Graduate Student
Research & Creative Activity
Conference

Monday | May 2, 2022
Southern Connecticut State University

It is our honor as members of the organizing committee to welcome you to the Annual Graduate Student Research and Creative Activity Conference, hosted by Southern Connecticut State University. This event is a celebration of scholarship and creativity in all forms, as well as a showcase for the leading minds of today's graduate community. As an educational institution, Southern seeks to promote interdisciplinary academic careers and both logic and creativity are key components in individual, economic, and societal success. The presentations highlighted in this conference demonstrate the diverse scope of subjects engaged by students from many disciplines as well as illustrating the parallels between them. This conference aims to not only encourage continued work as a community, but also to awaken individual curiosity and purpose. So it is with great pleasure that we present the scholarship and creative activity featured this year and invite you to join in what promises to be an unparalleled demonstration of graduate accomplishment.

The Graduate Student Research and Creative Activity Conference is proudly sponsored by:

The SCSU Foundation
The Office of the Provost/Vice President of Academic Affairs
Division of Research and Innovation
The Research and Scholarship Advisory Committee
The Office of STEM Innovation and Leadership
School of Graduate and Professional Studies/Graduate Student Affairs Committee

Conference Committee

Listed in alphabetical order:

Charles Baraw	Samantha Hepworth
Lisa Bier	Ben Pello
Kelly Bordner	C. Michele Thompson
Christine Broadbridge	Jonathan Wharton
Charles Butler	Bogdan Zamfir
Siobhan Carter-David	

5th Annual Graduate Research and Creativity Conference

Monday, May 2, 2022 | 4:30 p.m. – 8:00 p.m.

Southern Connecticut State University

4:30 – 5:00 p.m.	Check in Poster and oral presentation set-up	3rd floor Adanti Student Center
5:00 – 5:15 p.m.	Welcoming Remarks:	3rd floor Ballroom

Michele Thompson, Ph.D. | *Prof. of Southeast Asian History & Chair of the Research and Scholarship Advisory Committee*
Manohar Singh, Ph.D. | *Dean of Graduate and Professional Studies*
Robert Prezant, Ph.D. | *Provost & Vice President of Academic Affairs, Southern Connecticut State University*

5:15 – 6:30 p.m.	Oral Presentation – Session 1A	ASC room 301
	Oral Presentation – Session 2A	ASC room 303
	Oral Presentation – Session 3A	ASC room 305
	Oral Presentation – Session 4A	ASC room 306
	Oral Presentation – Session 5A	ASC room 308
5:30 – 7:00 p.m.	Poster Presentation	ASC Ballroom
6:45 – 8:00 p.m.	Oral Presentation – Session 1B	ASC room 301
	Oral Presentation – Session 2B	ASC room 303
	Oral Presentation – Session 3B	ASC room 305
	Oral Presentation – Session 4B	ASC room 306
	Oral Presentation – Session 5B	ASC room 308
8:00 p.m.	Coffee & Dessert	3rd floor Ballroom Reception Area

1A. *Black Women and Popular Culture I: A Roundtable*
The Spring 2022 Women's and Gender Studies special topics graduate course "Black Women and Popular Culture" explores the lives of African American women as creators and consumers of United States popular culture. This roundtable features the research of the students in the course based on their final projects produced in a chosen medium of annotated syllabus or literature review. Focused on a range of topics from Afrofuturism to #hashtag activism, from 1980s/1990s sitcoms to curated digital spaces, this research investigates what popular culture can help us to better understand about experiences in and practices of African American womanhood. Students will also share current trends in their respective subfields.

O1A.1 **Author(s):** Fallon Daniels
Faculty Mentor: Dr. Siobhan Carter-David
Department: Ed. D. Educational Leadership
Abstract: This presentation will offer a past and current review of Black women in television and their standpoints for how Black women are portrayed on television.

O1A.2 **Author(s):** Kyle Augustine
Faculty Mentor: Dr. Siobhan Carter-David
Department: Education
Abstract: This presentation will be based on the creation of an annotated syllabus (intensive writing course) centered on Black women in film and television from 1920 to the present.

O1A.3 **Author(s):** Isabel Alvarez-Diaz
Faculty Mentor: Dr. Siobhan Carter-David
Department: MSW/MA
Abstract: This presentation focuses on Black women and representation in literature. It will examine how stereotypes, narratives, and social and cultural context affect representation.

O1A.4 **Author(s):** Antoney Holmes
Faculty Mentor: Dr. Siobhan Carter-David
Department: Women and Gender Studies
Abstract: This presentation explores the lives of Black women's representation in various forms of media and how they are depicted and stereotyped.

O1A.5 **Author(s):** Stephanie Bramble
Faculty Mentor: Dr. Siobhan Carter-David
Department: Women's and Gender Studies
Abstract: This presentation is based on a literature review focusing on the representation of Black women in jazz music.

O1A.6 **Author(s):** Gabrielle Ferrell
Faculty Mentor: Dr. Siobhan Carter-David
Department: Women's and Gender Studies
Abstract: This presentation will highlight the negative and positive ways that Black women in popular culture are represented throughout the news and media in regard to respectability politics, standards, overall regard of Black women, and unpack how it relates to the Black women's treatment in the United States.

01A.7 *In-service teacher training on Education for Diversity*
Author(s): Kristine Torreso
Faculty Mentor: Dr. Sousan Arafeh
Department: Educational Leadership
Abstract: Teacher educators are facing multiple challenges in trying to prepare student teachers for teaching in a complex and diverse world (Vranjesevic, J., 2014). Teacher educator roles are to prepare teachers for different challenges that they will face in their professional work, while also predicting future challenges for which to prepare student teachers (Vranjesevic, J., 2014). In intercultural education, it is expected that teachers respect and implement the values of intercultural education and are able to create their own practice and initiate change where they are needed. The teacher is expected to be a leader in order to make change (Vranjesevic, J., 2014).

5:15 – 6:30 p.m. | Oral Presentations – Session 2A
ASC Room 303

O2A.1   *Emergence of Rape Culture: Reviewing Sexual Assualt and Sexual Violence in Public Transport*
Author(s): Shampa Iftakhar
Faculty Mentor: Dr Heidi Lockwood
Department: Women's and Gender Studies

Abstract: This study begins by highlighting different occurrences reported in the newspaper to scrutinize the fearful conditions during commuting on public buses in Dhaka and adjunct areas. It explores the facts that characterize sexual harassment, ranging from unwanted comments or touches to gang rape followed by murder, and examines the underlying patterns of the ongoing rape culture, with an explanation of how victim-blaming and, in some cases, subsequent victimization by the police, can lead to the underreporting of cases. These facts reveal how this reality reduces women's and girls' freedom of movement. The project also introduces and discusses qualitative data from a survey of 50 women from Daffodil University who use public transport. The data collected paint a clear picture of the problem for women in Dhaka. In response to the question about the frequency of students' experiences of sexual violence on the public bus, for example, 36% reported that they had been harassed at least one, 2% reported that they had been harassed 5-10 times, and 10% reported that they are harassed regularly. Themes that emerged from the qualitative data included the need for reformation of laws regarding sexual assault and harassment, speaking out about harassment, creating awareness about such incidents, and so on. Specific solutions will be proposed, such as the inclusion of sexual education and sexual socialization in the national curriculum to supplement or replace existing textbooks, which currently contain no chapter or lesson on sexual assault and violence.

O2A.2   *Strategies Utilized by Social Work Programs to Increase Interest in Geriatric Social Work*
Author(s): Andrea Sidoruk
Faculty Mentor: Dr. Brianna Garrison
Department: MSW

Abstract: The purpose of this research and qualitative study was to determine strategies that are utilized to increase interest in geriatric social work from universities and colleges within the contiguous United States. This researcher hypothesized that the mechanisms by which social work programs attempt to increase interest among social work students to work with older adults will be either increased, not increased or sustained. This research conducted was a qualitative survey; qualitative data was collected through a survey from Qualtrics. The qualitative survey was emailed to the social work faculty and program directors through the Association of Gerontological Education in Social Work (AGESW) and to other accredited social work program directors. Participants filled out a ten-question qualitative survey. The purpose of the survey was to ascertain what strategies social work programs are utilizing to increase interest in gerontology social work.

O2A.3   *More than Smiles: A Training Plan and Referral System Regarding Domestic Violence in Dental and Maxillofacial Healthcare.*
Author(s): Lauren Gouveia
Faculty Mentor: Jaak Rakfeldt
Department: MSW and MS Women's and Gender Studies

Abstract: This community engaged translational research project developed curricular training modules for maxillofacial and dental professionals for the use of identifying and referring services for victims of domestic violence. This training and referral process draws from medical professionals' perceived barriers to domestic violence screening, victim's perceptions, existing interventions, and domestic violence identifiers. Its development is based on a literature review that breaks down each of the topics listed above to respond to precisely what dental providers are expressing as their needs. The training is intended to be brief but pulls from adult learning theory to maximize engagement with the content and build self-efficacy in dental providers' care and referral of victims. The intention is to bridge social work values and dentistry to create an example of a universalized response to domestic violence in the dental field in Connecticut, as no universalized answers exist currently outside of, theoretically, law enforcement responses from state to state in the United States. As well as a training plan, there is a website created, in which domestic violence victims can apply for pro-bono services from volunteer maxillofacial surgeons and dentists, as lack of insurance can lead to increased future injuries.

O2A.4 *Helping parents and families navigate the social emotional well-being of their children*

Author(s): Sarah Sanford
Faculty Mentor: Dr. Sousan Arafeh
Department: Educational Leadership

Abstract: There is a significant crisis in our schools today surrounding children's mental health. As the pandemic has begun to ease and our students have returned to school, educators and parents are seeing not only a rise in behavioral issues, but a lack of social intelligence. School systems are turning to social emotional learning curriculums to teach children ways to manage their emotions and social competencies.

The work that is being done in the school environment must be continued outside of school as well. Parents and families play a critical role in the social and emotional development of their children. They are their child's first teacher, but educators often overlook this fact and don't engage collaboratively with parents. As we emerge from the COVID pandemic, educators have an opportunity to make changes to the way they engage with parents, particularly, in the areas of social emotional learning and the importance it has in children's development both socially, mentally, and academically. This presentation will focus on the ways educators can support and empower parents to help their children bridge gaps in their social skills and ultimately be more prepared to face the challenges they will encounter throughout their schooling.

O2A.5 *A Training Resource for Community Volunteers for "Time with A Grandparent" Program*

Author(s): Hanane Lagrane
Faculty Mentor: Dr. Lorrie G. Gardella
Department: Social Work

Abstract: Aging is a common phenomenon that the different groups in the population should understand. The psychological, economic, and social changes mainly impact the older generation hence contributing to the dependency ratio, an issue that may lead to the violation of their human rights. In terms of physiological needs, various topics will be identified in the literature review that affects mental and physical health, such as healthcare workers not being aware of older persons; fear of dependency; and uncertainty about the future. The need to live in a society where the aging person has more connections has been applied in policymaking and the provision of various services. Providing a better environment for the aging population involves providing support socially. To provide a social connection for the aging adults, a voluntary program that connects third generations with the first generation by a weekly phone call for a specific period. The interaction will offer different positive outcomes for both generations. A training resource for community volunteers was developed to protect the elderly, educate the volunteers, and make the relationship more productive. The website provides training resources for young volunteers. The training will give the youth some communication and ethical skills developed from interviewing "experts by experience."

O2A.6 *Asian American students, parents, and bullying during COVID-19*

Author(s): Paula Marte
Faculty Mentor: Dr. Shuei Kozu
Department: Social Work

Abstract: The unstoppable COVID-19 spread continues to be a public health concern and a source of anti-Asian racist xenophobia in the United States. About 246 million adolescents and children experience bullying every year worldwide (Unesco Iite, 2021). Youth in the Asian American community has historically been particularly vulnerable to bullying. Although Asian American youth, like other racial and ethnic minorities, have been historically targeted for discrimination, the COVID-19 pandemic has increased their risk of peer victimization due to anti-Asian fear and misinformation. Consequently, Asian American students and parents currently face a significant amount of bullying (Wu et al., 2020). It is well-established that COVID-19 has resulted in a notable number of violent assaults in the United States against Asian Americans (Borja et al., 2020). Bullying is defined in a variety of ways and is, therefore, underreported among Asian Americans (Assistant Secretary for Public Affairs, 2021). This study aims to explore how Asian American students and parents in the New England region understand bullying and how their perspectives may differ. Specifically, a qualitative phenomenological design was used, and data will be collected through one-on-one semi-structured interviews conducted via Zoom. To recruit study participants, an email was sent out to a Japanese language school and a Filipino church-based organization in the New England area, containing information about the research, the parent/student consent forms, and a recruitment flyer.

5:15 – 6:30 p.m. | Oral Presentations – Session 3A
ASC Room 305

O3A.1 *Dear Cis Het Counselors....*
Author(s): Cody Helgesen
Faculty Mentor: Dr. Laurie Bonjo
Department: CES

Abstract: This presentation will introduce important factors for cisgender heterosexual-identified counselors to consider when working with queer youth. Queer youth is a term that refers to young people who identify as non-heterosexual and/or non-cisgender. Research shows that queer youth are more likely to encounter both individual and systemic barriers to successful outcomes. Examples of these barriers include but are not limited to the following: being subject to higher rates and more strict disciplinary action, intergenerational/historical traumatic events, family rejection, community rejection, school push out, religious/spiritual push out, risk to health and safety due to implied and/or inflicted violence, and lack of access to professionals with experience providing affirmative services to queer youth. Some results of these barriers and stressors are elevated rates of suicidal ideation, suicide attempts, and suicide completion, substance use and abuse, non-suicidal self-injury, interpersonal challenges, housing insecurity, intimate partner violence, financial insecurity, eating and feeding disorders, youth sex work and youth sexual bartering, and high levels of risk-taking behaviors that have the potential to result in adjudication. Counselors who work with queer youth must be aware of the impact of intersectional identities on the processing of traumatic experiences. Trauma-informed counselors who work with queer youth must also be aware of the potential pitfalls that can arise when the assumption is that queerness is the primary traumatic factor to explore. Using a decolonization and liberation framework, the presenter will provide queer-aware strategies for working with queer youth who have experienced trauma.

O3A.2 *Enhancing Social and Emotional Development in Afterschool Programs*
Author(s): Jennifer Ricker
Faculty Mentor: Dr. Sousan Arafeh
Department: Educational Leadership

Abstract: According to Afterschool Alliance (2014), 1 in 4 families nationwide enroll students in afterschool programs, with a higher percentage of low-income and families of color. 74% of Connecticut parents agree that afterschool programs help them keep their jobs, showing how vital afterschool programs are to working families, while only 60% of Connecticut parents agree afterschool programs help kids gain teamwork, leadership, and critical thinking skills, skills that can be strengthened through social and emotional learning. As researchers agree that the afterschool setting is optimal to promote social and emotional development, there is a disconnect between how and if afterschool programs are successful in promoting social and emotional development in youth.

This policy brief will consider how social and emotional development can be integrated into afterschool programs when staff model social and emotional skills, rather than merely implementing social and emotional learning (SEL) curricula. In addition, restructuring afterschool programming to allow student choice of activities ensures that students engage with a more varied student population throughout the program.

O3A.3 *PTSD and CWB's: A moderated mediation approach*
Author(s): Robert Kinzler
Faculty Mentor: Dr. Christopher J. Budnick
Department: Clinical Mental Health Counseling

Abstract: Rational: PTSD and workplace treatment influence employee functioning. Employees facing supervisor abuse feel anxious and paranoid. Anxiety and paranoia could lead to CWBs. CWB's are deviant behaviors occurring when individuals attempt to damage their work environment. As such, we expected PTSD and unfair supervisor treatment to interact on CWB's via the mediators of intent to harm, anxiety, and paranoia. **Methods:** We randomly assigned a demographically representative participant panel (n = 205, 51.7% female, 25-44 years old = 41.5%) to receive unfair or fair supervisor treatment. Participants completed baseline measures and post-measures of focal outcomes. **Results:** Condition and PTSD symptoms significantly interacted on paranoia (b = 0.43, p < .001), anxiety (b = 0.40, p < .001), and intent to harm ($\neg$b = 0.43, p < .001). Paranoia did not predict CWBs (b = 0.09, p = .08), but both social anxiety (b = 0.75, p = .005) and intent to harm perceptions (b = 0.21, p = .007) did. Yet only the indirect effect via intent to harm was reliable (b =.15, p = .007; paranoia: b = 0.11, p = .11; social anxiety: b = 0.02, p = .30). **Discussion:** Conclusion, Limitations & Future Research. PTSD symptoms and unfair treatment interact to predict paranoia, social anxiety, and intent to harm. Although anxiety and paranoia predicted CWBs they did not act as mediators. Only intent to harm perceptions explained why the PTSD/unfair treatment interaction predicted CWBs. Limitations, implications, and applications will be discussed.

O3A.4 *Knowledge and Perception towards Cholera in Ghana: A health Belief Model Approach*
Author(s): Martin Agbalenyo
Faculty Mentor: Dr. Njoku Anuli
Department: Masters in Public Health

Abstract: Cholera pandemic has been a threat to the whole world over the years. Efforts to control this pandemic normally focus on epidemiological factors with little focus on the role of health behaviors in controlling the pandemic. This research will use the health belief model to explore the knowledge and perceptions of Ghanaians towards cholera. It will also examine the role of behavioral factors in preventing cholera.

Hypotheses. The Hypotheses will establish relationships between health belief model constructs and knowledge (independent variables) and cholera preventive measures (independent variables).

Method. The respondents will be selected from the Greater Accra region of Ghana. A sample size of 153 will be used. In order to interview a group of people whose activities mostly influence the spread of cholera, the respondents will be selected within the ages of 20 and 50 years. Self-administered questionnaires will be used to collect the data. Linear regression will be used to analyze multivariate data that are associated with the variables. T-test will be used to analyze the relationship between the effect of age on the dependent variables.

O3A.5 *Coping mechanisms impacts performance*
Author(s): Courtney DiCocco
Faculty Mentor: Dr. Christopher J. Budnick
Department: Psychology

Abstract: Introduction: Stress is the natural biological reaction to change that can positively or negatively impact test performance. Stress can be coped with through attentiveness -- being aware in the current moment (mindfulness) -- or by distractors -- taking that attention away from the negative stimuli (swearing). Swearing impacts mood. Mindfulness techniques and swearing are two coping mechanisms that could positively impact an individual's mood while stressed. Thus, practicing mindfulness breathing and swearing will decrease stress and improve neuropsychological test performance compared to controls, however, swearing will decrease stress and improve neuropsychological test performance significantly more than mindfulness breathing. Swearing will result in significantly higher positive and lower negative mood states than mindfulness breathing. **Methods**: This is an experimental study where undergraduate students are randomly assigned into one of three conditions. Participants completed a series of premeasures (baseline stress, mood, perceived stress, and trait mindfulness) followed by a two-and-a-half-minute stressful task where they placed their nondominant arm up until the elbow in a cold pressor task (CPT) while swearing, breathing mindfully, or doing nothing. Then, participants completed stress measures and then a neuropsychological battery. Lastly, participants completed post-measures assessing mood. **Results**: Data is currently ongoing and will be completed before April 22 and analyzed using SPSS. A one-way ANOVA and a priori planned comparisons with alpha at $p < .05$ will be conducted to determine differences in stress, neuropsychological test performance, and mood states between conditions. **Conclusion**: Implications for theory and research, practical applications, limitations, and future directions will be discussed.

O4A.1 *Social Identity Mapping: Exploring Theoretical Concepts through Personal Geography*
Author(s): Nikki Katz
Faculty Mentor: Dr. Jemel Aguilar & Dr. Chyrell Bellamy
Department: Masters in Social Work
Abstract: Social Identity Mapping is a reflexive process which has been used to identify the position of qualitative researchers as part of investigations into the role of the interviewer. The concept arose from ideas of positionality and intersectionality originating in legal scholarship. Legal scholars have long called for sociology to bring research data to the concepts, thereby adding a robust empirical element to the critical thought. Heeding this call, I have adapted and implemented the use of a Social Identity Map (SIM) developed with Dr. Jemel Aguilar, for qualitative research to explore a theoretical concept, that of well-being, through this lens. Completing the SIM with participants in research offers a chance to do both reflexive thinking and processing. Participants have described the SIM process as therapeutic and a helpful tool to think about their experiences in new ways. In this presentation, I will describe positionality and intersectionality, the importance of reflexive process for qualitative research, development of the map used in my research, and ways I have used mapping as a tool to explore the concept of "well-being". Additionally, the ideas of privilege and oppression will be addressed. Participants will have a chance to complete their own abbreviated Social Identity Map, a personal geography to assist in thinking experiences and in approaching life through a more critical reflexive lens. Finally, participants will be encouraged to envision ways the Social Identity Map might be used to explore constructs and concepts in the future.

O4A.2 *Transgender and gender-expansive youth: randomized controlled trial of a healthcare didactic enhanced by simulated patient videoclips*
Author(s): Jillian Celetano
Faculty Mentor: Dr. Jaak Rakfeldt
Department: Masters in Social Work
Abstract: Reviewed different educational approaches on the healthcare of transgender and gender expansive (TGE) youth. New practices need to be introduced that can best educate healthcare providers and the community for the improvement regarding the mental health of TGE youth by helping them feel more accepted in the communities in which they live. The study evaluates two educational interventions: 1) The inclusion of a video clip component of two TGE youth, vs. a no video clip component into a one-hour didactic that is delivered by a trans woman. 2) The same didactic content with and without the video clip component is delivered by a cisgender woman. Using trans educators and trans youth who tell their stories can be a more powerful tool when educating the community. Participants are randomly assigned to one of the four teaching conditions: and completed a baseline assessment before the start of the didactic. All participants will then receive a follow up questionnaire two weeks later to assess content retention. The primary outcome of this study is to change people's attitudes towards transgender and gender expansive youth in the medical field and the community, and to target certain stigmas with certain populations. Hopefully this study will change people's attitudes towards the transgender population to a more positive and understanding view of this vulnerable population.

O4A.3 *Young Adult Offspring Experiencing Parental Cancer: Ways in Which to Cope & Build Resiliency*
Author(s): Paige Reynolds
Faculty Mentor: Dr. Brianna Garrison
Department: Social Work (MSW)
Abstract: On average, individuals are diagnosed with cancer after the age of 50 and an estimated 22.4% of cancer cases occur in individuals who are in prime child-bearing and parenting years (Weaver, Rowland, Alfano & McNeel, 2010). However, research has yet to focus on the population significantly affected by parental cancer: young adults. Sociodemographic and cancer-related information on families and young adult children experiencing parental cancer is scarce yet, every year around 8.4% of young adults (19-25 years) have a parent who has been diagnosed with cancer (Syse, Aas, & Loge, 2012) The purpose of this translational research study was to conduct a systematic search of the literature to explore ways in which young adult offspring of parents with cancer are able to cope and build resilience. This study discusses common experiences and effects on the mental health among young adult offspring experiencing parental cancer, and how coping skills and resiliency may impact a young adults' mental health and over all well-being within a family system. The findings were then used to determine the gaps within the literature in which emphasized the importance of awareness of the young adult offspring population experiencing parental cancer and the ways in which they are best able to cope and build resiliency throughout the trajectory of their parent's cancer and thereafter.

O4A.4 *Interrogating Pedagogy as Feminist Praxis: Women Artists, Gender, Representation and Curricula*

Author(s): Luciana McClure

Faculty Mentor: Dr. Camille Serchuk

Department: Women's and Gender Studies

Abstract: The syllabus building process invites a specific thematic and methodological focus, as a necessary structure towards the teaching of the subject studied. Professors are continually grappling with the demands of building an equitable and responsible syllabus. The use of interrogation of pedagogy as feminist praxis allows for the critical thinking that is necessary to achieve that goal, in this case, a syllabus on teaching an introductory course on "Women Artists, Gender and Representation." Building on a long tradition of intellectual history of art and innovation, this oral presentation relies on the interdisciplinary and intercultural approach to art history of all periods and places. By thinking across current categories and boundaries and critically interrogating art history itself, this presentation analyses the importance of the building of a syllabus that inspires and encourages students to question the canon, to rethink the relationships between margins and centers, and to practice a socially and politically responsible art history. We will do that through the analysis of a selection of works of art by women artists from both western and non-western heritages that directly challenges the ruling artistic narrative while tapping into themes of visibility, representation, censorship and belonging. The presentation will keep returning to the question of " How do we build a socially and politically responsible syllabus on the history of women artists, gender and representation?"

O4A.5 *The Effects of Time, Depth, and Orientation on the Fluorescence of the Symbiont Breviolum Psygmophilum in Astrangia Poculata*

Author(s): Nicole Woolsey

Faculty Mentor: Dr. Sean Grace

Department: Biology

Abstract: The effects of time, depth, and orientation on the photosynthetic ability of zooxanthellae (phytoplankton) in the temperate coral, Astrangia poculata (Ellis and Solander 1789), was examined at Fort Wetherill in Jamestown, Rhode Island, where a dense population of coral colonies exist. Aposymbiotic corals that appeared white were used for this study. Light absorption of the symbiont, with a focus on fluorescence, of the first forty corals encountered at three main depths of Site A, 9m, 6m, and 3 m was determined using a Walz Diving- PAM for each dive. At Site B, 15 polyps at each depth interval (six in total) were measured. The Diving-PAM measured fluorescence yield on individual coral polyps. Polyp orientation of the corals will be determined based on whether the polyps are perpendicular or parallel to the cliff wall and will be denoted as vertical or horizontal. SigmaPlot 14.5 (Systat Software, Inc) was used to perform the statistical analyses of this study. There was a significant increase in fluorescence in corals from May through September. There was a significant decrease in fluorescence with depth at Site A and no significance in fluorescence dependent on polyp orientation. At Site B, fluorescence was variably high at shallow depths with a precipitous drop-off of fluorescence below 11.5 m depth. The results from this study can potentially be utilized for future studies on other corals that may be aposymbiotic or those that are not the textbook definition of symbiotic.

O4A.6 *Hands Free Events: A Business Plan*

Author(s): Asiona Findletar

Faculty Mentor: Zheni Wang

Department: Business

Abstract: I have the passion of opening a successful event planning business in Blue Back square West Hartford, CT. The investments needed in total is $483,000. This cost covers everything ranging from the cost of the location, equipment fees, business license, permits, etc. A completed list of all cost is provided. This business will be profitable due to the demographics of this area as well as the activities that bring people to this area. Weddings alone cost an average of $29k in Connecticut. Blue Back Square is known for the heavy traffic of people during the week as well as during the weekends, with this said, Hands-Free Events annual revenue in the west Hartford area is estimated to be well over a million a year. Customers will be able to call or visit to pick the event. Then the event size based on the amount of people attending, then the level of luxury, then finally the nitty gritties such as colors and structures. We will give our customers the flexibility and customizability they want. This service especially will be great for brides who have an innate need to control everything on their wedding day. The main goal of the company is basically to provide customers with a customizable décor for an event without them actually touching any of the décor themselves. Customers are able to use the extra time to get ready for their events personally or just relax from the anxiety. Hands-Free Events plans it, so you don't have to.

5:15 – 6:30 p.m. | Oral Presentations – Session 5A
ASC Room 308

O5A.1 *"An American Story," An Anthology of Indigenous Writers: Exploring Narrative Through New Voices*
Author(s): Jacob McElligott
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: Every anthology serves a different purpose. Some collections tell a story, some show an individual writer's catalog, and others may follow a specific theme. I would like to put together an anthology of indigenous writers in order to showcase their oft-suppressed voices. Generations of persecution, destruction, assimilation, and whitewashing have left their mark upon the native community. I would like for this anthology to bring the voices of these writers forward by telling their stories while avoiding the common mistake of defining them by their cultural background by choosing varied stories that cover diverse topics.

The anthology will be comprised of five stories by indigenous writers from a wide range of backgrounds. The stories themselves will not be relegated to stories about being indigenous, but will rather showcase different writing voices from different native communities. Each story will include a foreword by me introducing the story and providing a short biography of the writer. Each story will also be followed up with an in-depth discussion of the narrative techniques utilized within, including narratological terms and discussions of what drives the narrative within each piece. The anthology will also contain a glossary of any terms that I may use along with page numbers pointing readers directly to uses of those techniques within the stories. My end goal for the anthology is twofold: to both introduce readers to great writers from indigenous backgrounds while also discussing stories on a more direct level than what might be seen in a standard story collection.

O5A.2 *Sleuthing for the Ineffable: What draws us to the void?*
Author(s): Laura Charlton
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: Using Tim Parrish's "Freefall," Deb Olin Unferth's "Voltaire Night" and George Saunders "Escape from Spiderhead", I will explore the theme of "being drawn to the void, showing how narrative technique can mimic the experience of this mysterious phenomenon in effect by creating it through literary form. How do narratives convey the ineffable? What narrative techniques regarding POV or focalization (like "stream of consciousness", flashback, etc.) bring or point us there? What lexia lead us through the plots of these stories, while maintaining the ambiguity of the experience of being "drawn to the void" in life? What does it mean to be drawn to the void and how do we recognize this as a shared experience with others? How do we connect in (or over or under or beside) the void? Why do we want/need/feel compelled to share this sense of misery/enlightenment/existential confusion with others we trust? Does it make it more real, or less ineffable? More ineffable but also more meaningful? More clear and less strange? Acceptable? Why does this comfort us even when we can't be clear on meaning? Why do we experience a sense of void anyway? I will begin by attempting to define "the void" and then compare and contrast how these questions are explored in the afore mentioned narratives.

O5A.3 *Wait Till You See Me Dance: Thoughts vs. Actions*
Author(s): Ariane Cloutier
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: In "Wait Till You See Me Dance" by Deb Unferth readers experience two sides of the narrator through her deprecating thoughts and her friendly actions. The narrator contradicts herself throughout the text not allowing readers to figure out her motivations until looking at how the story was written. These contradictions are often seen through the office assistant and a new student who is enrolled in her 99 class. She thinks little of these two characters but then gives her time and energy into them by befriending the office assistant and doing her a favor for nothing in return and trying to pass the 99 student so he does not have to go back to his country. In my essay I want to explore why the narrator explains her inner thoughts as negative when all the events in this story have already happened? Her actions are helpful to the office assistant and 99 student and since she is telling the story from the future why include such negativity in her thoughts? What effect does this achieve in the story? What does Unferth want readers to learn and feel through the narrator's internal thoughts and external actions? How does the narrator use embedded narrative to further the discrepancies between thoughts and actions?

O5A.4 *The Narratology of the Other in Julio Cortázar's "House Taken Over"*
Author(s): Cesar Gonzalez
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: Nietzsche once said that truth is "a mobile army of metaphors...in short, a sum of human relations which have been enhanced...poetically and rhetorically" (Nietzche 3). With this conception of truth – one that transcribes the realities around us and grounds them into "metaphors" – in mind, Julio Cortázar's "House Taken Over" presents an opportunity for an exploration of the location of truth in the unwritten and unspoken. The story, which deals with a brother and sister who move into their childhood home before being expelled by an unknown entity, is often considered as allegory for the political climate of Argentina at the time of its publication. Pablo Lazo claims that Cortázar's story, written in the prelude to the Peronist era of Argentine politics, "elicits concern regarding surreptitious modes of violence" and highlights the "invisible and general form of violence that is represented in his story, particularly in the description of the unseen captors' intrusion, which subsequently and insidiously expels the residents" (18). My paper will attempt to synthesize Lazo's claims with Nietzsche's concept of truth through a type of reading prescribed by Roland Barthes, which emphasizes a "step-by-step" reading of what he calls lexias, or "series of brief, contiguous fragments…[that] are units of reading" (Barthes 14). This synthesis will attempt to locate the specific rhetorical techniques and revelations (or lack thereof) that Cortázar employs in "House Taken Over", engendering the reading that Lazo is arguing for: a reading that is critical of humanism and the empirical "truths" that it prescribes.

O5A.5 *Whom'st've?: A Study of the Narrative Voice as Character*
Author(s): Abigail Hanlon
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: The very nature of a written story demands a narrator, whether it is told through the perspective of a character, taken out of their control through third person narration, or placed somewhere in the middle of this scale. Third person narrators in particular can take many forms, ranging from an external view of an individual character's inner monologue to an explicitly omniscient being with inexplicable insight into the minds of characters. I am interested in to what extent these narrators are inherently characters within a narrative. In Ursula K LeGuin's "The Ones Who Walk Away From Omelas" and N.K. Jemisin's "The Ones Who Stay and Fight," the narrator has apparent thoughts and commentary on the story they are telling, even interacting with the reader throughout their narration. How do these explicit examples compare to other third person narrators? Can we find characters in these abstract voices through which we view the story? I intend to examine these narrators as characters and explore the impact on the story that they may have, both in terms of how we interpret their objectivity and of how they may interact with the story themselves.

O5A.6 *Responses to Rejection in "Mr. Simmons Takes a Prisoner" and "Bride"*
Author(s): Ediye Redzepi
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: The Greek term 'dysphoria' translates to "hard to bear," insinuating a generalized dissatisfaction and lamentation with life. A branch of dysphoria, classified as rejection sensitivity dysphoria, is found to be most prevalent amongst men—a phenomena resulting in the emotional withdrawal within interpersonal relationships, often leading to self-sabotaging behaviors such as: emotional outbursts, unrealistic expectations, approval-seeking behavior, and isolating oneself out of fear of rejection. Those with rejection sensitivity dysphoria eventually take part in a self-fulfilling prophecy, as the generalized feeling of rejection in day-to-day life soon becomes a reality. In "Wait Till You See Me Dance" Deb Unferth's short stories "Mr. Simmons Takes a Prisoner" and "Bride," prophecies take form in the lives of Mr. Simmons and David, as they attempt to navigate through their rejection from the female gender in their respective short stories. Mr. Simmons, a middle aged man with a strained relationship with his wife and daughters, takes on a newfound 'friendship' with a female prison inmate to avoid facing his rejection sensitivity. In the ladder story, David finds himself unable to shake the rejection of a failed relationship. Similarly to Mr. Simmons, rather than dealing with his insecurities, David becomes involved with a run-away bride to combat his feelings of rejection. In this presentation, I will explore how Unferth portrays a male-focalized response to rejection within interpersonal relationships through the use of lexias between both stories. How does Unferth tell the story of rejection, and what significance role does focalization play when portraying rejection sensitivity?

O5A.7 *The Relationship Between Stories in Deb Unferth's Wait Till You See Me Dance*

Author(s): Erik Russo
Faculty Mentor: Dr. Charles Baraw
Department: English

Abstract: The stories in Deb Unferth's collection, Wait Till You See Me Dance, are separated into four distinct sections. Sections one and three contain less, but longer, stories while sections two and four contain many stories that are all relatively short in length. In my paper, I plan to examine the relationship between the stories in each of the four sections to better ascertain why these stories were separated in such a way. I plan to analyze each of the four sections individually while looking for threads of connectivity, such as themes and narrative/storytelling devices, in the stories within these sections. I hope to gain a greater understanding of what these stories say about one another, as well as what they say about themselves.

5:30 – 7:00 p.m. | Poster Presentations
ASC Ballroom

P.1 *An Open-Source Framework for the Simulation of Direct Air Capture with Solid Sorbents*
Author(s): Mit Patel & Thomas Sadowski
Faculty Mentor: Dr. Christine Broadbridge
Department: Physics
Abstract: The continued increase in global energy demand has made it clear that the aggressive net-zero targets suggested by the IPCC cannot be attained through conversion to renewables alone. Negative emission technologies such as direct air capture (DAC), are required to remove legacy CO_2 directly from the atmosphere to reduce concentrations back to preindustrial levels. The active element in DAC is a sorbent material that selectively removes CO_2 from the air stream; however, low atmospheric CO_2 levels severely limit the choice of materials. Physisorbent solids possess the potential to overcome these limitations but are costly to produce, potentially limiting their discovery through traditional trial-and-error physical experimentation and observation. Computational modeling offers a cost-effective, alternative approach to rapidly test the efficacy of solid sorbents towards DAC and create optimized models for carbon capture and release in an industrial setting. Such software is commercially available; however, is prohibitively expensive. In this study, a computational model is developed to simulate dynamics adsorption of physisorbent materials using open-source software supplemented with user-generated code written in Python. The effectiveness of this model will be determined by calculating breakout curves and adsorption isotherms for activated carbon and comparing them to experiments.

P.2 *A Computational Structure-Activity Study of ß-Ketoesters for Quorum Sensing Inhibition in Antibiotic-Resistant Bacteria*
Author(s): Jenna Krechko
Faculty Mentor: Dr. Ericka Barnes
Department: Chemistry
Abstract: Although antibiotics have been a huge achievement within the medical field since their discovery in the 1920s, antibiotic resistance has been unfortunately developing over time. This resistance is a direct result of higher dosages from increased prescriptions, creating bacteria cells that are no longer affected by the medication.

Infections can be caused by the formation of a biofilm due to bacteria that is not properly cleaned from medical instruments during treatment. These biofilms are made up of multiple species of microbes and are highly resistant to the antibiotics, due to the slow transfer of the antibiotic molecules through the polymer-like substance.

Quorum sensing is a form of cell-to-cell communication between bacteria and directly results in biofilm formation. By obstructing the quorum sensing, the cell-to-cell communication gets disrupted, cutting off microbial cell receptors. This results in a lower antibiotic resistance, and perhaps even the prevention of bacterial infection. To disrupt quorum sensing, one can introduce biosynthetic molecules, such as β-ketoester analogues, that would inhibit the mechanism. Computational quantum chemistry modeling via geometry optimizations, vibrational frequency and polarity calculations, and excited state calculations of these β-ketoester analogues can provide crucial information for the investigation of observed flash chromatography (Biotage Isolera) retention times, lambda max values in UV-Visible spectra, and charge distribution relative to the reactivity of the β-ketoesters.

P.3 *Acetylcholineesterase Kinetics and Inhibition: Potential Applications in Alzheimer's Disease Treatment*
Author(s): Rory Fitton
Faculty Mentor: Dr. JiongDong Pang & Dr. Yigui Wang
Department: Chemistry
Abstract: Acetylcholine esterase is an enzyme involved in the termination of acetylcholine activation by hydrolysis of the neurotransmitter acetylcholine in many central and peripheral nervous systems. Pervious research has suggested that inhibition of acetylcholine esterase may help alleviate symptoms of Alzheimer's and other neurological diseases. Here we tested three different inhibitors by their differences in inhibition mechanisms: galantamine, caffeine and triethylamine. It was found that galantamine is the strongest inhibitor with a KI = 0.22 micromolar. The KI values for caffeine and triethylamine are 5.1 micromolar and 12.5 micromolar, respectively. Computational binding studies confirmed that acetylcholine esterase and galantamine complex is most stable among the three enzyme inhibitor complexes.

P.4   *Determining the Impact of Polarity, Functional Group, and Regiochemistry on the Synthesis and Stability of Quorum Sensing Inhibitors*
Author(s): Therese Ziaks
Faculty Mentor: Dr. Candy Hwang
Department: Chemistry

Abstract: Antibiotic resistance, often caused by the overuse of antibiotics, continues to remain a global threat. "Nonantibiotic" synthetic molecules that interfere with quorum sensing (QS) are a promising method that could potentially be used as an alternative to antibiotics. One potential synthetic method to inhibit QS in strains of Gram-negative bacteria is the use of acetophenone and its analogues for the preparation of β-ketoesters and β-ketoamides. A library of acetophenones was tested for its reactivity in β-ketoester syntheses, the key intermediates of the inhibitors, to optimize overall yields. To determine the impact on retention time, yield, and UV-Vis properties during purification, the functional group and regiochemistry of the β-ketoester library were examined. Properties determined by computational calculations were utilized to analyze the differences and understand the influence of polarity and regiochemistry on the synthesis of β-ketoesters. These β-ketoesters were then used to synthesize the final QS inhibitor analogues, β-ketoamides. The differences in properties of the β-ketoester library were correlated to solubility and stability trends to their corresponding β-ketoamides.

P.5   *A Literate Investment—The Urgency of Equitable Personal Finance Instruction in K-12 Education*
Author(s): Daniel Kupper
Faculty Mentor: Dr. Sousan Arafeh
Department: Educational Leadership

Abstract: This policy brief investigates both local (CT) and national financial literacy programs in K-12 public education. In doing so, it examines how current policies are failing and highlights areas where public education in both Connecticut and the United States can improve people's lives through the implementation of mandated and equitable financial literacy programs. Looking at financial literacy through an equity lens, this policy brief examines how and where current financial literacy programs are offered on both a state and national level in addition to the current state of financial literacy based on varying demographics and socioeconomics. Finally, through the exploration of one policy each both locally and nationally, it investigates the adverse effects of inequitable and inconsistent financial literacy programs on different races, genders, and social classes. Current approaches are inadequate since financial literacy instruction is not mandated on a consistent basis in K-12 public education.

P.6   *The Experiences of Black Student Teachers*
Author(s): Jeanine Pocoski
Faculty Mentor: Dr. Laura Bower-Phipps
Department: Educational Leadership

Abstract: While teacher retention issues exist across the board, the lack of Black teachers entering and staying in the teaching profession poses an even larger issue. Despite research showing the positive impact of teachers of color on student achievement, Black teachers "comprise a perpetually small share of the teacher workforce" (Carver-Thomas & Darling-Hammond, 2017, p. 160).

At the core of retention for all teachers lies factors contributing to teacher stress and burnout. Researchers assert that while burnout symptoms can develop overtime, "the initial experiences of burnout may be felt as early as student teaching" (Fives et al., 2007, p. 918). For Black teachers, "experiences of racism" and "feelings of isolation" (Terada, 2021, paras. 4-5) can exacerbate burnout during their preservice program.

Despite efforts to address racism in teacher preparation, "Black preservice teachers still face issues of race and racism," which can determine "preservice teachers' trajectories in the teaching profession" (Wynter-Hoyte et al., 2020, p. 360). Furthermore, mentoring and student teaching experiences of students of color have documented exposure to varying levels of racism, including "experiences with subtle racial insults or microaggressions" (Rodriguez-Mojica, 2020, p. 237).

This poster presentation will present research on the experience of Black student teachers, with a focus on the influence of a race congruent cooperating teacher placement. Better understanding the role race plays in a Black student teacher's experience will assist teacher preparation programs in providing more equitable experiences for preservice students of color.

P.7   *Connecticut's Right to Read Act*
Author(s): Jennifer Blake
Faculty Mentor: Dr. Sousan Arafeh
Department: Educational Leadership
Abstract: Connecticut districts, schools, teachers and parents are on the precipice of a major literacy reform which neglects to address the underlying inequities embedded within the opportunity and achievement gaps. This presentation will explore the mandating of English language arts programs and the absence of differentiation while ignoring criteria like socioeconomic status as it relates to literacy. The Right to Read Act offers pre-k to grade three literacy programs as a solution to CT's growing achievement gap; hence, this misdiagnoses the problem and ignores both the impending structural inequity as well as the over emphasis of elite voices throughout Connecticut's educational system. Closing the English language arts literacy gap starts with balancing inequities.

P.8   *A Hermeneutic Phenomenological Study of the Lived Experiences of Black Urban Music Teachers and their Perceptions of the Teacher Diversity*
Author(s): Jonathan Berryman
Faculty Mentor: Dr. Mary Boudreaux
Department: Educational Leadership
Abstract: Amid the calls to diversity the nation's teaching force, including calls to diversify the nation's music teaching force, challenges with recruiting and retaining teachers of color have persisted. The calls for teacher diversity have been undergirded by a growing body of empirical evidence that has concluded that teachers of color make a positive impact in the achievement of students of color. The 20-year decline in the population of Black, certified, music teachers in Connecticut, however, has been an indicator of the challenges associated with achieving teacher diversity.

With a focus on Black, urban certified music teachers in Connecticut's public schools, this study sought to investigate the perceptions of the participants with regard to their navigation into the teaching profession, their experiences with recruitment, retention, and turnover, and their recommendations for increasing the number of Black certified music teachers in the state's teaching force. Using The Teacher Diversity Gap and Critical Race Theory as frameworks, this hermeneutic phenomenological study sought to provide insight and clarity into best practices for educational leaders as they seek to promote student achievement through the recruitment, development, and retention of highly qualified staff. The four domains of The Connecticut Leader Evaluation and Support Rubric 2017 (CSDE, 2017) are used to frame the implications for educational leaders drawn from the perspectives of the participants.

P.9   *Homeschooled Children Still Left Behind*
Author(s): Jessica Hollander
Faculty Mentor: Dr. Sousan Arafeh
Department: Educational Leadership
Abstract: The Covid-19 pandemic effects on education has left educational institutions under immense levels of scrutiny. As a result, many families have chosen to continue schooling their children at home. Unfortunately, despite the rise in the homeschooling population, opportunity gaps persist, leaving this community at a disadvantage.

As of current, homeschooling students are prohibited from participating in neighborhood public athletic teams within the state of Connecticut. This policy brief is aimed at questioning this policy and offering a framework outlining the importance of athletic participation for homeschooled students. Some important factors worth considering are that of positive socialization effects, equitability across educational populations, and the lack of alternative options.

Additionally, this policy brief posits potential solutions towards the interest of stakeholders such as The Connecticut Interscholastic Athletic Conference (CIAC) board members and superintendents of Connecticut school districts. Recommendations for action include consideration of alternative legislative models and bylaws of participation as well as offering a space for additional dialogue around this topic.

P.10   *Long-term Water Quality Monitoring at Outer Island, Branford, CT*
Author(s): Ian Bergemann
Faculty Mentor: Dr. Vincent Breslin
Department: Environmental Studies
Abstract: The Long Island Sound has been a historically significant marine natural resource for Connecticut's economy, residents, and native species. Despite its recognized value, water quality monitoring has only been conducted by a handful of government agencies, nonprofit organizations, and academic institutions. Among those is Southern Connecticut State University's Outer Island water quality monitoring program which began in June 2013. The island is located 3 miles from the coastline of Stony Creek, Branford, Connecticut, and within the Thimble

Islands. The island chain is highly depended upon by local businesses and recreational boaters during the summer season. The study aims to enhance our understanding of annual trends in water quality in Long Island Sound, as it may have a critical impact on local ecological and economic systems.

The Outer Island water quality monitoring program has been conducted daily every summer (June-August) for the past 10 years. The parameters of the study include dissolved oxygen, salinity, water temperatures, specific conductance, turbidity, and pH. Due to variation in Island Keeper intern engagement dates, complete data sets could only be established for the month of July for each year. Monthly means were calculated for each water quality parameter and regression analysis was used to determine trends over the past 10 years. This study and its results demonstrate the critical need for analyzing long-term seasonal trends in the marine environment, especially in areas of high recreational and economic activity which depend on that same environment.

P.11 *The Politicization and Intergenerational Dimensions of Sustainable Practices*
Author(s): Nicole Foertsch
Faculty Mentor: Dr. Stephen Axon
Department: Environmental Studies
Abstract: It is becoming increasingly urgent to take action against climate change and attempt to mitigate the impending crisis. The current members of society have a responsibility to do their part but it is clear that there is division on the importance and existence of the issue. Some societal ideals are held higher than others and therefore, the purpose of this research is to identify whether political stance or generational belonging is a bigger motivator to drive people to live sustainably. There has already been research conducted about how different generations and different political parties perceive climate change and sustainability and there have also been studies that tie the two perspectives together. But the gap that commonly occurs is that results always prove to be extremely inconsistent. This analysis is carried out by the conduction of one-on-one interviews with volunteers that fall into various qualitative categories based on either generational or political placement. The conclusions drawn from this research topic provide benefits in terms of how sustainable policy and practice implementation can be altered towards various crowds so it can become effective and a widespread practice for all. Improving the effectiveness of the overall performance of sustainability throughout society is a needed achievement to better the planet and the environment sooner rather than later.

P.12 *Higher trophic level biodiversity changes associated with shellfish aquaculture industry*
Author(s): Miranda Holland
Faculty Mentor: Dr. Emma Cross
Department: Integrated Biological Diversity
Abstract: Multi-species ocean farming is an emerging aquaculture technique that co-cultures native macroalgae and shellfish in the northeast U.S. This technique has several potential benefits, including increasing local biodiversity. However, quantitative data demonstrating evidence of these projected benefits is limited, as this technique is still emerging. This study quantified the impact of shellfish aquaculture equipment on biodiversity at Cottage City Oysters' located in Martha's Vineyard, MA from June to September 2021. Two field sites were used: a 2-acre multi-species ocean farm that co-cultivates Eastern oysters (Crassostrea virginica) and hard clams (Mercenaria mercenaria) year-round with the addition of sugar kelp (Saccharina latissima) during the winter and spring (Site A), and a site with no aquaculture equipment (Site NA). Two GoPro cameras were deployed monthly in each site, recording the differences in biodiversity between sites. Biodiversity was quantified through measuring individual abundance and species diversity using the Shannon-Weiner Diversity Index. Site A had a higher diversity index value (DIV) than Site NA each month. The most common species observed were Scup (Stenotomus chrysops), Threadfin Shad (Dorosoma petenense) and Atlantic Silversides (Menidia menidia). Grazing species were observed eating macroalgae growing on the aquaculture equipment, and predatory species were observed hunting the grazers. This shows that complex food chains are attracted by the macroalgae growth resulting from the presence of the aquaculture equipment. These findings suggest that the presence of the shellfish aquaculture equipment directly increases biodiversity and that implementation of shellfish aquaculture practices, and multi-species ocean farming during the summer, benefits local ecosystems.

P.13 *Beyond the Workshop: Forging Connections Between Graduate Creative Writing Students and Youth Experiencing Homelessness*
Author(s): Lauren Reilly & Laura Charlton
Faculty Mentor: Dr. Shelley Stoehr-McCarthy
Department: English
Abstract: The English Department of Southern Connecticut State University has recently received funding from the Connecticut Office of the Arts (COA) to run a pilot for an initiative called Creative Connections. In this program, our graduate MFA students teach creative writing to homeless youth. We have partnered with the local organization

Youth Continuum (YCNH), which provides housing and crisis management to more than 500 youth experiencing homelessness in the New Haven, Connecticut area. The workshops will prepare participants—of whom only 1.9% hold college degrees—with the writing and literacy skills to apply for college, as well as help them to process life experiences through creative writing. This poster presentation, which was featured at the national 2022 Modern Language Association Convention, details Creative Connections' current progress, challenges, and the next steps driving the project. One of the program facilitators will be present to share her experiences from the Spring 2022 semester and answer any questions about the initiative.

P.14   *Significant Others and Accessibility of Resources: A Secondary Data Analysis of The Suburban Opioid Study*
Author(s): Elisabeth Matuska
Faculty Mentor: Dr. Aukje Lamonica
Department: Public Health
Abstract: Since 1999, almost 841,000 people died of a drug overdose (CDC/NCHS, 2020) with over 70% of all deaths in 2019 involving an opioid (Mattson et al., 2021). With the onset of the COVID-19 pandemic, drug overdose deaths increased significantly. Over 100,000 deaths due to drug overdose were reported during a 12-month period ending in April 2021, an increase of 28.5% from the previous year (Ahmad et al., 2022). Social support has been linked to help-seeking behaviors among those with substance use disorders (SUDs); as those with SUDs who have support are more likely to seek treatment, enter and complete rehab, and use medical services (Davey et al., 2007; Gyarmathy & Latkin, 2008; Sapra et al., 2013). Much of previous research that examined the impact social relationships have on pregnant or parenting individuals did not explicitly focus on romantic, co-parenting, or partner relationships (Asta et al., 2021). The purpose of this study is to examine how a significant other impacts suburban parents who use opioids and their access to resources. This presentation will discuss findings discovered through a secondary data analysis of data collected in the Suburban Opioid Study.

P.15   *Additive Manufacturing in Aerospace*
Author(s): David Riddle
Faculty Mentor: Dr. Zheni Wang
Department: Business Administration
Abstract: This Capstone Project describes the technical nature of Additive Manufacturing (AM) within the aerospace industry and how this unique manufacturing process has the potential to transform aerospace supply chain networks. Numerous technical journals and articles were researched to establish the connections and impact that AM technology has on the present and future state of the global supply chain. This capstone project covers topics related to AM methods and materials, examples of where AM technology is utilized, its impact on the global supply chain, potential drawbacks, and finally provides recommendations/suggestions for AM solutions moving forward. This project reflects on how AM technology could revolutionize aerospace supply chain networks as we currently know them today.

P.16   *Peering into Student-Led Tutoring: A Literature Review of Peer Tutoring Outcomes*
Author(s): Stephanie Kaesmann
Faculty Mentor: Dr. Cheryl Durwin
Department: Psychology
Abstract: Research suggests that students have experienced significant learning loss as a result of the COVID-19 pandemic. Students with disabilities, in particular, have experienced social isolation and their IEP and 504 plans have been inadequately accommodated. Improving children's literacy outcomes is more important than ever in light of these recent events. In a review of peer-reviewed articles on the outcomes of peer tutoring, I explore the benefits of this tutoring method for improving children's reading skills as well as the socio-emotional benefits. This literature review is being conducted in preparation for the SCSU R.E.A.D.S Lab's summer project investigating whether we can teach older elementary readers to use our evidence-based reading intervention, DRIVE, as peer tutors of younger, at-risk elementary-aged children. Peer tutoring is a way to scale up our DRIVE intervention so that it can stand on its own in schools without the need for researchers to implement it. Because DRIVE has resulted in significant improvements to children's reading and vocabulary skills, this self-sustaining peer-tutoring intervention would benefit more children. Moreover, it could help reverse the "COVID slide" in reading skills as well as provide students with disabilities more opportunity for socialization and educational growth.

P.17 *Environmental Racism: Substandard Housing and Its Role in The Burden of Asthma in New Haven, Connecticut Residents.*
Author(s): Marcelin Joseph
Faculty Mentor: Dr. Anuli Njoku
Department: Public Health
Abstract: Asthma, the condition in which a person's airways become inflamed, is a severe disease that interferes with daily activities and has emerged as a significant contributor to disease and disability in the Black/ African American community. In 2018, 2.7 million Non-Hispanic Blacks reported that they currently have asthma. In 2019, Non-Hispanic Blacks were almost three times more likely to die from asthma-related causes than the Non-Hispanic White population, emphasizing evident racial health disparities. New Haven, Connecticut, is ranked 5th in the top 100 metropolitan cities that are most challenging to live with asthma. Today, we have and are still identifying many racial disparities and inequities highlighted by the COVID-19 pandemic and the shootings of unarmed Black men. However, there is a need to investigate further environmental racism and its role in the burden of asthma in New Haven, CT residents.

P.18 *The Impact of Social Anxiety on Recognizing Facial Expressions of Emotions*
Author(s): Jennifer VanVeen
Faculty Mentor: Dr. Shuei Kozus
Department: Social Work
Abstract: Social anxiety is a common disorder as evidenced by the 15 million people in the United States who have it (Freed, 2020). Previous qualitative research studies in relation to social anxiety have been done, but there is a paucity of research looking at how individuals with social anxiety interpret emotions. This student researcher sought to understand this by addressing the following research question: How does social anxiety impact the recognition of facial expressions of emotions? This study utilized a systematic review of the literature and found four quantitative articles that examined this topic. Results showed that overall, individuals with SAD were less accurate and took longer to identify facial emotions. The majority of research showed that individuals with SAD were more accurate in identifying negative emotions (Oh et al., 2018), faster at recognizing them (Oh et al., 2018), and able to identify them at a lesser intensity than positive emotions (Joorman & Gotlib, 2006; Montagne et al., 2006). Contrarily, one study found that individuals with SAD were less accurate in identifying negative emotions (Tseng et al., 2017). The findings of this present study demonstrate the limited research done on individuals with social anxiety disorder and the role that the disorder plays in identifying facial expressions of emotions. This is an area where further research is required to understand the extent of how a social anxiety disorder diagnosis may impact one's ability to understand emotions or how a possible deficit in recognizing emotions may relate to a social anxiety disorder diagnosis.

P.19 *Capstone Special Projects- CSWE Competencies, Research to Practice*
Author(s): Kylie Pappas, Cat Griglun, Maura Brennan, Paige Darcy & Katie Arnone
Faculty Mentor: Dr. Joyce Taylor
Department: Social Work
Abstract: This poster presentation highlights the work of five students who demonstrated the full set of CSWE competencies and applied social work research to practice. Their special projects covered a wide range of service populations, settings, and ages across the lifespan. Each project focused on different areas of engagement, assessment, and interventions for individuals, families, groups, and communities.

P.20 *Developing Trauma Informed Ministries Within Places of Worship*
Author(s): Vianette Hernandez
Faculty Mentor: Dr. Mary Acrim
Department: Social Work
Abstract: The Latino population experiences unique circumstances that increase the likelihood of developing mental illness. Nonetheless, research suggests that many are more likely to seek support from clergy than from mental health practitioners but that spiritual leaders do not always feel equipped to support people experiencing mental health needs. This poster presentation focuses on a capstone project in which a training module on trauma informed ministry was developed in English and Spanish as a resource to equip social workers, clergy, and ministry leaders on developing trauma informed ministries within their places of worship.

The project consists of three components. Part one includes identifying gaps in the literature and reasons leading to the development of this project. The second component consists of the pilot training conducted via Zoom with three different groups of Latino ministry leaders. The training included information on mental illness and trauma, and practical resources were provided for developing trauma informed ministries. The third component consists of a Bilingual Facilitator's Guide developed using feedback obtained through a participant survey and focus group.

The purpose of this poster presentation is to emphasize the role of the church as a protective factor and to equip leaders to develop trauma informed ministries within their places of worship. By identifying barriers in the system and how developing trauma informed ministries could assist in eliminating those barriers, the desire is to provide practical and trauma informed ways to address situations that arise when mental illness is present and when trauma related incidents are disclosed.

P.21 *How does a dementia diagnosis influence the timing of end-of-life discussions and decisions?*
Author(s): Janet Moran
Faculty Mentor: Dr. Joyce Taylor
Department: Social Work
Abstract: This literature review addressed a variety of concepts around palliative and hospice care for patients, as well as advance care planning for individuals with a dementia diagnosis. Data reveals that having discussions about end-of-life care prove difficult for providers, nurses, patients, families, and caregivers. With the number of individuals diagnosed with a form of dementia continuing to rise, it is becoming a substantial public health issue affecting not only the individual with the diagnosis, but also families and society.   The completion of advance care planning documents varies by individual and diagnosis; however, when looking at the average time frame, much of this occurs during the last six months of life. This timeline is not always feasible, especially when taking into account a diminished cognitive functioning due to a dementia diagnosis.

P.22 *Association between Perceived Changes in Health Behaviors and Race/Ethnicity During the COVID-19 Pandemic*
Author(s): Joshua Huebner
Faculty Mentor: Dr. Kristie Rupp
Department: Clinical Exercise Physiology
Abstract: BACKGROUND: The purpose of this study was to determine whether perceived changes in certain health behaviors differed by race/ethnicity during the COVID-19 pandemic. METHODS: Participants were recruited for this cross-sectional study through social media posts and Qualtrics online panels between June-August 2020. The survey was conducted online via the Qualtrics platform and consisted of questions about demographics and perceived changes in health behaviors during the pandemic. Separate logistic regression models adjusted for confounders assessed the odds of reporting an adverse change in each health behavior (i.e. fruit/vegetable consumption, caloric intake, processed food consumption, physical activity, and sleep quality) by race/ethnicity. RESULTS: Participants were 67.5% non-Hispanic white, 11.6% non-Hispanic black, 5.6% Hispanic, and 15.3% other/two or more races. Non-Hispanic black participants were significantly less likely to report: (1) an increase in processed food consumption [adjusted odds ratio (AOR) = 0.46; 95% confidence interval (Cl): (0.24,0.90)]; and (2) an increase in alcohol intake [AOR = 0.44; 95%Cl: (0.22, 0.87)] in comparison to the non-Hispanic white participants. Participants identifying as other/two or more races were: (1) 47% less likely [AOR = 0.53; 95%Cl: (0.30, 0.95)]to report an increase in alcohol intake; but (2) were 2.19 times more likely [AOR = 2.19; 95%Cl: (1.27, 3.76)] to report a decrease in physical activity in comparison to non-Hispanic white participants. CONCLUSION: Differences by race/ethnicity in perceived changes to certain health behaviors during the COVID-19 pandemic support additional research on, and development of, targeted behavioral and public health interventions to improve health behaviors.

1B. *Black Women and Popular Culture II: A Roundtable*
The Spring 2022 Women's and Gender Studies special topics graduate course "Black Women and Popular Culture" explores the lives of African American women as creators and consumers of United States popular culture. This roundtable features the research of the students in the course based on their final projects produced in a chosen medium of annotated syllabus or literature review. Focused on a range of topics from Afrofuturism to #hashtag activism, from 1980s/1990s sitcoms to curated digital spaces, this research investigates what popular culture can help us to better understand about experiences in and practices of African American womanhood. Students will also share current trends in their respective subfields.

O1B.1 **Author(s):** Colleen Isberg
Faculty Mentor: Dr. Jemel Auilar
Department: Women and Gender Studies
Abstract: This presentation will engage representations of beauty in the Black community.

O1B.2 **Author(s):** Tierra Shannon
Faculty Mentor: Dr. Jamez Aguilar
Department: Women and Gender Studies
Abstract: Black women began the "Me Too" movement and other social media campaigns designed to bring resistance and social change to political issues. This presentation will explore how women operate under Black womanist standpoint theory, bringing important change to the political arena from ordinary life.

O1B.3 **Author(s):** Tishawn Trimble
Faculty Mentor: Dr. Siobhan Carter-David
Department: Women and Gender Studies
Abstract: This presentation, based on work toward creating an annotated syllabus on the topic, will engage Black women in digital spaces.

O1B.4 **Author(s):** Laura Noe
Faculty Mentor: Dr. Siobhan Carter-David
Department: Women and Gender Studies
Abstract: This presentation, based on work in creating a literature in the topic, will review Black women and digital resistance as seen in social media, blogs, etc.

O1B.5 **Author(s):** Shampa Iftakhar
Faculty Mentor: Dr. Siobhan Carter-David
Department: Women and Gender Studies
Abstract: My roundtable presentation will engage how Black women are presented in Toni Morrison's novels *The Bluest Eye* and *Sula*.

O1B.6 **Author(s):** Ellen Petersen
Faculty Mentor: Dr. Heidi Lockwood
Department: Women and Gender Studies
Abstract: Afrofuturism in the realm of science fiction builds worlds in which the African diaspora and African culture inform the ways in which writers view the past and the future. This presentation engages the ways in which visionary writers deal with themes of racism, colonization, sexism, marginalization, and technology through an Afrofuturist lens.

O2C.7 *Deliverance 'In Hand': The Case for Margaret of York's Guide to an Imagined Pilgrimage in Rome*
Author(s): Bailey Sullivan
Faculty Mentor: Camille Serchuk
Department: Art History
Abstract: A fifteenth-century manuscript once owned by Margaret of York, Duchess of Burgundy, now in the collection of the Beinecke Rare Book and Manuscript Library at Yale University (Beinecke MS 639), lists the seven principal churches in Rome and the available indulgences to be obtained upon their visitation. Although classified as a guide to an imagined pilgrimage—a well-known genre of medieval pilgrims' texts—Beinecke MS 639 is unusual: it ambiguously engenders its audience, using the French "ceux" (men) and "celles" (women) to address its audience,

and occasionally addresses certain spaces in Rome to which the woman reader would not normally have access. This manuscript presents a twofold problem: which elements—or what functions—of the manuscript permit the woman reader to virtually enter restricted spaces? I will argue that while the format of the text in MS 639 encourages imagined translocation, the illuminations betray the manuscript's material qualities. This paper will show that the manuscript's "objecthood" provides the spiritual substance necessary to reach a female audience, whose capacity to understand the divine was determined by her sensuality. Translocation is thus activated for the implied female reader through haptic experience—an experience explicitly encouraged through the composition of the manuscript's illuminations. The affective and indulgenced capacity of the manuscript in the hands of Margaret of York—indeed, whomever handled the manuscript—depended on her multi-layered and contact with its self-referential text, images, and materiality. It is through these means that MS 639 both discloses and circumvents medieval restrictions on space and the female gender, two components of late-medieval devotion that functionally governed access to the divine.

6:45 – 8:00 p.m. | Oral Presentations – Session 2B
ASC Room 303

O2B.1 *Disguised as an Insider: Christopher Isherwood's Closeted Survival in Lions and Shadows: An Education in the Twenties*
Author(s): Lauren Reilly
Faculty Mentor: Dr Vara Neverow
Department: English
Abstract: Critics of Christopher Isherwood often call attention to his later career for his accomplishments as an openly gay author and gay rights activist. However, this paper will argue that Isherwood's later works should not be the starting point for understanding his perspective as a gay man. Isherwood's "Lions and Shadows: An Education in the Twenties" deliberately omits his gay sexual interests and desired explorations when detailing his experiences as a young student before and once at Cambridge. Isherwood must train to become a future don and disguise his sexuality to appease his mother's wishes and avoid societal rejection. Isherwood's training in history at Cambridge immersed him in an environment he grew to hate, driving his identity as an "Outsider." The initial tolerance of his schooling, rooted in fear, reflects his motivations to adopt behaviors that allowed him to blend in with the "inside," a space defined by the surrounding heteronormative attitudes and Puritan, middle-class behavioral expectations (until he left school by getting himself expelled during his second-year). This paper details Isherwood's strategies for occupying "inside" spaces and combatting its entrapment through escapism, including his quasi-mythical world coined "The Other Town" that he travels to alongside his companion Allen Chalmers, a pseudonym for British writer and his friend Edward Upward. Isherwood confronts his fears of alienation by finding security in friendship and mythology. Futhermore, Lions contributes to a conversation about how alienated communities can find solace in reclaiming their isolation and use this empowerment as the foundation of their reshaped identities.

O2B.2 *The Aeneas Question*
Author(s): Edward Cordero
Faculty Mentor: Dr. Byron Nakamura
Department: History
Abstract: My current work is examining why the Romans adopted Aeneas as there founder when they already had Romulus as their established founder and first king. This will conducted by examining the primary sources for the cultural influences prior to doing a cross cultural examination of the Greeks and Romans to provide a possible answer. This discussion will seek to prove that a Greek influence on the early Romans could be the possible cause for the rewriting of their history.

O2B.3 *The Life and Work of Father Edward Taylor*
Author(s): Richard Marquette
Faculty Mentor: Dr. Siobhan Carter-David
Department: History
Abstract: My Final Paper for this class will be to explore the life and work of Father Edward Thompson Taylor (1793-1871), an American Methodist minister who began his own sailing career when he was only seven years old. Later in life, Father Taylor first became an itinerant preacher. He later found his true calling as a chaplain at the Seamen's Bethel in Boston, which grew in popularity and became the Mariner's House (a "safe-haven" and retirement home for active and retired sailors). 1 Throughout his ministry, Father Taylor was an activist and advocate for sailors. He was also a captivating preacher, whom Ralph Waldo Emerson nicknamed "The Shakespeare of Sailors and the Poor."

My thesis is that Father Taylor was instrumental in providing care and assistance not just to active sailors, but also to retired sailors. While it would be a difficult feat to prove the contrapositive of what life would have been like for sailors "but for" the intervention of Father Taylor, my goal is to make a convincing argument that Father Taylor did indeed contribute, in a variety of ways, to the well-being of sailors. My primary source document will be the Sermon presented by Rev. George Noyes at Father Taylor's Funeral in 1871. In addition, while there is a dearth of writings that were actually written by Father Taylor (who preached extemporaneously)

O2B.4 *Critical Areas of Connecticut*
Author(s): Michael Gaffney
Faculty Mentor: Dr. Matthew Miller
Department:
Abstract: Research has shown a relationship between age, sex, poverty and disability status. Using the Morans I tool in ArcGIS Pro the presentation will show the relationship of the above demographic attributes as determined by the U.S. Bureau of the Census in their 5 year American Community Survey database for the years 2015 – 2019.

O2B.5 *Resistance in these Spaces: A Collaborative Autoethnography*
Author(s): Fallon Daniels, Jeanine Pocoski & Patricia Duff
Faculty Mentor: Dr. Laura Bower-Phipps
Department: Educational Leadership
Abstract:
Autoethnography has the potential to connect personal lives to research. Most importantly, it can foster "cross-cultural coalition building" (Ngunjiri, Hernandez, Chang, 2010, p. 9) by connecting personal lives with others. To establish a safe and free cognitive space, we created and shared autoethnographies as a point of departure for connectivity within our Women's and Gender Research Methods class. We then applied the concurrent collaborative model as a research methodology to determine emergent themes across individual autoethnographies. This roundtable will present the process and findings of our collaborative autoethnography that includes: family, education, oppression, trauma, identity, and resistance. This study informs the development of inclusive and protective spaces within our community that acknowledge and uplift the voices of all women.

O2B.6 *An Exploration into the Impacts of Municipal Collaborations on Adult Learners*
Author(s): Rick Raucci
Faculty Mentor: Dr. Sousan Arafeh
Department: Educational Leadership
Abstract: Completing a high school diploma has a significant effect on an individual's income and utilization of state aid. Current state statutes impact accessibility to high school diploma granting programs for adult learners who did not successfully earn their diploma in a traditional high school setting. Specifically, the statutes allow municipal collaborations to offer these diploma granting programs where the courses are held in a host district where residents from the other municipalities must register and attend. As a result, access to these courses is inequitable and leads to variable student success rates. Transportation, childcare, and access to technology are all factors that make program access difficult. This presentation will explore the literature and data to understand best practices around adult education diploma granting program accessibility.

6:45 – 8:00 p.m. | Oral Presentations – Session 3B
ASC Room 305

O3B.1 *The fight to demonstrate mastery: righting the wrongs of traditional grading with flexible pathways*
Author(s): Bridget Erlandson
Faculty Mentor: Dr. Sousan Arafeh
Department: Educational Leadership
Abstract: Connecticut, like many other states, strives to remedy the inequities and inequalities heightened by federal No Child Left Behind policy of the 1990s and exacerbated by the traditional grade scale. One solution is the adoption of the Connecticut General Statute 10-221a (2018). With this statute, high schoolers meet graduation requirements by demonstrating mastery of content through experiences and opportunities that are flexible. These flexibilities lead the learner down pathways which embrace cross-curricular connections, virtual learning, dual enrollment, learning that is centered on service or work, or independent studies. Since this is a shift from conventional teaching and learning, our educators and school leaders need support to move away from the traditional pathway to graduation and toward a system that embraces flexible pathways. To successfully implement mastery-based learning in Connecticut, teacher and leader retraining and reflection to support the adoption of Connecticut General Statute 10-221a (2018) must occur. Educational leaders must support the redesign of curriculum that promotes core content's flexibility toward the different pathways, build the capacity of their team to align instruction and assessment, and finally, analyze existing grading practices with the goal to create reporting systems to track student achievement data. The movement toward flexible pathways can break the cycle of inequities created by uncontrollable forces and fill gaps that our students face every day.

O3B.2 *Teaching English Language Learners: What Works and What Doesn't and Why is it This Way?*
Author(s): Forrest Bonjo
Faculty Mentor: Dr. Sousan Arafeh
Department: Educational Leadership
Abstract: This Policy Brief concerns the challenges educators currently face when trying to create equitable and equal access to educational resources and support for students who speak languages other than English. Decades of efforts to resist equitable and equal education despite the multiple federal mandates passed since 1954 have resulted in a fragmented patchwork of policies that have led to a wide array of approaches when educating ELL (English Language Learner) students. This presentation will explore and discuss the benefits of plurilingual approaches to learning for ELL students. In particular, translanguaging, a teaching approach which embraces a students' multilingual identity, has yielded positive results regarding graduation rates of ELL students in and English proficiency levels for ELL students. The history of ELL education from a federal and state policy perspective will be examined. The philosophy surrounding Translanguaging, its benefits, and how it can be applied in the classroom will be discussed.

O3B.3 *The Theory of Planned Behavior in Assessing Knowledge, Attitude, and Practice of Oral Health Behaviour Among the Africa- American Undergraduate Students in New Haven.*
Author(s): Funmilola Belie
Faculty Mentor: Dr. Christine Unson
Department: Public Health
Abstract: PURPOSE/AIM: The study aimed to assess how much the students know about oral health and to describe their practice of oral health using the theory of planned behavior. This study aimed to develop a model to explain the predictors of oral health behaviors among undergraduate students based on the Theory of Planned Behavior. SAMPLE: A self-administered questionnaire will be used and distributed among the respondents. Statistical analysis will be performed using the statistical package for social sciences (SPSS) version 23, normality of distribution will be determined and appropriate statistical tools will be used for both categorical and continuous variables. The data will be analyzed using descriptive statistics and structural equation modeling (SEM) MEASURES: It will consider the effect of the constructs on the intention to improve oral health behaviors. The variables will be scored so that higher mean scores will reflect a more positive attitude, more-positive subjective norm, and higher perceived behavioral control towards oral health behaviors (Independent variables). The influence of the variables will be correlated with the intention (dependent variables) toward positive oral health outcomes.
HYPOTHESIS: The attitudes toward oral health will be associated with dental health practice and the subjective norm will be associated with dental health practice. Perceived behavioral control will be associated with dental health practice, fear of dental visits will be associated with dental health practice, knowledge of oral health will be associated with dental health practice, communication associated with dental health practice, and socio-demographic variables are associated with dental health practice.

O3B.4 *The Evolution of You- A Therapeutic Journal For Anxiety*
Author(s): Morgan Horbal
Faculty Mentor: Laura Albee
Department: Masters in Social Work

Abstract: The intention of this special project was to explore the literature and provide a comprehensive overview of the research on social anxiety disorder (SAD) in adolescents and concludes by offering a journal for SAD that therapists can use in their practice. The overview includes a description of social anxiety disorder and highlights various theories of anxiety. The etiology of social anxiety disorder, developmental considerations, prevalence of SAD in teens, risk factors and overall impact on teens are also addressed. The project devotes considerable attention to the treatment of social anxiety disorder through the use of cognitive behavioral therapy and a strengths-based modality. My journal, entitled, The Evolution of You provides evidence-based resources to anxious teens and ultimately strives to reduce the rate of social anxiety disorder in adolescents.

O3B.5 *Moving through Internal Family Systems: A training curriculum to foster embodied awareness in clinicians*
Author(s): Samantha Parsons
Faculty Mentor: Dr. Shuei Kozus
Department: Social Work
Abstract:
Social work practitioners enter the field with very little embodied forms of knowledge although there is increasing evidence that the body and embodied experience influences the quality of social work practice. This presentation draws on my special project that integrates a more familiar psychotherapy framework (Internal Family Systems) with an embodied movement-based framework in an attempt to narrow the embodied gap in social work education and practice. Integrating embodied practices into the traditional social work ideology of practice and application attempts to shift the field into a more decolonized space and highlights the need for integrating embodied forms of knowledge in social work education and practice in order to meet the demands of our continual interaction between self, practitioner, client and community.

O3B.6 *Examining Interdisciplinary Teams' Knowledge of Dementia in a Long-Term Care Facility*
Author(s): Gabriela Simoes
Faculty Mentor: Dr. Brianna Garrison
Department: Social Work

Abstract: Its important when working in a long-term care facility that interprofessional staff members know about dementia. Education and training staff can help transfer knowledge and skills in working with a person living with dementia. Without the knowledge or the training to work with residents living with Alzheimer's disease and other dementias it can be difficult to provide the care that the resident would need. The participants in this study was on interprofessional staff that works in a long-term care facility in Connecticut. Based on information gathered from the participants, the research findings will inform the development of interprofessional training addressing areas that staff perceive to be lacking and would like to learn more about.

6:45 – 8:00 p.m. | Oral Presentations – Session 4B
ASC Room 306

O4B.1 *Two Ways to Burn a Barn: Murakami's "Barn Burning" (1983) and Chang-dong's Burning (2018)*
Author(s): Kenneth Giangregorio
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: In the last four years, Japanese author Haruki Murakami has had two short stories adapted into critically-acclaimed films: "Barn Burning" (1983) and "Drive My Car" (2015) formed the basis of Lee Chang-dong's Burning (2018) and Ryusuke Hamaguchi's Drive My Car (2021). Murakami's work is famously surreal, and usually filtered through the inner world of a first-person narrator, making screen adaptation a challenge. Both films found critical and commercial success by embracing the source material, while respecting the freedoms and constraints of the medium. Instead of focusing on faithful translation from text to screen, these directors use narrative techniques to tell a story of their own. In order to study this development of character and story, this essay examines the relationship between "Barn Burning" and Burning through the lens of narratology and adaptation. Murakami and Chang-dong employ shifts in focalization, develop different storyworlds, play with clock time and narrative time, and consistently satisfy and subvert genre expectations. Though they share constituent events, it is their diverging paths that shape the audience's experience of a man, a woman, and a self-proclaimed arsonist. Neither version of the story contains overtly supernatural elements, but the reader and viewer are drawn into a world of "simultaneity": good and evil, being and not being, guilt and innocence, rational and irrational, possession and possession - in the sense of having something and dominating (or being dominated by) someone. To engage with "Barn Burning" and Burning is to study the thought and emotion they create through narrative discourse.

O4B.2 *Translation Hedges in Tenth of December written by George Saunders*
Author(s): Thu Truong
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: First, in Tenth of December, written by George Saunders, the first thing I am impressed with is to get hooked into the protagonist's minds, with stories written in the first person or in a third person that molds themselves around the characters' thoughts and voices. Hedges are made good use. On the one hand, They make the writer go into greater detail than is necessary or give less information than expected. For example, in "Escape from Spiderhead," there is a saying: " Or, as we termed it: the Spiderhead." The term "as we termed it" belongs to the maxim of quantity as the contents of the utterance are so precise that the speaker does not want to repeat them. Also, hedges may imply that some information is based on shared knowledge and comprehension, bolstering the assertions presented. The speaker using this hedge does not affect the truth condition of the original proposition, and it reflects the speaker's stance while showing the speaker's uncertainty in their utterance. As a result, hedges bring the plot closer to the readers and give them the natural feeling of being in real life, which is incredibly vivid and imaginative.

Second, language expresses cultural reality. The words people utter refer to everyday experiences, beliefs, and values that signify their national or regional identity. Because of cultural differences between the two countries, the way they communicate is also different, and hedges show clearly how cultural factors or habits of using language affect the communication process.

O4B.3 *How Parts Make a Whole: Coherence and Purpose in the "Short Story Collection" Medium*
Author(s): Ben Pello
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: The short story collection is a format which forms a conceptual and physical frame around a group of usually unrelated stories. These can take the form of curated anthologies containing the works of many different authors, such as the Spoon River Anthology, or the collected works of individual authors, such as Deb Olin Unferth's "Wait Till You See Me Dance, Tim Parrish's "Red Stick Men," Anthony Veasna So's "Afterparties," and George Saunder's "Tenth of December." This format presents disparate (though sometimes similar) stories under the banner of one book or collection, which puts the stories in a wider and more connected context. This paper will explore what it means for a story to be a part of a collection as well as what the "short story collection" medium means for the stories as a whole. I examine ideas such as juxtaposition, coherence, and sequence in an attempt to explain the formal whole of the "short story collection" medium. Beyond this, I explore ideas within the stories in the aforementioned collections, such as themes as a connective tissue in medium organization; I look at material within stories to establish connections and progressions, linking one separate story to another, examining how and whether that does create a formal whole. Though most of this paper examines specific examples and books in the "short story collection"

medium, I intend to use outside sources, such as interviews and analyses to bring in further ideas and considerations into the definition of what makes this medium work.

O4B.4 *The Hero in "Tenth of December" by George Saunders*
Author(s): Domenic Burby
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: "Tenth of December" tells the story of heroes, both imaginary and real. Through analysis of focalization in the two central characters, Robin and Don Eber, I hope to explore how their perception of heroism alters our own. In the mind of Robin, who goes on an imaginary journey through the woods, fighting monsters and saving the charming Suzanne. And of Don Eber, a confused, elderly man, thinking that he desires a way out of life. The definition of heroism inevitably comes to a head when the two meet, and in both direct and indirect ways, save each other. I pose the idea that Saunders is not only making us question who the hero is, but also what defines the meaning of heroism. Is it Robin, lost in the mind of childhood imagination? Don Eber, old and confused, believing his life to be over? How about Robin's mother or Don's wife, who both play a key role in saving the pair? The analysis of focalization in the story will allow for an insight into how Robin and Don's stories interweave and build upon each other. I wish to explore the ways through which Robin and Don Eber share this journey, how they interpret their own individual acts of heroism, and the way they perceive each other as a result.

O4B.5 *Omission and Accentuation: Mapping the Numinous Effect of Haruki Murakami's Narrators in "First Person Singular"*
Author(s): Matthew Laydon
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: On a surface level, the voices comprising Haruki Murakami's short story collection First Person Singular relate simple enough narratives, such as one narrator's trip to a mountain-top piano recital or another's hunt for a record from his youth. What is lost in this sort of description is the mystique generated by the delivery of such stories, whether it be the coloring provided by a framing narrative that creates distance, the struggle to assimilate various distractors into a cohesive discourse, or simply the temporal structure within which one such narrator attempts to place events that are muddled by unanswerable questions along the way. Ultimately, the way to understand the numinous effects of First Person Singular's stories is to identify the subtleties of language that each voice utilizes. Whether by omission or accentuation of various storyworld and plot elements, the controlled perspective of each unique narrator creates an intrigue that shapes the readers experience with each story. Cataloguing these decisions will create a complete image of the manner by which Murakami achieves the pensive, uncanny mood that each and every piece creates. My goal is to identify three stories that open up the widest variety of voice and discourse to identify the moments where mystical or uncanny moments are created. In turn, I hope to gain and impart a deeper understanding of the surprising vastness that a focused, first-person narrative voice can generate.

O4B.6 *Narrative Expectations: How Stories Use Structure*
Author(s): Salvatore Ghamo
Faculty Mentor: Dr. Charles Baraw
Department: English
Abstract: The crux of my presentation revolves around the idea that an author can anticipate the ways in which structural choices influence a reader's interpretation of a story. Because of how stories are told using elements of narrative time and narrative jamming, a reader cannot respond to a story without being involved in the progression of stylistic devices. This process of communication between writer and reader influences the reader to perceive and react to the writer's structural choices; the rhetorical effects of these choices cause a reader to draw conclusions and, therefore, generate preconceived meanings. A creator's awareness of a receiver allows them to engage with a narrative discourse that empowers them. Focusing on how a story is told and how different methods will consequently be interpreted allows the writer, and the reader as well, to focus on what creates the outcomes of these complex narrative thought systems we call stories. During my presentation, I will discuss stories by George Saunders and Deb Olin Unferth. Both authors are modern short story writers who utilize a narrative discourse that depends on the reader's expectations of how a story will unravel. In other words, Saunders and Unferth are masters at creating a mode of progression in which the reader's sense of a linguistic process coming to completion is upended by narrative uncertainty. It is my claim that both Saunders and Unferth epitomize the paradigm by which these temporal organizations are playing upon the reader's expectations.

O4B.7 *Misbehaved, Unlikable, Afraid, Fragile WOMEN – A Thriller Anthology of Short Stories of Complicated and Fascinating Women*

Author(s): Sarah Weynand

Faculty Mentor: Dr. Charles Baraw

Department: English

Abstract: The motives and desires of literary women in horror, thrillers, and dramas are questioned in a different way than literary men. Men are fearless, providers, complex, and heroes. Women are their wives, their muses, and even their enemy when they tap into their own power and complexities. What do we see when women are seen through their own eyes? What do we not see when they are seen through a man's eyes? What happens when women begin to pick apart one another in their own narratives? When we are invited into women's realm through focalization, we, as H. Porter Abbott writes, "pick up various intensities thought and feeling […] from the eyes we see through" (The Cambridge Introduction to Narrative, 80). 'Likable," a story from Deb Olin Unferth's Wait Till You See Me Dance, comes to mind, in which the reader questions whether the focalized character sees herself as unlikable or if the narrator sees her this way and forces these judgements upon her, delivering an eerie examination of forced identity. In short fiction with leading women protagonists, the power of focalization centers women's complex perceptions, flaws, and justifications. In "Misbehaved, Unlikable, Afraid, Fragile Women," we have a range of female-centered stories with varying narrative methods to highlight the many complexities and intensities of female perception. This anthology includes works from Her Body and Other Parties by Carmen Maria Machado, Stone Mattress by Margaret Atwood, Tenth of December by George Saunders, and many more.

6:45 – 8:00 p.m. | Oral Presentations – Session 5B
ASC Room 308

O5B.1   *Examining the Impact of the Science of Happiness on the Wellbeing of College Students*
Author(s): Jennifer Brubacher
Faculty Mentor: Dr Kyle O'Brien
Department: Social Work
Abstract: While college is often associated with greater independence, increased social connections, and working towards a career goal, students can experience difficulty coping with the intense pressures and changes that come with the college experience. The most commonly reported mental health concerns among college students are symptoms of anxiety, depression, stress, and academic pressures. Few interventions address the transitional difficulties and mental health issues that arise from the college experience and is an area of research to expand on and learn how to better meet the unique psychosocial needs of this population. This study analyzed the learning outcomes of a sample (n=4) of Southern Connecticut State University students who completed The Science of Happiness course in Fall 2021 to determine the effectiveness of supporting student wellbeing. By using qualitative data gathered through one-to-one interviews, this study found that 100% of student participants reported enhanced well-being and were still implementing course concepts 16 weeks post-course completion. The findings highlighted increased overall happiness and enhanced self-agency positively impacting one's own well-being and greater ability to cope with the demands and pressures of being a college student. These results are consistent with other existing research about the positive impact of utilizing positive psychology interventions in higher education. It is concluded, for this study, that the positive psychology course concepts utilized in The Science of Happiness course at SCSU serve as an effective intervention to meet the unique psychosocial needs of college students.

O5B.2   *The Impact of COVID-19 on the Social Experiences of MSW Students*
Author(s): Amanda Franco
Faculty Mentor: Dr. Kyle O'Brien
Department: Social Work
Abstract: Research has shown that COVID-19 has significantly impacted the lives of many individuals, including college students. Due to COVID-19, college students have experienced many challenges, including a lack of social connectedness. Thus, the purpose of this study was to examine the impact of COVID-19 on the social experiences of graduate MSW students returning to campus at Southern Connecticut State University (SCSU). This researcher examined social connection among college peers at SCSU, using a mixed-methods approach by offering an online survey. In the survey, participants completed a sample demographics questionnaire, rated perceived facilitators and barriers on a scale of one to five, and answered four open-ended questions about the impact that COVID-19 had on their social experiences. Quantitative and qualitative data collected related to the primary research questions: (1. What is the impact of COVID-19 on the social experiences of graduate MSW students returning to campus at SCSU? 2. What are the perceived facilitators and barriers toward social connection among MSW college peers at SCSU?) Results showed that overall, participants have found that COVID-19 significantly impacted their social connection with peers and faculty as they returned to SCSU. Thus, it is critical for colleges to facilitate social connections among college students.

O5B.3   *Examining the Perceived Needs of College Athlete Coaches, Directors, and Trainers to Screen for and Address the Mental Health Challenges of Intercollegiate Athletes*
Author(s): Jennifer Walsh
Faculty Mentor: Dr. Kyle O'Brien
Department: Social Work
Abstract: While emerging adults experience high rates of mental health challenges relative to those in other life stages, the nature of intercollegiate athletics puts college athletes at even greater risk for mental health disorders than their non-athlete traditional student peers. Athletic participation at the college level can serve as a protective factor, but there also are numerous inherent risk factors. This study includes a review of the existing literature that speaks to the particular vulnerabilities of college athletes and the results of a mixed-methods survey that examined the perceived needs of college athletic directors, coaches, and trainers in screening for and addressing the mental health challenges of intercollegiate athletes. While conclusive findings could not be reached given the limited sample size (N=7), participant self-ratings for knowledge and comfort in screening for and addressing mental health challenges common to college athletes fell largely in the moderate range. A consistent suggestion offered by participants included the creation of a counseling services resource housed within the athletic department. Findings suggest that more work needs to be done if universities are to better serve the very real and unique mental health challenges of intercollegiate athletes who often serve as the face of their institutions.

O5B.4 *The Impact of the Science of Happiness Course on Student Well-Being*
Author(s): Valerie Gutman
Faculty Mentor: Dr. Kyle O'Brien
Department: Social Work
Abstract: Given the growing mental health challenges among college students, it is crucial to equip them with coping mechanisms and preventative tools to foster their resilience and improve well-being. Psychoeducation is gaining ground and becoming an integral component in this toolbox to empower students. Such a course, The Science of Happiness, made its debut at SCSU in the fall semester of 2020. This study's purpose was to examine what impact, if any, this course had on its students' well-being one year after completion. Student participants (n=6) were asked to complete an on-line survey to gather preliminary data on perceived knowledge, followed by one-on-one guided interviews over Zoom to gain a deeper understanding of their experiences. Questions were answered regarding key positive psychology concepts and if/how they applied what they had learned in the course. Students reported (n=100%) that they used class concepts in their personal lives as well as on their student journey through college and graduate school, and that they continued to experience an improved mood and sense of well-being one year after completion of the course. This research contributes to a growing body of evidence to support the hypothesis that positive education makes a positive impact and can be used as both a preventative and diagnostic measure to improve wellness.