you do not own a lap top, you may rent one from the Library). You are provided with a 6 ft. rectangular table. You are encouraged to print out your PPT slides and provide them as handouts as well as bring any other props related to your research. Please note that we will not be able to provide you with any extra tables (unless you contact me directly).



# Campus Center Event Room



# Welcome!

## Spring 2017 Graduate Research Symposium

| Time                 | Location                                                      |                             |
|----------------------|---------------------------------------------------------------|-----------------------------|
| 6:00 p.m.– 6:15 p.m. | Welcome Remarks                                               | Campus Center<br>Event Room |
| 6:15 p.m.– 8:00 p.m. | Poster Session                                                | Campus Center<br>Event Room |
|                      | <i>Doctor of Physical Therapy</i>                             |                             |
|                      | <i>Master of Arts in American Studies</i>                     | CC Meeting Room 5           |
|                      | <i>Master of Arts in Criminal Justice</i>                     |                             |
|                      | <i>Master of Arts in Education</i>                            |                             |
|                      | <i>Master of Arts in Instructional Technology</i>             |                             |
|                      | <i>Master of Business Administration</i>                      |                             |
|                      | <i>Master of Science in Computational Science</i>             |                             |
|                      | <i>Master of Science in Occupational Therapy</i>              |                             |
|                      | <i>Master of Social Work</i>                                  |                             |
|                      | <i>Professional Science Master's in Environmental Science</i> |                             |

**Poster:**

**#1**

Geisinger

**Easel:**

**#2**

Crager



**Table Top:**

**#1**

Aderholt

| Timestamp          | Presenter Name(s)   | Graduate Program | Title of Research Presentation/Project                                                                                                                    | Presentation Type                                                                                               | Abstract (250 words or less)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Agreement    | Photo Release Agreement | Are you presenting your findings based on research made available by University funding (distinguished research fellowships)? | Research Advisor/ Professor |
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| 2/15/2017 22:17:19 | Elissa Vazquez      | Criminal Justice | Alcohol Accessibility & Sexual Assault                                                                                                                    | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Many men and women are victims of sexual assault at some point in their lives. For college aged students, sexual assaults are an issue that leaves many victims in fear of social desirability among their peers. Sexual assaults on college campuses have a variety of factors that can lead to an assault. A few of these circumstances can be underage drinking, peer pressure, or being taken advantage of by someone. Previous literature on the topic of sexual assault among college-aged students tells us that alcohol or intoxication is one of the leading causes of sexual assault. This presentation aims to examine the growing issue of sexual assaults and alcohol accessibility, utilizing aggregated data from college campuses in California. The colleges and alcohol accessibility points will shed light on whether alcohol accessibility near college campuses affects the number of sexual assaults that occur on these campuses. This project will use ArcGIS, mapping software to show the alcohol accessibility and number of sexual assaults reported for the 2014 academic school year in California.                                                                                                                                                                                                                                                                                                                 | Yes, I agree | Yes, I agree            | No                                                                                                                            | Dr. Levy                    |
| 2/20/2017 15:58:59 | Mary Kate Geisinger | Physical Therapy | Is There Relationship between Abnormal Pain Sensitivity and Inefficient Endogenous Pain Modulation in Patients with Orofacial Pain. A Longitudinal Study? | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Purpose: We aimed to investigate if abnormal pain processing mechanisms such as heightened pain sensitivity is associated with inefficient endogenous pain modulation in the etiology of symptoms among patients with orofacial pain. Materials/Methods: Quantitative Sensory Tests (QST) are used to objectively assess individual pain processing mechanisms in patients with clinical pain. Quantitative Sensory Tests include Temporal Summation (TS) and Conditioned Pain Modulation (CPM). Temporal Summation is administered to quantitatively assess pain sensitivity secondary to central sensitization process that results from repeated cutaneous stimulation at a painful intensity. In contrast, CPM involves the mechanism of endogenous analgesia, where two painful stimuli are concurrently applied over different body regions to directly assess the central nervous system's ability to modulate pain input. This was done to a convenience sample of patients (n=40) at an initial visit. Results: A strong and positive correlation was found between increased pain sensitivity and inefficient endogenous pain modulation in patients with orofacial pain ( $r = 0.69$ , $p < 0.001$ ). No significant association was found between age and gender, including psychological factors and self-reported disability ( $p > 0.05$ ). Conclusion: Heightened pain sensitivity is directly correlated with the central nervous | Yes, I agree | Yes, I agree            | Yes                                                                                                                           | Carla Enriquez              |

|                                     |                                   |                                                                                                                        |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |              |    |                |
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| 2/20/2017 18:05:29 Brittany Wallace | Education/Educational Endorsement | Increasing Independence in Students with Autism through the Use of Picture Schedules                                   | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | A common practice for teachers of students with autism who are nonverbal is infusing the use of Picture Exchange Communication Systems (PECS) in the classroom. It is believed that the use of PECS can increase communication and comprehension while simultaneously decreasing problematic behaviors. Picture schedules have also been used to assist students in increasing independence in daily tasks, which is a common concern of families of individuals with autism. This work examines the effectiveness of picture schedules for three students with autism with the goal of increasing vocational independence. The level of independence on each task was recorded for each student weekly and the results were compared to baseline data. The results indicated that the students in this study did not significantly benefit from the use of picture schedules in regard to vocational tasks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Yes, I agree | Yes, I agree | No | Kimberly Lebak |
| 2/23/2017 16:17:30 Steve Cohen      | Education/Educational Endorsement | Many Ways In: Increasing the Engagement of Students with Moderate to Severe Disabilities Using a Multisensory Approach | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | One of the most effective tools in a teacher's arsenal is a multisensory approach to delivering content. Educational research suggests that students with moderate to severe disabilities can particularly benefit from multisensory techniques due to a variety of medical, cognitive, and behavioral needs. This project seeks to take what is purported to be an effective educational method and put it into practice to determine how the theoretical translates to the actual. Five students were recorded on video learning a variety of topics during one baseline lesson, and nine multisensory lessons. Each lesson was limited to no more than twenty minutes and employed kinesthetic, visual, aural, and olfactory activities. Student responses to these lessons were coded according to on-task and off-task behaviors using a modified tool for evaluating and defining engagement. Engagement behaviors were broken down to eight specific indicators describing what constituted a student being on task or off task. Research journals illuminating observations and reactions by the author sought to corroborate the findings of the evaluation data. An interview seeking third party insights was also administered to the teacher who assisted throughout the process. All analysis, organized as individual case studies, comparisons between particular sensory activities, and overall effectiveness. sought to | Yes, I agree | Yes, I agree | No | Kimberly Lebak |

|                                      |                                   |                                                                                                                                                        |                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |              |    |                |
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| 2/25/2017 17:30:54 Lisa O'Neill      | Education/Educational Endorsement | Implementing a Problem Solving Strategy to Increase Self-Sufficiency in Students With Moderate to Severe Disabilities.                                 | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | The acquisition of self-determination skills leads to increased self-sufficiency and self-advocacy for students with disabilities. Many studies have been conducted with students with mild to moderate disabilities, but few have focused on students with moderate to severe disabilities. My research project concentrated on the problem-solving component of self-determination. I used the Stop, Think, and Choose strategy to incorporate social stories depicting problems in home, community, vocation, and school environments. Students were given a scenario to: identify the problem (Stop), discuss possible options to solve the problem (Think), and Choose the best solution. Research included two situations from each environment administered once a week over an 8-week period. The following two weeks were devoted to gauging student generalization and mastery of problem-solving skills. Three male students with disabilities participated in the study: one student was classified as moderate while the other two students were classified as severe. Pre- and post assessments, teacher surveys, student work samples, role-playing, and worksheets/assessments were analyzed. A reflective journal was kept from September 2016 to February 2017. Four videos were also examined. | Yes, I agree | Yes, I agree | No | Dr. Lebak      |
| 2/27/2017 10:42:11 Kristin Aderholdt | Education/Educational Endorsement | The Impact of Writer's Workshop and the Self-Regulated Strategy Development Writing Model on Students' Ability to Complete Short Constructed Responses | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | With the introduction of the Common Core State Standards and the Partnership for Assessment of Readiness for College and Careers, there has been an increased emphasis on student writing achievement. The purpose of this study was to examine the effectiveness of two writing models on improving students' ability to complete short-constructed response writing tasks. Aspects of Writer's Workshop and the Self-Regulated Strategy Development (SRSD) writing models were utilized together to help students create meaningful connections between their own goals and increased writing achievement. The participants of this study were twenty students in a seventh grade Language Arts, general education classroom. Throughout the study, writing instruction was taught following the Writer's Workshop model with a strong emphasis on mini-lessons and conferencing. During this process, students developed their own writing goals based on the SRSD writing model and kept track of their goal progression. Student work, rough drafts and final copies, were collected and analyzed through the use of rubrics to measure improvements, as well as additional data, such as videos, reflection logs, student checklists, and teacher notes.                                                    | Yes, I agree | Yes, I agree | No | Kimberly Lebak |

|                    |                                                                                                                       |                      |                                                                              |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |              |    |                                           |
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| 2/28/2017 13:46:28 | Jillian Maisch, Michelle Marks, Jose Quintino, Amber Rivera, Danielle Russo                                           | Occupational Therapy | Surrey of Knowledge About Colombia, South America and Occupational Therapy   | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Thirteen students in the Master of Science in Occupational Therapy program (MSOT) participated in a one-week mental health fieldwork experience in Bogotá, Colombia during spring break of March 2017. This experience included visiting two universities: Universidad del Rosario and Escuela Colombiana de Rehabilitación; as well as clinical community sites, an orphanage, and cultural sites including a salt mine, coffee plantation, and historic sites. The poster explains the demographics of the student group and examines the student's knowledge about the country of Colombia and their knowledge about occupational therapy in Colombia using the Survey of Knowledge about Colombia, Knowledge about Colombia and Occupational Therapy Scale and qualitative pre and post-test questions.                                  | Yes, I agree | Yes, I agree | No | Dr. Victoria Schindler                    |
| 2/28/2017 14:10:21 | Alexandra Burns, Angela Canale, Jessica Doll, Dana Gussey                                                             | Occupational Therapy | The Effects of Immersive Learning on Cultural Competency                     | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Thirteen students in the Master of Science in Occupational Therapy (MSOT) program participated in an eight-day immersive fieldwork experience that emphasized mental health and community outreach in Bogotá, Colombia. The trip occurred during spring break 2017 and included visits to clinical, educational, and cultural sites. The Cultural Competence Self-Assessment Checklist was used to analyze students' perceptions of their own cultural competency before and after traveling to Bogotá. Quantitative and qualitative data were derived and compared in a pre-test post-test design.                                                                                                                                                                                                                                          | Yes, I agree | Yes, I agree | No | Victoria Schindler                        |
| 2/28/2017 14:28:23 | Andrew Bishop, BA, OTS; Meg Dmuchowski BS, OTS; Ashley Johnston BA, OTS; Richelle Roth BS, OTS; Sarah Woerner BS, OTS | Occupational Therapy | Skills for Success: Evaluating the effectiveness of a MSOT mentoring program | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | This research poster displays demographics and the effectiveness of the Skills for Success program at Stockton University during the 2016-2017 academic year. A pre- and post-test design was used to evaluate the effectiveness of the Skills for Success program during the Fall 2016 semester. The COPM evaluated perceived satisfaction and performance of school-related occupations. The peer mentee participants included undergraduate students with various diagnoses. The mentors included graduate students in the Master of Science in Occupational Therapy program. The undergraduate students engaged in a partnership with their mentors to establish problem areas related to academic performance. Quantitative analysis demonstrates statistically significant improvement in school-related performance and satisfaction. | Yes, I agree | Yes, I agree | No | Victoria Schindler, PhD, OTR, BCMH, FAOTA |
| 2/28/2017 14:29:37 | Jenna Mezzacappa, Allison Herrington-Trebach, Kathleen-Megan Sova, Caitlyn Wright                                     | Occupational Therapy | Attitudes Toward Poverty Scale                                               | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Researchers sought to determine the relevance of attitudes toward poverty held by a group of 13 students enrolled in Stockton University's Occupational Therapy program. Researchers utilized a pre-test post-test mixed methods design to assess attitudes before and after a trip in which students were directly exposed to large-scale poverty. The trip entailed an eight-day mental health fieldwork experience in Bogotá, Colombia during spring break 2017. Specifically, students attended two universities, community clinical sites, an orphanage, and other cultural sites. Data was collected using the Attitudes Toward Poverty Scale.                                                                                                                                                                                         | Yes, I agree | Yes, I agree | No | Dr. Victoria Schindler                    |

|                    |                                                                                                             |                                   |                                                                                                                                                     |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |              |    |                        |
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| 2/28/2017 16:22:03 | Katherine Austin, Kristy Beohmer, Mary-Kate Fitzpatrick, Kristina Lucci, Mackenzie Pezzi, Lindsay Stanewich | Occupational Therapy              | Measuring Occupational Therapy Students' Comfort with the Mental Health Population                                                                  | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | The purpose of the study was to measure occupational therapy students' comfort with and perception of the mental health population pre and post completion of a 2.5 years Master of Science in Occupational Therapy program. The participants consisted of 29 graduate students (27 females, 2 males) at Stockton University. This one group pretest, posttest design used two self-report assessments, the Opening Minds Scale and OT Student Comfort Scale to obtain both quantitative and qualitative data on student comfort and experience with individuals with psychiatric disabilities. The data was analyzed using SPSS and qualitative analysis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Yes, I agree | Yes, I agree | No | Victoria Schindler     |
| 2/28/2017 23:39:24 | Gia Caiazza, Megan Dadds, Sarah Friedman, Allison Preim, Selena Sacchetti, Tara Siragusa                    | Occupational Therapy              | Effectiveness of the Skills for Success Program on Task, Interpersonal, and School Behavior Skills for College Students with Psychosocial Diagnoses | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | This poster displays research that evaluates the effectiveness of the Skills for Success program on task, interpersonal, and school behavior skills at Stockton University during the 2016-2017 academic year. Skills for Success is a peer mentoring program that has been developed and implemented by the Master of Science in Occupational Therapy program to promote success for undergraduate students during their college careers. Undergraduate students with psychosocial diagnosis such as Autism Spectrum Disorder, learning disabilities, and mental illness, are given the opportunity to participate in two-hour sessions once or twice a week for 12 weeks. The study used a one-group pretest-posttest design. The Tasks Skills Scale (TSS), Interpersonal Skills Scale (ISS), and School Behavior Skills Scale (SBSS) were utilized by mentors to evaluate and compare the mentee's performance at the beginning and end of the program. The results of this study indicate an improvement in participant's task, interpersonal, and school behavior skills upon completion of the Skills for Success program. | Yes, I agree | Yes, I agree | No | Dr. Victoria Schindler |
| 3/6/2017 14:48:42  | Ashlee Perna                                                                                                | Education/Educational Endorsement | Impact of Small Group Vocabulary Instruction on Comprehension Skills of English Language Learners in a Kindergarten Inclusive Classroom             | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Abstract<br>The purpose of this study is to evaluate the effect of authentic text read alouds during small group instruction for English Language Learners in a Kindergarten Inclusion classroom who are struggling with vocabulary and comprehension. Overall, 4 Kindergarten students will be participating in the Kindergarten Inclusion classroom. Students will receive small group instruction for 25 minutes, 3 times per week, for up to 12 weeks in addition to whole group instruction. The small group instruction will include read alouds, read aloud activities, receptive and expressive vocabulary strategies, and opportunities to preview, review, and enhance vocabulary instruction. The results revealed focusing on small group vocabulary instruction contributed to the success of understanding comprehension during authentic read alouds.                                                                                                                                                                                                                                                             | Yes, I agree | Yes, I agree | No | Shelly Meyers          |

|                                                                                |                                   |                                                                                         |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |              |              |     |                       |
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| 3/6/2017 20:48:24 Dena Sutor                                                   | Education/Educational Endorsement | Visual Schedules and their benefits with students with Autism Spectrum Disorder (ASD)   | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | Prompt dependency is a common problem for children with intellectual and developmental disabilities and in particular for children with Autism Spectrum Disorder (ASD). Two students with varying levels of Autism in a self-contained special education classroom participated in a study with the goal of promoting independence and completing tasks with minimal or decreased prompting. Visual schedules were picked as an intervention for this particular student to help these students take steps towards being independent while completing tasks. This study examined the numbers and types of prompting needed, and the number of completed tasks. The students were monitored weekly over 11 weeks. Due to variety of work schedules of the students, the skills were targeted specifically during a mathematics period. Data to determine the progress of the students was as collected through video motoring, reflective journals, and data sheets.                                                                                                                                            | Yes, I agree | Yes, I agree | No  | Kim Lebak             |
| 3/9/2017 12:33:30 Mary Kientz, Jillian Maisch, Jenna Mezzacappa, Jose Quintino | Occupational Therapy              | Get Healthy & FIT: Outcomes of an Exercise & Nutrition Program for Individuals with IDD | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Get FIT at Stockton University, in collaboration with The Family Resource Network and The Arc of Atlantic County, is a 3-year grant-funded exercise and nutrition program designed for individuals with intellectual and developmental disabilities (IDD). An interdisciplinary team of occupational therapy and physical therapy graduate students, in addition to undergraduate nursing and health science students, work collaboratively to offer the program. Individuals of varied abilities from the community come to sessions at Stockton University twice per week for multiple 12-week sessions. This study utilized various assessment tools to compile quantitative pre and post-data, as well as a qualitative case study, that measures the effectiveness of the Get FIT program at Stockton University.                                                                                                                                                                                                                                                                                         | Yes, I agree | Yes, I agree | Yes | Mary Kientz, OTD, OTR |
| 3/10/2017 16:46:37 Tanya Arlington                                             | Education/Educational Endorsement | The Power of Two: Co-teaching in a 5th grade mathematics classroom                      | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | The purpose of this action research paper is to examine the effectiveness of the different co-teaching models: one teach, one assist, parallel teaching, alternate teaching, station teaching, and team teaching, on student achievement in a 5th grade math classroom. The focus of this research project centered on 14, 5th grade students with and without learning disabilities, and my co-teacher. The research took place from December of 2016 through February of 2017. In order to determine the effectiveness of co-teaching on student achievement through co-teaching models I collected, coded for themes, and analyzed the following data sources: five video recordings of the class, a student survey, weekly reflection journals, and field notes consisting the different models used weekly as well as discussions with my co-teacher regarding lesson plans, assessments, and classroom teaching. Through analyzing the data the findings indicate that proper implementation of the co-teaching models, and an increase in planning time leads to an improvement in student achievement. | Yes, I agree | Yes, I agree | No  | Dr. Leback            |

|                                     |                                   |                                                                                                                |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |              |    |                    |
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| 3/13/2017 11:35:50 Danielle Newsome | Education/Educational Endorsement | Graphic Organizers as a Pre-writing Strategy in a Second Grade Classroom                                       | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | This research set out to see if the use of graphic organizers as a pre-writing strategy in second grade could help students improve their writing. Students were introduced to a variety of graphic organizers to aid them in writing their stories. The use of graphic organizers in pre-writing has been proven to be a useful tool to help students stay on topic and write in sequential order. Research shows that if students are exposed to a variety of strategies that help improve their writing skill earlier on in their academic career, they may become better author's as they advance in grades, building upon skills previously taught.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Yes, I agree | Yes, I agree | No | Dr. Kimberly Lebak |
| 3/18/2017 16:30:52 Tracy Stuart     | Instructional Technology          | Addressing Community Policing Deficiencies Through Education                                                   | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Abstract<br>Community Policing is a philosophy that is highly endorsed by the administrators of campus police departments. Getting to know the community fosters trust and builds citizen support for the police. Despite administrative emphasis on the expectation of engaging in community policing, a large percentage of a campus police department's sworn officers are scarcely participating. The ability to successfully fulfill the duties of a law enforcement officer often depends on proper, comprehensive training. The objective of this study was to examine the effects of educating these campus police officers on community policing. In proposing a training workshop, I asked myself: 1) would establishing the relevancy of this policing approach lead to an increase in active participation? 2) would facilitating a team alignment session prompt officers to reflect upon ways they can better meet department expectations? In order to improve the chances of yielding positive results to those questions, I designed and executed a workshop aimed at generating both intrinsic and extrinsic motivation. It included expert speakers, real-life examples, engaging visual aids and evaluation questionnaires. The results of the preliminary evaluation indicated that all sworn officers had a basic understanding of the subject. | Yes, I agree | Yes, I agree | No | Prof. Jung Lee     |
| 3/18/2017 16:59:28 Marlene Barrera  | Education/Educational Endorsement | The Effects of Gamification on Math Achievement: Will gamification promote an increase in student performance? | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | Gamification is the application of game-like elements to a non-game setting such as a classroom or workplace. Gamification is growing in popularity due to its ability to promote student motivation and engagement in the learning environment versus traditional teaching approaches. This popularity has led to school districts purchasing expensive programs and mandating usage however, there is little research-based evidence identifying the effects of a gamified learning environment. This action plan studied the effects of gamified math practice by providing students time on the program and feedback regarding their individual performance results to increase math achievement. Students were scheduled to use the online math program, Sumdog, approximately 2-3 days a week for 15 minutes each login. Bi-weekly student conferences, online quizzes, and challenges were created to motivate students to use the program with fidelity. Program usage, accuracy rates, Sumdog quiz results, teacher-made assessments, and district benchmark data were collected and analyzed to determine the effectiveness of program usage.                                                                                                                                                                                                               | Yes, I agree | Yes, I agree | No | Dr. Kimberly Lebak |



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| 3/18/2017 18:11:33 Jennifer Salvati | Instructional Technology          | The Decline of Parental Involvement in Middle Schools: A Study on How To Encourage Involvement     | Easel using a sturdy/foam board: only an easel will be provide (no table)                           | The purpose of this research study was to examine parental involvement in a low socioeconomic middle school. There is a sharp decline in parental involvement once students enter sixth grade. By focusing on Epstein's Framework of Six Types of Parental Involvement, with a strong focus on communicating, volunteering, and decision making, this study set out to increase parental involvement. A new Parent Teacher Organization was established along with a corresponding website. Meetings were held on various days of the week at varying times and streamed live on social media to ensure inclusion of as many parents as possible. Workshops were held for families, daily parental emails were sent, and weekly blogs were posted to increase communication between parents and the school. Parent involvement at family events and PTO meetings increased by over 50% and parents reported feeling more involved than they did in the beginning of the school year.                                                                                                                                                                                                                                                                                                                                     | Yes, I agree | Yes, I agree       | No | Dr. Jung Lee |
| 3/18/2017 20:17:48 Heather Nanos    | Education/Educational Endorsement | Using Cooperative Learning Strategies to Increase Student Interaction Among Peers in Language Arts | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | The purpose of this study is to examine the effects of implementing specific cooperative learning strategies into Language Arts lessons to increase student interaction among peers. This study took place over three months in a special education classroom setting, involving nine students that are on different learning levels. The three cooperative learning strategies that I implemented throughout the three month period are: Think-Pair-Share, Find Someone Who and Numbered Heads. At the beginning of every month, students were introduced to a new strategy and were provided with a model as to how the strategy would work in the classroom. Next, the students practiced the strategy and worked their way to independently using the strategy to increase their interaction with peers. I collected and analyzed reflective logs, student work samples, video recordings and student self-assessments to determine the effectiveness of using cooperative learning strategies in Language Arts. The anticipated results may reveal that the implementation of different cooperative learning strategies can increase student interaction among peers. These results may show that one strategy shows more of an increase in the interaction among peers than another cooperative learning strategy. | Yes, I agree | No, I do not agree | No | Dr. Lebak    |

|                                     |                                   |                                                                                                                           |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |              |    |           |
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| 3/19/2017 13:12:38 Christina Kelley | Instructional Technology          | Wired & Inspired: A Before/After School Workshop Integrating Collaboration and Storytelling                               | Easel using a sturdy/foam board: only an easel will be provide (no table)                                       | With the addition of 1-to-1 Chromebooks in grades 3-5 and the district using G-Suite for Education in the 2016-2017 school year, teachers at a southern New Jersey elementary school desired more resources and training regarding those devices and programs. This project sought to engage and inspire teachers to use and incorporate technology in their classrooms with the creation of a before/after school workshop called "Wired & Inspired." The workshop was based on the concept of "storytelling." By teachers telling the stories of things that worked ("stars") and things they were in need of ("wishes") in their classrooms, teachers would collaborate among the staff to be more comfortable to use technology and find solutions for their classrooms regarding technology. Using a pre-survey, monthly surveys, a mid-term survey, and a post-survey, teachers voiced that "Wired & Inspired" helped them share ideas and incorporate technology into their classrooms.                                                                                                                                                                                                                                                                               | Yes, I agree | Yes, I agree | No | Dr. Jung  |
| 3/20/2017 9:14:16 Kelsey Thompson   | Education/Educational Endorsement | Integration of Multi-Sensory Instruction: Enhances Comprehension Skills of Elementary Students with Learning Disabilities | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | The purpose of this study is to determine the effects multi-sensory instruction (visual, sensory, auditory, and kinesthetic) on reading comprehension skills (inferences, context clues, and main idea) of the elementary readers. The participants used in this study are nine third and fifth grade students with learning disabilities and basic skill needs. Instruction was implemented four times a week for forty minutes each. Data was collected through teacher observations/reflections, video recordings, pre- and post reading questionnaires, and a pre- and post- comprehension test. The results revealed that the multi-sensory teaching method (visual, auditory, sensory, and kinesthetic) improved student's reading comprehension skills, specifically in identifying the main idea, making inferences, and using context clues.                                                                                                                                                                                                                                                                                                                                                                                                                        | Yes, I agree | Yes, I agree | No | Dr. Haria |
| 3/20/2017 11:45:48 Dana Engle       | Instructional Technology          | Stockton Seaview Reference Website: A Resource for Stockton University Employees                                          | Easel using a sturdy/foam board: only an easel will be provide (no table)                                       | Stockton University purchased the historic Seaview Hotel & Golf Club in August 2010 and utilizes the property on a regular basis. As a benefit to this acquisition, Stockton employees are offered discounts on hotel rooms, dining, and golf for personal use as well as special rates and procedures for university-related conferences and travel. However, many employees were not fully aware of these benefits and there was nowhere to view this information in times of need.<br><br>The purpose of this study was to see if creating one centralized location would give employees a better understanding of the relationship between Stockton and Seaview and serve as a resource for the various benefits and opportunities available. A website was developed that was tailored to University needs and usage of Seaview including general property information, discount policies, frequently asked questions, and booking inquiry forms that would serve as an on demand resource.<br><br>Through research, I learned how to best compile the information website so that it would be an effective and visually pleasing resource for the viewer. The proper resource for employees would provide benefits that are two-fold. educating the Stockton community | Yes, I agree | Yes, I agree | No | Jung Lee  |

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| 3/20/2017 17:45:08 Alexandra V. Mercado | Education/Educational Endorsement | Improving ELL Literacy & Vocabulary Skills Through Peer-Tutoring Interactions                                                                     | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | This action research project examined the effects of implementing a supplemental peer-tutoring reading program known as PALS to improve fluency and comprehension. It also examined the effects of daily explicit academic vocabulary instruction to increase phonological awareness for first graders in a transitional bilingual classroom. The intervention group receiving both components of this action study consisted of 11 students of different reading levels. Research was gathered for 12 weeks during a daily 60 minute ELA block. The researcher collected and analyzed pre- and post vocabulary identification tests data, DIBELS scores and data, running records, as well as bi-weekly academic vocabulary assessments. The researcher also conducted observations and reflected on their own lessons through coded video recorded lessons to determine how students were learning to read fluently with a peer.                                                                                                                                                                                                            | Yes, I agree       | Yes, I agree | No | Kimberly Lebak     |
| 3/20/2017 18:33:15 Brielle Giambri      | Instructional Technology          | The Use of Story Mapping to Differentiate Instruction to Meet the Needs of the Struggling Learner in the First Grade Classroom                    | Easel using a sturdy/foam board: only an easel will be provide (no table)                           | The New Jersey English Language Arts Common Core standards require students to retell a story using key details from the text by the end of first grade. This is a hard task for the struggling learner. The purpose of this research study was to explore the use of story mapping as a differentiation tool to meet the needs of the struggling learner and provide them with the necessary skills to retell a story using key details. It was hypothesized that if students are provided a story mapping intervention, they will be able to complete a story map and use the information to retell a fiction story. As a result of this story mapping intervention, all but one student increased their retelling score from a needs work skill level to skilled. One student increased their retelling score from a needs work skill level to developing.                                                                                                                                                                                                                                                                                 | Yes, I agree       | Yes, I agree | No | Jung Lee           |
| 3/20/2017 19:37:48 Valerie Flori        | Education/Educational Endorsement | Implementing Cooperative Learning Strategies in a Kindergarten Inclusion Classroom to Increase Peer Interactions During Academic Learning Centers | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | The purpose of this study was to increase peer interactions during student learning centers through the implementation of cooperative learning strategies in a Kindergarten inclusion classroom. This study included three special education students and fifteen general education students. The cooperative learning strategies: think-pair-share, Find Someone Who, Numbered Heads Together, talking chips, and assigning group roles were implemented over a period of 12 weeks. Data sources collected included reflective journals, video recordings, and student surveys. The reflective journals and video recordings were analyzed to see how often peer interactions occurred and if these interactions were positive or negative. In addition, student surveys were analyzed to determine if students' opinions working with peers improved with the implementation of the cooperative learning strategies. Results showed that peer interactions during students' learning centers increased significantly. Students also showed a greater interest in working with peers after implementing the cooperative learning strategies. | No, I do not agree | Yes, I agree | No | Dr. Kimberly Lebak |

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| 3/20/2017 20:46:28 Yvette Anzalone | Education/Educational Endorsement | An action research study involving evaluating the benefits of an Orton-Gillingham program | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | The purpose of this action research was to explore the benefits and effectiveness of teaching an Orton-Gillingham, phonics program to eight adolescents and one fourth grade student all with disabilities. A qualitative approach was taken to provide a synthesis and critical analysis of reflective journals, student work samples, recorded video readings, pretest-posttest Fountas and Pinnell reading benchmark results, and pretest-posttest dictation scores. The group of students completed twenty weeks of Orton-Gillingham phonics training, two to three times per week for forty minutes each session. The results were presented through individual student case studies, followed by overall themes that appeared after analysis of data. The results revealed a direct correlation between students who received Orton-Gillingham instruction on a weekly basis and increased reading fluency.                                                                                                                                                                                                                                                                       | Yes, I agree | Yes, I agree | No | Dr. Lebak |
| 3/21/2017 11:48:53 Elsann Machotka | Instructional Technology          | Student-Generated Question-Based Study Guides through a Scaffold Model                    | Easel using a sturdy/foam board: only an easel will be provide (no table)                           | Many students in high school struggle with developing effective independent study skills. One of the underlying issues is that those students were rarely formally taught how to use their resources to study without teacher generated study guides. Students are always given questions, but are rarely challenged to create their own. The purpose of this project was to use questioning skills and practice to develop effective independent study skills in high school students. Scaffolding through the use of question prompts and modeling guided students through the process of creating their own questions about the content they were learning. The questions that students were struggling to answer were compiled into a study guide to use to prepare for the unit test. This process followed two cycles through a six stage plan. The first with scaffolding and the second without. Students demonstrated improved question creation skills based on the results from a performance-based task. Results from the post survey further indicated that the students felt their study habits, and comfort and confidence in creating their own questions had improved. | Yes, I agree | Yes, I agree | No | Jung Lee  |

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| 3/23/2017 17:58:27 Katie Sibona | Instructional Technology Utilizing Game Mechanics to Emphasize Caesars Entertainment's Employee Benefits | Easel using a sturdy/foam board: only an easel will be provide (no table) | The results of Caesars Entertainment's annual company-wide Employee Opinion/Supervisory Feedback Survey (EOS/SFS) is used to solicit employee opinions on a variety of issues, which include Caesars Entertainment's success in communicating its mission, vision, and values to its employees. Caesars Entertainment's Bally's and Caesars Hotel and Casino, located on the Center Boardwalk of Atlantic City, NJ needed to receive higher employee engagement scores, and participation rates for the 2016 EOS/SFS. During the promotional time-frame of the 2016 EOS/SFS, game mechanics were implemented into the work environment through the creation and execution of a pre-survey game. This pre-survey game had a game show theme with topics that helped reeducate employees on Caesars Entertainment's employee benefits and recognition programs. The theme and game mechanics were designed to be fun, engaging, and produce a friendly competition amongst employees. Through this implementation employees become more knowledgeable of the organizations benefits, which had a positive impact on the 2016 EOS/SFS results. The results concluded that both properties received higher employee engagement scores and participation rates. | Yes, I agree | Yes, I agree | No | Jung Lee |
| 3/24/2017 15:34:17 Cindy Crager | Instructional Technology Question Prompts for Foundation Scholarship Essays                              | Easel using a sturdy/foam board: only an easel will be provide (no table) | The purpose of this research study was to explore the effects that essay question prompts would have on the Stockton Foundation application essay. The scholarship applicants did not have specific guidance on what to include in the scholarship essay. This led to applicant confusion and a lack of confidence in the essay submission. Utilizing three assessments, interview, focus group, and survey, the scholarship administration team constructed five scaffold essay question prompts. Results showed that those who had previously submitted a scholarship essay tended to reuse the same essay from the prior year; however, those applicants who submitted essays for the first time were much more inclined to follow the question prompts. All qualified applicants were surveyed about the effect of the question prompts on their essay. Over 80% of the survey respondents found the question prompts either extremely or very useful while writing their essay.                                                                                                                                                                                                                                                                       | Yes, I agree | Yes, I agree | No | Jung Lee |

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| 3/24/2017 16:47:29 Jessica Ann Kowal | Instructional Technology | ElevateStockton Project Leader Training Program                                          | Easel using a sturdy/foam board: only an easel will be provide (no table)                                       | In 2015 the University Foundation implemented Stockton's first crowdfunding platform called ElevateStockton by utilizing the subscription-based digital fundraising software ScaleFunder. ElevateStockton project leaders are responsible for all user interface with the platform in order to create and complete a crowdfunding campaign. However, ElevateStockton project leaders all had varying degrees of anxiety around the user interface with the Scalefunder software platform which was preventing them from using it. Crowdfunding campaigns for EelevateStockton cannot be completed without project leaders. The purpose of this project was to provide a training program to project leaders that would improve their ability to utilize the ScaleFunder software platform and reduce their anxiety. The comprehensive computer-based multimedia training program provided a transactive communication learning approach and a blend of face-to-face practice sessions, web-based instruction and access to an online shared network that contains training videos and documents. By means of a pre-training assessment survey, completion of the training check list, rubric and post-training assessment survey project leaders demonstrated they were efficient and no longer had anxiety when utilizing the ScaleFunder software platform.                       | Yes, I agree | Yes, I agree | No  | Professor Jung Lee |
| 3/25/2017 13:53:14 Brian Cicali      | Computational Science    | Computational Drug Discovery: A Comparative Study using MAPK-Specific Melanoma Therapies | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Melanoma is the most deadly form of skin cancer, killing more than 10,000 people annually in the United States. Although multiple FDA-approved therapies exist, melanoma is still a very serious form of cancer. This project centers on the computational modeling for potential combination melanoma therapies. The therapies examined in this project are drugs that target proteins within the mitogen-activated protein kinase (MAPK) pathway. The MAPK pathway is involved in many cellular functions and mutations in this pathway are associated with melanoma development as well as other forms of cancer, such as lung and breast cancer. This particular project focuses on a computational examination of the potential synergistic effects of combining melanoma therapies that target a portion of the MAPK pathway. To perform this work, a model of the RAS/B-RAF/MEK/ERK portion of the MAPK signaling pathway was constructed using PySB, a Python-based software for modeling networks of biochemical reactions. Inhibitory drug pathways were added to represent the therapies of four cancer drugs: dabrafenib, vemurafenib, trametinib, and binimetinib. Results of simulations of the model, with the drug pathways both deactivated and activated, were analyzed for significance. To validate the results of the comutational model. a cellular study was | Yes, I agree | Yes, I agree | Yes | Dr. Robert Olsen   |

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| 3/25/2017 15:34:22 Donna Terry       | Instructional Technology          | Differentiated Instruction, Technology Assisted Instruction and Aural Perception In the Elementary Music Classroom | Easel using a sturdy/foam board: only an easel will be provide (no table)                                       | Abstract<br><br>Students in the third, fourth and fifth grades regularly performed in the school chorus. Some beginning chorus students, mostly third graders, had difficulty hearing relationships in tonal and rhythmic patterns, thus often had difficulty performing patterns in the context of choral repertoire. The deficiency in tonal and rhythmic aural perception led to inaccurate singing, especially when first exposed to a piece of music. Listeners became acutely aware of these students because their performance was markedly different from the group and they were often labeled "monotone" or "tone deaf." Students in this school received general music instruction and choral music instruction once per week for forty minutes each delivered in a whole group setting, with little opportunity for differentiation and individual feedback. By creating centers in general music class, differentiated instruction and technology-assisted instruction focused on aural skill development were applied during weekly third grade general music classes. Students were organized into groups based on the results of their music aptitude assessment, and rotated through four centers, spending more instructional time in one center designed specifically for their needs. The centers utilized technology assisted instruction, such as interactive | Yes, I agree | Yes, I agree | No | Dr. Jung Lee |
| 3/26/2017 15:06:11 Mary C. Cammarata | Education/Educational Endorsement | Using Formative Assessment to Help Students Become Metacognitive Thinkers                                          | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | The purpose of this study was to use formative assessments to increase students' ability to measure metacognitive awareness, specifically with the use of self-assessments, in order to improve both their writing and oral presentations. Students in an English III (high school juniors) College Preparatory class were introduced to a variety of formative assessments so that they could internalize, and in turn analyze, their own thinking. Over a period of 12 weeks students completed a variety of formative assessments including surveys, exit tickets, and learning journals. I also conducted and analyzed lesson observations, reflections, and lesson videos to capture the use of formative assessments and development of metacognitive skills. The findings indicate that consistent use of formative assessment leads to a teacher's ability to regularly monitor student progress and lead to an increase in writing scores.                                                                                                                                                                                                                                                                                                                                                                                                                                 | Yes, I agree | Yes, I agree | No | Dr. Lebak    |

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| 3/26/2017 19:14:21 Leanna Mullen    | Instructional Technology          | Professional Development Retention and Implementation: Comparing on-demand video to the traditional face-to-face workshop | Easel using a sturdy/foam board: only an easel will be provide (no table)                                       | This case study compares two different delivery formats to conduct technology professional development in K-12 schools. Two groups of teachers, administrators, and support staff participated in either a face-to-face workshop or an online video training of the same lesson. At the conclusion of the training, various forms of evaluation were calculated to measure general product knowledge, icon recognition, and their implementation of the new tool presented. The results indicated the online video group scored significantly greater than those who participated in the same workshop in a classroom setting. While both groups showed improvement post-training, the online group scored higher in overall knowledge, comprehension, and confidence in navigating. This group also showed a greater likelihood of integrating the tool in the future. In collecting data throughout various stages of the experiment, future professional development training can be designed to provide more effective sessions and resources can be properly allocated to the most appropriate training method. | Yes, I agree | Yes, I agree | No | Jung Lee       |
| 3/26/2017 19:33:30 Christine Easton | Education/Educational Endorsement | The Effects of the Math Workshop Model on Sixth Grade Students' Ability to Apply Math Concepts                            | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | The purpose of this research was to increase students' ability to apply math concepts by using the workshop model. This study focused on the implementation of the math workshop model to increase fifteen students' math skills in a sixth grade classroom. The math workshop model allowed teacher to be actively engaged with students individually or in a small group setting, and facilitating and assisting them in understanding content, while also providing individualized support. The following data sources were collected and analyzed: pre- and post- School District's Benchmark Assessment, ten quizzes on math concepts, pre- and post- metacognitive student surveys, co-teacher observations, video recording of math lessons, and reflection logs. The anticipated results from this study might indicate that the math workshop model improved sixth grade students' ability to apply math concepts.                                                                                                                                                                                          | Yes, I agree | Yes, I agree | No | Priti Haira    |
| 3/26/2017 21:09:49 Monika Williams  | Business Administration           | Egg Harbor Township Police Athletic League IMC Plan                                                                       | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | The purpose of this project was to create an Integrated Marketing and Communications (IMC) Plan for a non-profit organization. I wrote a comprehensive plan for the Egg Harbor Township Police Athletic League (PAL). This plan contained the following elements: Competitive Analysis, an Environmental Scan, Goals and Objectives, SWOT analysis, development of collateral and evaluation. In development of the plan I constructed for Egg Harbor PAL several objectives of this class were addressed which were essential learning outcomes, creativity, professional knowledge and written and oral communication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Yes, I agree | Yes, I agree | No | Diane Holtzman |



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| 3/26/2017 21:30:14 Leslie Wood      | American Studies | Rebecca Estell Bourgeois Collection                                                          | PowerPoint: Students must bring lap top. One rectangular table will be provided. Note: Rooms will be provided to programs who have specifically requested a large screen for presentations. | Leslie Wood<br>Graduate Symposium Abstract<br>March 26, 2017<br>The Rebecca Estell Bourgeois Collection<br>The Rebecca Estell Bourgeois Collection is a donation received by Stockton University by a descendent of the Estell family and housed in the Special Collections area of the school library. The Estells were a well-to-do family in southern New Jersey, with business dealings that included a glass factory, shipbuilding, and land holdings. The Estells were instrumental in the formation of Atlantic County out of parts of Gloucester County in 1837. Rebecca Estell Bourgeois, who the collection is named for, was responsible for the creation of the town of Estell Manor and became its mayor, and the first female mayor in the state, in 1925. As an intern, I have worked on this collection since September 2016. I am presently still at work on the collection, and plan to continue after graduation. My responsibilities include, but are not limited to, the inventory, organizing, and creation of a digital finding aid of the collection. I devised a plan of action for the large amount of documents included in the donation. I had to decide how to separate the various parts of the collection, and what parts would be the most advantageous to researchers and create that finding aid. For the initial part of my work, I focused on deeds, surveys, maps, shipbuilding, and the glass | Yes, I agree | Yes, I agree | No  | Professor Tom Kinsella   |
| 3/27/2017 13:05:35 Felicia Mainiero | Social Work      | A Needs Assessment of the Dimensions of Wellness for Patients at Ancora Psychiatric Hospital | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions.                                                                             | Establishing wellness and recovery are the main goals of treatment for patients at psychiatric hospitals. Wellness and recovery models have shown great improvements in the past for state psychiatric hospitals by focusing on the positives in a persons life rather than the behaviors and symptoms of the mental illness. This project analyzed the results from a needs assessment with patients at Ancora Psychiatric Hospital to identify ways in which Ancora can improve its environment for wellness and recovery by integrating patient perspectives. This project gave patients the opportunity to voice their opinions about changes that would help their wellness and recovery on the units and framed using the eight dimensions of wellness. The findings will inform the creation of a wellness initiative that will incorporate the ideas and responses of the patients to improve the overall wellness of the patients and their treatment and recovery.                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Yes, I agree | Yes, I agree | Yes | Robin Hernandez-Mekonnen |

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| 3/27/2017 13:29:52 April G. Perrone    | Instructional Technology          | Implicit Bias and the Courts: A Vicinage 1 Study                                                                         | Easel using a sturdy/foam board: only an easel will be provide (no table)                                       | Implicit bias presents challenges because of its very nature as a hidden, not known-to-the-self phenomenon. It shares connections with ideas about prejudice, stereotypes and attitudes. Employees who demonstrate no explicit bias may make implicit associations that can have a detrimental effect on a court user's experience, and this erodes confidence in the judicial system. My research project addressed the issue of educating employees about implicit bias at the local vicinage employee level. Employees were provided education about implicit bias in a face to face instructor led session that incorporated lecture, subject matter expert video excerpts, individual assessments, and group activities. The stated goals and objectives included increasing employee self-awareness of the phenomenon of implicit bias, identifying potential steps to reduce its influence, and improving attitudes towards the importance of mitigating implicit bias in the workplace. This was measured using paired samples of pre-assessments and post-assessments of the same employee grouping.                                                                                                                                                                                                                                                               | Yes, I agree | Yes, I agree | No | Dr. Jung Lee    |
| 3/27/2017 14:20:20 Samantha Filangieri | Education/Educational Endorsement | Systematic Implementation of Transition Routines and Academic Engagement Enhanced Classroom Behaviors of Kindergarteners | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | The purpose of this research was to examine the role of a teacher in promoting academic engagement and transition routines to improve kindergarteners' on-task behaviors. Eighteen kindergarten students from the expanded day program participated in this study. During story time, the teacher integrated a variety of hands on activities to engage the students (e.g., use of whiteboards, turn and talk, acting out words, etc.) as well as introduced the use of a timer and specific directions for transitions between parts of the lesson to help students focus on the content. This study presented data that looked at how the teacher successfully facilitated active engagement strategies as well as successful transitions between parts of the lesson. The following data sources were collected and analyzed; reflection logs, video recordings of lessons to capture academic engagement of the students, transition data collection sheets to record the time it took to transition from one activity to the next, and active engagement observation sheets to show how many times students were on-task and off-task during the lesson. The anticipated results of this project might reflect that the implementation of academic engagement strategies and transitions would decrease students' off-task behavior and the increase on-task behavior. | Yes, I agree | Yes, I agree | No | Dr. Priti Haria |

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| 3/27/2017 17:56:35 Alexandra Krantz | Education/Educational Endorsement | The Effects of Implementing a Token Economy System As a Means of Delaying Reinforcement on the Time Spent on Task in a Behavior Therapy Session                                                        | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | This research examines the use of applied behavior analysis as a form of intervention for a child with autism. The study was conducted with a 14-year old male being the only participant and myself, his behavior therapist, in his home, in a one-on-one setting where the only people around were family members and other people in and out of the home who were not involved in the therapy sessions. Data was collected from field notes that were later transferred into reflective journals each week over this four month process as well as timer readings from the beginning to end of each work period. Also there were videos recorded as well; all data sources were analyzed for detection of common themes that were reoccurring or related to the research goal. After careful data analysis it was found that there was an increase in the length of time spent on task through the use of the token economy system. There were patterns of explicit delay cues to redirect attention on task as well as a high frequency of praise to motivate the participant. Future implications for research have been made regarding the participant size and how the token economy system is effective with more subjects. Also, a new variable was introduced during the research process that could also have a potential effect on the time spent on task due to availability of different activities.                          | Yes, I agree | Yes, I agree | No | Dr. Lebak      |
| 3/27/2017 18:03:37 Angela Tepedino  | Education/Educational Endorsement | Incorporating Interactive Writing Lessons and Differentiated Writing Instruction to Improve Students' Ability to Independently Write Coherent Sentences in a First Grade, Special Education Classroom. | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | This action research project explores the effects of the implementation of differentiated, interactive writing lessons with a group of first grade, special education students. The main goal of this project was for the students to enhance their ability to independently write sentences along with creating coherent sentences that are on topic and mechanically correct. Four students representing different academic readiness participated in the study. One group was an on-level group and the other was a below-level group. Before implementing the main part of this action plan, the students were given a pre-assessment writing task as baseline data. Over a three month period, the groups were given one interactive writing lesson per week and participated in one independent writing session per week. A post-assessment writing task was given to the students at the conclusion of the action plan. Weekly reflective journals, video recordings, student work samples, a writing rubric, and pre/post writing assessments were reviewed and coded for themes to track students' overall progress and results were formed regarding the research goal of this project. A case study methodology was used to assist with these results. Limitations that had potential to affect the outcome of the results were taken into consideration, as well. Overall, this study provided positive data on the correlation | Yes, I agree | Yes, I agree | No | Kimberly Lebak |

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| 3/27/2017 18:20:05 Tami Schaffer       | Education/Educational Endorsement | The Effectiveness of Explicit Instruction, Specifically Explaining and Modeling Core Context, on Students' Ability to Conceptually Understand Middle School Mathematic Concepts | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Abstract:<br>The purpose of this action research was to determine the effectiveness of explicit instruction, specifically explaining and modeling core context on students' ability to conceptually understand middle school mathematics concepts. The study focused on an eighth-grade general education mathematics class, specifically focusing on nine students with a range of academic skills. The study included a Linear Equation and System of Equation unit delivered using the explicit instruction approach focusing on explaining and modeling during guided instruction, followed by individual student conferences to help students make progress and conceptually understand the concepts. A variety of data included pre/post assessments, videos, reflection logs, and conferencing notes, were collected, coded for themes, and analyzed. The results showed that explicit instruction in the classroom will increase students' ability to conceptually understand middle school mathematics concepts.                                                                                                                                                                                                                                                                                                                                                                              | Yes, I agree | Yes, I agree | No | Dr. Kimberly Lebak |
| 3/27/2017 19:51:28 Kathleen-Megan Sova | Occupational Therapy              | Enhancing Occupational Performance for Adults with Arthritis in an Aquatic Environment                                                                                          | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | The role of occupational therapy and adults with arthritis in an aquatic setting is explored in this poster. This poster describes the benefits of a group aquatic exercise class on occupational performance for adults diagnosed with arthritis. Surveys were collected from 24 adult participants with arthritis attending a weekly group aquatic exercise class offered in Ocean County, NJ. Results show a positive impact on physical, leisure, and psychosocial activities that can be correlated with aquatic group exercise classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Yes, I agree | Yes, I agree | No | Kathleen Klein     |
| 3/27/2017 20:18:40 Monica Viani        | Instructional Technology          | Food Assistance Team Instructional Site                                                                                                                                         | Easel using a sturdy/foam board: only an easel will be provide (no table)                                       | Stockton University's Food Assistance Program was launched in the Fall of 2015. A committee was assembled from various offices within the Division of Student Affairs. While the program has grown and several students have benefited from it, there appeared to be some misunderstanding on the exact procedures of the program. With the program set to expand to a broader student population through advertising and faculty awareness, all committee members needed to be well versed in the procedures. After conducting a survey in which the members and prospective members were asked their level of knowledge in various aspects of the program, it was determined there was uncertainty in some of the procedures. From this needs analysis, I created an online instructional site which listed out the application process, available resources and the follow-up procedures would stand to benefit the program and the students that it serves. Included in the instruction were self-assessments, which allowed the committee member to instantly test their knowledge on the information presented within a page. After completion of the instruction, the current and potential members were administered a second survey in which the same questions of their confidence in the procedures were asked. The results from the pre-instruction and post-instruction surveys indicated | Yes, I agree | Yes, I agree | No | Dr. Jung Lee       |

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| 3/27/2017 21:37:36 Rachelle Fialho | Instructional Technology Gamification in the Classroom                                | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | <p>Millville High school district offers driver's education to sophomores within the health education curriculum. The previous curriculum was filled with detailed instruction presented in lecture form and then students were tested for retention and understanding. Forty, tenth grade students displayed a lack of knowledge of the roadway rules and regulations in accordance to the New Jersey driver manual based on a standard pretest. An action plan was developed to explore gamification in my driver's education curriculum in order to create an active learning environment in the classroom and in turn increase test scores. The use of gaming strategies is believed to increase engagement in the classroom, boost enthusiasm for learning and hold student's attention. Therefore three gaming tools were integrated into the chapter lessons. Using online gaming tools, like Kahoot, Socrative and arcade games, students were able to study the content at their leisure and their proficiency were assessed throughout the course. At the end of the course, participants were given the New Jersey State Driver's written exam and a Likert scale survey. Based on the survey results, the reaction to integrating gamification within the curriculum was overall positive and students preferred this type of instruction. Also, evaluation results revealed a 40.5% increase in total performance scores demonstrating the</p> | Yes, I agree | No, I do not agree | No | Jung Lee |
| 3/28/2017 9:42:48 Nancy Gandy      | Instructional Technology Using Images and Technology to Organize and Motivate Writing | Easel using a sturdy/foam board: only an easel will be provide (no table)                                       | <p>The purpose of this research study was to improve the organization of writing pieces. The Partnership for Assessment of Readiness for College and Careers test (PARCC) requires that the students write in an organized way where like ideas are grouped together. Fourth graders have difficulty expressing their thoughts on paper because their thoughts are scrambled and not in an organized manner. This project introduced writing through images. Since students enjoy using the internet and can easily interpret what a picture is about, I decided to use images to guide and organize their writings. After students researched a county in New Jersey to find out about its history, geography, population, and size, they used google slides to organize the photos they collected from the internet and from experts from their county. The slides were used to create a video narration of their research. Once their narrated movie was complete, students used the movie and slides as a guide to create an organized report about their county. In comparison to last year's fourth graders, this project increased the rubric scores by 1.5 points.</p>                                                                                                                                                                                                                                                                              | Yes, I agree | Yes, I agree       | No | Jung Lee |

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| 3/28/2017 10:06:50 Tyler Gelsleichter | Criminal Justice                  | Elderly Preparedness for Disasters: Mitigation for a Vulnerable Population in New Jersey     | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | Elderly citizens represent an extremely vulnerable population in regards to emergency and disaster preparedness. Older adults are more likely to have chronic health conditions and disabilities than their younger counterparts. In addition to their vulnerability, they face significant issues relating to evacuation and transportation to medical facilities during actual disasters. Nursing homes and 55 and older communities represent areas with high concentrations of elderly individuals. Taking a look at Atlantic County, New Jersey, the author will highlight vulnerable locations containing high concentrations of at-risk elderly. Further, the complexities associated with distance between these elderly residential facilities and hospitals, evacuation routes, and other critical locations will be discussed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Yes, I agree | Yes, I agree | No | Dr. Marissa Levy      |
| 3/28/2017 13:19:42 Nicole Sweiderk    | Education/Educational Endorsement | Impact of Teaching Six-Syllable Type Strategies on 2nd Graders' Fluency and Retelling Skills | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | In a second grade intervention reading group, students indicated lack of necessary decoding and word recognition skills. This in turn, impacted their reading fluency and retelling skills. The purpose of the study was to teach four struggling second grade students six-syllable type decoding skills to improve their fluency and retelling skills. Over the course of eight weeks, the Six-Syllable types were explicitly taught during small group reading instruction. The following data sources were collected and analyzed: video recordings of Six-Syllable Type instruction during small group reading, teacher observation and reflection logs, timed pre- and post-fluency tests that had the six-syllable types integrated in the reading, weekly timed fluency probes and story retells. The results showed that instruction in six-syllable types improved students' word recognition skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Yes, I agree | Yes, I agree | No | Professor Priti Haria |
| 3/28/2017 14:55:15 Allison Russomanno | Education/Educational Endorsement | Increasing Peer Interaction Through Implementation of the Next Generation Science Standards  | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | This research explored the effectiveness of increasing peer collaboration and interaction among students while implementing the Next Generation Science Standards. Implementing the Next Generation Science Standards requires teachers to focus less on basic recall of definitions and information and more on the inquisitive avenues to be explored in science. Within the standards, students are expected to demonstrate their scientific fluency through defining and posing problems, creating solutions, analyzing data, engaging in argumentative fact finding and designing models that will reflect their scientific mastery. My idea was that students would achieve success within the new standards through collaborative works with their peers. In this work, the Next Generation Science Standards were implemented in a third grade regular education classroom while different strategies were used to promote student peer interactions. Teacher created lessons according to the standards fostered peer collaboration among the students in the class. Peer scaffolding enabled students to effectively work together to promote confidence within working in pairs and partners while building accountability for their learning. Teacher modeling and prompting of questioning techniques helped students understand how to effectively interact. The expectations of group work set forth shaped | Yes, I agree | Yes, I agree | No | Kimberly Lebak        |

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| 3/28/2017 21:09:00 Jessica Gillespie | Education/Educational Endorsement | What is the Impact of Self-Monitoring Strategy on Students' On-Task Behaviors?                           | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | The purpose of this research was to increase on-task behaviors and decrease off-task behaviors through a self-regulation strategy known as self-monitoring. There were twelve participants in this study between the ages of 7-8 years old who were placed in a second grade self-contained classroom. The study looked at the students' on- and off- task behaviors before and after implementing a self-monitoring checklist during their English Language Arts period. During a period of eight weeks, the researcher asked students to self-monitor their on-task behaviors three times during each English Language Arts class period. The students' self-monitoring checklist targeted goals that promoted on-task behaviors: listening, actively participating in learning, and not distracting others. Several data sources were collected and analyzed; reflection logs, video recording of a lesson capturing students' behavior, on- and off- task behavior observation sheet, classroom management observation sheet, and a group setting observation sheet. The results indicated that the students' on-task behaviors increased and their off-task behaviors decrease after implementing a self-monitoring strategy.                                                                                                                                                                                              | Yes, I agree | Yes, I agree | No  | Priti Haria            |
| 3/29/2017 22:20:18 Brian Grillo      | Environmental Science             | Using Douglas Fir derived biochar and wood chips to immobilize heavy metals and nutrients in urban soils | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | There were two primary objectives to this study. The first was to determine how urban land use changes affect heavy metal mobility in urban soils, and to determine if adding carbon based soil amendments (Douglas Fir derived biochar; wood chips; combination biochar and wood chips), to the soils could help to immobilize Zn, Pb, As, and Al. The second was to determine how removal of nitrogen- fixing Black Alders might affect nitrogen levels and if adding carbon based soil amendments could help immobilize soil nutrients- nitrate ( NO3-), ammonium (NH4+), and phosphate in urban soils. Five field plots located in a stand of Black Alder trees were established in a portion of Haddington Woods (Philadelphia, PA) that was undergoing clearing and thinning by the Philadelphia Department of Parks and Recreation. Each plot was treated with various concentrations of carbon based soil amendments, and soil cores were sampled during the 16 month study. The results of the study indicate that the treatment plots amended with biochar had a statistically significant decrease in extractable Zn, Al, and Pb levels by 24.69%, 36%, and 62.94% respectively, while soil amended with wood chips had a decrease in extractable Zn, Al, and Pb levels by 21.02%, 36.44% and 50.7%. Biochar and wood chips were also shown to decrease extractable soil P levels by 87.01% and 87.91% respectively. | Yes, I agree | Yes, I agree | Yes | Professor David Hewitt |

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| 3/30/2017 8:00:36 Ann F. Jungels | Social Work              | "Turning Point: Needs Assessment for a Homeless Day Drop-in Center in Atlantic City" | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Homelessness is an issue of particular concern in Atlantic City, a tourist destination and urban center experiencing economic decline. There is currently no day shelter so homeless individuals often walk throughout the city in search of shelter or other services. Various outreach efforts are made to engage them, including those of a local church, but there is no single central meeting destination. This needs assessment has a two pronged methodology. First, best practices of homeless shelter policies in various New Jersey state locations (Bergen, Camden and Mercer Counties) were examined. Next, qualitative interviews were conducted with homeless individuals (N=24) to provide the perspective of those who might use a day shelter. Additional qualitative interviews were conducted with members of a local church's homeless outreach team (N=9) to identify sound, culturally – informed social work interventions with the African-American community. Preliminary findings of this assessment include themes in four overarching domains. Constituents identified concerns over eligibility criteria, service model, (including service array and staffing) and location of the center. Findings have been integrated in developing and proposing the next phase of Atlantic County's intake center, which is currently seeking funding. Information about state day Abstract | Yes, I agree | Yes, I agree | Yes | Robin Hernandez-Mekonnen, PhD, MSW |
| 3/30/2017 8:30:46 Amanda DeVita  | Instructional Technology | Increasing Motivation in Writing Through Technology                                  | Easel using a sturdy/foam board: only an easel will be provide (no table)                                       | Students in a 4th grade classroom were having difficulty understanding how to organize their writing and struggling to stay focused on their topic. To correct this issue, technology was infused into a writing and social studies unit. By incorporating technology into the lesson, I motivated the students for the desired writing outcome I expected. Students researched a county in New Jersey and used images from their county to help organize their report. Students were given a needs analysis survey to understand their perception of writing and their comfort with the use of technology. Since the students were motivated using technology, I incorporated technology within each lesson. Students were using Google Images, Google Slides, and Google Docs to help support their writing throughout this unit. Students completed their project with an Augmented Reality presentation that they then shared with the class. Based on the results from my needs analysis survey, pre-writing task, and post survey, students' writing and their attitude towards writing showed improvement.                                                                                                                                                                                                                                                                                               | Yes, I agree | Yes, I agree | No  | Jung Lee                           |



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| 3/30/2017 13:22:06 Kaylee Dellinger | Education/Educational Endorsement | When the Debate is Over: The Use of the Socratic Method in a 12th Grade Classroom | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | The purpose of this action research paper it to examine the effectiveness of the Socratic seminar method on students abilities to ask and answer higher level thinking questions and transferring these questions to written responses in assessments, in a 12th grade high school honors history elective. The different seminar models utilized were: conventional and fishbowl method. The focus of this research project centered on 48, 12th grade students who are college bound. The research took place from October 2016 through March 2017. In order to determine the effectiveness of utilizing the Socratic method to enable students to ask and answer higher level thinking questions I collected, coded for themes, and analyzed the following data sources: reflection journals, student work, video recordings of seminars, writing samples, student analysis, field notes, test/quizzes, attendance, and student questions/responses. Through the analysis of the data I am looking for a positive outcome. Further, the findings may indicate that through the use of Socratic seminars students who participate in the seminars benefit and there will be an improvement in their achievement on assessments. | Yes, I agree | Yes, I agree | No | Dr. Lebak |
| 3/30/2017 14:05:27 Autumn Logan     | Education/Educational Endorsement | Alignment and inclusion of NGSS in high school biology lessons                    | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | The purpose of this study is to properly analyze high school biology lessons to ensure they align with the Next Generations Science Standards (NGSS) including all three dimensions and performance expectations per each standard. I first unpacked each lessons' standards using the NGSS placemat. Lessons were taught in a 10th grade Biology classroom. Utilizing the EQUIP rubric, six recorded teaching videos of myself and their lesson plans were analyzed to determine the alignment of those existing lesson to NGSS. The lessons recorded were from my high school biology special education class in New Jersey. Specifically, lessons in the topic areas of: matter and energy transformation in ecosystems, interdependent relationships in ecosystems, and human activity and climate. I focused specifically on the written lesson plans and videos of what was being done in the lesson with the students, and not my teaching. I concluded areas from each lesson that were and were not aligned with NGSS and how those lessons could be improved to create better lessons that are completely aligned with the NGSS.                                                                                        | Yes, I agree | Yes, I agree | No | Lebak     |

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| 3/30/2017 16:44:05 Kelly Purcell    | Instructional Technology | E-Learning in the Retail Industry                                                                         | Easel using a sturdy/foam board: only an easel will be provide (no table)                                                                                                                   | The use of web-based learning tools in the retail industry has grown in popularity in recent years. The purpose of this project was to explore the effects of using a web-based training platform for sales associates at a retail store. From the completion of an internal analysis it was determined that additional employee resources should be provided and easily accessible to all company sales associates. Based on this analysis, the goal of this project was to develop a web-based supplementary training program to assist in the hands-on training that sales associates had already received. To assess the instruction, this project utilized a pre-survey and interview, instructional lessons, and a post-survey and interview. Results showed that sales associates demonstrated an improvement of store protocol and merchandise knowledge. In addition, sales associates displayed a more positive outlook towards the employer over the length of the intervention. Furthermore, both company managers and sales associates obtained a useful resource as store information can be found in one easily user-friendly website.                                                                                                                                                                                                           | Yes, I agree | Yes, I agree | No | Dr. Jung Lee                |
| 3/30/2017 18:24:31 Matthew J. Kancy | Computational Science    | The Automotive Industry Compared with the Economic Times of 1992-2016                                     | PowerPoint: Students must bring lap top. One rectangular table will be provided. Note: Rooms will be provided to programs who have specifically requested a large screen for presentations. | Using Data from the United States Government's data website (data.gov), I'm going to research Retail Sales Data from 1992 until 2016. I'm going to put a concentration on Automotive Dealers, as well as Automotive Parts Stores. My goal is to try to find a correlation between the sales figures for both kinds of retail outlets with the economic times of each year. I will show the sales figures of both retail industries using some data visualization, and then try to find the economic times of each year to correlate using news articles from national news outlets and/or automotive news sites.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Yes, I agree | Yes, I agree | No | John Mick                   |
| 3/30/2017 19:47:09 Amy Higgins      | Physical Therapy         | Interprofessional Education Experience in Colombia, South America: Inquiry to Language Acquisition Skills | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions.                                                                             | Thirty-one students, 8 faculty and 1 Dean from Physical Therapy, Occupational Therapy, Communication Disorders, Nursing, Public Health and Bachelor of Health Science programs traveled from Stockton University to Bogota, Colombia in South America. This study continues the interprofessional education (IPE) research by Heckendorn et al. (2016), in addition to qualitative inquiry regarding the influence of language on the IPE experience. Students were asked to complete pre/post survey using the Interprofessional Collaborator Assessment Rubric (ICAR). Data was analyzed with SPSS 23.0 using a paired t-test with 95% confidence interval. Students completed qualitative questions targeting how language affected communication in a foreign nation. Seventeen students successfully completed the quantitative assessment and 11 completed the qualitative assessment. Thirteen quantitative data submissions were excluded from analysis due to incomplete data. In the ICAR, 2/4 sections in the communication category, 1/3 in collaboration, 2/3 in roles and responsibility, 1/2 in team functioning and 3/3 in conflict management/resolution resulted in significant change ( $p < 0.05$ ). Student qualitative frequency of responses revealed difficulty communicating with native citizens. This ability improved over the week | Yes, I agree | Yes, I agree | No | Dr. Galantino, Dr. McGinnis |

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| 3/30/2017 21:39:51 Ersi Tollja                   | Education/Educational Endorsement | Secondary Students with Disabilities Use a Three-Level Reading Guide to Analyze Primary Source Documents like Political Cartoons    | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | In social studies, the comprehension of primary source documents, such as political cartoons, require students to effectively identify symbols and images, interpret visual images, and apply interpretive skills to other context and content. The purpose of this research is to improve students ability to analyze primary sources in a social studies classroom through the use of the three-level reading guide to analyze and evaluate primary sources like political cartoons. This study presents data on the implementation of the three-level reading guide and its effectiveness in improving students' comprehension scores. The following data sources were collected and analyzed: pre- and post- history test focusing on analysis of political cartoons, audio/video recording of lesson, and reflective logs. The research showed that the implementation of the three-level reading guide improved students' ability to identify literal information and to interpret and analyze political cartoons, however students did not show significant growth in applying comprehension skills to analyze other primary sources. | Yes, I agree | Yes, I agree | No | Priti Haria                             |
| 3/30/2017 23:43:37 Melissa Laurino, Tarak Pandya | Computational Science             | Investigating trends and patterns of surface water temperature in bottlenose dolphins (Tursiops truncatus) off Cape May, New Jersey | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Water temperature can affect bottlenose dolphins, Tursiops truncatus, by influencing their migration, prey distribution and species interactions. The population in Cape May, New Jersey utilizes the habitat as their feeding, mating and birthing ground in the spring, summer and fall months. Opportunistic data collection by the Cape May Whale Watch and Research Center from March to November in 2015 and 2016 demonstrates a temperature range for an abundance of feeding and mating behaviors, as well as the presence of calves and herds. Results are presented with computational softwares including Python, R, Tableau and other geographic mapping libraries. Applications in machine learning, statistics and other algorithms were explored to determine the significance of results. Improved understanding of habitat utilization relating to surface water temperature in this region can further improve our knowledge of how this species responds to their environment influencing migration and other behaviors.                                                                                                  | Yes, I agree | Yes, I agree | No | Professors John Mick and Russell Manson |

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| 3/31/2017 8:26:51 Michael V Cuomo | Instructional Technology          | Instructor Moderation Strategies to Improve Critical Thinking in Online Discussions                               | Easel using a sturdy/foam board: only an easel will be provide (no table)                           | The purpose of this research study was to explore how to increase critical thinking among students within online classroom discussions through discussion design and instructor intervention strategies. This was motivated by findings that the adoption of online discussions are rising but those discussions often lack quality since students' responses only share facts, lack coherence and depth, and often repeat points already made. For the purposes of this study, a higher quality discussion was equated with one that incorporated the higher levels of critical thinking described in Bloom's Taxonomy. After an extensive review of literature on discussion design and moderating techniques, the author adapted an approach from DeLoach and Greenlaw in which instructors intervene by helping students transition from one level to the next of Bloom's Taxonomy or when a conflict arises. For this study, Undergraduate students at Stockton University were asked to complete four discussions, two unmoderated discussions and two moderated discussions, to compare the quality of students' responses with and without the intervention technique. Although the study is still ongoing, preliminary findings have highlighted some severe limitations in terms of student participation which means the results are inconclusive. However, the author discusses areas of improvement for future studies on this topic. | Yes, I agree | Yes, I agree | No | Jung Lee |
| 3/31/2017 8:48:14 Lauren Doran    | Education/Educational Endorsement | Using Close Reading Strategies and The Effects on Comprehension Scores of a Middle School Multiply Disabled Class | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation. | Abstract<br>The purpose of this study was to examine the effectiveness of implementing close reading strategies with a self-contained multiple disability classroom class with the goal of increasing student reading comprehension scores. Throughout the course of twelve weeks I implemented the strategies of annotating, partner discussion and the re-reading of informational text in my classroom. The students were taught and modeled how to use these strategies. They used them simultaneously while reading a different informational text each week. Video recordings, student samples and benchmark testing proved that the implementing the three close reading strategies had a positive effect on the students reading comprehension scores. The results of the end benchmark assessment showed improvement in the scores demonstrating a better understanding of text from the students. Overall there was a positive difference noticed in benchmark and weekly quiz scores but no noticeable difference in the need of prompting and understanding of higher level questioning.                                                                                                                                                                                                                                                                                                                                               | Yes, I agree | Yes, I agree | No | Lebak    |

|                    |                                |                                   |                                                                               |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |              |    |                      |
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| 3/31/2017 9:16:07  | Michael Senese                 | Education/Educational Endorsement | Using Learning Stations to Engage Secondary Students in Mathematical Concepts | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions.                                                                             | The double-dose Algebra block class was created as a strategy for secondary students who struggle with mathematics. This classroom includes special education students, English learners, and struggling students. One concern that arose in this classroom was the past format of instruction and the negative effect it had on student engagement. The purpose of this study is to research the effect of implementing learning station format on student engagement, as well as students' math skills. During this study, data was collected from a number of sources such as reflective logs, video recordings, student questionnaires, pre- and post-instruction math tests, and a co-teacher interview. The results indicated that the implementation of the learning station format increased student engagement and in turn, it had a positive effect on the students' understanding of the mathematical content.                               | Yes, I agree | Yes, I agree | No | Dr. Priti Haria      |
| 3/31/2017 9:41:10  | Shannon Dolcy and Corey Hanson | Communication Disorders           | A Client's Perspective of Puberphonia/Mutational Falsetto                     | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions.                                                                             | Our research provides an in-depth literature review of the current understanding of the voice disorder puberphonia/mutational falsetto. Puberphonia is a voice disorder that is primarily studied globally, with India leading the research efforts. The disorder is not well known or researched in the United States leaving clinicians with minimal evidence based practice to guide them in treatment. We provide an overview as to what puberphonia is and how it presents clinically. Current research focuses on case studies of specific treatment approaches or assessment protocols (singing therapy, traditional voice therapy, electrolaryngography, real time visual feedback, vocal aerodynamics, and various surgical procedures on the larynx) used to treat the disorder. There are no current studies found that detail the client's perspective of the disorder and treatment process which is the path our research will be taking. | Yes, I agree | Yes, I agree | No | Dr. Monika Pawlowska |
| 3/31/2017 11:09:02 | Kimberly Bylone                | American Studies                  | MLK and 753 Walnut                                                            | PowerPoint: Students must bring lap top. One rectangular table will be provided. Note: Rooms will be provided to programs who have specifically requested a large screen for presentations. | The PowerPoint presentation will provide an overview of the results of a research project funded by the New Jersey Department of Environmental Protection, Historic Preservation Office, for a biographical investigation of Martin Luther King, Jr. and the potential significance of 753 Walnut Street, Camden, New Jersey. This is a residence where Martin Luther King, Jr. might have lived, or spent significant amounts of time while a student at Crozer Theological Seminary in Chester, PA, as well as while auditing classes at University of Pennsylvania.                                                                                                                                                                                                                                                                                                                                                                                  | Yes, I agree | Yes, I agree | No | Michelle McDonald    |

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| 3/31/2017 12:41:50 Nicole Creedon    | Education/Educational Endorsement | An Investigation of the Effects of Quality Feedback on Students' Mathematical Problem Solving Skills | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions.                                                                             | With the recent changes in education, educators are expecting students to not only arrive at the correct response, but also understand and explain the process of how they arrived at those responses. In a third grade general education classroom the need for reinforcement in number sense and mathematical reasoning has increased with this switch. The purpose of this research was to examine the impact quality feedback has on students' mathematical problem solving skills. In this study the following data were collected and analyzed: pre and post math test, observations, and reflective logs, video recordings of the math lessons, student artifacts and bi-weekly checklists, which focus on the use of scaffolding, feedback loops, meaningful praise and specific verbal and written feedback. The results of this project demonstrated that consistent and quality feedback is best provided in small group settings fostering teacher-student interactions, and showed a positive impact on students' problem solving skills.                                                                                                                                                                           | Yes, I agree | Yes, I agree       | No  | Dr. Haria    |
| 3/31/2017 13:45:09 Brianna Cardinale | American Studies                  | MLK and 753 Walnut                                                                                   | PowerPoint: Students must bring lap top. One rectangular table will be provided. Note: Rooms will be provided to programs who have specifically requested a large screen for presentations. | The PowerPoint presentation will provide an overview of the results of a research project funded by the New Jersey Department of Environmental Protection, Historic Preservation Office, for a biographical investigation of Martin Luther King, Jr. and the potential significance of 753 Walnut Street, Camden, New Jersey. This is a residence where Martin Luther King, Jr. might have lived, or spent significant amounts of time while a student at Crozer Theological Seminary in Chester, PA, as well as while auditing classes at University of Pennsylvania.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Yes, I agree | Yes, I agree       | Yes | John O'Hara  |
| 3/31/2017 14:55:18 Julie Fulton      | Instructional Technology          | Visual Design Tutorials for Online Courses                                                           | Easel using a sturdy/foam board: only an easel will be provide (no table)                                                                                                                   | Visual design plays an important role in online courses by helping the learner to engage with the content and navigate through the course efficiently. In a survey of online courses at a university, visual design elements were used in varying degrees within the course management system. Some courses included elements such as graphics, colors, and other visuals to highlight the content, while others used very few visual elements. An interview with the university Fellow for Online and Hybrid Courses also revealed that many instructors were not aware of the design options available in the course management system. The purpose of this project was to create and evaluate an instructional video on visual design strategies that would allow online instructors to learn how to apply the strategies to their online courses. The video was comprised of six tutorials that covered six visual design strategies. The tutorials featured examples, demonstrations, quizzes, and a rubric for course evaluation. The quizzes revealed how well the design strategies were recognized and understood. Additional surveys at the end of the video allowed instructors to rate the helpfulness of tutorials. | Yes, I agree | No, I do not agree | No  | Dr. Jung Lee |

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| 3/31/2017 15:16:07 Erin Kate Dougherty | Education/Educational Endorsement | Increasing High School English Language Learners Reading Comprehension by Incorporating Two Metacognitive Strategies of Self-Monitoring and Self-Questioning | PowerPoint: Students must bring lap top. One rectangular table will be provided. Note: Rooms will be provided to programs who have specifically requested a large screen for presentations. | Increasing high school English Language Learners (ELLs) reading comprehension is crucial. The language barrier plays a significant role in hindering ELLs reading comprehension abilities. Given that it takes years for ELLs to acquire on grade level academic language, critical strategies need to be implemented in reading instruction. Metacognition which is the ability to think about and control one's own thinking processes can in turn aid comprehension. By implementing two metacognitive reading strategies of self-monitoring and self-questioning, ELLs were taught how to self-monitor their own reading comprehension at various text levels. In this action plan, I implemented various self-monitoring questions and tasks as well as self-questions in order to increase high school ELLs comprehension at these different text structured levels. Mini-lessons, modeling and guided practice were also incorporated. Graphic organizers of self-monitoring and self-questioning tasks, video analysis, teacher journals and reflections, and oral guided questioning were used to measure students' responses and deeper understanding and comprehension of reading these texts. | Yes, I agree | Yes, I agree | No | Dr. Kimberly Lebak |
| 3/31/2017 15:19:25 Heather Hogrebe     | Criminal Justice                  | The Impact of Location: Distance of Bars and Drug Treatment Centers and It's Impact on College Campus Drug Offenses                                          | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions.                                                                             | Many college students engage in or have been exposed to drug use during their academic careers. Environmental factors should be considered when exploring what could be influencing the high rates of drug use on college campuses. This current study explores two environmental influences using ArcGIS software. Previous literature and research has indicated that accessibility to bars and drug treatment centers influence college student drug use. Through the use of ArcGis, this study will explore whether easy accessibility of bars create higher drug rates on college campuses, as well as whether easy accessibility of drug treatment centers create lower drug rates on college campuses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Yes, I agree | Yes, I agree | No | Professor Levy     |

|                    |                    |                         |                                                                                        |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |                    |    |                  |
|--------------------|--------------------|-------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------|----|------------------|
| 3/31/2017 15:40:48 | Rebecca Nesterwitz | Communication Disorders | Assessment and Treatment of Phonological Disorders in Preschool Children in New Jersey | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions.                                                                             | Phonological disorders are important to identify and treat in the preschool years because postponing treatment until a child enters elementary school can cause significant delays in phonological awareness and literacy skills. However, in New Jersey, if the phonological disorder is not severe enough to classify the child as "preschool disabled," the disorder may be left untreated. This study aimed to identify the extent to which preschool children are receiving evaluations and treatment for phonological disorders in NJ schools and to assess how familiar school-based SLPs are with current evidence-based treatment approaches for phonological disorders. The study utilized an online survey, which was completed by 52 participants, all preschool-based SLPs in NJ. The survey contained questions about relevant demographic and background information, current knowledge and beliefs about phonological disorders, as well as questions regarding familiarity with current evidence-based treatment approaches for phonological disorders. Information about eligibility criteria and a protocol for children who do not meet these criteria, but still are in need of intervention, was also collected. The study found inconsistencies in eligibility criteria, clinicians' familiarity with treatment approaches and beliefs about the need for services. On the other hand, participants | Yes, I agree | Yes, I agree       | No | Monika Pawlowska |
| 3/31/2017 16:24:50 | Maria Arroyo       | American Studies        | Puerto Rican history                                                                   | PowerPoint: Students must bring lap top. One rectangular table will be provided. Note: Rooms will be provided to programs who have specifically requested a large screen for presentations. | The presentation will be about the discrimination Puerto Ricans endured and how they organized to bring about positive change. The Puerto Rican community in America has grown since the 1940's from forty thousand to three point Six eight million, they are the second largest Hispanic group in America. I will attempt to share their struggles for equality and to describe the hostile environment in which they lived. I will incorporate music ad Poems that reveal the attitudes and emotions of the Puerto Rican people. White washing history is no longer being tolerated and the histories that have been silenced for so long are making their comeback. As the Puerto Rican saying goes, Lo que haces en la oscuridad, siempre sale en la luz!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Yes, I agree | No, I do not agree | No | Javier Sanchez   |



|                                    |                                   |                                                                                                                                                                                                             |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |                    |    |                 |
|------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------|----|-----------------|
| 3/31/2017 23:55:34 Tarak Pandya    | Computational Science             | Comparing which U.S. hospital regions are receiving higher wages from Ambulatory Payment Classifications (APCs) with based on Levels of treatments provided by Hospitals by using SAS Programming Software. | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Ambulatory payment classifications (APCs) are subcategories of the United States government's method of paying for Outpatient prospective payment system (OPPS), an outpatient facility services for the Medicare program for citizens ages 65 and older. This program is part of Centers for Medicare and Medicaid Services (CMS) helps senior citizens and children with permanent disabilities obtain better healthcare services. All services paid under OPPS are classified into APC groups. The APCs divide all outpatient services into almost 600 procedural groups which can be indicate as levels. APC payments are made to the hospitals when the Medicare outpatient is discharged from the Emergency Department or clinic, or is transferred to another hospital (or other facility) which is not affiliated with the initial hospital where the patient received outpatient services. The method of payment is based on Inpatient Prospective Payment System (IPPS) adjusted wage index and geographical adjustment factor. This service provides benefits to patients and reimburses hospitals at the fix calculated rate for their services in a given APC instead of the actual costs incurred. The major objective of this study is to find out which U.S. hospital regions are receiving higher wages from the APC system based on various levels of treatments provided by hospitals, and which levels are commonly seen throughout the U.S. This | Yes, I agree | Yes, I agree       | No | Clif Baldwin    |
| 4/3/2017 13:16:19 Ashlee Perna     | Education/Educational Endorsement | Vocabulary Instruction                                                                                                                                                                                      | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | The purpose of this study is to evaluate the effect of vocabulary instruction on ELLs' comprehension and vocabulary skills, during small group read aloud sessions. Four ELL students from an inclusive kindergarten classroom participated in the study. Students received small group instruction for 25 minutes, three times per week, for up to 12 weeks, in addition to whole group instruction. The data collected and analyzed were as follows: observation and reflective logs, video recording of vocabulary instruction during read alouds, receptive (i.e., multiple choice) and expressive (i.e., define words and use words in a sentence) vocabulary tests. The results revealed that implementation of vocabulary instruction in a small group setting contributed to improvement of vocabulary and comprehension scores of kindergarten students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Yes, I agree | Yes, I agree       | No | Dr. Meyers      |
| 4/5/2017 16:47:05 Ingrid Manderson | Education/Educational Endorsement | Differentiation of Mathematics in Self-contained Elementary Class.                                                                                                                                          | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | The purpose of this research project was to investigate the impact of differentiated instruction on the learning of elementary school students within a self-contained mathematics classroom. This research takes place in a self-contained classroom that contains both 3rd and 5th grade students through use of interventions and differentiation the anticipated results should demonstrate an improvement in the mathematical comprehension skills of the students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Yes, I agree | No, I do not agree | No | Professor Haria |

|                                                                                                |                         |                                                                        |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |              |                    |     |                          |
|------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------|-----|--------------------------|
| 4/6/2017 14:21:36 DJ Dinnebeil                                                                 | Business Administration | "I Manager" Project (with original research)                           | Table Top (tri fold or z fold firm board): One rectangular table will be provided per presentation.             | The "I Manager" project is Professor Diane Holtzman's adaptation of the "I Manager" project designed by Dr. Evonne Kruger. This project is a self-critical and self-reflective exercise for students to develop their own philosophy of management through a critical analysis of various scenarios involving differing socio-demographic factors. To supplement the project, I will interview about 5-10 managers regarding their own personal strategies of management. I will ask about specific examples of workplace problems, opportunities for advancement, and hiring/firing practices. I will then interweave this research with the components of the "I Manager" project.                                                                                                                                                                                                                                                                                                                                                                                   | Yes, I agree | No, I do not agree | No  | Professor Diane Holtzman |
| 4/7/2017 15:07:38 Kristy Beohmer, BA, OTS; Alexandra Burns, BA, OTS; Megan Dmuchowski, BS, OTS | Occupational Therapy    | Dementia and End of Life Care: The Unique Role of Occupational Therapy | Poster (paper poster using push pins to display on panel). View Presentation Guideline document for dimensions. | Occupational therapy practitioners offer a unique skill set when working with individuals who have dementia, particularly in the later stages of the disease. Training in client-centered and holistic care enables clinicians to carefully assess one's context, valued roles and occupations, and overall health status. In order to further explore this area and assert the unique value of OT in the hospice setting, a partnership with a local hospice agency was established. Members of this collaboration designed a caregiver education program that focuses on understanding end-stage dementia, facilitating engagement in occupation, creating peaceful environments, and improving overall quality of life of clients and their caregivers. In addition to handouts and resources, this program uses a hands-on workshop, which empowers caregivers to take an active role in the educational process. This poster highlights the steps used to initiate this collaboration, the education model used, and suggestions for developing similar programs. | Yes, I agree | Yes, I agree       | Yes | Megan Foti, DOT, MS, OTR |

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[quintinj@go.stockton.edu](mailto:quintinj@go.stockton.edu)

| Presenter Last Name(s) | Presenter First Name | Fellowship | Poster/Table # | Graduate Program         | Presentation Type | Research Advisor                        |
|------------------------|----------------------|------------|----------------|--------------------------|-------------------|-----------------------------------------|
| Aderholdt              | Kristin              |            | Table 1        | Education                | Table Top         | Dr. Kimberly Lebak                      |
| Anzalone               | Yvette               |            | Table 2        | Education                | Table Top         | Dr. Kimberly Lebak                      |
| Arlington              | Tanya                |            | Table 3        | Education                | Table Top         | Dr. Kimberly Lebak                      |
| Arroyo                 | Maria                |            | Meeting Room 5 | American Studies         | PPT               | Dr. Javier Sanchez                      |
| Austin                 | Katherine            |            | Poster 23      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Barrera                | Marlene              |            | Table 4        | Education                | Table Top         | Dr. Kimberly Lebak                      |
| Beohmer                | Kristy               | YES        | Poster 23+25   | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Bishop                 | Andrew               |            | Poster 24      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Burns                  | Alexandra            | YES        | Poster 25+26   | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Bylone                 | Kimberly             |            | Meeting Room 5 | American Studies         | PPT               | Dr. Michelle McDonald                   |
| Caiazza                | Gia                  |            | Poster 27      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Cammarata              | Mary C.              |            | Poster 6       | Education                | Poster            | Dr. Kimberly Lebak                      |
| Canale                 | Angela               |            | Poster 26      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Cardinale              | Brianna              |            | Meeting Room 5 | American Studies         | PPT               | Dr. John O'Hara                         |
| Cicali                 | Brian                | YES        | Poster 19      | Computational Science    | Poster            | Dr. Robert Olsen                        |
| Cohen                  | Steve                |            | Table 5        | Education                | Table Top         | Dr. Kimberly Lebak                      |
| Crager                 | Cindy                |            | Easel 1        | Instructional Technology | Easel             | Dr. Jung Lee                            |
| Creedon                | Nicole               |            | Poster 7       | Education                | Poster            | Dr. Priti Haria                         |
| Cuomo                  | Michael V.           |            | Easel 2        | Instructional Technology | Easel             | Dr. Jung Lee                            |
| Dadds                  | Megan                |            | Poster 27      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Dellinger              | Kaylee               |            | Table 6        | Education                | Table Top         | Dr. Kimberly Lebak                      |
| DeVita                 | Amanda               |            | Easel 3        | Instructional Technology | Easel             | Dr. Jung Lee                            |
| Dinnebeil              | DJ                   |            | Table 21       | Business Administration  | Table Top         | Dr. Diane Holtzman                      |
| Dmuchowski             | Megan                | YES        | Poster 24+25   | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Dolcy                  | Sahannon             |            | Poster 17      | Communication Disorders  | Poster            | Dr. Monika Pawlowska                    |
| Doll                   | Jessica              |            | Poster 26      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Doran                  | Lauren               |            | Table 7        | Education                | Table Top         | Dr. Kimberly Lebak                      |
| Doughetry              | Erin Kate            |            | Table 8        | Education                | PPT               | Dr. Kimberly Lebak                      |
| Easton                 | Christine            |            | Poster 8       | Education                | Poster            | Dr. Priti Haria                         |
| Engle                  | Dana                 |            | Easel 4        | Instructional Technology | Easel             | Dr. Jung Lee                            |
| Fialho                 | Rachelle             |            | Easel 5        | Instructional Technology | Easel             | Dr. Jung Lee                            |
| Filangieri             | Samantha             |            | Poster 9       | Education                | Poster            | Dr. Priti Haria                         |
| Fitzpatrick            | Mary-Kate            |            | Poster 23      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Flori                  | Valerie              |            | Table 9        | Education                | Table Top         | Dr. Kimberly Lebak                      |
| Friedman               | Sarah                |            | Poster 27      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Fulton                 | Julie                |            | Easel 6        | Instructional Technology | Easel             | Dr. Jung Lee                            |
| Gandy                  | Nancy                |            | Easel 7        | Instructional Technology | Easel             | Dr. Jung Lee                            |
| Geisinger              | Marky Kate           | YES        | Poster 1       | DPT                      | Poster            | Dr. Mary Lou Galantino and Dr. Patricia |
| Gelsleichter           | Tyler                |            | Poster 3       | Criminal Justice         | Poster            | Dr. Marissa Levy                        |
| Giambri                | Brielle              |            | Easel 8        | Instructional Technology | Easel             | Dr. Jung Lee                            |
| Gillespie              | Jessica              |            | Poster 10      | Education                | Poster            | Dr. Priti Haria                         |
| Grillo                 | Brian                | YES        | Poster 34      | Environmental Science    | Poster            | Dr. David Hewitt                        |
| Gussey                 | Dana                 |            | Poster 26      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Hanson                 | Corey                |            | Poster 17      | Communication Disorders  | Poster            | Dr. Monika Pawlowska                    |
| Herrington- Trebach    | Allison              |            | Poster 29      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |
| Higgins                | Amy                  |            | Poster 2       | DPT                      | Poster            | Dr. Carla Enriquez                      |
| Hogrebe                | Heather              |            | Poster 4       | Criminal Justice         | Poster            | Dr. Marissa Levy                        |
| Johnston               | Ashley               |            | Poster 24      | Occupational Therapy     | Poster            | Dr. Victoria Schindler                  |

|            |                |     |                |                          |           |                                   |
|------------|----------------|-----|----------------|--------------------------|-----------|-----------------------------------|
| Jungels    | Ann F.         | YES | Poster 32      | Social Work              | Poster    | Dr. Robin Hernandez-Mekonnen      |
| Kancy      | Matthew J.     |     | Table 20       | Computational Science    | PPT       | Dr. John Mick                     |
| Kelley     | Christina      |     | Easel 9        | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Kowal      | Jessica Ann    |     | Easel 10       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Krantz     | Alexandra      |     | Table 10       | Education                | Table Top | Dr. Kimberly Lebak                |
| Laurino    | Melissa        |     | Poster 21      | Computational Science    | Poster    | Dr. John Mick and Dr. Russ Manson |
| Logan      | Autumn         |     | Table 11       | Education                | Table Top | Dr. Kimberly Lebak                |
| Lucci      | Kristina       |     | Poster 23      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Machotka   | Elsann         |     | Easel 11       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Mainiero   | Felicia        | YES | Poster 33      | Social Work              | Poster    | Dr. Robin Hernandez-Mekonnen      |
| Maisch     | Jillian        | YES | Poster 28+30   | Occupational Therapy     | Poster    | Dr. Mary Kientz                   |
| Manderson  | Ingrid         |     | Table 12       | Education                | Table Top | Dr. Priti Haria                   |
| Marks      | Michelle       |     | Poster 28      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Mercado    | Alexandra V.   |     | Table 13       | Education                | Table Top | Dr. Kimberly Lebak                |
| Mezzacappa | Jenna          | YES | Poster 29+30   | Occupational Therapy     | Poster    | Dr. Mary Kientz                   |
| Mullen     | Leanna         |     | Easel 12       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Nanos      | Heather        |     | Table 14       | Education                | Table Top | Dr. Kimberly Lebak                |
| Nesterwitz | Rebecca        |     | Poster 18      | Communication Disorders  | Poster    | Dr. Monika Pawlowska              |
| Newsome    | Danielle       |     | Table 15       | Education                | Table Top | Dr. Kimberly Lebak                |
| O'Niell    | Lisa           |     | Table 16       | Education                | Table Top | Dr. Kimberly Lebak                |
| Pandya     | Tarak          |     | Poster 21+22   | Computational Science    | Poster    | Dr. Cliff Baldwin                 |
| Perna      | Ashlee         |     | Poster 11      | Education                | Poster    | Dr. Shelly Meyers                 |
| Perrone    | April G.       |     | Easel 13       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Pezzi      | Mackenzie      |     | Poster 23      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Preim      | Allison        |     | Poster 27      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Purcell    | Kelly          |     | Easel 14       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Quintino   | Jose           | YES | Poster 28+30   | Occupational Therapy     | Poster    | Dr. Mary Kientz                   |
| Rivera     | Amber          |     | Poster 28      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Roth       | Richelle       |     | Poster 24      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Russo      | Danielle       |     | Poster 28      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Russomanno | Allison        |     | Table 17       | Education                | Table Top | Dr. Kimberly Lebak                |
| Sacchetti  | Selena         |     | Poster 27      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Salvati    | Jennifer       |     | Easel 15       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Schaffer   | Tami           |     | Poster 12      | Education                | Poster    | Dr. Kimberly Lebak                |
| Senese     | Michael        |     | Poster 13      | Education                | Poster    | Dr. Priti Haria                   |
| Sibona     | Katie          |     | Easel 16       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Siragusa   | Tara           |     | Poster 27      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Sova       | Kathleen-Megan |     | Poster 29+31   | Occupational Therapy     | Poster    | Dr. Kathleen Klein                |
| Stanewich  | Lindsay        |     | Poster 23      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Stuart     | Tracy          |     | Easel 17       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Sutor      | Dena           |     | Table 18       | Education                | Table Top | Dr. Kimberly Lebak                |
| Sweiderk   | Nicole         |     | Poster 14      | Education                | Poster    | Dr. Priti Haria                   |
| Tepedino   | Angela         |     | Table 19       | Education                | Table Top | Dr. Kimberly Lebak                |
| Terry      | Donna          |     | Easel 18       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Thompson   | Kelsey         |     | Poster 16      | Education                | Poster    | Dr. Priti Haria                   |
| Tollia     | Ersi           |     | Poster 15      | Education                | Poster    | Dr. Priti Haria                   |
| Vazquez    | Elissa         |     | Poster 5       | Criminal Justice         | Poster    | Dr. Marissa Levy                  |
| Viani      | Monica         |     | Easel 19       | Instructional Technology | Easel     | Dr. Jung Lee                      |
| Wallace    | Brittany       |     | Poster 20      | Education                | Poster    | Dr. Kimberly Lebak                |
| Williams   | Monika         |     | Table 22       | Business Administration  | Table Top | Dr. Diane Holtzman                |
| Woerner    | Sarah          |     | Poster 24      | Occupational Therapy     | Poster    | Dr. Victoria Schindler            |
| Wood       | Leslie         |     | Meeting Room 5 | American Studies         | PPT       | Dr. Thomas Kinsella               |

|        |         |  |           |                      |        |                        |
|--------|---------|--|-----------|----------------------|--------|------------------------|
| Wright | Caitlyn |  | Poster 29 | Occupational Therapy | Poster | Dr. Victoria Schindler |
|--------|---------|--|-----------|----------------------|--------|------------------------|